

# All Saints' Catholic High School

A Specialist Language College

*Luceat lux Vestra*



**Year 8 Options**

2018



# YEARS 9-11 COURSE GUIDE 2018

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April 2018

Dear Parents / Carers,

Year 8 pupils have now reached the point in their learning journey where decisions are made about the subjects to be studied in Years 9, 10 and 11. With the support of their families and teachers, pupils can choose some of the subjects in which they would like to deepen their knowledge and gain national qualifications.

As you are probably aware, there are also some subjects which ALL pupils will study. Here at All Saints', these 'core' or compulsory subjects include English, Mathematics, Science, RE and General PE. However, in these and other subjects there are choices about which 'route' they will take.

This booklet is designed to help you and your child in making these choices. Please use the details here as well as conversations with our subject and pastoral staff to make sure you have all the information you need.

Working in partnership with parents to support the learning of the pupils is something we value greatly here at All Saints' – your help with this is much appreciated. Should you require any further information, please do not hesitate to contact us.

Yours faithfully



**Mr B McNally**  
**Head Teacher**

## WELCOME TO YOUR OPTIONS

This final phase of your compulsory education is probably the most important and hopefully the most exciting part of your learning so far. The next three years will bring challenge and change, as well as increased responsibility and a wealth of opportunities as young adulthood beckons.

Expectations are high for our pupils at All Saints'. We believe every pupil can succeed, whatever their ability. We provide a grammar school curriculum embedded in the E-bacc subjects. Good attendance and punctuality are crucial for success and are a basic expectation for all pupils. Pupils are really well supported and our outstanding pastoral system, links very closely to the curriculum. Subject Teachers report on your progress each half term and you meet daily with your Form Tutors.

Pupils are now challenged to organise and manage their study time. Assemblies and extra-curricular activities remain an important part of School life and we hope that pupils will manage to balance their work life with enjoyment, through participating in the many events which allow time for us to have fun together as a community.

Rewarding pupils is very important to us. In each term we will have Achievement Assemblies where we acknowledge and celebrate your hard work and encourage success. We expect that Praise Postcards, which recognise good work and effort, will be sent by post on a regular basis. By the time you leave Year 11, you will have received lots of guidance and support in moving on to further learning, training or employment.

So there are lots of interesting times ahead! The first stage is to arrange the subjects you will be studying. Some of these you will get to choose and the details in this booklet will help you with those decisions. We hope you are looking forward to making these key decisions.

# OPTIONS FORM 2018

## ADVICE & GUIDANCE

The curriculum for you in Years 9-11 is made up of a number of subjects, some of which are compulsory and some of which you are able to choose. The Options Form you have been given has been personalised for you to reflect the range of courses we feel best fits your needs.

### SECTION A

These are your compulsory subjects.

### SECTION B

You should select FOUR subjects from those listed.

You may find that we have recommended that you should study at least one language and one humanities subject.

### WHAT ABOUT NEW SUBJECTS?

You will find that you have already studied many of the optional subjects during your first two years in school. However, it is almost certain that there will be a number of subjects with which you are NOT familiar. Before you choose, you need to FIND OUT about these new subjects. You have already heard about these subjects in the special assemblies over the last few weeks and you will also find a summary of each of these courses in this booklet. You can also seek advice about these from the relevant Subject Leader, your Form Tutor, or your Progress Leader.

### WHAT SUBJECTS SHOULD I CHOOSE?

That's mainly up to you and your parents/carers but the following pointers may be helpful:

1. *Which subjects do you like?* You will probably try harder at the subjects you like. You will also gain more enjoyment from doing subjects you enjoy.
2. *Which subjects are you best at?* You may stand a better chance of getting good results in these subjects.
3. *Which subjects do you need?* Do you have an idea of the career you might wish to follow? If so, you may need certain subjects and qualifications. Seek advice from the Careers Adviser.
4. *What if you have no career in mind?* Most Year 9 pupils are still undecided about their future plans and many of those who do have some ideas will find their ideas change during the next two years. Therefore, it makes sense to keep as many career options open as possible.

5. *Should I choose the same subjects as my friends?* This is not a good idea. You should choose the subjects that are best for you. You will be studying these subjects for the next two years - this is a long time if you have no real interest in the subject and have just chosen it to be with your friends.

### **WHAT HELP CAN I GET?**

You can get help in lots of ways. Reading this handbook carefully is the place to start. However, there are also many people who may be of assistance to you, including:

1. Your Subject Teachers - they know your strengths and weaknesses in each subject
2. The Heads of Department
3. The Year 8 Pastoral Team (Progress Leader and Form Tutors)
4. Your parents
5. Information from the Careers Advisor

### **REMEMBER**

**YOU NEED TO MAKE WISE CHOICES AT THIS STAGE. CHANGES IN SUBJECTS AFTER SEPTEMBER ARE ALLOWED ONLY IN VERY EXCEPTIONAL CIRCUMSTANCES, SUCH AS HEALTH PROBLEMS (SUPPORTED BY A MEDICAL CERTIFICATE).**

**YOU SHOULD LOOK BEYOND YEAR 11 AND THINK ABOUT CHOICES WHICH WILL OPEN DOORS FOR YOU INTO THE FUTURE.**

**GOOD LUCK!**

# ART & DESIGN

## **Qualification**

GCSE Art & Design, Fine Art. (AQA).

## **What will I learn about?**

This subject is offered as a GCSE course in Art & Design. The course encourages a broad approach, which can allow pupils to develop an exploration in a variety of areas, (Fine Art, Prints and Graphics.)

The overall aim of the course is therefore to encourage an adventurous and enquiring approach to art and design which is informed and developed through study of both historical and contemporary art practice. In turn this should enable students to embrace and explore a range of ideas in their work of both a personal and an objective/analytical nature and, in so doing, harness a meaningful appreciation of visual culture.

## **How is the course structured?**

The course is made up of two units of work:

### **Unit 1: Portfolio of Work (60%)**

- Pupils must produce and submit for assessment a selection of work representative of their course of study. The course can be adapted to suit your skills and preferences.
- This must contain work from at least two projects done in year 9/10 and up to February in year 11.
- The work from each project will be marked as a whole.

### **Unit 2: Externally set Task (40%)**

- Question papers containing a selection of starting points are set by the examination board and issued to candidates.
- Pupils are given a preliminary period of time to research and plan for the production of either a single response to their chosen starting point, or a series of responses.
- Pupils then produce their personal response piece during a 10 hour supervised examination .
- The progression of student work at all stages will be nurtured and stimulated with extra-curricular support available throughout.

## **How will my work be assessed?**

Both units are marked by the school and moderated by the examination board. Assessment is based on four Assessment Objectives which are designed to measure pupils' progress in terms of their development of Knowledge and Understanding. All four are equally weighted and are as follows:

- Research & Develop
- Experiment & Refine
- Recording Ideas And Observations
- Final piece making connections with artists & showing understanding

All projects will show these because the teacher will provide guidance throughout.

**What can this qualification lead to?**

Advances in new technologies have served to increase opportunities within the broad field of Art and Design. A qualification in Art provides a stepping stone to an expanding number of exciting careers. Creative young people with artistic flair and skills will always be in demand and there are plenty of employment opportunities available.

Qualifications in GCSE and A Level Art provide a stepping stone for pupils to access many courses in Higher Education. Art is also a subject from which pupils can obtain a great deal of personal gratification. It can be for them spiritually uplifting and provide an experience of lasting lifetime significance.

This course provides access to a significant number of career options which are available from the art department on request.

No matter where pupils' career aspirations lie, Art remains a subject from which all pupils can derive an enriching life-long experience. The Art department welcomes anyone who enjoys the subject and wants to learn, irrespective of ability.

# BUSINESS STUDIES

## Qualification

CAMBRIDGE NATIONAL LEVEL 1/2 AWARD, BUSINESS AND ENTERPRISE

## What will I learn?

If you are looking for a career in business and want to develop skills and understanding that are directly relevant to the business world, then this qualification is for you.

### **THE CAMBRIDGE NATIONAL LEVEL 1/2 AWARD, BUSINESS AND ENTERPRISE**

has been designed to accredit pupils' achievement in a modern and practical way. The course will help build your skills, knowledge and understanding of business needed both to continue studying and to start work. You will have the opportunity to investigate various areas of the business sector using essential IT skills to help research and present your work using a range of software. The skills and experience you will receive are vital to succeed in the business environment, thereby enhancing your employability within the business sector.

## How is the course structured?

### **Unit 1 Introduction to business**

This unit will provide learners with knowledge and understanding of how different forms of business ownership operate. It will cover how businesses are run in terms of their form of ownership, the impact of external factors on business success, understanding the different objectives businesses may have, and the key functional areas within a business which enable it to operate effectively.

### **Unit 2 Planning for work**

This unit will provide learners with an understanding of enterprise activities in a business context. The learner will develop skills which will help to: identify and plan enterprise activities, contribute towards the implementation of an enterprise activity, and review both their own contribution to the enterprise and how successful the enterprise activities were.

### **Unit 3 setting up and running an enterprise**

This unit will provide learners with an understanding of enterprise activities in a business context. The learner will develop skills which will help to: identify and plan enterprise activities, contribute towards the implementation of an enterprise activity, and review both their own contribution to the enterprise and how successful the enterprise activities were.

## How will my work be assessed?

Unit 1 is assessed by an external examination of 1 hour which comprises of compulsory multiple-choice and objective test questions with a total of 60 marks.

Unit 2 is assessed by a written case study worth 60 marks.

### **What can this qualification lead to?**

The course will help build your skills, knowledge and understanding of business needed to follow one of the following possible progression routes:

- Further or Higher education for further study, for example, A level Business Studies or A level Accounting
- Employed in a business related role
- Work towards work-related and occupational qualifications in business

***Every pupil will end up working in a business of one kind or another and that is why Business Studies is so useful.***

# COMPUTING

## Qualification

GCSE in Computing (OCR)

## What will I learn about?

This course will give pupils a real, in-depth understanding of how computer technology works. It will give them an insight into the “behind the scenes” aspect of computing, including programming. It will also develop critical thinking, analysis and problem solving skills, highly valued skills in the world of work.

## How is the course structured?

The GCSE Computing Course is divided into two examinations for entry in June 2020.

In Year 9, pupils will study:

- Fundamentals of Computer systems
- Hardware & Software

In Year 10, pupils will study:

- Algorithms
- Programming language – Python

In Year 11, pupils will study:

- Networking and the Internet – managing a network
- Database Management
- Data Representation
- Visual Programming using Objects

## How will my work be assessed?

**Computer Systems and programming** - 1 hour 30 minutes written paper sat at the end of the course. Worth 50% of the total.

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

**Computational thinking, algorithms and programming** - 1 hour 30 minutes written paper sat at the end of the course. Worth 50% of the total.

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. The skills and knowledge developed within this component will support the learner when completing the Programming Project.

### **What can this qualification lead to?**

Having programming and other technical computer skills will open up many career opportunities for students across a wide variety of industries. All industry sectors need people with programming skills to create applications for them. In particular the video games industry needs more people with programming skills to create the next generation of games in this lucrative industry. As more people depend on their Smartphones on a day to day basis, creating apps for these phones is also likely to be a big growth area requiring programming skills

# FOOD PREPARATION AND NUTRITION

## Qualification

GCSE Food Preparation and Nutrition.

These units concentrate on the importance of a healthy balanced lifestyle and the importance of being able to prepare and cook different savoury and sweet dishes. This could be for you if you enjoy creating new food dishes and are interested in leading and living a healthy lifestyle.

## What will I learn about?

The areas of study you will complete are:

- Nutrition - Recommended guidelines for a healthy diet. To include protein, fats, carbohydrates, fibre, Vitamins and Minerals etc.
- Food provenance - Where and how food is grown, processing and its affects, and the development of British and two international cuisines including their characteristics, traditions, cooking and eating methods.
- Health, safety and hygiene.
- Cooking and Food preparation - The scientific principles underlying the preparation and cooking of food: Why is food cooked, appropriate cooking methods to conserve or modify nutritive value or improve palatability. Protein - coagulation, foam formation, gluten formation. Fat, oils, protein, and fruit & veg. Food safety principles including buying, storing, preparing and cooking food.
- Food Choice - The range of factors that influence food choices including sensory, seasonal choice, cost, celebration and culture for example.
- Costing and portion control.
- Specialist equipment.
- Environmental considerations such as air miles and sustainability.

## How this new GCSE is assessed

This course is made up of 50% (two pieces - 15% and 35% each) coursework and 50% theory (written exam). Within the second piece of coursework there is a three hour practical where three dishes must be made in one single session.

## What can this qualification lead to?

A course in Food Preparation and Nutrition offers a unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills within catering in a vocational context. It will provide opportunities to develop candidates' interdisciplinary skills, a range of Key Skills and their capacity for imaginative, innovative thinking, creativity and independence. It is a suitable qualification for those who want a broad background in this area and for those who wish to progress further.

# DRAMA

## Qualification

GCSE in Drama (Edexcel)

## What will I learn about?

The course has been designed to encourage students to explore play texts and performances from the perspectives of a performer, director and designer. It aims to develop strong interpersonal and independence skills as well as improved self-control as students learn about the power of movement and gesture in communication. Drama allows students to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas. Students are given the chance to develop and demonstrate competence in a range of practical and creative skills as they can opt to follow different pathways through the course:

- Performing
- Lighting Design
- Sound Design
- Costume Design
- Set Design

## How is the course structured?

There are 3 units of study:

- **Component 1: Devising (40%).** This is a controlled assessment task. Students must devise a 15 minute performance and document and evaluate their progress via a portfolio of work.
- **Component 2: Performance from Text (20%).** Practical examination. Students learn two extracts from a play and perform them as a production for a visiting examiner and invited audience.
- **Component 3: Theatre Makers in Practice (40%).** Written examination. For Section A (30%), students will study a set text and answer one question in five parts based on an unseen extract from the chosen performance text. Students answer from the perspective of performer, director and designer. Section B (10%), consists of two questions that students must answer on the live theatre performance they have seen.

## How will my work be assessed?

Component 1 will be assessed by the drama teacher, a visiting examiner will assess Component 2 and an external examiner will assess Component 3. As this is a three year course, students will spend the first year developing a foundation of knowledge – learning about key terms, techniques and practitioners – before preparing for formal assessment in Years 10 and 11.

## What can this qualification lead to?

This course is a great choice for developing key life skills such as decision making, time keeping and interacting with others. It prepares pupils for Further and Higher Education, for example, studying Drama or Performing Arts at A Level. Pupils may also go on to study the subject at university or specialist colleges, or perhaps go on to work in the entertainment industry. The course may also be a good choice for those who just wish to develop their confidence through Drama, or have a passion for performing.

# ENGLISH

## Qualification

GCSE in English Language (AQA examination board)

GCSE in English Literature (AQA examination board)

## What will I learn about?

**English Language GCSE:** Pupils will study skills preparing them both for linear exams and for life after school. The main skills assessed in the English Language examination are: Reading fiction and non-fiction (including literary non-fiction) and Writing, both creative and functional.

Speaking and Listening does not make up a percentage of the grade, although this is still undertaken and reported upon.

**English Literature GCSE:** Pupils will study a pre 1900 novel or play (Frankenstein by Mary Shelley), a post 1900 novel or play (An Inspector Calls or Blood Brothers), a Shakespeare play (Macbeth) and a selection of contemporary poetry.

## How is the course structured?

**Years 9, 10 and 11** – As courses are both linear, students will study a range of texts over the three years in preparation. The benefit of a three year GCSE is that it allows the pupils maximum time to focus upon this challenging qualification. Examinations will consist of around 3 1/2 hours for English Language and around 4 hours for English Literature (split over two papers for each).

## How will my work be assessed?

There are two main ways that pupils' work is assessed:

- a) **Internally** – English teachers will feed back to pupils on their progress by marking homework and classwork and offering supportive advice. Students will complete mock examinations at frequent points throughout the three years which will then be used to inform teachers' planning.
- b) Staff also assess and mark Speaking and Listening performances – although an external moderator will check that our standards are of the highest order.
- c) **Externally** – pupils sit external examinations in both GCSE English and GCSE English Literature at the end of Year 11. It is possible for some pupils to sit the English Literature qualification at the end of Year 10 depending on progress.

## What can these qualifications lead to?

Clearly a good pass in GCSE in English is a must for all pupils leaving school hoping to embark on a career in the world of work, or apply for a place in our Sixth Form. An English GCSE, along with a Maths GCSE, is a crucial qualification for pupils making their way after Year 11.

# FRENCH

## **Qualification**

GCSE FRENCH (AQA)

## **What will I learn about?**

A language is an essential skill. Today's job market gets more competitive every day. Can you afford not to have skills in a second language? In GCSE French you will learn to use the four main aspects of essential skills in communication in French (and, indeed, in any language): Listening, Speaking, Reading and Writing.

During the course, you will cover many topic areas:

Health and Lifestyle

Leisure and Holidays

Home and Environment

Work and Education

Social Issues

New Technology

## **How is the course structured?**

Listening, Reading, Speaking and Writing examinations are each worth 25% of the GCSE marks.

To help you with this:

- You will be fully supported in class by your teacher. You will receive feedback on your extended written work as well as exemplars on speaking material. Your teacher will show you specific ways to improve your linguistic style and how to incorporate originality.
- All work is supported through a range of materials from textbook to the latest innovations shared by MFL groups through social media.
- You will be asked to use internet materials to further your learning at home, such as Memrise, GCSE Bitesize, Languages Online and SAM Learning.

## **How will my work be assessed?**

In your French GCSE all four areas of Listening, Speaking, Reading and Writing will be assessed as terminal exams in Year 11.

Additionally, pupils are frequently tested on vocabulary, grammar and tenses. Teacher assessment is used to monitor pupil progress covering all skill areas.

### **What can this qualification lead to?**

A GCSE in French is extremely useful for a variety of jobs, not just teaching or translating; for example, you might use these skills in careers such as tourism, web design, medicine, engineering or ICT. If you are thinking you would like a career in any of these fields, or you just want to keep your options open for the future - a GCSE in languages may be just what you need!

If you decide to continue your language learning to university level, you will be given the opportunity to spend time in France or French-speaking Canada. Learning a language is a great way to broaden your horizons, learn about other cultures and lifestyles and to learn to communicate with people from many different walks of life.

A qualification in a language will always look good on your CV; whether you use the language in the course of your work or not, as it tells potential employers and colleges that you can use the four essential skills for communication and this may just give you the edge over other candidates.

# GEOGRAPHY

## Qualification

GCSE in Geography (Edexcel)

## What will I learn about?

The Edexcel GCSE syllabus A course is followed at GCSE. This is an issue based approach to Geography which approaches the subject by examining the effects, causes and management of issues associated with urban growth, natural hazards and global tourism.

Use of case studies and field trips make the subject relevant to pupil's experiences of the world. **Field trips are a compulsory part of this GCSE.** A wide variety of approaches to learning are used within the subject and students are encouraged to independently explore topics and case studies using the set of laptops available within the department.

A linear approach is followed which involves both exams being sat in June of Year 11. These are supported by extensive revision sessions and support material.

## How is the course structured?

EDEXCEL syllabus A consists of three externally examined papers.

Pupils will study, all of the following:

### **Paper 1: The Physical Environment**

**Topic 1:** The changing landscapes of the UK – including optional sub-topics from which students choose two from three, 1A: Coastal landscapes and processes, 1B: River landscapes and processes and 1C: Glaciated upland landscapes and processes.

**Topic 2:** Weather hazards and climate change

**Topic 3:** Ecosystems, biodiversity and management

### **Paper 2: The Human Environment**

**Topic 4:** Changing cities

**Topic 5:** Global development

**Topic 6:** Resource management – including optional sub-topics from which students choose one from two, 6A: Energy resource management and 6B: Water resource management

### **Paper 3: Geographical Investigations: Fieldwork and UK Challenges**

**Topic 7:** Geographical investigations – fieldwork

**Topic 8:** Geographical investigations – UK challenges

**For this paper, pupils will be assessed in an external examination based on their fieldwork. This means they will take part in two compulsory trips outside of school, based in the UK.**

### **How will my work be assessed?**

Paper 1—examination towards a GCSE grade, lasting 1 hour and 30 minutes – 37.5%

Paper 2 –examination towards a GCSE grade, lasting 1 hour 30 minutes – 37.5%

Paper 3 - examination towards a GCSE grade, lasting 1 hour 30 minutes – 25%

### **What can this qualification lead to?**

Geography develops skills in literacy, numeracy, ICT, problem solving, teamwork and thinking. Pupils can go on to study Geography at A Level. In addition, the subject develops important skills that are transferable in the ever changing and competitive workplace. Pupils develop the ability to think analytically, gather relevant information, evaluate facts and apply their own point of view.

Future careers can include a wide range of sectors including scientific research, healthcare, social work, accountancy, retail, teaching, business and finance, law, police, journalism, marketing/sales and advertising, as well as architecture, landscape architecture, planning, conservation work and the travel and tourism industry.

# HISTORY

## Qualification

GCSE in History (Edexcel)

## What will I learn about?

*“Those who ignore History are condemned to repeat it.”*

History allows pupils to gain knowledge and understanding of the world in which they live today. Topics are chosen for their relevance to the shaping of our world today and links to events taking place all around the world. History encourages pupils to think independently and to ask questions and make judgments. History pupils train their minds to assemble, organise and present facts and opinions.

Pupils will encounter a variety of teaching techniques from discussion and debate to group work and personal reflection. They will also see the subject brought to life through primary historical sources on film.

## How is the course structured?

The GCSE History course is divided into three externally assessed examinations for entry in June 2018.

In **Years 9 and 10**, pupils will study:

### **Paper 1 - Medicine in Britain,**

c1250–present, with studies of the Black Death and the Great Plague. Pupils will learn about how medical treatments changed over time.

**The British sector of the Western Front, 1914–18:** injuries, treatment and the trenches.

And

### **Paper 2 - Early Elizabethan England, 1558–88.**

An exciting topic focussing on Elizabeth’s problems and solutions, such as the execution of Mary, Queen of Scots, and the Spanish invasion plot.

And

### **Superpower relations and the Cold War, 1941–91**

Another exciting topic studying the Atomic Bomb development, the Cuban Missile Crisis and the Berlin Wall.

In **Year 11**, pupils will study:

### **Paper 3 –**

#### **Weimar and Nazi Germany, 1918–39**

This focuses on Germany after WW1 and the start to WW2, studying the success and failure of the Weimar Republic and the takeover by Hitler and the Nazis, leading up to WW2.

### **How will my work be assessed?**

Paper 1 - examination towards a GCSE grade, lasting 1 hour and 15 minutes – 30%

Paper 2 - examination towards a GCSE grade, lasting 1 hour 45 minutes – 40%

Paper 3 - examination towards a GCSE grade, lasting 1 hour 20 minutes – 30%

### **What can this qualification lead to?**

Pupils have the opportunity to continue their studies in this subject at A Level and beyond. History is an excellent preparation for many jobs such as management, business consultancy and positions in local and central government. Famous people such as Dan Walker (sports presenter), Anita Roddick (founder of the Body Shop), Chris Martin (Coldplay), Al Murray (Comedian) and David Cameron (Prime Minister) all studied History.

# INFORMATION AND COMMUNICATION STUDIES (ICT)

## Qualification

Level 1/2 OCR Cambridge National in ICT

## What will I learn about?

Today, students live in a world of technology and know how to use it. The goal of the ICT department is to engender a love of technology and give students the skills they need to explore, understand and use new and emerging technologies. Through our curriculum our students learn a wide range of ICT techniques that will help them both at school and in the workplace and further education. Students are introduced to skills which include research, programming, game making, web development, graphics, animation, podcasting and office applications. The focus throughout lessons is on using ICT as a tool to solve problems.

## How is the course structured?

The Level 1/2 OCR Cambridge National in ICT course is divided into two examinations and two Controlled Assessments

- ICT systems and applications - what ideas and resources are needed to create the latest technologies, by exploring companies such as Apple or Google
- Current and emerging technologies - how people and organisations solve problems using ICT tools and techniques
- A range of ICT tools and techniques - by exploring a variety of technologies that interest them, from communication tools like Facebook and the Internet to tools predicting natural disasters, such as earthquakes and tsunamis
- Society's use of ICT, how to investigate the impact which ICT has on society and develop transferable skills such as problem solving and thinking logically and critically.

## How will my work be assessed?

- **Two 1-hour written examinations** these are each worth 20%, equalling 40% of the total mark.
- **One compulsory controlled assessment unit** testing depth of knowledge and understanding. This is worth 30% of the total mark.
- **A second controlled assessment unit** worth 30% of the total mark. You will choose one unit from two options.

### **What can this qualification lead to?**

A qualification in ICT opens up an incredible world of opportunities for work both in the technology industries and in supporting roles within other industries. IT people not only need technical skills and knowledge but also other characteristics such as an ability to communicate clearly to all levels of business personnel; planning and project management skills; and, excellent self-motivation, decision-making and problem-solving abilities. A qualification in ICT opens doors to diverse career paths such as games design, web and animation development, network management, network security, digital forensics, and mobile application development.

# MATHEMATICS

## **Qualification**

GCSE in Mathematics (AQA).

## **What will pupils learn about?**

Whether your child plans to go on to work, AS and A levels or other further studies, a good understanding of mathematics will be useful to them. Number skills are required in all sorts of everyday situations, such as trying to work out phone bills. Thinking like a mathematician will help to improve their problem-solving and decision-making skills.

Pupils will continue to build on the skills learnt at Key Stage 3 covering number, algebra, shape and space and handling data in more detail than previously. Pupils will learn new skills and techniques in these areas, and then put them to use in practical situations to see how mathematics fits with real life problems. There is now a much greater emphasis in the assessment of mathematics in its use in real life scenarios.

## **How is the course structured?**

The content of the new GCSE will be approximately 40-50% applying standard techniques, 25-30% reasoning, interpreting and communicating and 25-30% solving non-routine problems depending on the tier of entry. Due to these changes, and the increase in content, curriculum time will be four hours per week in both Years 10 & 11. Pupils will be entered at Foundation (grades 1 to 5), or at Higher (grades 5 to 9) level based on their Year 9 performance and teacher assessment.

## **How will pupils work be assessed?**

Pupils will take their mathematics examinations in May/June of Year 11. There are no controlled assessments or coursework in mathematics. With the new GCSE there are three examination papers: Paper 1 (non-calculator), Paper 2 (calculator) and Paper 3 (calculator). Each paper is 1 hour and 30 minutes and they all carry an equal weighting. Any part of the specification can be tested on any paper.

## **What can this qualification lead to?**

Pupils who are successful at the higher level are generally encouraged to consider taking mathematics at A Level at Sixth Form or College. A good pass (grade 5) in GCSE Mathematics (along with GCSE English) is often vital for entrance to training for any number of professions or careers. It is also very valuable as a supporting subject to many courses at GCSE, AS and A level and at degree level, especially in the sciences: for example, Biology, Physics, Chemistry, Geography, Psychology, Sociology, and medical courses.

# MEDIA STUDIES

## Qualification

GCSE in Media Studies (Eduqas)

## What will I learn about?

GCSE Media Studies offers you the chance to study across a range of different media – magazines, film, TV, the internet and many other platforms.

You will enjoy this course if you want to study a subject that:

- Gives you opportunities to learn about real media products and industries
- Gives you the chance to be creative
- Develops your practical skills

The course enables learners to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- acquire knowledge and understanding of a range of important media issues
- develop appreciation and critical understanding of the media and their role both historically and currently in society, culture and politics
- understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- develop practical skills by providing opportunities for creative media production

## How is the course structured?

This GCSE Media Studies specification is based on the **theoretical framework** for exploring and creating media. The framework is based on four inter-related areas:

- **media language:** how the media through their forms, codes and conventions communicate meanings
- **representation:** how the media portray events, issues, individuals and social groups
- **media industries:** how the media industries' processes of production, distribution and circulation affect media forms and platforms
- **audiences:** how media forms target, reach and address audiences, how audiences interpret and respond to them, and how members of audiences become producers themselves.

## **There are three Components**

### **Component 1: Exploring the Media - Written examination: 1 hour 30 minutes (40% of qualification)**

#### **Section A: Exploring Media Language and Representation**

This section assesses media language and representation in relation to two of the following print media forms: magazines, marketing (film posters), newspapers, or print advertisements.

There are two questions in this section:

- one question assessing media language in relation to one set product (reference to relevant contexts may be required)
- one two-part question assessing representation in relation to one set product and one unseen resource in the same media form.

Part (a) is based on media contexts. Part (b) requires comparison through an extended response.

#### **Section B: Exploring Media Industries and Audiences**

This section assesses two of the following media forms: film, newspapers, radio, video games. It includes:

- one question on media industries
- one question on audiences.

### **Component 2: Understanding Media Forms and Products - Written examination: 1 hour 30 minutes (30% of qualification)**

This component assesses all areas of the theoretical framework and contexts of the media in relation to television and music.

#### **Section A: Television**

- one question on either media language or representation, which will be based on an extract from one of the set television programme episodes to be viewed in the examination (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

#### **Section B: Music (music videos and online media)**

- one question on either media language or representation (reference to relevant contexts may be required)
- one question on media industries, audiences or media contexts.

### **Component 3: Creating Media Products - Non-exam assessment (30% of qualification)**

An individual media production (coursework) for an intended audience in response to a choice of briefs set by the exam board applying knowledge and understanding of media language and representation. The briefs will be changed annually.

### **What can this qualification lead to?**

GCSE Media Studies is good preparation for further study in subjects such as Media Studies or Film Studies in a sixth form.

You may of course wish to study GCSE Media Studies for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had experience of the media or where you will need to use some of the skills developed during this course. These might include careers in producing, PR, teaching, marketing and journalism.

# MUSIC

## Qualification

Btec Level 1/Level 2 First Award in Music – GCSE equivalent

## What will I learn about?

Btec Music is about performing, composing and listening to a wide variety of musical styles. You will enjoy this course if you want to study a subject that:

- involves performing as a soloist and in an ensemble
- involves listening to a wide range of music
- involves learning about the music industry
- involves composing music
- gives you the opportunity to play music with others
- gives you free instrumental lessons on either drums, guitar, vocals or piano

Btec Music aims to give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the **music industry** e.g. the live sound industry, solo or group professional performance, or music promotion and publishing. The course is very practical and emphasises individual contribution and independent learning. All pupils will be expected to learn and perform on an instrument or voice and practice regularly at home. **You must commit to having weekly instrumental lessons on your chosen instrument and practice regularly.**

## How is the course structured?

The course is split into four Units.

### **Unit 1: The Music Industry** - 60 minute external written examination

The music industry may appear to be led and dominated by just a few massive multinational companies, but that is only half of the picture. The music industry relies on countless individuals, small industries, partnerships, local agencies and promoters who make the world of music a true industry. It includes different types of performance venue, organisations that create music products such as recordings or live shows, companies whose work involves arts administration (such as funding bodies) and businesses providing services such as transport and equipment hire.

This unit will allow you to gain a good understanding of the scope of the music industry with a view to getting work in and using these organisations. You will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles. You will also need to understand how the industry operates for the individual entrepreneurs, sole traders, partnerships and small organisations that predominate.

This unit aims to help you gain awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities. It is assessed by a 60 minute written exam in Year 11. The examination consists of a variety of question types, including objective questions, short-answer questions and one extended writing opportunity at the end of the examination paper.

## **Unit 2: Managing a Music Product** – Internally assessed coursework

This unit looks at the development a music product. This unit will enable you to manage the planning, delivery and promotion of a live concert. In Year 11 pupils will organise and lead the school's annual Creative Arts Evening.

The success of your music product will rely heavily on the planning and development process. You will work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which you are responsible. For example, you could be a performer or you could be taking on a technical role like sound or lighting technician. Whichever role you take, you must demonstrate appropriate planning skills for which will lead to the final delivery of your product and its presentation to others. You will be required to work with others as well as achieving your personal goals. The music industry requires teamwork at all levels of operation and you must support others to achieve to their full potential.

## **Unit 4: Introducing Music Composition** – Internally assessed coursework

This unit encourages learners to develop creativity in addressing specific needs and requirements when responding to client briefs – similar to the behaviour required in the professional world of music composition which creates the music we hear around us. This unit will require you to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. You will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional skills. An idea might take the form of a short melody, a chord progression or a rhythmic idea. Ideas can be short or long – you will consider the different ways in which these ideas could form the basis for a complete piece of music. You will be introduced to ways to extend, develop and shape music that suits different situations.

Briefs will be used to present you with real-life compositional challenges that may require the composition of a very short piece, e.g. for a 20 second TV advert, or a more extended composition, e.g. for a film scene or a piece to be performed at a school concert.

## **Unit 5: Introducing Music Performance** –Internally assessed coursework

This unit enables learners to develop their skills as performers for progression to the next stage of their education or training, as well as developing their technique and reflective practice.

Over the course of this unit, you will explore skills and make decisions as you prepare for a performance. Planning and practicing are both vital parts of a successful performance; you should be aware of when your performances are due to take place so that you are able to plan your preparation time.

You will have lessons on your chosen instrument or voice each week with our excellent peripatetic teachers to improve your technique. You will also keep a practice/production log that details how you have improved over the duration of the course. You will practice and rehearse your chosen pieces so that you present polished performances. Some people find performing to an audience daunting so there will be plenty of opportunities to perform in front of the class and at school events.

### **What can this qualification lead to?**

Btec Music is good preparation for further study in Music, Music Technology and the Performing Arts in a sixth form.

You may of course wish to study Btec Music for its own sake, perhaps to form the basis of a future interest. Alternatively, you may wish to go into a job where it is useful to have had experience of music, or where you will need to use some of the skills developed during this course. These might include careers in the music industry, publishing, entertainment and teaching (primary and secondary), or any job which involves communication and expressive skills.

## **PHYSICAL EDUCATION**

Our key focus at All Saints' is to enhance the attitudes of our students towards physical activity, in the hope that we will instill in all our students a desire to maintain active and healthy lifestyles.

In order to enthuse as many students as possible, we aim to offer maximum variety and breadth in our curriculum, allowing pupils to experience Physical Education in a range of sporting contexts.

The National Curriculum requires that our students pursue a variety of activities in depth during Key Stage 4, and we also offer the Duke of Edinburgh Award Scheme in Year 10 as an additional extra-curricular option.

The option for PE is a Level 1/2 OCR Cambridge National in Sports Studies. We believe that this vocational course will suit the needs of our learners and give all pupils who choose PE the opportunity to flourish in a practical and theoretical setting.

## **PHYSICAL EDUCATION** **(LEVEL 1/2 OCR CAMBRIDGE NATIONAL IN SPORTS STUDIES)**

With an estimated 450,000 sports-related jobs available in the UK and contributing £20bn to the economy, sport now ranks within the top 15 sectors in the country and its wider economic benefits means it plays a huge part in our society. Vocational sport courses offer a great introduction to this sector and gives students skills that will allow them to progress on to Level 3 Sport courses and hopefully sports related courses at University.

As this is a vocational qualification it takes an engaging, practical and inspiring approach to learning and assessment. The course is modular with different types of assessment. One of the modules will be an external exam, whilst PE staff will internally assess the others.

### **What controlled assessment/exams are there?**

The 4 modules covered are:

1. Sport and the Media (written coursework) – 25%
2. Developing Sports Skills (Practical) – 25%
3. Sports Leadership (Practical) – 25%
4. Contemporary Studies (Exam) – 25%

### **How will I learn?**

Students will receive one theory lesson a week and one practical lesson a week.

### **How will I be assessed?**

#### **Year 9/10:**

Unit 1 – Contemporary Issues in Sport - written exam

Unit 2 – Developing Sports Skills – written coursework and practical performance assessment

#### **Year 9/10/11:**

Unit 3 - Sports Leadership - written coursework and practical performance assessment

Unit 4 – Sports and the Media - written coursework / oral and video presentations / blogs

#### **3 Coursework Units Based On Independent Assignments:**

- The three units that are internally assessed are 'Sports and the Media', 'Developing Sports Skills' and 'Sports Leadership'.
- Assignments are completed independently by students but they may use notes, resources and text books to help.
- Assignments are generally made up of four tasks.
- Assignment evidence varies for each assessment – You can be assessed through practical demonstration, written work, or presentation.
- Lessons are split between practical and the classroom.

#### **1 Exam Unit: Covers unit 1, 'Contemporary Issues in Sport'.**

- It is a written exam paper sat in June of Year 10. (Re-sit opportunities in Year 11)
- Mostly short answer questions with one eight mark question.
- Marked out of 60.
- 36/60 needed for L2 Pass.
- A six mark change triggers the next grade above or below

### **How Parents/Carers Can Help**

Learners will require full school PE kit for all practical lessons. Please ensure that learners have this and bring it in on the relevant days. It would be helpful if parents/carers could encourage their son/daughter to practice and develop skills further outside school hours.

### **Reasons For Choosing This Subject**

Taking this course will allow learners to develop a knowledge and understanding of human performance through participation in a range of physical activities. They will be given the opportunity to acquire and develop a higher level of personal performance through participation in a range of sports.

They will be encouraged to develop an appreciation of the relationship between physical activity, general health and education for post school leisure. The course has relevance for a variety of areas of employment e.g. coaching/teaching/lecturing, physiotherapy, and leisure centre management.

### **Post 16 Progression**

For learners intending to continue with their education the course offers a solid grounding for further study in Physical Education or other related subjects eg. 'A' level P.E., BTEC Level 3 sports course or National Diplomas in Sport.

Please note you will be expected to take a full and active part in all the sporting activities on offer throughout the two years of this course.

Learners intending to take this course as an option should have a good level of sporting ability and a keen interest in both practical and theoretical aspects of Physical Education.

## **KEY STAGE 4 CORE PE**

At Key Stage 4 **ALL** pupils will participate in one hour of Core PE per week, regardless of them choosing PE as an option.

### **What will I learn?**

Badminton  
Basketball  
Cricket  
Health-Related Fitness  
Football  
Netball  
Rugby Union  
Table Tennis  
Athletics  
Rounders

# RELIGIOUS EDUCATION

## Qualification

GCSE in Religious Studies (Edexcel).

All pupils will follow the Edexcel Syllabus in Religious Education following route A – Catholic Christianity with Judaism.

## What will I learn about?

The new GCSE specifications for RE were introduced nationwide in 2016. The Edexcel syllabus has a large area of study on Catholic Christianity, with two smaller areas of study on Judaism and Philosophy and Ethics.

- Catholic Christianity – Trinity, Creation, Incarnation, Paschal Mystery, Eschatology, Sacramental Nature of Reality, Prayer and Piety, Pilgrimage, Catholic Social Teaching, Mission and Evangelism, Bible and its interpretation, Magisterium, Vatican II, Four Marks of the Church, Mary as a Model of the Church, Church Features and Architecture, Sacred Objects, Artwork in Catholicism, Sculptures and Statues, Symbolism and Imagery in Religious Art, Drama.
- Judaism – Shekinah, Messiah, Covenant, Sanctity of Life, Moral Principles and the Mitzvot, Life After Death, Acts of Worship, Tenakh and Talmud, Shema and Amidah, Ritual and Ceremony, Shabbat, Festivals, Synagogue.
- Philosophy and Ethics – Revelation, Visions, Miracles, Religious Experience, Design Argument, Cosmological Argument, Evil and Suffering, Marriage, Sexual Relationships, Family, Family Planning, Divorce, Annulment and Marriage, Equality of Men and Women, Gender Prejudice and Discrimination.

## How is the course structured?

The GCSE course for R.E. is comprised of three distinct modules; Paper 1 – 50%; Paper 2 and 3 – 25% respectively. Each module has its own key words and on average will last between 6 - 8 weeks of school time. The R.E. department provides high-quality writing frames and exam technique for each of the modules.

## How will my work be assessed?

All assessment follows the All Saints' Assessment and Marking Policy.

Past Paper Questions are set regularly and at the end of each unit there will be an internal test. These results are used to inform Progress Reports to parents. Each of the 3 papers contains units and pupils will complete in-class tests on these units throughout the year including regular assessment of the key words associated with each unit. In addition, students sit a mock examination prior to the external examination of each module.

External assessment is 100% examination –examinations for all papers will be taken at the end of Year 11

### **What can this qualification lead to?**

A GCSE in Religious Studies demonstrates the ability to think critically, to evaluate arguments and other differing opinions, as well as developing respect, understanding and knowledge of the many faith traditions in multi-cultural Britain today.

R.E. is regarded by employers, colleges and universities as a subject with academic rigour and high-order critical thinking skills. The ability to problem-solve and appreciate the views of others is necessary for policing and social work whereas the ability to form logical arguments combines well with a career in Law, or for those wishing to study Mathematics or Science. The ability to write fluently will suit those wishing to study English or Journalism.

# DESIGN AND TECHNOLOGY

## Qualification

AQA GCSE Design and Technology (Units 1 and 2)  
One tier of entry; Grades 1 - 9

## What will I learn about?

The aim in Design and Technology is to help young people to develop the key skills of creativity, analysis and problem solving. And with close links to Maths and Science it is not just about making things!

GCSE Design and Technology will help prepare students to participate successfully in an increasingly technological world. As students develop their designing, making and technical expertise they will also gain an awareness of the wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

## Years 9 and 10

During the first two years of the GCSE course we will help students to gain and develop the key skills and knowledge required to be successful at the GCSE standard. Students will complete a range of design, make and theory related tasks as they progress through years 9 and 10 and regular homework tasks will also be set that will help students to consolidate their classroom learning.

## Year 11

In Year 11 students will be required to complete a controlled assessment task. They will use the skills developed in previous years as they work independently to identify, research and analyse a specific design related problem. They will then go on to design and make an appropriate practical outcome to fulfill their individual design brief.

Pupils will also continue to develop their technical knowledge and understanding of the subject as they prepare for the final written exam.

## How is the course assessed?

### **UNIT 1: Written Exam**

In this unit pupils will complete 2 hour written paper at the end of year 11 which counts for 50% of the total marks awarded for the GCSE.

### **UNIT 2: Controlled Assessment**

In this unit pupils will spend approximately 35 hours of lesson time completing the design and make task which will account for 50% of the total marks awarded for the GCSE.

## What can this qualification lead to?

This GCSE course is suitable for any young person who is creative or enjoys solving problems. The subject links well with Art, Maths and Science and would a good choice for students who would like to continue with designing and making related college courses, apprenticeships and future careers.

# SCIENCE – DOUBLE AWARD

Science is a core subject, meaning that all pupils will study Science in Years 10 and 11.

## Qualification

Two GCSEs Science Double Award (AQA Exam Board)

## What will I learn about?

Pupils study one unit in Year 9, 10 and 11 in the subject areas of Biology, Chemistry and Physics. They will learn about human biology and the environment, where raw materials come from, to live our lives in the modern day, the solar system and the universe. There is great emphasis on practical work and laboratory skills and this will be assessed through compulsory practical investigations.

## How is this course structured?

The course is structured in three units each with Biology, Chemistry and Physics in equal measure. A summary of the content is as follows:

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Cell Biology	Atomic Structure	Forces
Organisation	Bonding	Energy
Infections and Response	Quantitative Chemistry	Electricity
Bioenergetics	Chemical Changes	Waves
Inheritance	Energy Changes	Magnetism and Electromagnetism
Ecology	Rate of Chemical Change	Particle Model of Matter
	Organic and Chemical Analysis	Atomic Structure
	Atmosphere	
	Using Resources	

## How will my work be assessed?

Pupils will sit six exams in the summer exam period of Year 11. The exams will be split into two Biology; two Chemistry and two Physics exams that will each last 1 hour 15 minutes.

## What can this qualification lead to?

GCSEs in Science Double Award naturally lead to AS/A2 in Biology, Chemistry and Physics which lead to Science based Degrees at University. Pupils can also progress to Applied Science A-level from this course which is appropriate for people wishing to pursue a career in nursing, engineering, paramedics or other apprenticeships.

# TRIPLE SCIENCE – BIOLOGY, CHEMISTRY & PHYSICS

## Qualification

THREE separate GCSEs in Biology, Chemistry and Physics (Triple Science)  
(AQA Exam Board)

## What will I learn about?

Pupils will study the same content for the Science Double Award course but will study additional content in each of the units for Biology, Chemistry and Physics and one additional unit in Physics. Pupils will receive a GCSE for each of the three Sciences. Pupils will learn about a range of topics from the transport of substances in plants and animals, how our kidneys work to using micro-organisms to produce food, drink and fuels in Biology. They will learn about the development of the periodic table, what makes acids and alkalis acidic and alkaline, to calculating the energy in various chemical reactions in Chemistry. They will learn about radiation in treatment and medicine, x-rays and ECGs and uses and risks of ionizing radiation.

## How is this course structured?

Pupils will study three modules in Biology, Chemistry and Physics. The first two modules of each of the sciences have identical content to that of the Science Double Award route with additional content in each of the units and a further unit in physics.

<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Cell Biology	Atomic Structure	Forces
Organisation	Bonding	Energy
Infections and Response	Quantitative Chemistry	Electricity
Bioenergetics	Chemical Changes	Waves
Inheritance	Energy Changes	Magnetism and Electromagnetism
Ecology	Rate of Chemical Change	Particle Model of Matter
	Organic and Chemical Analysis	Atomic Structure
	Atmosphere	<b>Astronomy and Space</b>
	Using Resources	

## How will my work be assessed?

Each pupil will sit two exams in each science discipline; each exam will be 1 hour 45 minutes long and will be worth 50% of each GCSE.

Controlled assessments have been removed from all science GCSEs but practical skills will be assessed through compulsory investigations that will have dedicated questions with the exams. Up to 40% of the exams will be dedicated to testing mathematical skills in science.

### **What can this qualification lead to?**

Pupils opting for the Separate Sciences (Triple Award) are those that are likely to want to study two or more Sciences at AS/A2 level (Biology, Chemistry and/or Physics). However, this does not preclude pupils with a keen interest and ability for the subject choosing this pathway even if they do not wish to study science at AS/A2 level.

This is the route that pupils should take if they have aspirations of continuing their study in University for veterinary science, medicine, pure sciences, dentistry or other science related discipline.

# SPANISH

## **Qualification**

GCSE SPANISH (AQA)

## **What will I learn about?**

A language is an essential skill. Today's job market gets more competitive every day. Can you afford not to have skills in a second language? In GCSE Spanish you will learn to use four main aspects of essential skills in communication in Spanish (and, indeed, in any language): Listening, Speaking, Reading and Writing.

During the course, you will cover many topic areas:

Health and Lifestyle  
Leisure and Holidays  
Home and Environment  
Work and Education  
Social Issues  
New Technology

## **How is the course structured?**

Listening, Reading, Speaking and Writing examinations are each worth 25% of the GCSE marks.

To help you with this:

- You will be fully supported in class by your teacher. You will receive feedback on your extended written work as well as exemplars on speaking material. Your teacher will show you specific ways to improve your linguistic style and how to incorporate originality.
- All work is supported through a range of materials from textbook to the latest innovations shared by MFL groups through social media.
- You will be asked to use internet materials to further your learning at home, such as Memrise, GCSE Bitesize, Languages Online and SAM Learning.

## **How will my work be assessed?**

In your Spanish GCSE all four areas of Listening, Speaking, Reading and Writing will be assessed as terminal exams in Year 11.

Additionally, pupils are frequently tested on vocabulary, grammar and tenses. Teacher assessment is used to monitor pupil progress covering all skill areas.

### **What can this qualification lead to?**

A GCSE in Spanish is extremely useful for a variety of jobs, not just teaching or translating; for example, you might use these skills in careers such as tourism, web design, medicine, engineering or ICT. If you are thinking you would like a career in any of these fields, or you just want to keep your options open for the future - a GCSE in languages may be just what you need!

If you decide to continue your language learning to university level, you will be given the opportunity to spend time in Spain, or another Spanish-speaking country. Learning a language is a great way to broaden your horizons, learn about other cultures and lifestyles and to learn to communicate with people from many different walks of life.

A qualification in a language will always look good on your CV; whether you use the language in the course of your work or not, as it tells potential employers and colleges that you can use the four essential skills for communication and this may just give you the edge over other candidates.