

# TORQUAY BOYS' GRAMMAR SCHOOL

## GCSE Courses 2012

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# INTRODUCTION

This booklet has been prepared to inform parents and students about the courses offered by the school in Years 10 and 11. Taken alongside the Options Evening – **Wednesday 8<sup>th</sup> February**, the Parents’ consultation Evening – **Wednesday 7<sup>th</sup> March** and the briefings that staff will give students in school, we believe that students will be able to make well-informed choices for study at GCSE. For questions about individual subjects the relevant teachers should be approached. For an overview parents and students should approach either Mr S. Dobbs (Deputy Headteacher), Dr S. Lee (Deputy Headteacher) or Mr J. Bainbridge (Head of Careers). **This information is also available on the TBGS website at [www.tbgs.co.uk](http://www.tbgs.co.uk)**

## THE OPTIONS FORM SHOULD BE RETURNED BY FRIDAY 9<sup>th</sup> MARCH 2012

THE CORE SUBJECTS	THE OPTIONAL SUBJECTS
<p><b>In keeping with the National Curriculum all students study the Core Subjects which are:</b></p> <ul style="list-style-type: none"> <li>▪ English Language (GCSE)</li> <li>▪ English Literature (GCSE)</li> <li>▪ Mathematics (GCSE)</li> <li>▪ Science (GCSE)</li> <li>▪ Religious Studies (GCSE)</li> <li>▪ Personal, Social &amp; Health Education (non-examined)</li> <li>▪ Physical Education (Games, non-examined)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art</li> <li>▪ Business Studies &amp; Economics</li> <li>▪ Computing</li> <li>▪ Design &amp; Technology (Electronics or Product Design)</li> <li>▪ Drama</li> <li>▪ French</li> <li>▪ Geography</li> <li>▪ German</li> <li>▪ History</li> <li>▪ ICT</li> <li>▪ Mandarin Chinese</li> <li>▪ Media Studies</li> <li>▪ Music</li> <li>▪ PE (GCSE)</li> <li>▪ Spanish</li> </ul>

### HOW TO CHOOSE OPTIONS

Course details for all the above subjects form the bulk of this booklet, but a real flavour of each subject will only be gained by talking to the relevant subject teachers. Students are encouraged to choose subjects for which they have an affinity (either talent or enjoyment), though difficulties can arise when a student is talented in many areas – if in any doubt PLEASE ASK.

### EXAMINATION GUIDE

GCSE results are graded on a scale from A\* to G, and are achieved by a combination of coursework (sometimes now called controlled assessment) and examination performance.

<i>Subject</i>	<i>Coursework /controlled assessment</i>	<i>Examination</i>
Art	60	40
Business & Economics	25	75
Computing	60	40
Drama	60	40
English Language	60	40
English Literature	25	75
French	60	40
Geography	25	75
German	60	40
History	25	75

<i>Subject</i>	<i>Coursework /controlled assessment</i>	<i>Examination</i>
ICT	60	40
Mandarin Chinese	60	40
Mathematics	-	100
Media Studies	60	40
Music	60	40
Physical Education	60	40
Religious Studies	-	100
Science	25	75
Design & Technology	60	40
Spanish	60	40

At TBGS we expect C or above from all students in all their subjects. A or A\* are now required in several subjects in order to continue in the Sixth Form.

### LINKS BETWEEN GCSE OPTIONAL SUBJECTS SIXTH FORM STUDY

To study the following subjects at Sixth Form level it is **necessary** to have studied them at GCSE: Art, Design & Technology and all Modern Foreign Languages.

To study the following at Sixth Form level it would be an **advantage** to have studied them at GCSE level, but it is not necessary: Business Studies & Economics, Computing, Drama (at TGGs), Geography, History, ICT, Media Studies, Music and PE.

# LANGUAGE CHOICES

## LANGUAGE OPTIONS

At TBGS we believe that to be successful in the modern global economy our students will need to have a grasp of as many languages as possible. This will give them the flexibility that employers now demand in order to compete against job applicants from other countries; they will be able to cross linguistic and cultural boundaries, entertain clients, market goods and travel or relocate easily.

In summary, all students are expected to continue with the study of at least one language. We would encourage any students with an aptitude for languages to study more than one language, but this is not compulsory.

Through PIN (Pupils' Individual Needs) the school has a good record of assisting students with specific learning difficulties. For such students the school may suggest that it would be appropriate to study only one Modern Foreign Language.



## THE ENGLISH BACCALAUREATE

There has been a significant development in terms of the curriculum recently. The government has created an English Baccalaureate at GCSE. To gain the English Baccalaureate students will have to obtain a pass grade (C or above) in each of English (Language), Mathematics, a Modern Foreign Language (MFL), a Science and a Humanity (which the government has defined as either History or Geography). This causes TBGS a dilemma in that we do not currently insist that students must do one of History or Geography. We believe that it is better for students to have as wide a choice as possible.

There is no indication at present that the English Baccalaureate will be obligatory, nor is there any suggestion at the moment that the Baccalaureate will be a requirement for entry into Higher Education, but students may wish to take into account this development in making their subject choices. If there is any change which is likely to affect option choices we will of course keep you informed of developments.

# ENGLISH AND ENGLISH LITERATURE

*Head of Department – Mrs J.A. Veale*

*Examination Board: Edexcel*

All students in Years 10 and 11 follow a combined course in both English Language and English Literature which leads to **TWO** separate certificates at GCSE. Both are traditional academic subjects of high status, valued by employers and Universities.

## WHAT DOES THE COURSE INVOLVE?

We use a variety of resources including plays, novels, poetry, non-fiction and media texts to give students experience in speaking, reading and writing about a wide range of materials.

- In lessons, we encourage a variety of viewpoints to be shared in discussions, and use oral presentations, improvisation, scripted drama, audio, video recording and research sessions to extend understanding and develop key skills.
- Varied homework tasks include reading, research, learning spelling, grammar exercises, preparing oral work and drafting essays.
- You may also have the chance to see performances and attend workshops.



## WHAT SKILLS WILL I DEVELOP?

- **Speaking and listening:** the ability to communicate clearly and with confidence in different situations; listening and responding; discussion; role-playing and analysing how speech works.
- **Reading:** following arguments and collating material from various sources; understanding how writers and speakers achieve their effects.
- **Writing:** communicating fluently for different purposes and audiences; improving grammatical accuracy and extending vocabulary.

## HOW ARE ENGLISH AND ENGLISH LITERATURE ASSESSED?

The English Language **examination** tests reading and writing skills; the Literature papers assess understanding of novels and poetry.

You will also complete **controlled assessments** in: reading and writing non-fiction; speaking and listening tasks; a spoken language study; and writing for the spoken voice in English Language. For English Literature, the controlled assessments will require you to submit assignments on a play by Shakespeare and a modern play. All these pieces will be completed under controlled conditions, internally assessed and externally moderated.

### Currently

#### In English Language:

#### **Controlled assessments:**

Non-fiction: reading and writing 20%

Speaking and Listening/Spoken Voice 40%

**One exam paper** 40%

#### In English Literature:

**Controlled assessments** 25%

**Two exam papers** 75%

### WHAT HAPPENS AFTER GCSE?

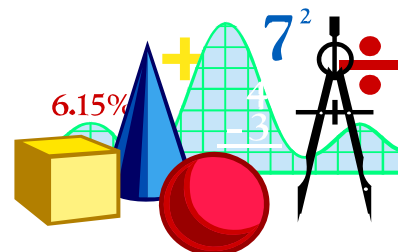
This course is excellent preparation for A-level in English Literature and for the IB route; it also relates to topics in A-level Media Studies and, with its emphasis on developing reading, writing and research skills, combines easily with any other subject.

English is valued as a minimum requirement for entry to most professions and all University departments. Skills developed are important for a wide range of professions including Journalism, Law, Medicine, Advertising, Business and Psychology.

# MATHEMATICS

*Head of Department – Miss H. Lilley*

*Examination Board: Edexcel*



## THE COURSE

**The GCSE course consists of many topics which aim to develop basic competence in the areas of number, algebra, shape and space and handling data.**

Within each topic opportunities arise for students to demonstrate their understanding of the concepts involved, problem solving capabilities, ability to use correct mathematical language and notation, accuracy and how well they can present their work.

**There is no coursework in this subject.**

## ASSESSMENT

The examination board offers two tiers of entry: foundation and higher. At TBGS all students will be entered for the higher tier and this enables them to achieve grades A\* - D. Last year over 89% of students gained an A\* or A grade and 99% achieved A\* - B.

There are two examination papers. The first paper is a non-calculator paper. In the second paper candidates will be expected to use their own calculator. Each paper will assess the students' ability to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems. Elements of functional mathematics are embedded into assessments and students will also be assessed on the quality of their written communication.

## ORGANISATION OF WORK

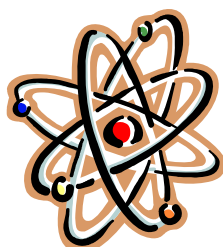
Homework is usually organised on a weekly basis to cover current teaching topics together with consolidation, revision and practice of previous work. The aim is to build up a thorough understanding of the principles involved in the subject. Termly assessments are given during the course to inform students of their progress.

## ORGANISATION OF SETS

Boys are allocated to sets in Year 10 on the basis of their mathematical competence shown throughout Year 9. All groups will be taught the same syllabus, but there will be greater emphasis on the A\* grade material in the higher sets. It is very important that students do their best in each Year 9 assessment, so that they are put in the appropriate group for GCSE. Some movement between sets is possible thereafter in appropriate cases.

## CAREERS

The importance of Mathematics to many careers cannot be over-stressed. Nowadays most employers look for evidence of at least some form of attainment in Mathematics whether for direct use in the job, or as a guide to ability. Mathematics is a key subject in the areas of science, technology and engineering. It is indispensable in the business world. There are few fields of administration which do not depend on some form of statistical analysis, and the spread of computers is placing an even greater emphasis on this type of work. Other areas of employment with a significant mathematical content include accountancy, banking, actuarial work, electronic data-processing, operational research and teaching.



# SCIENCE

*KS4 co-ordinator – Dr P. Hocking*  
*Examination Board: AQA*



## SCIENCE

The students follow the AQA specification. In year 9 the students have been following a hybrid course containing aspects of key stage 3 and GCSE Science. In years 10 and 11 all students will follow the Triple Science programme and be awarded GCSE certificates in Biology, Chemistry and Physics.

The aims of the course are for the students to:

- develop their interest in, and enthusiasm for, Science;
- develop a critical approach to scientific evidence and methods;
- acquire and apply skills, knowledge and understanding of how Science works and its essential role in society;
- acquire scientific skills, knowledge and understanding necessary for progression to further reading.



## BIOLOGY

*Head of Department – Dr P. Hocking*

In Biology the specification is assessed at two points during the course. Students will study Cells; Adaptations; Drugs; Environment; Evolution; Food Chains; Genetics; Healthy Bodies; Homeostasis; Osmosis & Diffusion; Photosynthesis; Populations; Respiration and Transport. The examinations will all take place in the summer of year 11 and will cover all material studied since the beginning of the course in year 9. In addition the students will be assessed on their practical skills in June of year 10. The practical assessment contributes 25% towards the final GCSE Biology Grade.

## CHEMISTRY

*Head of Department – Dr S. Marr*

In Chemistry the specification is assessed at two points during the course. Students will study Chemical Structure & Bonding; Useful Materials from Rocks; Useful Materials from Metals; Plant Oils; Earth Science; Quantitative Chemistry; Rates of Reaction; Chemical Equilibria; Chemical Energetics; Ions & Solutions; The Periodic Table; Acids & Alkalis; Water Chemistry; Organic Chemistry and Instrumental Analysis. The examinations will all take place in the summer of year 11 and will cover all material studied since the beginning of the course in year 9. In addition the students will be assessed on their practical skills in June of year 10. The practical assessment contributes 25% towards the final GCSE Chemistry Grade.

## PHYSICS

*Head of Department – Mr S. Dow*

In Physics the specification is assessed at two points during the course. Students will study Electricity & Energy; Radiation and the Universe; Forces & Motion; Electricity; Radioactivity & Nuclear Physics; Optics; Moments and Electromagnets. The examinations will all take place in the summer of year 11 and will cover all material studied since the beginning of the course in year 9. In addition the students will be assessed on their practical skills in June of year 10. The practical assessment contributes 25% towards the final GCSE Physics Grade.

# RELIGIOUS STUDIES

*Head of Department – Mrs S. Godfrey*

*Examination Board: OCR Religious Studies B – Philosophy and Applied Ethics*

GCSE Religious Studies offers an academic qualification recognised by universities and employers. For those interested in working with people, especially in Law, Journalism, Medicine, Teaching and Personnel Management, Religious Studies offers an opportunity to explore the major beliefs and social/moral problems of our time. Important and sometimes quite sensitive issues will be addressed providing pupils with an opportunity for personal growth and development. Many employers value the flexibility of thought and the capacity of marshalling arguments in a coherent and compelling manner which the study of RS fosters. The syllabus is designed to be accessible to persons of any religious tradition, or none.

## SYLLABUS AIMS AND LEARNING OUTCOMES

GCSE Religious Studies should encourage students to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study that challenges them and equips them to lead constructive lives in the modern world.

**The course must enable students to:**

- adopt an enquiring, critical and reflective approach to the study of religion;
- explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally;
- enhance their spiritual and moral development, and contribute to their health and well being;
- enhance their personal, social and cultural development, their understanding of different cultures locally, nationally and in the wider world and to contribute to social and community cohesion;
- develop their interest in and enthusiasm for the study of religion, and relate it to the wider world;
- reflect on and develop their own values, opinions and attitudes in light of their learning.

## ASSESSMENT OBJECTIVE

Students are expected to demonstrate the following in the context of the content described:

### **A01 Demonstrate Knowledge, Understanding and Analysis**

- Describe, explain and analyse, using knowledge and understanding

### **A02 Use of Evidence, Evaluation and Argument**

- Use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints.



## COURSE CONTENT

<b>Unit B601: Philosophy 1</b> <b>(Deity, Religious and Spiritual Experience, End of Life)</b>	<ul style="list-style-type: none"> <li>▪ Belief about deity</li> <li>▪ Religious and spiritual experience</li> <li>▪ The end of life</li> </ul>
<b>Unit B602: Philosophy 2</b> <b>(Good and Evil, Revelation, Science)</b>	<ul style="list-style-type: none"> <li>▪ Good and evil</li> <li>▪ Religion, reason and revelation</li> <li>▪ Religion and science</li> </ul>
<b>Unit B603: Ethics 1</b> <b>(Relationships, Medical Ethics, Poverty and Wealth)</b>	<ul style="list-style-type: none"> <li>▪ Religion and human relationships</li> <li>▪ Religion and medical ethics</li> <li>▪ Religion , poverty and wealth</li> </ul>
<b>Unit B604: Ethics 2</b> <b>(Peace and Justice, Equality, Media)</b>	<ul style="list-style-type: none"> <li>▪ Religion, peace and justice</li> <li>▪ Religion and equality</li> <li>▪ Religion and the media</li> </ul>

# PERSONAL, SOCIAL & HEALTH EDUCATION

## PSHE / CITIZENSHIP

In Years 10 and 11 the PSHE programme is predominantly taught through the Religious Studies – Philosophy and Applied Ethics full course GCSE. It is also supported by other GCSE subjects and enhanced by a series of ‘Enrichment Days’.

### These days provide opportunities for learning about:

- personal development, by raising awareness of social issues;
- community responsibilities and citizenship issues;
- relationships with others (within a moral framework);
- healthy living;
- careers education and guidance;



The objectives of these dedicated days are to heighten self-awareness through the development of social, decision-making and study skills.

Teaching methods are varied and many outside speakers are involved.

## PHYSICAL EDUCATION (Core)

In Years 10 and 11, each boy will have one afternoon of PE per week. Each term an option scheme exists which encourages the pupils to build on the wide range of experience of Years 7, 8 and 9.

The courses fulfil the requirements of Key Stage 4 and the new National Curriculum for PE. They are designed to further the boys’ physical skills and fitness, to increase their knowledge of the workings of the human body and to improve their understanding of the rules, tactics and techniques of various sports.

### YEAR 10

One activity is chosen each half-term; in Year 10 the options are basketball, badminton, hockey, rugby, football, fencing, fitness training, swimming, squash, outdoor education, body management, cricket, athletics, swimming, table tennis, mountain biking, tennis, golf and intra-school competitions. It is at this stage in their school careers that we advise the boys to specialise in a small number of activities which they especially enjoy and aim to develop these fully outside school time.

### YEAR 11

In Year 11, the option system is further extended to include the use of other local sports facilities. Some boys in Year 11 may have the opportunity to represent the School at Senior Level.

During Years 10 and 11 House competitions in a number of sports take place within PE time at the end of each term. These intramural activities are further extended to form the extra-curricular provision. School teams are run in tennis, badminton, swimming, water polo, athletics, cross country running, football, rugby, hockey, cricket and the Ten Tors expedition.

# YEAR 10 OPTIONS 2012-2013

Name: .....

Form: .....

Parent's Signature: .....

Date: .....

Not all Options can be guaranteed to run, since this depends upon there being adequate demand and sufficient staffing and facilities, Students should consider their choices very carefully, as it may not be possible to accommodate requests for change at a later date.

<b>GCSE Options (5 hours)</b>			
Please circle <b>FOUR</b> options including at least <b>ONE</b> language			
Art		Business Studies & Economics	Computing
	Design & Technology (Electronics)		Design & Technology (Product Design)
French		Drama	Geography
	German	History	ICT
Mandarin Chinese		Media Studies	Music
	PE (GCSE)		Spanish

**REMINDER:** The Options Evening is on Wednesday 8<sup>th</sup> February 2012 (7:00pm)  
The Parents' Consultation Evening is on Wednesday 7<sup>th</sup> March 2012.

## When will I know whether my Option choices can be accommodated?

The vast majority of choices will be accommodated; however they will not be finally confirmed until July. Should students wish to change their original options there is no guarantee that this will be possible.

In March we occasionally have to go back to a small number of students and ask them to re-opt because a group size is too small or too large. By July it becomes clear whether particular combinations of options are possible or not. We structure the timetable to minimise these clashes, should there be any.

**PLEASE RETURN THIS COMPLETED FORM TO YOUR SON'S FORM TUTOR BY  
FRIDAY 9<sup>th</sup> MARCH 2012**



# ART & DESIGN

*Head of Department – Mr F.G. Davis*

**Examination Board: OCR – GCSE in Art and Design: Fine Art – J161**



Art at Torquay Boys' Grammar School is a high profile, popular subject at GCSE. The acquisition of a visual language aids communication and expressive ability, complementing many other subject areas. It helps students to understand both themselves and the world around them.

## THE NATURE OF THE WORK

We offer a broad-based fine art course, which gives students the opportunity to work within several artistic disciplines including experience of drawing and painting, ICT and work in three dimensions. The wider range of work undertaken will develop the skills acquired in lower school and prepare students for mixed media work should they wish to progress to AS/A2 level.

Candidates are required to meet the following assessment objectives in their work:

<b>A01</b> <b>'Develop'</b>	Developing their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.
<b>A02</b> <b>'Experiment'</b>	Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes.
<b>A03</b> <b>'Record'</b>	Record ideas, observations and insights relevant to their intentions, in visual and other forms.
<b>A04</b> <b>'Present'</b>	Present a personal, informed and meaningful response demonstrating critical understanding and, where appropriate, making connections between visual, written, oral & other elements.

Competence and understanding will be developed in both practical and written forms, including some IT.

## ORGANISATION OF WORK

Students have five hours per fortnight in the art studios. Coursework is continued in class and supported by research and development in homework. The coursework portfolio content for final assessment will be set as a 15-week unit of work. The department houses comprehensive visual resources, providing a stimulating environment in which creative ideas can be developed. One major gallery visit is normally provided for students, to the Tate Modern, London. In year 11 students experience a carbon copy mock examination.

## EQUIPMENT

Students require a stock of basic art equipment for personal use. Art packs are available via the school shop.

## CONTENT AND ASSESSMENT

Assessment is continually measured for Unit 1, in close consultation with the student. A further unit is required to be completed in examination conditions. A sample of work is selected by an external moderator and displayed at the end of the course for final moderation.

### UNIT 1 – Art and Design Portfolio (60%)

This unit constitutes the 'coursework' component. A portfolio of work showing their personal response to a designated starting point, brief, scenario or stimulus provided by their teachers.

### UNIT 2 – Art and Design Set Task (40%)

This is a set examination task provided by the examination board in January of Year 11. From a range of starting points the candidates must produce supportive work. A ten-hour exam, in supervised conditions will then be timetabled for its completion. Both units at GCSE will be internally assessed and externally moderated.

Only work which can be verified as the students' own unaided work will be eligible for marking.

# BUSINESS STUDIES & ECONOMICS

*Head of Department – Ms S. Aziz*

*Examination Board: Edexcel*

**The GCSE Business Studies and Economics is a Single award GCSE option.**

## **WHAT DO I NEED TO KNOW, OR BE ABLE TO DO, BEFORE TAKING THIS COURSE?**

You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur.

## **IS THIS THE RIGHT SUBJECT FOR ME?**

This course is both active and enjoyable. You need to be good at communicating and explain your ideas, and not afraid of learning new things and working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. What's more, you will also learn about the world of business through research and investigation, as well as through practical tasks.

## **WHAT WILL I LEARN?**

In Year 10 you will be introduced to the world of small businesses and will look at what makes someone a successful business manager. You will find out how to spot an opportunity, develop an idea and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved.

In Year 11 you will find out how to think like an economist and learn how the economy functions, the government's role in the economy and its impact on business. You will also examine what causes businesses to grow. You will study many issues within the world of business such as inequality.

## **HOW WILL I BE ASSESSED?**

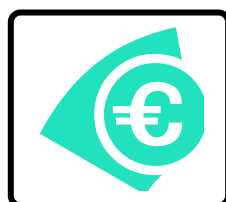
At the end of Year 11 you will take two exams. There will be one 45 minute written examination paper with multiple-choice and objective test questions based on the unit (25%). The second exam is a 90 minute written paper (50%) which requires answering short questions about your understanding of the economy. During the year you will also complete a controlled assessment task (25%).

Teaching takes place in dedicated classrooms each with interactive whiteboard, internet connection and DVD player. This allows staff to employ a wide variety of teaching methods; we make use of up to date DVDs, visiting speakers, worksheets, study visits, case studies, computers and simulations etc. Students are encouraged to become involved with the subject using other resources, accessing radio and television programmes on the school network, newspapers, journals, data bases, internet, CD-ROMs, contacts with firms etc.

## **CAREERS**

Business Studies and Economics have a direct bearing on Accountancy, Banking, Building Societies, Insurance, Broking and all business-related activities. It also has links with virtually every other job as most workers will require an understanding of budgets, motivation of employees, communication and the effects of the government and economy, revenues and costs.

The course is an ideal introduction to both Business Studies and Economics A level.



# COMPUTING

*Head of Department – Ms A.B. McFarlane*

*Examination Board: Edexcel*

## **A MODERN COURSE FOR A MODERN WORLD**

This is a course that has real relevance in our modern world, the course will give students an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which although challenging, many students find fascinating and very rewarding when they succeed in making their programs work. Through this study of computer programming, the course will help students develop critical thinking, analysis and problem solving skills. These skills can be transferred to other subjects and even applied in day-to-day life.

## **STRUCTURE OF THE COURSE**

The course consists of three units:

- Unit 1 - Computer Systems and Programming
- Unit 2 - Practical Investigation
- Unit 3 - Programming Project



### **UNIT 1: Computer Systems and Programming**

In this unit, students learn all about what is in the box and how it all works together. This includes computer hardware such as: the CPU, memory, input/output and storage devices; software including: operating systems, utilities, off-the-shelf and custom written; representation of data including: binary, hexadecimal and ASCII codes; databases; networking and the internet; and programming.

### **UNIT 2: Practical Investigation**

In this unit, students carry out a practical investigation into a computing issue which extends the work beyond the topics in unit 1 in order to provide a stimulating experience. Topics covered will engage the students with computing in the real world. They will work with a range of digital tools and learn to reflect critically on their own and others’ use of IT and to adopt safe, secure and responsible practice.

### **UNIT 3: Programming Project**

In this unit, students will design, create, test and evaluate a coded solution to a problem. This allows them to demonstrate the practical ability to use the skills covered in unit 1.

## **ASSESSMENT**

### **Unit 1 - Computer Systems and Programming**

This unit is assessed through a 1 hour 30 minute examination paper worth 40% of the total marks.

### **Unit 2 - Practical Investigation**

This unit is assessed through controlled coursework worth 30% of the total marks.

### **Unit 3 - Programming Project**

This unit is assessed through controlled coursework worth 30% of the total marks.

## **CAREERS**

There is currently a major shortage of people with the right skills in computing and companies are struggling to appoint suitably qualified people. You may have read or heard in the news that the department for education is going to push for more computing in schools and introduce it at Key Stage 3. This course will put you years ahead of the rest. It is also an ideal stepping stone for study at A-level and degree level as well as preparation for areas which rely on problem solving skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

**N.B. You can choose either Computing or ICT as an option but you may NOT choose both.**

# DESIGN & TECHNOLOGY

*Head of Department – Mr S. Stockley*

*Examination Board: AQA*

**Pupils have the option to choose from two new and exciting Design & Technology courses;**

## ❖ **PRODUCT DESIGN – 4544**

The course encourages students to design and make products with creativity and originality, using a range of materials, including paper & card, resistant materials and smart materials (simple electronics can also be studied). Packaging, labelling and instructions are also encouraged as part of the complete design proposal along with marketing tools, such as advertising and points of sale, which can be used to supplement the making experience and help create products which can be evaluated for their commercial viability. Much of the course will be delivered by means of a practical 'hands on' approach.

## ❖ **ELECTRONIC PRODUCTS – 4541**

The course encourages students to design and make quality electronic products with creativity, originality and flair using a wide range of electronic devices. The packaging of the electronic circuit can include individually-designed cases made from a range of resistant materials, textiles, card or recycled materials, or students can purchase a commercially-made case and modify it to meet their project needs. The course will be delivered by means of a practical 'hands on' approach including two free mini projects one of which is a programmable dice.

Both **Product Design** and **Electronic Products** specifications cover health and safety, have a focus on sustainable design and have two assessments;

- **Examination** (40% of total marks) – a 2-hour exam based on the subject content, which includes a simple design question. The examination is taken at the end of year 11.
- **Controlled Assessment** (60% of total marks) – a design-and-make activity which is selected from a broad range of board-set tasks. Students will produce a design portfolio (this can be submitted electronically using PowerPoint or in printed format) and a 3-dimensional product to be completed at the end of year 11 that pupils will keep. The emphasis is on quality rather than complexity.

## Why choose Design & Technology?

**Curriculum links with Maths, Science, Art, Business, IT, English.**

**Large range of career choices (Science / Engineering / Design / Computing)**

Further details of the specification and course content can be found at –

[http://web.aqa.org.uk/qual/newgcses/dandt/new/elec overview.php](http://web.aqa.org.uk/qual/newgcses/dandt/new/elec%20overview.php)

[http://web.aqa.org.uk/qual/newgcses/dandt/new/product overview.php](http://web.aqa.org.uk/qual/newgcses/dandt/new/product%20overview.php)





# DRAMA

*Head of Department – Mrs B.V. Richards*

**Examination Board: AQA**

## WHY DO THIS COURSE?

The value of drama is not to be underestimated. All universities and employers are looking for students who are self-confident, self-disciplined, reflective and good communicators. Drama develops **all** of these skills and many more. Indeed, it will develop a student's ability to interact successfully with others and to evaluate and reflect effectively on their work. Indeed, to create a piece of drama is a very demanding task which gives students a tremendous sense of achievement.

## DO YOU NEED ANY PREVIOUS EXPERIENCE?

The course caters for those who have been involved in dramatic activities before, but is also suitable for those who want to get involved in the subject for the first time.

## WHAT DOES THE COURSE INVOLVE?

It is an exciting, creative and challenging course, as well as a very enjoyable and rewarding one. Most of the lessons will be practically based and involve developing skills and techniques related to the study of drama. One play will be studied in depth, but very much from a performance perspective. However, through the medium of drama, the group can explore a very varied and fascinating range of issues. For instance, previous groups have worked on the themes of homelessness, war and hostage taking. Also, students learn about different types of dramatic styles; social, historical and cultural contexts and influences upon plays.

## STYLE OF LESSONS

Predominantly, the focus of the lessons will be practically based so it will offer a welcome respite from the more traditionally, desk-based subjects. However, some lessons will also be based in a classroom in order to prepare students for the written element of the course.

## THE COURSE

### **PRACTICAL WORK: 60%**

(Internally assessed and externally moderated).

Candidates are required to present practical work for two of the following options.

1. Devised Thematic Work
2. Acting
3. Improvisation
4. Theatre in Education
5. Physical Theatre

They will also learn about lighting, sound, and stage management.

### **CAREERS**

Drama is not just beneficial to those wishing to pursue a career in theatre or the media. The development of personal confidence, social skills, and moral and imaginative awareness, will all be of relevance to a wide range of professions including:

- |               |                   |
|---------------|-------------------|
| ◆ Law         | ◆ Business        |
| ◆ Medicine    | ◆ Teaching        |
| ◆ Journalism  | ◆ Theatre & Media |
| ◆ Advertising | ◆ Police          |

### **WRITTEN PAPER: 40%**

(Externally set and marked examination).

The paper comprises 3 sections.

Questions will be on.

- a. Practical work completed during the course
- b. Study and performance of a scripted play
- c. Study of a live theatre production scene

Candidates must answer Question 1 from Section A and choose one further question from Section B or C. In order to prepare for the written paper, students will be offered the opportunity to see several performances during the course.

The examination paper will be 2 hours long and will consist of questions on:

1. A set play (which we will have studied)
2. A theatrical performance they have seen.



# FRENCH

*Head of Department – Mrs V. Bailey*

*Examination Board: AQA*

This is a two-year examination course. The intention is to promote the self-confidence of every individual in allowing him to use his strengths in order to have the best chance of success. We hope to provide an experience which allows the individual to communicate and to receive information, to demonstrate control in his use and understanding of the language, specifically in the kinds of situations that any tourist is likely to meet whilst staying in France. This, of course, does not preclude fun on the way.

## THE COURSE

Within GCSE the essential elements of language-study involve the skills of listening, speaking, reading and writing. Two levels of competence are established – foundation and higher. To ensure a firm basis for further study all aspects of the grammar previously studied will be revisited before progressing to the more advanced concepts required for GCSE. Students will be provided with study guides to help them in their preparation and of course the interactive support given by Jean-Pierre.

## HOMEWORK

Two pieces of work per week are set, usually one written and one learning. Vital to examination success is a thorough knowledge of the vocabulary which the Board defines in its syllabus. Further, a student can prepare himself very well for the writing and oral parts of the examination if he is willing to learn the language tasks.

## ASSESSMENT

A process of internal continual assessment takes place by means of class and homework tasks. Over the course of the two years, pupils also complete formal writing tasks and speaking tasks. These are graded in school and the best two of each skill will be submitted to the Exam Board where they will be graded by examiners, and will be worth 60% of the final GCSE grade. The pupils will also take practice examinations in Listening and Reading at the end of Year 10, and again in December of Year 11. The real Listening and Reading exams are in May/June of Year 11, and are worth 40% of the final grade. In consultation with students and their parents, teachers decide which tiers of entry to recommend for each student for these two skills. While most students will enter for the Higher Tier examinations, it is possible for some individual students to enter for papers at Foundation Tier.

## VISITS

We will be arranging a week's visit in France including a French course – the students will benefit from experiencing the French way of life and local activities.

## CAREERS

Languages can be combined with a surprising variety of subjects and skills to produce a wide range of jobs. For example:

- ◆ European Studies
- ◆ Computational Mathematics
- ◆ Accountancy courses
- ◆ Financial Management
- ◆ Business Administration
- ◆ Politics
- ◆ Hotel Management
- ◆ Computing
- ◆ Engineering
- ◆ Management Studies
- ◆ English Law Qualification
- ◆ Economics
- ◆ International Relations
- ◆ French and Marketing



*Jean-Pierre*

***Soyez les bienvenus et bonne chance!***

# GEOGRAPHY

*Head of Department – Dr H. Fyfe*  
*Examination Board: AQA (Geography A)*



As international links become closer, easier and faster, we need more than ever to understand the geography of the world.

To help protect the environment – both at home and abroad – we need to understand geographical influences and the geographical relationships linking people and their surroundings.

To make the most of our multicultural society we need to understand and appreciate the cultures and backgrounds of people from all over the world.

## WHAT DO WE DO IN GEOGRAPHY?

Our exciting new course looks at a range of important and significant questions. We shall investigate themes from both Human and Physical sides of the subject. These burning issues include:

### HUMAN TOPICS

- How can the planet cope with 7 billion people or more?
- Are the world's cities heading for meltdown?
- How will changing global patterns of wealth and production affect us?

### PHYSICAL TOPICS

- Can we ever understand the forces controlling the impacts of earthquakes and volcanoes?
- Why are the landscapes of snow and ice so appealing in a warming world?
- How are coastal areas changing in response to recent trends?

## WHY CHOOSE GEOGRAPHY?

### Geography ...

- 🌐 develops awareness and understanding of the world and the importance of safeguarding the environment;
- 🌐 helps you develop a range of transferable skills such as decision-making, research, use of primary and secondary data, analysis and evaluation and report writing;
- 🌐 helps develop skills in information technology in a range of challenging contexts, such as giving lively presentations and Geographic Information Systems;
- 🌐 involves practical fieldwork investigations in different environments.

## CONTROLLED ASSESSMENT 25%

This gives you the opportunity to display a wide range of data-collection skills, methods of mapping and display, and analysing data to draw conclusions. We take two local issues and spend a day in the field on each investigation. Next we practise all the skills you need to complete the assignment. You then produce an illustrated report of up to 2000 words on one of these in twelve hours while supervised at school.

## CAREERS

Geography is an excellent preparation for the world of work or further studies. The skills developed are useful in a wide range of occupations, for example:

*Airline Pilot*

*Air Traffic Controller*

*Business*

*Banking*

*Cartography*

*Civil Engineering*

*Development Charity Officer*

*Education*

*Environmental Management*

*Farm Sciences*

*Legal Services*

*Market Research*

*Medical Science*

*Military*

*Planning*

*Public Relations*

*Social Services*

*Tourism*

*Transport*

**Geography tackles the big issues! Without geography 🌐🌐🌐 you're nowhere!**

# GERMAN

*Head of Department – Mr C.M. Zursiedel*

*Examination Board: AQA*

**In moving from Year 9 to Year 10, pupils embark on the fourth year of their GCSE course, as it is not possible for a pupil to adopt German in Year 10 unless he has done three years of German already.**

## THE COURSE

The study of German is a rewarding and enriching experience. The majority of students will have been on the Year 9 Cologne trip, gaining important first-hand experience that can now be taken to the classroom. In Year 10 & Year 11, pupils are offered another opportunity to visit the country by taking part in our highly successful and enjoyable student exchange programme with a school in Bavaria in Southern Germany. This provides a unique insight into German everyday life and modern society and culture. German is not just a classroom exercise: it is a living language spoken by more people in Europe than any other language.

In the classroom itself, the tenth and eleventh years are active ones, with a lot of ground to cover. The course is a practical one, with emphasis being placed on broadening and extending a pupil's ability to comprehend more complex texts and to communicate, express and justify ideas in the foreign language.

A variety of resources are available: a course book plus corresponding work and grammar booklets, interactive computer programs and specific websites as well as authentic films. Additional resources will be provided by each teacher, and can also be found in the school's learning centre. Furthermore, the foreign language assistant will play a crucial role in offering guidance and practising oral fluency.

## ASSESSMENT

Language learning concentrates on the familiar four skills of speaking, listening, reading and writing. Particular importance is placed on the acquisition of vocabulary and a solid understanding of grammatical skills (including the ability to form tenses correctly) in order to be able to express themselves effectively on a wide range of topics. Pupils are expected to show pride in the presentation and accuracy of all their work.

Assessment continues to be in all four skills. Receptive skills, i.e. Listening and Reading, are assessed through examination at the end of the two-year-course, counting for 20% each. The productive skills of Speaking and Writing are worth 30% each, and students are required to submit two tasks per skill. These four tasks must cover four different topics, and at least one of them will be done in Y10.

In choosing German, a pupil is opting for two years of interesting, rewarding work, making holidays more enjoyable and work opportunities in the German-speaking world a realistic possibility. Germany continues to play an integral part in European and global affairs, yet numbers of British people studying German are decreasing. Thus, a GCSE in German is more valuable than ever and provides a desirable skill for university applications and in the job market, even more so if seen as a stepping stone to A-level or IB.

## CAREERS

Career opportunities are numerous: industry, commerce, the civil service, the diplomatic service, international banking, teaching, translating, interpreting, secretarial work, accountancy, insurance, journalism, broadcasting, law, librarianship, travel, tourism and others.



# HISTORY

*Head of Department – Miss J. Stevens*

*Examination Board: Edexcel Syllabus B (Schools History Project)*

## **DOING GCSE HISTORY:**

Do you want to know how the world around us came about? If so, then History GCSE will offer you many exciting opportunities to satisfy your curiosity. Using the department's wide range of modern textbooks, DVDs and videos, you will investigate some key aspects of the past, while at the same time learning some valuable skills that are useful across the curriculum.

## **THE KEY TOPICS COVERED ARE:**

- **Development Study:**  
Crime & Punishment through time from the Middle Ages to the present day (75 minute exam, 25%)
- **Depth Study:**  
Life in Germany 1919-45 (75 minute exam, 25%)
- **Source Enquiry:**  
Protest, Law and Order in the 20<sup>th</sup> Century (The Suffragettes 1903-14, The General Strike 1926, The Miners' strike 1984, The Poll Tax protests 1990) (75 minute exam, 25%)
- **Representations of History:**  
Vietnam 1960-75 (Controlled assessment, 25%)

All exams will be sat at the end of year 11 for the current year 9s.

## **WHY DO THIS COURSE?**

Historical knowledge provides an essential backdrop to understanding in many other subjects and is also the basis of an understanding of the world in which we live. Moreover, the historical skills you will acquire during the course – such as the ability to structure an argument and the capacity to evaluate, analyse and interpret information – are very useful in a number of academic and work contexts.

## **CAREERS**

History is recognised as an academically rigorous discipline and the knowledge, understanding and skills it develops make for students whose attributes are sought after by many employers. There are many successful historians in the legal profession and the civil service, in the media, in the tourism and heritage industries, and in business and commerce. To name but a few, Gordon Brown, Jeremy Bowen (BBC correspondent), Steve Coppell (football manager), and Louis Theroux and Michael Palin (documentary makers) are all History graduates.

**'Histories make men wise.' Francis Bacon (1561-1626)**



# I.C.T.

*Head of Department – Ms A.B. McFarlane*

*Examination Board: Edexcel*

## INTRODUCTION

The skills the students gain in this course will help them in all aspects of their life. Giving them invaluable ICT skills that both universities and employers value. The students will also find this course helps them in their other subjects as it provides them with the ICT skills needed to complete coursework and use subject-specific software tools such as spreadsheets in maths, databases in geography etc.

The course explores how technology impacts on every aspect of our daily lives. It will teach the students to understand the risks and benefits and how to use ICT safely and responsibly. To prevent the content covered from dating and to keep it relevant to the students' own experiences of electronic equipment, the devices and technologies studied are updated on an annual basis. Also the controlled assessment part of the course concentrates on 'doing' rather than 'writing about' ICT and will help to develop important transferable skills including problem solving, creative thinking and collaborative working.

## STRUCTURE OF THE COURSE

The course consists of two units:

- Unit 1 - Living in a Digital World
- Unit 2 - Using Digital Tools



### UNIT 1: Living in a Digital World

In this unit, students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies such as tablets and smartphones, and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and mobile technologies). They develop an awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

### UNIT 2: Using Digital Tools

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

## ASSESSMENT

### UNIT 1 - Living in a Digital World

This unit is assessed through a 1 hour 30 minute examination paper worth 40% of the total marks.

### UNIT 2 - Using Digital Tools

This unit is assessed through controlled coursework worth 60% of the total marks.

## CAREERS

Virtually every career these days involves some use of computers and this qualification demonstrates a level of computing skill which all Universities and employers are looking for. This course will enable the students to learn how to use the most commonly available software including the latest version of the Microsoft Office suite of programs.

**N.B. You can choose either Computing or ICT as an option but you may NOT choose both.**

# MANDARIN CHINESE

*Head of Department – Mrs V.K. Allen*

*Examination Board: AQA*

China is the fourth largest country in the world with the largest population. Mandarin is taught in schools and it is the official language of mainland China. The Chinese language not only gives an insight into the people of China but also their history and culture. The grammar used at GCSE is similar in many places to English. The characters offer an opportunity to stretch the brain!

## **THE COURSE**

Within GCSE the essential elements of language study involve the skills of listening, speaking, reading and writing. The two-year course to GCSE focuses on revision of previously-learnt language, and the extension with more vocabulary and grammatical structures, enabling the student by the end of the course to be able to express themselves in a variety of situations and contexts, and in a variety of tenses.

## **HOMEWORK**

Two pieces of homework per week will be set, usually one written and one learning (vocabulary or grammar). Vital to examination success is a thorough knowledge of the vocabulary, which the Board defines in its syllabus. Language tasks enable students to prepare themselves effectively for the written and oral parts of the examination.

## **ASSESSMENT**

A process of continual assessment takes place by means of class and homework tasks. Over the course of the two years, pupils also complete formal writing tasks and speaking tasks. These are graded in school and the best two of each skill will be submitted to the Exam Board where they will be graded by examiners, and will be worth 60% of the final GCSE grade. The pupils will also take practice 'mock' examinations in Listening and Reading at the end of Year 10, and again in December of Year 11. The real Listening and Reading exams are in May/June of Year 11, and are worth 40% of the final grade. In consultation with students and their parents, teachers decide which tiers of entry to recommend for each student for these two skills. While most students will enter for the Higher Tier examinations, it is possible for some individual students to enter for papers at Foundation Tier.

## **VISITS**

Every two years there is a two-week Mandarin Immersion course which is run by the Specialist Schools and Academics Trust (SSAT). The next course will be in the summer of 2013. Students attend lessons in the morning and participate in cultural activities in the afternoon. Letters with further details will be distributed nearer the time.

## **CAREERS**

There are over 1.3 billion native speakers of Mandarin in China alone. Mandarin is one of the official UN languages, and business opportunities are constantly growing. China's Gross Domestic Product has grown 10% each year since 2002, even through the recession, making it a key market with which British businesses can trade.

In order to prepare students for the world they are growing up in, it is unthinkable that they not learn a language.



# MEDIA STUDIES

*Head of Department – Miss N. Moore*

*Examination Board: OCR*

**GCSE Media Studies provides an exciting, innovative and popular course which students of all abilities usually find enjoyable and challenging. Practical activities are supported by sophisticated resources which include TV/film and audio recording studios with digital editing facilities.**

The department has recently moved into its impressive new purpose - designed facilities in 'The Manor', so students will find themselves with a delightful working environment, housed on two floors in its own wing of the building, alongside Art.

The department will continue to use high-spec Macs for all aspects of design, film and sound mixing, while also having access to all other resources shared jointly with Art.

The course offers a chance to combine practical activities and a close study of a range of media topics. Interest is the most important requirement for anyone wishing to join, although there are also high academic expectations.

While course content and skills in written analysis have obvious links with subjects such as English, key areas of study are also closely related to media industries and business.

The controlled assessment components (60%) include a study of a range of documentary films linking essay work with a practical assignment. In addition, students complete a practical media production with planning materials and evaluation. A substantial amount of time is given to this practical work in both Years 10 and 11. Quality of 'finish' on posters, storyboards, plans and visual concepts is important with students encouraged to use computer graphics, photography and film in their work.

Students also complete one examination paper (40%) involving the analysis of 'unseen' extracts, from Action / Adventure films. In preparation for these exams, students will be involved in the analysis of a wide range of media texts, while learning appropriate concepts and terminology. They also complete a study of a range of TV Comedies in response to a question analysing audience trends and scheduling issues.

For those later considering the A-level course, this course provides a helpful introduction – but many others seeking a balanced range of subject choices may also find Media Studies ideal.

The department's aim is to ensure that all students are able to obtain a high standard of final results within a creative and stimulating working environment.



# MUSIC

*Head of Department – Mr C.D. Sears*

*Examination Board: Edexcel*

The GCSE Music Course is designed to allow the study of music through the integration of performing, listening and appraising with opportunities to use music technology. It is flexibly structured to allow students to capitalise on their different interests whilst experiencing a balanced range of music across time, culture and tradition.

## ♪ PERFORMING

All students are required to perform either vocally or instrumentally on any instrument with marks being adjusted according to the degree of difficulty of the pieces being performed. They will have the opportunity of taking part in both solo and ensemble performances. It is not essential for students to have reached a particular grade before commencing the course. Help will be given in school for those who do not receive instrumental tuition although it can be an advantage if such lessons are being taken. The performing component of the course can be undertaken at any time during Years 10 and 11. Constituting 30% of the total marks, assessment is carried out by the teacher subject to moderation by the Board.

## ♪ COMPOSING

Throughout the two years students will compose and arrange music in a style suited to themselves using either conventional or electronic instruments according to a chosen brief.

Towards the end of Year 11 they will select two of their pieces for assessment. This will be carried out by the teacher subject to moderation by the Board and constitutes 30% of the total marks. All students will have the opportunity of using the music technology facilities.

## ♪ LISTENING AND APPRAISING

During years 10 and 11, students will listen to a wide range of music encompassing a variety of styles and traditions across four Areas of Study dating from 1600 to the present day. They will study a selection of set works drawn from the Areas of Study. Assessment takes the form of a written paper where students will respond to questions based on recorded extracts taken from the set works and an in-depth question on a chosen set work. This component is marked externally and constitutes 40% of the total marks.

## ♪ CAREERS

There are many obvious careers in music in the areas of teaching and performing. Less obvious, perhaps, are journalism, music therapy and work in the recording industry. Music is universally accepted by universities and colleges as an entrance qualification and many employers recognise the degree of motivation, self-discipline and co-operation with others that the subject requires.



# PHYSICAL EDUCATION

*Head of Department – Mr B. Passenger*  
*Examination Board: Edexcel*



## **THE COURSE**

The course provides an ideal foundation for those wishing to progress to Advanced Level Physical Education, whilst also providing the opportunity for those with an active interest in sport to further develop their knowledge, understanding and skill in a range of activities whilst performing at a high level. There is a strong cross-curricular link with science and boys will focus upon anatomy and physiology; factors affecting performance; health, safety and training; reasons and opportunities for participation in sport; and the role of sport in society.

## **ASSESSMENT**

The final exam carries a 40% weighting, and the paper itself is divided into three sections. Section A consists of multiple-choice questions, Section B will comprise short-answer questions, and Section C will require longer answer scenario-style questions. In terms of coursework, 50% of the students' overall grade comes from an assessment of practical performance in four sports. There is also an analysis of performance in one sport which carries a 10% weighting. Pupils will also develop a Personal Exercise Programme (PEP) during the course which is integrated to the assessment procedure.

## **ORGANISATION**

There will be five lessons a fortnight, three of which will be theory and two practical. Due to the nature of the course there will be some flexibility here as 'performance analysis' will take place regularly during practical learning. The sports hall, astroturfs, fitness suite, fields, local swimming pool and other off-site facilities will provide for the practical sessions and use of video equipment will aid the analytical studies of performance. A total of four different practical activities must be chosen for assessments, which are selected from at least two of the Physical Education Areas of Activity (Games, Swimming, Athletic Activities, Gymnastics, Dance, Exercise Activities, Outdoor and Adventurous Activities).

(Students will still have their 2 hour 'games' afternoon in both years 10 and 11 where there will be time to further develop their skills in specific sports).

## **HOMEWORK**

Written classwork and homework tasks are set and marked on a weekly basis. These tasks will be geared towards ongoing assessments, with specific progress assessments at regular intervals leading up to the mock exam in December in Year 11. By this stage the boys should have completed the majority of their practical assessments, but the ongoing Personal Exercise Programme will assist them with their future practical activities.

## **CAREERS**

The links to careers following a study in Physical Education are wide ranging, and an active use of leisure time is encouraged in whatever chosen career path a student follows. If GCSE leads to a boy choosing Physical Education at Advanced Level, then careers in Leisure and Recreation, Tourism, Sports Psychology, Coaching, Physiotherapy, Youth Work, Outdoor Pursuits, Management, Physical Education Teaching and Sports Science are among those that are available to a successful student.



# SPANISH

*Head of Department – Mrs B. Perrett*  
*Examination Board: AQA*



Spanish is a vibrant language and the majority of British people come into contact with it in a relaxed and informal setting. The Spanish and Latin Americans are a fun-loving group of people, and this is apparent in their language. Studying Spanish not only helps a student communicate in Spain, however, it also offers the key to the rich artistic and cultural heritage of Spain and Latin America.

## THE COURSE

The essential elements of language study are the skills of listening, speaking, reading and writing. The two-year course to GCSE focuses on revision of previously learnt language, and extension with more vocabulary and grammatical structures, enabling the student by the end of the course to be able to express themselves in a variety of situations and contexts, and in a variety of tenses. We also push able students on, to enable them to progress to higher level courses and make the transition easier into the Sixth Form A Level / IB courses.

## HOMEWORK

Two pieces of homework per week will be set, usually one written and one learning (vocabulary or grammar). Vital to examination success is a thorough knowledge of vocabulary, which the Board defines in its syllabus. Language tasks enable students to prepare themselves effectively for the written and oral parts of the examination.

## ASSESSMENT

A process of continual assessment takes place over the two years by means of class and homework tasks. There are also regular Listening and Reading assessments, with Mock exams in Years 10 and 11 to assess progress. The formal GCSE assessments are as follows:

Controlled Assessment	Exams
<b>Speaking:</b> 2 tasks done in May/June Year 10 & December/January Year 11 = 30%	<b>Listening Exam:</b> end of Year 11 = 20%
<b>Writing:</b> 2 tasks done in March/April Year 10 & November/December Year 11 = 30%	<b>Reading Exam:</b> end of Year 11 = 20%

In consultation with students and their parents, teachers decide which tiers of entry to recommend for each student for Listening and Reading. While most students will enter for the Higher Tier examinations, it is possible for some individual students to enter for papers at Foundation Tier.

## VISITS

All pupils will be encouraged to visit Spain. We will also be arranging a week's Spanish course in Spain, in which students attend Spanish lessons in the mornings and do activities in the afternoons. These visits to Spain are a key factor in learning both the language and the culture and are certain to improve motivation and examination success.

## CAREERS

There are over 450 million native speakers of Spanish throughout the world – more than any other language except Chinese and English. Spanish is the official language of 21 countries and one of the six official UN languages. The Department of Trade and Industry recognises that there are excellent career prospects for those with a sound knowledge of languages as an additional skill. The 19 Spanish-speaking nations of Latin America offer vast potential in terms of trade and investment