



**MAIDEN ERLEGH**  
SCHOOL IN READING

# Key Stage 4 Curriculum Handbook



**Class of 2018-2023**

**For courses starting in September 2020**

# KEY STAGE 4 PROSPECTUS

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## KEY STAGE 4 CORE CURRICULUM

At Maiden Erlegh School in Reading, all students at Key Stage 4 will study the following courses to examination level at GCSE:

- English Language
- English Literature
- Mathematics
- Science
- Religious Studies or Citizenship\*
- A humanity (Geography or History)

*\* Citizenship will only be available to students selected by the school or those whose parents choose to withdraw them from Religious Studies. Should you wish to withdraw your son or daughter from R.S., please contact the Headteacher in writing by 6<sup>th</sup> March 2020.*

*N.B. A Citizenship class will only be available if there are enough students to run a class.*

In addition, they will have lessons in

- Physical Education
- Personal Social & Health Education, which will include relationships and health education and work related learning which will be delivered through the pastoral programme and some other subjects.

For additional information regarding the Core Curriculum please refer to the KS4 Curriculum booklet found on the school website Curriculum KS4 page.

## OPTIONAL CURRICULUM

The remainder of the curriculum is chosen by the students and is accessed through one of **three curriculum pathways**: green, blue and yellow.

It is important for students to consider the courses most suitable for them, taking into account their own strengths and weaknesses. The first part of the process is to find out about the courses and how they are assessed. This handbook contains a great deal of information for students and parents about the courses being offered. Parents also have an opportunity to find out more about courses at the Year 8 Options Evening on **Wednesday 15<sup>th</sup> January 2020**.

We believe that the curriculum pathway recommended for your child will offer the best route to success at KS4. Students should find that within the recommended pathway they will be able to choose the subjects that they believe are appropriate for them.

## KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

### Green Pathway

Students will choose from the following:

- A modern foreign language, either French or Spanish
- Either History or Geography
- Any other two courses.
- Plus reserve choices (please also indicate a reserve language).

*(NB students who choose one language may also select another and students who choose e.g. History may also choose Geography as an option.)*

	SUBJECTS
GREEN PATHWAY OPTIONS	ART AND DESIGN including PHOTOGRAPHY BUSINESS STUDIES CREATIVE iMEDIA DESIGN AND TECHNOLOGY: PRODUCT DESIGN DRAMA FOOD PREPARATION AND NUTRITION FRENCH GEOGRAPHY HEALTH & SOCIAL CARE HISTORY MUSIC PE SPANISH

***The following combination is not permitted:***

Art and Design **and** Photography

## KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

### Blue Pathway

Students on the blue pathway will make the following choices:

- A modern foreign language, either French or Spanish.
- Either History or Geography.
- Any other two GCSEs.
- Plus two reserve GCSE choices

All students must indicate two reserve choices.

(NB students who choose one language may also select another and students who choose e.g. History may also choose Geography as an Option.)

SUBJECTS	
BLUE PATHWAY OPTIONS	ART AND DESIGN including PHOTOGRAPHY
	BUSINESS STUDIES
	COMPUTER SCIENCE
	CREATIVE iMEDIA
	DESIGN AND TECHNOLOGY: PRODUCT DESIGN
	DRAMA
	ECONOMICS
	FOOD PREPARATION AND NUTRITION
	FRENCH
	GEOGRAPHY
	HISTORY
	MUSIC
	PE
	SPANISH

***The following combinations are not permitted:***

Economics **and** Business Studies

Creative iMedia **and** Computer Science

Art and Design **and** Photography

### ENTRY CRITERIA

*In order to study GCSE Economics, students must have achieved at least grade 3M in English and Mathematics by the time of the Year 8 DCP2 report in February.*

*In order to study GCSE Computer Science, students must have achieved at least grade 3M in Mathematics by the time of the Year 8 DCP2 report in February.*

## KEY STAGE 4 CURRICULUM PATHWAYS IN OPTIONAL SUBJECTS

### Yellow Pathway

Students on the yellow pathway will be advised to make the following choices:

- All students on this pathway will study a GCSE in Geography or History.
- Any other three courses.
- All students must indicate two reserves.

	SUBJECTS
<b>YELLOW PATHWAY OPTIONS</b>	<b>ART AND DESIGN including PHOTOGRAPHY BUSINESS STUDIES CREATIVE iMEDIA DESIGN AND TECHNOLOGY: PRODUCT DESIGN DRAMA FOOD PREPARATION AND NUTRITION HEALTH &amp; SOCIAL CARE PE</b>

***The following combination is not permitted:***

Art and Design **and** Photography

# GCSE RELIGIOUS STUDIES

(Board: EDEXCEL - 1RB0: Unit B)



Religious Studies is at the core of Humanities in the KS4 Curriculum and will result in a full GCSE qualification. It will be studied in Year 9 and 10 by the majority of students, with the examination to be sat at the end of Year 10. The course considers ethical questions affecting individuals and society, as well as critically engaging with religious responses to the issues raised. Christian and Muslim perspectives on a variety of issues are included, as well as an in depth exploration of their faith and beliefs.

## Year 9 units of work:

- Believing in God from a Christian perspective
- Believing in Allah from a Muslim perspective
- Living the Religious Life from a Christian perspective
- Living the Religious Life from a Muslim perspective

## Year 10 units of work:

- Crime and Punishment from a Christian perspective
- Marriage and Family Life in Islam
- Matters of Life and Death from a Muslim perspective
- Peace and Conflict in Christianity
- Revision

## Important skills are developed over the course including:

- Presenting ideas through extended writing in a clear and coherent way
- Forming justified and supported personal opinions
- Expressing personal insight and suggesting questions raised by the material covered
- Suggesting reasons for differing opinions on the same topic
- Identifying links and common approaches between the units
- Evaluating arguments

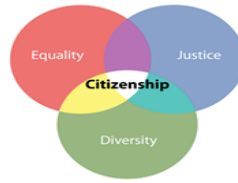
## Religious Studies will help students to:

- Explore the significance and impact of different beliefs, teachings and practices.
- Express their personal responses and informed insights on questions of identity, meaning, values and commitments.
- Adopt an enquiring, critical and reflective approach to the study of religion and relate it to the wider world.
- Enhance their personal, social and cultural development.
- Reflect on and develop their values, opinions and attitudes.

In Year 10 students complete two examination papers of one hour and forty five minutes duration, answering multiple part questions per paper, covering all units of study.

# GCSE CITIZENSHIP

(Board: EDEXCEL – 1CSO)



The vast majority of students will sit the Full Course Religious Studies examination at the end of Year 10, however, a minority of students could be taught GCSE Citizenship.

## Year 9 units of work:

### **Theme A living together in the UK**

- How have communities developed in the UK?
- What does identify mean?
- What are democratic values and where they come from?
- How do local democracies work?

### **Theme B- Democracy at work in the UK**

- Who runs the country?
- How does parliament work?
- How is the power shared between Westminster and the devolved administrations?
- How does government manage public money?

### **Theme E- Taking citizenship action**

- Students must carry out a critical investigation leading to citizenship action. It can be based on any aspect or issue arising from the course content and should be designed to have an impact locally, nationally or globally.

## Year 10 units of work:

### **Theme C- Law and Justice**

- What is the law and how does it affect us?
- How does the justice system work?
- Is crime increasing in society?

### **Theme D- Power and influence**

- What power and influence can citizens have?
- What role should the media have?
- Does the UK have power and influence in the wider world?

### **Important skills are developed over the course including:**

- Research and enquiry
- Interpretation of evidence
- Planning
- Collaboration
- Problem solving
- Advocacy
- Campaigning
- Evaluation

### **Citizenship will help students to:**

- Explore the significance and impact of different citizenship issues.
- Adopt an enquiring, critical and reflective approach to the study of the UK and wider world.

## **ASSESSMENT**

In Year 10 students complete two examination papers of one hour and forty five minutes duration, answering multiple part questions per paper, covering all units of study.



# GCSE ART AND DESIGN

(Board: AQA Syllabus Code: 4201, 4205)



## WHY STUDY ART, CRAFT AND DESIGN?

Art and Design can include a number of different endorsements. Students must explore and create work associated with areas of study from **at least two** titles listed below:

Art and Design  
Fine Art

3D Design  
Photography

Graphic Communication  
Textile Design

**Component 1:** must show evidence of working in areas of study drawn from **two or more** of the titles taking into account the distinguishing characteristics of art, craft and design.

**Component 2:** must show evidence of areas of study drawn from **one or more** of the titles.

Students must explore, through a range of two-dimensional and/or three-dimensional processes and media, practical application of skills and relevant critical and contextual sources such as the work of contemporary artists, craftspeople and designers and the different purposes, intentions and functions of art, craft and design as appropriate to their own work.

Students who take Art will be looking to pursue A Level's in Art, Media and Photography. They will also be able to gain entry onto a range of Art and Design diplomas and BTECs.

The creative industries are an industry that continues to expand and houses a variety of jobs including;

- Advertising and marketing.
- Architecture.
- Crafts.
- Design: product, graphic and fashion design.
- Film, TV, video, radio and photography.
- IT, software and computer services.
- Publishing.
- Museums, galleries and libraries

## ASSESSMENT

The course is divided into **two areas** for assessment:

- **Component 1: Portfolio of Work.** This is marked out of 80 and carries 60% of the total marks. **DEADLINE: December of Year 11**
- **Component 2: Externally Set Task.** This is also marked out of 80 and carries 40% of your total marks. A paper will be issued by AQA to be given out as soon after **January 1<sup>st</sup>** as possible. The spring term will give students a period of preparation time to be followed by **ten hours of examination** undertaken over two days at the **end of the spring term or beginning of the summer term in Year 11.**

### **What should The Portfolio (Component 1) contain? 60% of mark**

The Portfolio may contain work from **Years 9, 10 and 11** although the best work will be selected as it is also known as a controlled assessment. Most of the work you do will be produced in the Art room under the guidance of your teachers and will reflect the breadth of the course. ***You must be able to confirm anything produced outside lessons as your own work, not that of anyone else.***

As well as projects that you undertake there will be opportunities to participate in workshops, attend galleries and museums, and support sessions after school. All of this evidence may be included in the portfolio, but it is not necessary to put everything in that you do during the course. Careful selection, clear organisation and smart presentation will be made in Year 11 in consultation with your teacher.

The portfolio must contain at least **1 extended personal project plus other supporting work** which will cover all the assessment criteria.

There is no size limit on any of the work and it may be carried out in any medium, e.g. a photographic outcome, a piece of sculpture, a textile bag, a painting on paper or canvas, a print on fabric or paper.

**A project** is a way of working through an idea from a starting point to a realised outcome. There must be evidence that you can:

- Develop ideas through personal research and investigations
- Select and experiment with resources, materials, processes and techniques which are appropriate to your chosen project
- Record ideas and observations through drawing, taking photographs, making notes, creating maquettes, producing design sheets
- Bring together all of your preparatory work into a realised outcome or final piece which shows how you have linked all your prior investigations into a personal project

You might be given a title or a theme by your teacher that the whole group will work on early in the GCSE course but will be given the opportunity to develop your own title or select from a variety of themes later in the course. The type of project you do could relate to an issue; it could be based on a cultural or historical theme; it could be a design brief; it might be based around using certain materials in a workshop or it could be a theme such as “still life”, “landscape” or “portraits” – in fact the possibilities are endless.

### **Component 2 The Externally Set Task 40% of mark**

This is issued in January of Year 11. This is the **examination element of the course**. You will receive an examination paper with a number of alternative starting points that are written specifically for your endorsement. Art and Design students will have a different paper from 3D Design students for example, so if you are taking two endorsements you will be given two different examination papers and will sit two examinations over twenty hours. You will need to select one starting point.

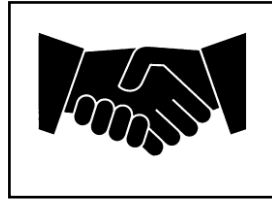
The preparatory time will start as soon as the paper is issued and you may choose to work in a new sketchbook as well as on larger scale work. There will be milestones set along the way to assist you in formulating your ideas towards a final realisation.

The ten hour examination will be taken over two days in the art rooms in silence and will be supervised by external invigilators although art staff will be present to give technical support. This will be taken at the end of the spring term or the start of the summer term dependent upon where Easter falls and the length of the terms. You must be thoroughly prepared for the examination and know exactly what you will create as your final outcome over the ten hours. It is your responsibility to get all the materials and resources you will need ready.

You must have all your preparatory work in school with you ready to hand in at the end of the examination. The end of the ten hour period signifies the end of Component 2 and you may not return to preparatory work after this time.

# GCSE BUSINESS STUDIES

(Board: OCR J204)



## WHY STUDY BUSINESS STUDIES?

Business Studies provides students with an excellent understanding of global enterprise, from the theory of how to be an entrepreneur and begin your own business to managing an international corporation. The foundation of Business Studies is embedded within four main functional areas; finance, marketing, operations management and human resources. These areas have a huge impact on the career paths that students choose to follow, for even if you do not work directly for one of these departments within a company, any organisation will rely heavily on these components working cohesively.

A large proportion of students who study GCSE Business Studies continue to do so at A-Level, and even at University. The skills you will learn in the GCSE Business Studies course are easily transferable to a number of different careers paths such as sales, public relations, innovation of products, finance and accountancy and management.

Business Studies is widely accessible to students and adheres to all learning styles, using interview scenarios, role play, debates, interactive activities, note taking, group work and independent learning.

### Business Paper 1

This component introduces learners to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business

### Business Paper 2

This component takes a closer look at the role of operations and finance and introduces learners to external influences on business. It explores the importance of these influences and how businesses change in response to them.

## COURSE CONTENT

### Year 9

#### 1. Business activity

In this section, learners explore how and why businesses start and grow.

#### 2. Marketing

In this section, learners explore the purpose and role of marketing within business and how it influences business activity and the decisions businesses take.

### Year 10

#### 3. People

In this section, learners explore the purpose and role of human resources within business and how it influences business activity and the decisions businesses take.

#### 4. Operations

In this section, learners explore what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity.

## Year 11

### 5. Finance

In this section, learners explore the purpose of the finance function, its role in business and how it influences business activity.

### 6. Influences on business

In this section, learners explore the importance of external influences on business and how businesses change in response to these influences.

### 7. The interdependent nature of business

In this section, learners will need to use content from both component 01 and component 02 to make connections between different elements of the subject. They will need to draw together knowledge, skills and understanding from different parts of the GCSE (9–1) course and apply their knowledge to business decision making within a business context.

## ASSESSMENT

**Business 1**; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length. This examination is based on 3 units of study. These include Business Activity, Marketing and People. This examination is worth 80 marks, split into two sections and assesses content from the 3 units mentioned above. Section A contains multiple choice questions worth 15 marks. Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. This section is worth 65 marks.

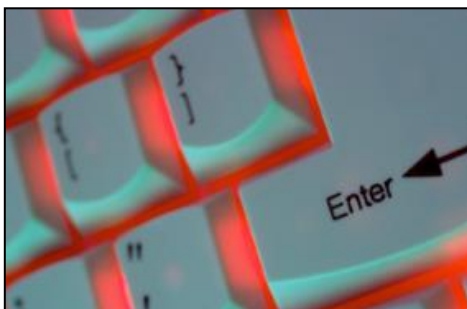
**Business 2**; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length. This examination is based on 4 units of study. These include Operations, Finance, Influences on Business and The Independent nature of Business. This examination is also worth 80 marks and splits into two sections, assuming knowledge of the 4 units mentioned above. Section A and Section B are the same structure as the Business 1 paper.

## ENRICHMENT OPPORTUNITIES

The Business Education department offers a wide range of enrichment activities for students from extra-curricular opportunities such as the fantasy stocks and shares league competition set up by the Institute of Financial Services to in-house competitions and guest speakers. In Year 10, students are given the opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany.

# GCSE COMPUTER SCIENCE

(Board: AQA Syllabus 8520)



## WHY STUDY COMPUTER SCIENCE?

Computer Science is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

This course will suit students wishing to pursue a career in software or games development. Students must be highly logical and have an analytical approach to problem solving. They must overall be patient and never give up on trying to solve problems. The programming language that is taught is Python 3.

## PREREQUISITES

Students will only be considered if they have achieved a level 3M in Maths in DCP2.

## COURSE CONTENT

1. Fundamentals of algorithms
2. Programming
3. Fundamentals of data representation
4. Computer systems
5. Fundamentals of computer networks
6. Fundamentals of cyber security
7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy
8. Aspects of software development
9. Programming project

## ASSESSMENT

### **Paper 1: Computational thinking and problem solving**

*Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from subject content 1–4 above.*

- *Written exam set in practically based scenarios: 1 hour 30 minutes*
- *80 marks*
- *50% of GCSE*

### **Paper 2: Written assessment**

*Theoretical knowledge from subject content 3–7 above.*

- *Written exam: 1 hour 30 minutes*
- *80 marks*
- *50% of GCSE*

### **Non-exam assessment** *Programming project detailing 20 hours of NEA work*

*The programming project develops a student's ability to use the knowledge and skills gained through the course to solve a problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the subject content.*

*The skills developed can be applied to exam questions on computational thinking.*

# CAMBRIDGE NATIONAL CREATIVE iMEDIA

(Board: OCR)



## WHY STUDY CREATIVE iMEDIA?

The creative use of ICT is essential for many careers. The Cambridge National in Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products.

The Cambridge Nationals in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products.

The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

## ASSESSMENT

OCR Level 1/2 Cambridge National Certificate in Creative iMedia is made up of four units:

Unit R081: Pre-production skills - Written paper 1 hour 15 mins (completed at the end of Year 10)

- contains a scenario on which all questions are based
- consists of two sections, comprising short answer and extended response questions
- assesses the quality of written communication

Unit R082: Creating Digital Graphics – Centre assessed task

Unit R085: Creating a multi-page website – Centre assessed task

Unit R087: Creating Interactive multimedia products – Centre assessed task

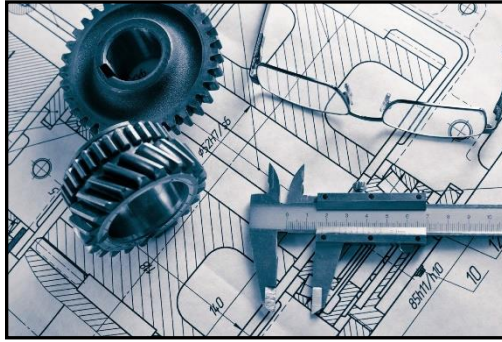
The centre assessed tasks will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments. **All units are worth 25% of the final grade**

## ENRICHMENT ACTIVITIES

Students are encouraged to explore graphics and digital media products that they use throughout their lives. This will give them an understanding of how the products can be effectively designed and understand how effective design can encourage use.

# GCSE DESIGN AND TECHNOLOGY

(Board: AQA)



## WHY STUDY DESIGN AND TECHNOLOGY?

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world. There are close links to mathematics, literacy, science, engineering, computing and art.

Students will study a core range of materials and can then specialise in a chosen material such as Timber, plastics, metals, paper and board (Graphics), Textiles or systems and control. The AQA exam specification has 15% Maths element, which is the application of number in technical situations. Students are encouraged to explore design development through iterative design, showing evidence of development of ideas through models and testing.

Theory lesson will be taught alongside relevant practical projects to underpin learning. Technology students could progress into careers in Graphic Design, Product Design, Architecture, Engineering, Theatre/TV Set Design or associated creative industries.

GCSE Design and Technology will be taught in our state of the art technology rooms and fully equipped workshop to produce practical work. We also have a suite of computers running industry standard software such as Adobe Creative Suite, Corel Draw, 2d Design, ProDesktop and other creative software. The department has the facility to develop hand drawn communication and rendering skills, 3d modelling as well as develop CAD/CAM skills through the use of a laser cutter and 3d printer.

## COURSE CONTENT

- Imaginative practical work is at its heart. Students explore, design, create and evaluate prototypes to solve real world problems.
- Students gain a broad understanding of technical, designing and making principles.
- No restrictions on materials when making prototypes.
- Question paper split into three sections, which mirror the three content areas of the specification.

## Links to Maths and Science

Through the assessment of their knowledge and understanding of technical principles students must demonstrate an understanding of the mathematical and scientific requirements. There is more of an emphasis on the practical application of number in relation to the study of Design and Technology. This has increased compared with the outgoing GCSE's and links closer to the A Level.



## ASSESSMENT

- 50% exam (maths and science knowledge contributes 15%).  
**Paper 1** Written exam: 2 hours 100 marks
  - Section A: Core technical principles (20 marks)  
Multiple choice and short answer questions assess broad 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)  
Short and extended response questions, includes a 12 mark design question.
- 50% non-exam assessment (NEA), one practical activity (students develop a brief in response to a contextual challenge set by AQA, released on 1 June in the year before submission). approximately 30 – 35 hours 100 marks

Practical application of:

- Substantial design and make task.
- Assessment criteria to include the following:
  - investigating
  - designing
  - making
  - analysing and evaluating.

Year 10 Students have assessment guidance and time planning in their student workbook. They will set and review targets and choose a contextual design task that suits them

## ENRICHMENT ACTIVITIES

Technology Club, Design Club and visiting professionals from the design and manufacturing industry. STEAM activities will be offered. 3M competition, Teentech Awards competition and Starpack Packaging competition, Design Ventura and V&A Innovation. Future visits that have a Technology focus will be encouraged such as the Design Museum and New Designers Exhibition.



# GCSE DRAMA

(Board: AQA. Syllabus code: 8261)



## WHY STUDY DRAMA?

Drama encourages students to:

- Develop a personal interest in why drama matters and be inspired, moved and changed by studying a broad, coherent, satisfying and worthwhile course of study
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities
- Reflect and evaluate their own and the work of others
- Develop and demonstrate competence in a range of practical, creative and performance skills
- Develop a basis for their future role as active citizens in employment and society in general, as well as for the possible study of drama
- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds

## COURSE CONTENT

The subject content for GCSE Drama is divided into three components:

- Understanding drama
- Devising drama
- Texts in practice

### Year 9

The schemes of work in Year 9 are planned to allow for a smooth transition from Foundation to KS4. Students gradually build up the skills and confidence that will enable them to engage in Assessed Coursework as they move from exploratory work, through to a mock assessment, and finally to their first formal assessment experience. Their work will be logged using a journal or portfolio format in order to record the development of their performance pieces.

#### Term 1

Building excellent group dynamics.

Undertaking a baseline 'Duologue' Assessment.

Revising knowledge, skills and strategies.

Learning about theatre terminology and roles in the theatre.

Introduction to the demands of GCSE Devising and Script work.

#### Term 2

First 'mock' assessment of Devised work – rehearsal period begins.

Compilation of a 'working notebook' or portfolio.

Performance of Mock Devised work to the peer group with assessment, according to the exam criteria.

### Term 3

Study of a script, from a performance perspective.

Performance of a script to the peer group with assessment, according to the exam criteria.

Writing about a play script to begin to prepare for the written examination.

The GCSE Drama curriculum in Years 10 and 11 will then enable students to build on the excellent ground work prepared in Year 9.

## ASSESSMENT

### Component 1: Understanding drama – Written Exam (80 marks - 40% of total GCSE)

Written exam 1 hour and 45 minutes

- Section A: multiple choice (4 marks)
- Section B: 4 questions on extract from chosen set play (44 marks)
- Section C: 1 question on a live theatre production seen (32 marks)

### Component 2: Devising drama (40% of total GCSE)

Internally assessed and externally moderated by AQA

- Devised Performance: (20 Marks - 10% of total GCSE)
  - Student groups work from a stimulus to create a piece of theatre
  - They must contribute as either a **performer or designer**
  - Students will write a **STATEMENT OF DRAMATIC INTENTION** stating: what style they are working in, what the aims of the piece are and personal aims
  - The performance will be internally assessed and externally moderated
  - Students will be expected to book in for after school rehearsals
- Devising Log: (60 Marks - 30% of total GCSE)

The Devising Log must comprise of three sections, each marked out of 20 marks:

- Section 1: Response to a stimulus
- Section 2: Development and collaboration
- Section 3: Analysis and evaluation

### Component 3: Texts in practice (20% of total GCSE) Examined by a visiting AQA examiner

- Performance of TWO extracts
  - You will perform two extracts from the same play
  - You will produce a STATEMENT OF DRAMATIC INTENTION
  - Students will be expected to book in for after school rehearsals

It is a requirement that all practical work is filmed and held by the centre.

Drama is a social activity and students need to accept their individual responsibility within a group. Enthusiasm and a willingness to contribute to group activity are very important as assessment presentations will involve work beyond school hours.

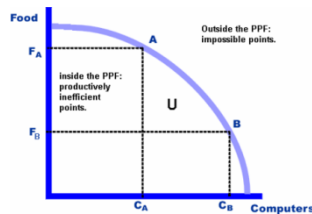
## ENRICHMENT ACTIVITIES

As a department, we organise at least two theatre trips every year for students. Some expense will obviously be incurred. However, we advise you to see as many performances as you can outside of school and make the most of the varied venues within close travelling distance of Reading. These performances will complement the work covered in lessons and improve your knowledge of current theatrical trends.

- The Hexagon, Reading
- South Street Theatre, Reading
- Progress Theatre, Reading
- The Mill at Sonning
- South Hill Park, Bracknell
- The Corn Exchange, Newbury
- Oxford Playhouse, Oxford
- Oxford New Theatre, Oxford

# GCSE ECONOMICS

## (Board: Board: OCR J205)



### WHY STUDY ECONOMICS?

Economics is about people and their economic choices. This course enables learners to appreciate we are all part of the economy and that economics relates to every aspect of our lives – from the decisions of individuals or families to the structures created by governments and producers. The course will equip learners with the skills and confidence to explore how consumers, producers and governments interact in markets nationally and internationally. Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables you to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need.

The skills you will learn in GCSE Economics are easily transferable to a number of careers such as banking, insurance, politics, retail, public sector, accountancy and management.

### PREREQUISITES

Students will only be considered if they have achieved a level 3M in English and maths in DCP2.

### Economics Paper 1: Introduction to Economics

This component introduces learners to the fundamental economic terms and concepts. Learners will apply these to investigate and explain how markets work in contemporary and historical economic contexts. They will study the different roles and perspectives of the main economic agents (consumers, producers and the government) and how they interact in the economy.

### Economics Paper 2: National and International Economics

This component provides learners with an understanding of the main economic objectives and role of the government in achieving them. Learners will investigate the effects of economic policies on markets. They will use and interpret quantitative evidence, such as unemployment figures, in contemporary and historical contexts.

### COURSE CONTENT

Year 9	Term	Topics
Year 9	Term 1	Main economic groups and factors of production The basic economic problem The role of markets Class projects and examination practice
	Term 2	Demand Supply Price Class projects and examination practice
	Term 3	Competition Production The labour market

		Class projects and examination practice
<b>Year 10</b>	Term 1	The role of money and financial markets Economic growth Low unemployment Class projects and examination practice
	Term 2	Fair distribution of income Price stability Fiscal policy Class projects and examination practice
	Term 3	Monetary policy Supply side policies Limitations of markets Class projects and examination practice
<b>Year 11</b>	Term 1	Importance of international trade Balance of payments Exchange rates Class projects and examination practice
	Term 2	Globalisation Revision

### **ASSESSMENT**

Economics Paper 1: Introduction to Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Introduction to Economics and The role of Markets and Money.

This examination is worth 80 marks, split into two sections and assesses content from the 2 units mentioned above. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks.

Economics Paper 2: National and International Economics; an examination paper worth 50% of the qualification and is 1 hour 30 minutes in length.

This examination is based on 2 units of study. These include Economic Objectives and the role of Government and International Trade and the Global Economy. Section A contains multiple choice questions worth 20 marks. Section B will consist of three questions, each with a short case study and related short and medium response questions as well as the opportunity for extended response. Section B is worth 60 marks. Section A and Section B are the same structure as the Business 1 paper.

### **ENRICHMENT OPPORTUNITIES**

The Business Education department offers a wide range of enrichment activities for students from extra-curricular opportunities such as the fantasy stocks and shares league competition set up by the Institute of Financial Services to in-house competitions and guest speakers. In Year 9, students are given the opportunity to apply for the department residential trip to Cologne and Dusseldorf in Germany. Additionally Year 9 Economics students are offered the opportunity to visit The Bank of England in London in order to enhance students' understanding of Economics and its impact on day-to-day life.

# GCSE FOOD, PREPARATION AND NUTRITION

(Board: AQA)



## WHY STUDY FOOD, PREPARATION AND NUTRITION?

This new and exciting course aims to equip students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating to what they have made. This course also looks at the food choices that affect people's choices of food plus giving students and understanding of where food comes from and a range of different cooking methods.

It offers valuable preparation for those wishing to progress to further or higher education, leading to careers in teaching, food science, dietetics, manufacturing or a role within the hospitality industry.

It also develops vital life skills which will enable students to feed themselves and others affordably and nutritiously, both now and later in life.

## COURSE CONTENT

### A. Nutrition

- How peoples' nutritional needs change and how to plan a balanced diet for those life-stages, including for those with specific dietary needs.
- How to maintain a healthy body weight throughout life and avoid diet related diseases e.g. diabetes, coronary heart disease.
- Nutrient functions and main sources and the importance and function of water in the diet.
- Recipe and meal planning.
- A study of the major food groups including cereals and cereal products, fruit and vegetables, dairy foods, meat and meat alternatives, fats and sugars.

### B. Food

#### *Food provenance*

- Where and how foods are grown, reared, or caught, then processed or produced.
- How processing affects the sensory and nutritional properties of ingredients.
- The impact of food and food security on the environment, local and global markets and communities.
- Technological developments that claim to support better health and food production.
- A study of culinary traditions in Britain and two international cuisines.

#### *Food choice*

- How sensory perception guides the choices that people make
- The sensory qualities of a range of foods and combinations
- The range of factors that influence food choices,
- The choices that people make about certain foods according to religion, culture, ethical belief or medical reason

- How to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs
- The influence of food labelling and marketing on food choice

### C. Cooking and food preparation

- Why food is cooked
- Food safety principles when buying, storing, preparing and cooking food
- How heat is transferred to food through conduction, convection and radiation
- Appropriate cooking methods to conserve or modify nutritive value or improve palatability
- Understanding of the working characteristics, functional and chemical properties of **a wide range of ingredients** to achieve a particular result
- The effect of preparation and cooking on the sensory and nutritional quality of dishes

### ASSESSMENT

All Non Exam assessments (NEA) which count towards the final GCSE grade take place in Year 11. There will be two NEA's during Year 11 plus an examination in the summer of Year 11.

Assessment structure

- 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.
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation including food made by themselves and others

#### **NON- EXAM ASSESSMENT (NEA):** Task 1: Food investigation (15%)

Students will be expected to show their understanding of the *working characteristics, functional and chemical properties of ingredients*. They will submit a written report (1,500–2,000 words) including photographic evidence of the practical work carried out.

#### **NON- EXAM ASSESSMENT (NEA):** Task 2: Food preparation assessment (35%)

Students will be expected to show their knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to a chosen task set by the Examination Board. Students *will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours. Students will submit a written portfolio (15 A4 pages) including photographic evidence.

#### **EXAMINATION:** Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes

The paper will be made up of 20 multiple choice questions worth 20 Marks and 5 questions each with a number of sub questions worth 80 marks

### ENRICHMENT OPPORTUNITIES

Master chef competition. The opportunity to get a Level 2 Food hygiene certificate (afterschool commitment needed)

## GCSE FRENCH (Board: AQA)



### WHY STUDY FRENCH?

Having a French GCSE will enable you to stand out from the crowd. The study of a language is considered by employers as a rigorous pursuit and they are impressed by candidates who have such a qualification. Top universities also consider linguists favourably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose French.

The business world is in continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to accelerated globalization, we now live in a world where any type of business has the possibility to extend over borders. This makes language proficiency a very important business skill that will boost anyone's career.

### COURSE CONTENT

Building on the topics and grammatical patterns already covered in the Foundation years, we will aim to access more complex lexical items and a deeper understanding of different themes. The use of authentic materials will also raise cultural awareness and make it a more enjoyable experience anchored in the real world, whilst fostering useful transferable skills.

There are three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In our scheme of work the themes and the topics within them will straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns can be constantly reused and recycled by transferring them to other topics.

### ASSESSMENT

The GCSE French specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Non-examined assessment - Speaking: 25% of GCSE

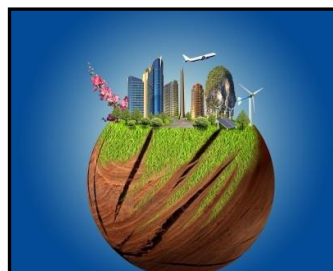
Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)



# GCSE GEOGRAPHY

## (Board AQA: 8035)



### WHY STUDY GEOGRAPHY?

The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps to prepare you for those changes. The transferable skills which Geography fosters are an asset in the complex world of employment today. Geography is about the future and encourages flexible thinking. It is less likely that you will spend all your life with one company or organisation (the 'job for life'), so flexible thinking is a great attribute. Geographical study fosters these qualities and provides a firm basis for life-long learning.

Compared to other subjects, geography graduates are among the most employable. They possess the skills that employers look for. In part this is because the subject combines knowledge of science and an understanding of the arts. Geographers can make a concise report, handle data, ask questions and find answers, make decisions about an issue, analyse material, organise themselves, think creatively and independently. Geographers are good communicators, spatially aware, socially, economically and environmentally aware, problem solvers, good team players, computer literate, well rounded and flexible thinkers

### COURSE CONTENT

- Yr9 - Coastal landscapes in the UK (Physical Landscapes in the UK);
- Yr9 - Urban issues and challenges;
- Yr9 - River landscapes in the UK (Physical Landscapes in the UK);
- Yr9 - Field trip – physical investigation based around rivers;
- Yr10 - The Changing Economic World;
- Yr10 - Ecosystems and tropical rainforests (The living World);
- Yr10 - Cold Environments (The Living World);
- Yr10 - Tectonic Hazards (The Challenge of Natural Hazards);
- Yr10 - Field trip – human investigation based around urban issues;
- Yr10 - Geographical skills (cartographic, graphical, numerical, statistical skills)
- Issues evaluation.
- Physical and human fieldwork (compulsory minimum of 2 days outside of the classroom).

### ASSESSMENT

There are three main parts to the GCSE assessment structure:

#### Paper 1: Living with the Physical Environment (35%)

This is a 1 hour 30 minute written examination that assesses all the physical modules of the course. It is in 3 sections:

Section A (The Challenge of Natural Hazards) is worth 33 marks

Section B (UK Physical Landscapes) is worth 30 marks

Section C (The Living World) is worth 25 marks.

The type of questions can be multiple choice, short answer level of response and extended prose.



## **Paper 2: Challenges in the Human Environment (35%)**

This is a 1 hour 30 minute written examination that assesses all the human modules of the course. It is in 3 sections:

Section A (Urban Issues and Challenges) is worth 33 marks

Section B (The Changing Economic World) is worth 30 marks

Section C (The Challenge of Resource Management) is worth 25 marks.

The type of questions can be multiple choice, short answer level of response and extended prose.

## **Paper 3: Geographical Applications (30%)**

Question 1 is worth 37 marks and is an issue evaluation. The students will be expected to answer a series of questions on a contemporary geographical issue, leading to a more extended piece of writing which will involve a decision with some justification.

Question 2 is worth 39 marks and is split between questions based on the fieldwork that they complete during the course and questions based on the use of fieldwork materials in an unfamiliar context.

### **Fieldwork**

As part of the GCSE, students are required to undertake two geographical enquiries involving the collection of primary data to show an understanding of both human and physical geography. As a school we offer students the opportunity to go on one day of fieldwork costing around £20. Should your child not go on this trip, they will be required to complete two fieldwork investigations in their own time and under your supervision.

# BTEC TECH AWARD HEALTH AND SOCIAL CARE (Board: Pearson Edexcel)



## WHY STUDY HEALTH AND SOCIAL CARE?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on three areas, which cover:

- skills and processes, such as interpreting data to assess an individual's health, and designing a plan to improve their health and wellbeing
- attitudes, namely the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins the effective use of skills, processes and attitudes, including human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This qualification builds on and uses the knowledge and skills you are learning in your GCSEs, such as English. It will complement the more theoretical aspects covered by GCSE Biology by allowing you to apply your knowledge and skills practically in a vocational context.

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. Together, they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise, so they will continue to play a key role in UK society and the demand for people to carry out these vital roles will increase. There are many careers that are linked with this subject. This course is perfect for students who want to enter the Health care profession along with social care and support roles.

On completing this course students can move onto study A levels, Level 3 technical qualifications or an apprenticeship.

## ASSESSMENT

The course is made up of three components: Two internally assessed and one that's externally assessed.

### Component 1: Human Lifespan Development

Aim: understand how we grow and develop throughout our lives

This assignment would be completed in Year 10 and is worth 30% of the total course.

### Component 2: Health and Social Care Services and Values

Aim: Get to know how the health and social care sector works and the care values that lie at the core of it

This assignment would be completed in Year 10 and is worth 30% of the total course

### Component 3: Health and Wellbeing

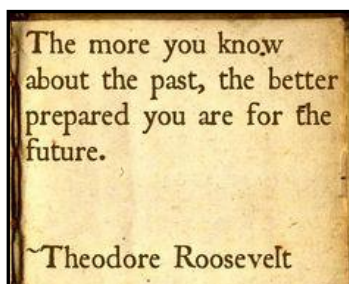
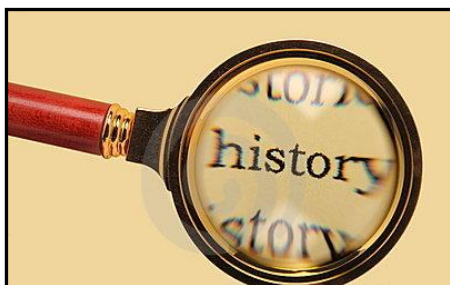
Aim: Help improve someone's health and wellbeing

This written exam would take place in February of Year 11 and worth 40% of total course. This is a TWO hour exam

Students would be awarded from Level 1 Pass to Level 2 Distinction\* on completing this course.

# GCSE HISTORY

(Board: AQA 8145)



## WHY STUDY HISTORY?

History is continuously changing the world around us and historic events have helped to shape our society.

Studying GCSE History will help you to answer important questions such as:

- Why do wars happen?
- Why do we have a welfare system?
- How have we come to live in a multi-cultural society?

Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future.

You'll learn valuable skills...

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work. These include:

- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.

... and useful facts

- Ever wondered why people wear poppies in November?
- Did you know that until 1928 not all women could vote?

Studying history can lead on to some exciting career options, including:

- Journalism
- Law
- Business
- Politics
- Archaeology
- Marketing
- Teaching.

## ASSESSMENT

This qualification is linear so students will sit their written examinations at the end of the course in Year 11. There are 2 papers that students sit: 50% of the GCSE for each; 84 marks each (including 4 marks for spelling, punctuation and grammar); 1 hour 45 minutes each.

### Paper 1: Understanding the modern world

In Section A there is a choice of four period studies, each with a focus on two key developments in a country's history over at least a 50 year period.

Section B: Wider world depth studies - Conflict and tension, 1918–1939.

In Section B there is a choice of **five** wider world depth studies. These focus on international conflict and tension.

**How it's assessed**

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

**Questions**

- Section A – six compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

**Paper 2: Shaping the nation**

In Section A there is a choice of **three** thematic studies, which look at key developments in Britain over a long period.

In Section B there is a choice of **four** British depth studies incorporating the study of a specific historic environment.

**How it's assessed**

- Written exam: 1 hour 45 minutes
- 84 marks (including 4 marks for spelling, punctuation and grammar)
- 50% of GCSE

**Questions**

- Section A – four compulsory questions (40 marks)
- Section B – four compulsory questions (40 marks)
- Plus 4 marks for spelling, punctuation and grammar

**ENRICHMENT OPPORTUNITIES**

A trip to a medical museum is being planned to supplement the students learning in the second half term of Year 9.

# GCSE MUSIC

(Board: EDEXCEL)



## WHY STUDY MUSIC?

GCSE Music is a very varied and exciting option to take. Students will study a range of musical techniques, including performing, composing and learning about different styles of music, why they are distinctive and how they are 'put together'.

GCSE Music lessons are very different from the lessons encountered in the foundation stage. Students learn a lot by studying the music of others (including their own work) and discussing it within the group. This enables them to see what can be effective in musical composition and also what doesn't work. We endeavour to perform music regularly either as a group or as individuals. There will be a considerable amount of work to be done using computers.

Students who study Music often go on to work in sound or music design, media production or as performers or composers.

## PREREQUISITE

Instrumental lessons: It is important that all GCSE Music students take weekly instrumental lessons. At school, these are provided by Berkshire Maestros and occur after school. For more information or to sign up, please visit [http://www.berkshiremaestros.org.uk/lessons\\_school.html](http://www.berkshiremaestros.org.uk/lessons_school.html)

## ASSESSMENT

The GCSE content for music falls into three parts, and these are studied throughout the three years:

### 1. Performing (30% - Coursework)

Students are required to perform on an instrument or as a singer and *should be performed at grade 4 standard*. This can be on any instrument, and the two performances can be on different instruments if the student prefers. The performance can be any style of music.

Students are required to provide at least 4 minutes of performances. This must be a mixture of solo and ensemble performing (performing with other people). The ensemble can be anything from a piano duet or a string quartet to a rock band!

There must be at least one minute of solo performance, and at least one minute of ensemble performance.

These performances are teacher marked and moderated by the exam board.

### 2. Composing (30% - Coursework)

Students are required to submit two compositions for this part of the GCSE. There must be at least three minutes' worth of music from both compositions.

One composition is written to a brief set by the board. That is, they will tell you what the music is for, and then you must compose for that situation.

The other composition is a completely free choice.

The compositions are completed under controlled conditions, and are marked by the teacher, and then sent to the board for moderation.

### **3. Listening and Appraising (40% - Examination)**

This is the only part of the GCSE that is an examination.

Over the two years, students study 8 pieces of music ranging in style from classical music to popular music and music from other cultures. They also learn about the general characteristics of various styles of music.

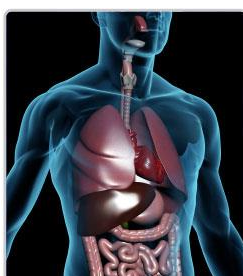
In this 1¾ hour exam, which takes place at the end of Year 11, students are played extracts of selected set works and answer questions on the music. Each piece is played 3, 4 or 5 times, with gaps to allow you to answer the questions. There is also a longer question where students are asked to compare a piece they know with a piece they don't know. This question will require a little more writing than the other questions.

#### **ENRICHMENT OPPORTUNITIES**

There is a thriving extra-curricular programme in the Music Department.

# GCSE PHYSICAL EDUCATION

(Board: EDEXCEL)



## WHY STUDY PHYSICAL EDUCATION?

This is an exciting and demanding course that is enjoyed very much by many students. The theoretical aspects are interesting and once learned, can support understanding of other subjects, such as science. The practical components of the course ensure that even the most energetic and talented students are constantly challenged.

The dedicated PE staff will support the development of students into all round sports performers and ensure good fitness habits are instilled.

Both elements of this course are taught by an extremely enthusiastic team of teachers, who endeavour to bring lessons to life and enjoy excellent relationships with all students.

There is also opportunities throughout the course for insights into future careers based on topics taught. For example, Physiotherapy, Sports Coach, working in the media, psychology

## COURSE CONTENT

### **Theoretical Component: (60%)**

The course requires a theoretical and practical understanding of the following areas: Applied Anatomy (Skeletal, Muscular, Cardiovascular and Respiratory Systems), Movement Analysis, Physical Training, Health, Fitness and Well-being, Sports Psychology, Socio-cultural Influences.

Each of these topics also have a numeracy link as student will be required to interpret and analyse data and graphs to evaluate performance.

### **Component 1: Fitness and Body Systems**

- Written examination: 1 hour and 45 minutes
- 36% of the qualification
- 90 marks
- **Content overview**
  - Topic 1: Applied Anatomy and Physiology
  - Topic 2: Movement Analysis
  - Topic 3: Physical Training
  - Topic 4: Use of Data

### **Component 2: Health and Performance**

- Written examination: 1 hour and 15 minutes
- 24% of the qualification
- 70 marks
- **Content overview**
  - Topic 1: Health, Fitness and Well-being
  - Topic 2: Sport Psychology
  - Topic 3: Socio-cultural Influences
  - Topic 4: Use of Data

Both of these written examinations take place at the end of Year 11.

### **Practical Component (30%)**

The course has been designed to enable all students of varying ability to perform to their highest possible level. Students study a range of sports and activities during the 3 years, including basketball, handball, badminton, volleyball, athletics and fitness training. Students will then be asked to select 3 for their final assessment in Year 11. In addition, they may also offer alternative sports or pursuits, which they may follow outside of school.

Regardless of their eventual assessment portfolio students will be assessed in combination of: skills in isolation, performance of skills in the game situation, providing feedback, observation and analysis, rules and regulations

### **Component 3: Practical Performance**

- Non-Examined Assessment (NEA): internally marked and externally moderated
- The assessment consists of learners completing **three** physical activities from a set list
- 30% of the qualification
- 90 marks (30 marks per activity)
- **Content overview**
  - Skills during individual and team activities
  - General performance skills
- **Assessment overview**
  - The assessment consists of learners completing **three** physical activities from a set list.
  - One must be a **team** activity.
  - One must be an **individual** activity.
  - The final activity can be a **free** choice.

### **Coursework Component: (10%)**

#### **Component 4: Personal Exercise Programme**

Students will plan, perform and evaluate a Personal Exercise Programme (PEP) on an activity of their choice. They will evaluate the effectiveness of their training using the theoretical knowledge taught in lessons.

***Students taking the course should be interested in physical education and the range of physical activities that are offered by the school. They should enjoy practical activities and have an interest in personal fitness. In addition, it would be an advantage if students were actively involved in sports outside of school.***

### **ENRICHMENT OPPORTUNITIES**

Students are actively encouraged to participate in sporting clubs as extra-curricular activities. This includes fixtures and tournaments which take place outside the school day on a week day.

Students are encouraged to write these in their homework diary as a form of communication home.



# GCSE SPANISH

(Board: AQA)



## WHY STUDY SPANISH?

Having a SPANISH GCSE will enable you to stand out from the crowd. The study of a language is often considered by employers as a rigorous and useful pursuit and can be a real career asset. Top universities also consider linguists favorably, so if you want to demonstrate that you are a well-rounded student with a range of interesting skills, choose Spanish.

The business world is in a continuous development. Businesses are evolving and activating in a diversified environment that doesn't respect physical boundaries anymore. Even more, due to accelerated globalization, we now live in a world where any type of business has the possibility to extend over borders. This made language proficiency a very important business skill that will boost anyone's career.

## COURSE CONTENT

There are three broad themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

Each theme will contain a number of topics and each topic will be a unit of teaching and learning that covers:

- a sequence of lessons
- a range of resources and activities that cover the full range of skills (including opportunities for revision and consolidation, and stretch and challenge)
- the appropriate lexical and grammatical content.

In our scheme of work the themes and the topics within them will straddle three years, rather than taking the conventional approach of teaching each theme one by one in full. This means the grammar is transferrable: each unit builds on the previous one, and the structures and grammar that a student learns can be constantly reused and recycled by transferring them to other topics.

## ASSESSMENT

The GCSE Spanish specification is a linear course with terminal examinations in listening, speaking, reading and writing at the end. There are two tiers of entry, Foundation (Grades 1-5) and Higher (Grades 4-9). Thematic and linguistic revision will therefore be strategically planned.

Paper 1: Examination - Listening: 25% of GCSE, 35 minutes (Foundation), 45 minutes (Higher)

Paper 2: Non-examined assessment - Speaking: 25% of GCSE

Paper 3: Examination – Reading: 25% of GCSE, 45 minutes (Foundation), 1 hour (Higher)

Paper 4: Examination – Writing: 25% of GCSE, 1 hour (Foundation), 1 hour 15 minutes (Higher)

## ENRICHMENT OPPORTUNITIES

After school catch up and revision

European day of languages in September. Possible school trips to Spain

Celebration day for MFL in April – testing food and recognising students' progress/effort.