



ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS



YEAR 9
OPTIONS BOOKLET
2023 - 24



AT ST NICHOLAS' SCHOOL
EVERYONE IS VALUED, EVERYONE IS SOMEONE



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MAKING OPTION CHOICES

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At this stage of the year, pupils in Year 9 are asked to think seriously about which subjects they would like to study to GCSE level. The aim of this booklet is to help them reach a decision by setting out clearly the options that are open to them.

We realise that it is an early stage to be making such important decisions and we know that young people often change their plans for the future quite radically. In addition to this, technological developments mean that the job market is undergoing rapid change. For these reasons, we encourage pupils to keep as many options open as possible and try to keep a balance between languages, humanities and creative/practical subjects.

Some GCSE subjects will be offered at both Foundation and Higher Level. There will be Mock Examinations in January of Year 11, which will be extremely important as the results may be used to help determine the level of entry for GCSE and applications for future studies, including college.

Initially, we would like pupils and parents to read the Options Booklet and speak to any subject teachers on the 25th January at the Options Evening, and then give an indication of their provisional choices on the Microsoft form that you have received, by Friday 2nd February. This will allow us to draw up the option blocks. Once these have been decided these will be sent home via another Microsoft form, where you will be asked to pick a subject from each block.

It is rarely possible to give all pupils their first choices but we will aim to ensure that everyone is able to continue with two of their choices. There is a possibility that the option blocks could change from the initial blocks, although this is unlikely. However, any changes will only be made if there is sufficient demand and these would have to benefit a greater number of pupils.

The school reserves the right not to run a subject if the interest is very low.

Please return the attached online form by Friday 2nd February, to indicate the subjects your daughter would ideally like to study for GCSE.



YEAR 10 CURRICULUM

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CORE SUBJECTS

The majority of pupils in Year 10 study the following **core subjects**:

- English Language
- English Literature
- Mathematics
- Statistics (Higher Tier pupils only)
- Functional Skills in Mathematics (Foundation Tier pupils only)
- Separate Science/Combined Science
- A Modern Foreign Language (French, Mandarin or Spanish)



OPTIONS

They then **choose another three subjects** from the **options** available.

The subjects to choose from are:

- | | |
|--------------------------------------|--------------------------------|
| ▪ Additional Mathematics | ▪ Functional Skills in English |
| ▪ Art | ▪ Geography |
| ▪ Business Studies | ▪ History |
| ▪ Classical Civilisation | ▪ Latin |
| ▪ Computer Science | ▪ Mandarin |
| ▪ Drama | ▪ Music |
| ▪ Extra English & Curriculum Support | ▪ Physical Education |
| ▪ French | ▪ Spanish |
| ▪ Food Preparation and Nutrition | ▪ Textile Design |

In addition, all pupils will participate in Games and PSHE which are not formally examined.

All GCSEs are graded using a scale from 1-9. 1 being the lowest grade and 9 being the highest grade.

When a subject is assessed in tiers the grades are as follows:

- **Foundation Tier** Grade 1- Grade 5
- **Higher Tier** Grade 4 - Grade 9



YEAR 10 CURRICULUM

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Additional help in the core subjects

Pupils who need extra support with the core subjects will be offered a reduced science curriculum. They will work towards the Combined Science GCSE, which covers the majority of the Biology, Chemistry and Physics specifications but with a reduced knowledge base. This equates to two GCSEs.

Pupils who need extra support for Maths and English will have the opportunity to take a qualification in Functional Skills Maths and Functional Skills English as well as GCSE (please see below for specific details on the course).

In exceptional circumstances a small number of pupils will not continue with a language and this time will be devoted to Study Skills/Curriculum Support.

The Curriculum Support department will also be involved in supporting these pupils, according to individual needs.



- ① [English Language](#)
- ① [English Literature](#)
- ① [Mathematics](#)
- ① [Statistics \(Higher Tier pupils only\)](#)
- ① [Functional Skills for Mathematics \(Foundation Tier pupils only\)](#)
- ① [Separate Science \(\[Biology\]\(#\), \[Chemistry\]\(#\) and \[Physics\]\(#\)\)](#)
- ① [Combined Science \(alternative to the \[Separate Science\]\(#\) above\)](#)
- ① [Modern Foreign Language \(\[French\]\(#\), \[Mandarin\]\(#\) or \[Spanish\]\(#\)\)*](#)

** All pupils will choose one Modern Foreign Language, which can be either French, Mandarin or Spanish. They must be learning that language currently in school. They can then select another language from the Options if they wish to study two languages.*

The courses for French, Mandarin and Spanish can be found in both the Core Subjects and Options sections.

ENGLISH LANGUAGE

EDEXCEL ENGLISH LANGUAGE A 4EA1

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The subject content is as follows:

- Component 1: Non-fiction Texts and Transactional Writing (examination)
- Component 3: Poetry and Prose Texts and Imaginative Writing (coursework)

For the award of the GCSE in English Language pupils must complete both assessment components.

60% of the course is externally examined at the end of Year 11. 40% of the course will be internally assessed and will be completed in Year 10 and 11. There is one level of entry.

The examination will comprise:

Component 1: Non-fiction Texts and Transactional Writing

Section A: Reading (30%)

A mixture of short and long answer questions relating to one non-fiction text from Part 1 of the iGCSE English Anthology and one unseen extract. Pupils will be provided with a clean anthology text in the examination.

Section B: Writing (30%)

One writing task from a choice of two involving a given audience, form or purpose.

The examination will be two hours and fifteen minutes and equal to 60% of the GCSE.

Component 3: Poetry and Prose Texts and Imaginative Writing

Assignment A

Using the poetry and prose texts from Part 2 of the *iGCSE English Anthology*, pupils will write an essay that explores a key question across three whole texts.

Assignment B

Pupils will complete a piece of descriptive or narrative writing creative task.

Both pieces of coursework are equal to 40% of the final GCSE.

ENGLISH LITERATURE

AQA 8702

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The subject content is as follows:

- Paper 1: Shakespeare and the 19th Century Novel
- Paper 2: Modern Texts and Poetry

A modern prose or drama text (post -1914) will be studied. The poetry anthology, 'Poems Past and Present', will offer a choice of two clusters, e.g. 'Love and Relationships' and 'Power and Conflict'. Poems in each cluster (15 poems) are thematically linked and written between 1789 and the present day. Pupils will also practise for the unseen poetry section of the paper.

All assessments are closed book and compulsory. This course will be externally examined at the end of Year 11 and will have a total weighting of 100%. There is one level of entry.

The examination will comprise:

Paper 1: Shakespeare and the 19th Century Novel

Section A: Shakespeare

Pupils will answer one question on a studied Shakespeare play. They will be required to write in detail about an extract from the play and then write about the play as a whole.

Section B: The 19th Century Novel

Pupils will answer one question on a studied 19th Century novel. They will be required to write in detail about an extract from the novel and then write about the novel as a whole.

The examination will be one hour and forty-five minutes and equal 40% of the GCSE.

Paper 2: Modern Texts and Poetry

Section A: Modern Texts

Pupils will answer one essay question from a choice of two on their studied drama text.

Section B: Poetry

Pupils will answer one comparative question on one named poem printed on the examination paper and one other poem from their chosen Anthology cluster.

Section C: Unseen Poetry

Pupils will answer one question on the first unseen poem and one question comparing it with a second unseen poem.

The examination will be two hours and fifteen minutes and equal 60% of the GCSE.

Career Opportunities

A grade 5/6 in English is an essential requirement for most A Level and Higher Education courses. English Literature prepares pupils in the skills of critical analysis, which are so much a part of A Level English and English Literature and of most university courses in English and foreign literature studies. A degree in English is highly regarded as a preparation for work in areas of law, business, marketing, journalism, television, advertising, merchant banking, the city, the Civil Service, the Armed Forces and education.



MATHEMATICS

EDEXCEL MATHEMATICS 1MA1

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The mathematics course will build on the work covered in Years 7 - 9.

This course will be externally examined in June of Year 11 and will have a total weighting of 100%. There are two levels of entry – Higher and Foundation.

The course covers the following areas:

Tier	Topic area	Weighting
Foundation	Number	22 – 18%
	Algebra	17 – 23%
	Ratio, Proportion and Rates of Change	22 – 28%
	Geometry and Measures	12 – 18%
	Statistics and Probability	12 – 18%
Higher	Number	12 – 18%
	Algebra	27 – 33%
	Ratio, Proportion and Rates of Change	17 – 23%
	Geometry and Measures	17 – 23%
	Statistics and Probability	12 – 18%

Examination

Both tiers are assessed over 3 papers, each of equal weighting.

- Paper 1: Non Calculator
- Paper 2: Calculator
- Paper 3: Calculator

Functional elements of mathematics will be assessed within the question papers, as an integral part of the questions. Pupils are expected to support their answers with appropriate working and some questions will require an extended response to allow the candidates to demonstrate the ability to construct and develop a sustained line of mathematical reasoning.

Career Opportunities

Many careers and degree courses will require a grade 5 in GCSE Mathematics. Higher grades are often required, especially in order to take the sciences to A Level.

AS Level Mathematics is only advisable for those who have attained a GCSE grade of 9, 8 or 7. AS or A Level Mathematics could lead to careers in business, finance, engineering, market research, air traffic control or architecture, for example.

STATISTICS

EDEXCEL STATISTICS 1ST0

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The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Statistics ensures that pupils develop the confidence and competence with statistical techniques, to enable them to apply those techniques flexibly to solve statistical problems through a practical programme of study.

There is a significant overlap of skills between GCSE Statistics and GCSE Maths, so studying statistics will help your maths whilst providing a deeper understanding of statistics. Understanding what statistics are telling you, how they are communicated, particularly the use and potential misuse, is also a vital life skill.

At St Nicholas' we start teaching the GCSE Maths content in Year 9 which gives us time to explore both subjects during Years 10 and 11.

The course covers the following areas:

- The collection of data
- Processing, representing and analysing data
- Probability

Examination

There are two tiers of entry, Foundation (Grade 1-5) and Higher (Grades 4-9). Both are structured in the same way.

The qualification consists of two externally examined papers.

- 1 hour 30 minutes each
- Both calculator papers (80 marks per paper)
- Both worth 50%



FUNCTIONAL SKILLS IN MATHEMATICS

AQA 8361, 8362

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Functional Skills in Mathematics Level 1 (8361) and Level 2 (8362) aims to promote mathematical thinking and transferable skills rather than rote learning. Pupils will cover mathematics that is useful in everyday situations and the world of work. They are provided with contextual material which emphasises the benefits of mathematics to people who have been 'turned off' by the subject. It provides a worthwhile course for pupils in terms of general education and lifelong learning.

The Level 1 qualification in Functional Skills in Mathematics provides a good basis for progression to Level 2 in Functional Skills in Mathematics and at GCSE.

It is intended that most of the Foundation candidates will take Functional Skills in Mathematics Level 1 in the June series of examinations, (May of Year 10), and Level 2 in the November series of examinations (November of Year 11).

Examination

Assessment is available four times a year: January, March, June and November series.

It comprises of two papers, taken consecutively on the same day.

Paper 1: Non-calculator 30 mins (25% of final mark)

- Section A: Underpinning Skills – a mix of multiple choice and short response questions
- Section B: Problem Solving – short response questions

Paper 2: Calculator 1hour 30 mins (75% of final mark)

- Section A: Underpinning Skills – a mix of multiple choice and short response questions
- Section B: Problem Solving – short response questions

BIOLOGY

AQA 8461

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This course, which pupils started in Year 9, provides a firm foundation for future A Level studies. It aims to stimulate an interest in, and an enjoyment of, Biology. It develops the pupils' skills in experimental and investigative work and promotes an understanding of the wider applications of the subject, including their economic, social and moral implications.

Over the three years the following modules are studied:

- B1. Cell biology
- B2. Organisation
- B3. Infection and response
- B4. Bioenergetics
- B5. Homeostasis and response
- B6. Inheritance, variation and evolution
- B7. Ecology

Examination

There are two examination papers, each 1 hour 45 minutes in length.

Each paper accounts for 50% of the final mark.

Both papers will be available at Foundation Level (grades 1 - 5) and Higher Level (grades 4 to 9).

Paper 1 covers topics 1-4 and Paper 2 covers topics 5-7

Practical skills will be embedded within the specification and pupils will be expected to carry out practical work during the whole course, in preparation for the written examination that will specifically test these skills.

Career Opportunities

Biology is an essential requirement for some professions, including: agriculture, forestry, beauty therapy, dentistry, food science, medicine, nursing, occupational therapy, physiotherapy, pharmaceuticals, veterinary science, horticulture, forensic science and environmental science.

CHEMISTRY

AQA 8462

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This course, which pupils started in Year 9, provides a firm foundation for future A Level studies. It aims to stimulate an interest in, and an enjoyment of, Chemistry. It develops the pupils' skills in experimental and investigative work and promotes an understanding of the wider applications of the subject, including their economic, social and moral implications.

Over the three years the following modules are studied:

- C1. Atomic structure and the periodic table
- C2. Bonding, structure and the properties of matter
- C3. Quantitative Chemistry
- C4. Chemical changes
- C5. Energy Changes
- C6. The rate and extent of chemical change
- C7. Organic Chemistry
- C8. Chemical analysis
- C9. Chemistry of the atmosphere
- C10. Using resources

Examination

There are two examination papers, each 1 hour 45 minutes in length.

Each paper accounts for 50% of the final mark.

Both papers will be available at Foundation Level (grades 1 - 5) and Higher Level (grades 4 to 9); and are assessed using multiple choice, structured, closed short answer and open response.

Paper 1 covers topics 1-5 and Paper 2 covers topics 6-10.

Practical skills will be embedded within the specification and pupils will be expected to carry required out practical work which is assessed in both examination papers.

Career Opportunities

Chemistry is an essential requirement for some professions, including: medicine, dentistry, veterinary science, forensic science, pharmacy, environmental science and some areas of engineering.

PHYSICS

AQA 8463

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This course, which pupils started in Year 9, provides a firm foundation for future A Level studies. It aims to stimulate an interest in, and an enjoyment of, Physics. It develops the pupils' skills in experimental and investigative work and promotes an understanding of the wider applications of the subject, including their economic, social and moral implications.

Over the three years the following modules are studied:

- P1. Energy
- P2. Electricity
- P3. Particle model of matter
- P4. Atomic structure
- P5. Forces
- P6. Waves
- P7. Magnetism and electromagnetism
- P8. Space physics

Examination

There are two examination papers, each 1 hour 45 minutes in length.

Each paper accounts for 50% of the final mark.

Both papers will be available at Foundation Level (grades 1 - 5) and Higher Level (grades 4 to 9).

Paper 1: Energy, Electricity, Particle model of matter and Atomic Structure

Paper 2: Forces, Waves, Magnetism and electromagnetic and Space.

Practical skills will be embedded within the specification and pupils will be expected to carry out practical work during the whole course, in preparation for the written examination that will specifically test these skills.

Career Opportunities

Physics is an essential requirement for some professions, including: medicine, dentistry, telecommunications, radiography, veterinary science, ophthalmology, environmental science and all forms of engineering.



COMBINED SCIENCE: TRILOGY

AQA 8464

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This course covers the same topics as the three separate sciences but with reduced content. It provides a foundation for future A Level studies, but topics are studied in less depth than in the separate courses. It aims to stimulate an interest in, and an enjoyment of, Biology, Chemistry and Physics.

It develops the pupils' skills in experimental and investigative work and promotes an understanding of the wider applications of the subject, including their economic, social and moral implications.

Examination

There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas, split as in the separate sciences.

Pupils will be able to enter at Foundation Level or Higher Level, with the possibility of achieving up to a grade 9-9 if the Higher papers are sat.

Practical skills will be embedded within the specification and pupils will be expected to carry out practical work during the whole course, in preparation for the written examination that will specifically test these skills.

Pupils will be awarded 2 GCSE grades based on their results on all six examination papers.



FRENCH

AQA 8658

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The course is designed to enable pupils of all abilities to study French with success and pleasure. The syllabus aims to develop the ability to understand and use French effectively for purposes of practical communication. It offers insights into the culture and civilisation of French-speaking countries and encourages positive attitudes to foreign language learning. It also aims to provide a sound base of the skills, language and attitude required for further study, work and leisure.

Examination

All pupils sit all French examinations at the end of the course. The following themes are studied:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.

French has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). All four papers must be taken at the same tier.

Paper 1: Listening: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in French, to be answered in French or non-verbally.

Paper 2: Speaking: 25% of the total mark.

This will consist of a role-play, a conversation based on a photo card and general conversation. It will last about 15 minutes.

Paper 3: Reading: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in French, to be answered in French or non-verbally.

Section C – translation from French into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

Paper 4: Writing: 25% of the total mark.

Foundation Tier: Writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into French.

Higher Tier: Writing a detailed passage in response to bullet points, an open-ended writing task and translation from English into French.

Career Opportunities

A GCSE in a modern language is a general requirement for a number of further education courses. If studied to a higher level, a modern language would be very useful in gaining entry to careers in areas such as commerce, government service, the travel industry or in the international departments of banks, insurance companies and branches of the legal profession. It is also useful for scientists and engineers who wish to work abroad or in collaborative research with overseas institutions.

MANDARIN

AQA 8673

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The syllabus aims to develop pupils' understanding of Mandarin in a variety of contexts and develop their language learning skills, their ability to communicate effectively and their awareness and understanding of China.

Examination

All pupils sit all Mandarin examinations at the end of the course. The following themes are studied:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.

Mandarin has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). All four papers must be taken at the same tier.

Paper 1: Listening: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in Mandarin, to be answered in Mandarin or non-verbally.

Paper 2: Speaking: 25% of the total mark.

This will consist of a role-play, a conversation based on a photo card and general conversation.

It will last about 15 minutes.

Paper 3: Reading: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in C Mandarin, to be answered in Mandarin or non-verbally.

Section C – translation from Mandarin into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

Paper 4: Writing: 25% of the total mark.

Foundation Tier: Writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into Mandarin.

Higher Tier: Writing a detailed passage in response to bullet points, an open-ended writing task and translation from English into Mandarin.

Career Opportunities

A GCSE in a modern language is a general requirement for a number of further and higher education courses. If studied to a higher level, a modern language would be very useful in gaining entry to careers in areas such as commerce, government service, the travel industry or in the international departments of banks, insurance companies and branches of the legal profession. Moreover, China is a growing economy and plays an increasingly important role in international issues.

SPANISH

AQA 8698

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The course is designed to enable pupils of all abilities to study Spanish with success and pleasure. The syllabus aims to develop the ability to understand and use Spanish effectively for purposes of practical communication. It offers insights into the culture and civilisation of Spanish-speaking countries and encourages positive attitudes to foreign language learning. It also aims to provide a sound base of the skills, language and attitude required for further study, work and leisure.

Examination

All pupils sit all Spanish examinations at the end of the course. The following themes are studied:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.

Spanish has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). All four papers must be taken at the same tier.

Paper 1: Listening: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in Spanish, to be answered in Spanish or non-verbally.

Paper 2: Speaking: 25% of the total mark.

This will consist of a role-play, a conversation based on a photo card and general conversation. It will last about 15 minutes.

Paper 3: Reading: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in Spanish, to be answered in Spanish or non-verbally.

Section C – translation from Spanish into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

Paper 4: Writing: 25% of the total mark.





Foundation Tier: Writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into Spanish.

Higher Tier: Writing a detailed passage in response to bullet points, an open-ended writing task and translation from English into Spanish.

Career Opportunities

A GCSE in a modern language is a general requirement for a number of further education courses. If studied to a higher level, a modern language would be very useful in gaining entry to careers in areas such as commerce, government service, the travel industry or in the international departments of banks, insurance companies and branches of the legal profession.



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ADDITIONAL MATHEMATICS

OCR FSMQ_6993

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This course provides candidates with an introduction to the mathematics studied post–16, including AS and A Level Mathematics and Further Mathematics.

It's designed for those pupils who have sat, or are studying, the Higher Tier of the National Curriculum for Mathematics. Due to the content of this course, we advise only students who are on track to get a Grade 7 or above to take it.

This qualification provides a broad, coherent and satisfying course of study. It encourages learners to develop more confidence in, and a positive attitude towards, mathematics following on from GCSE (9–1) mathematics qualifications. It consolidates GCSE level mathematics whilst also developing their understanding of the more abstract aspects of the subject.

It also provides a strong mathematical foundation for learners who go on to study mathematics at a higher level, those learners who go on to study other subjects which make use of mathematics or those learners progressing to vocational qualifications or directly into employment.

The course will cover the following areas:

- Algebra
- Enumeration
- Coordinate Geometry
- Pythagoras and Trigonometry
- Calculus
- Numerical methods
- Exponentials and Logarithms

Examination

Pupils will complete one, 2-hour examination (calculators permitted) worth 100% of the qualification.

ART

AQA 8201

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The course is designed to promote learning across a variety of experiences and through various processes, tools, techniques, materials and resources to generate different kinds of evidence of working and outcomes. There is scope for innovation, choice and flexibility of questions and there is no restriction on the choice of media, scale or format of the work. Pupils are to produce two- or three-dimensional pieces and have the flexibility to use any media they wish such as paint, collage, clay, textiles, photography, video and digital presentations to make their pieces.

Pupils will be assessed on:

Portfolio: 60%

The portfolio must include both a sustained project, developed in response to a subject, theme or task, from initial engagement with the idea to the realisation of intentions and, a selection of further work resulting from activities such as trials and experiments, gallery or museum visits. Work in sketchbooks or worksheets (including drawing and written annotation) is a vital element of each project. At the end of the course, the candidates (in consultation with the teacher) make a selection for their Portfolio. This is then submitted for marking.

Externally set assignment: 40%

This involves candidates producing (unaided but under supervision), a final piece within a ten-hour exam period, which is usually split over 2 days. This work will be accompanied by preliminary/supporting studies through their sketchbook/s or via worksheets carried out during a preparation period of approximately six weeks. AQA will provide seven different starting points, from which pupils must select and respond to one. Work for the externally set assignment should include the same content of development which is required for coursework. This is then submitted for marking.

Career Opportunities

Most universities recognise Art as an academic subject. Art is, therefore, a valid A Level to study.

Art has many applications in commerce and industry, particularly in areas such as advertising, graphics, photography, fashion, illustration, animation, textiles, interior design, computer software, furniture design, shop and window display, jewellery, ceramics, glass, theatre design, product design and publishing to name a few.

Those also entering professions such as teaching, nursery nursing, occupational therapy and art therapy will find Art a useful subject to have studied.

BUSINESS STUDIES

AQA 8132

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The course is designed to enable pupils of all abilities to study Business Studies with success and pleasure. The ethos of the GCSE Business qualification is to develop pupils' ability to operate as enquiring, independent learners who think critically and reflectively.

The syllabus is divided into 6 main areas in Business:

- Business in the real world
- Influences on Business
- Business Operations
- Human Resources
- Marketing
- Finance

Examination

There is only one single tier of entry.

All pupils will sit two written examination papers each equally weighted, lasting 1 hour 45 minutes and each being worth 90 marks.

Each paper consists of 3 sections:

Section A – 20 marks - Multiple choice and short answer questions

Section B – 35 marks - One case study including data

Section C – 35 marks - One case study including data

Career Opportunities

A GCSE in Business Studies will enable pupils to develop skills that employers will look for: initiative, team working, self-management.

If studied to a higher level, the qualification would be very useful in gaining entry to careers in areas such as commerce, government service, the travel industry or in the international departments of banks, insurance companies and branches of the legal profession.

Useful Websites

- [BBC Bitesize Business Studies](#)
- [Top resources for GCSE Business Studies](#)

CLASSICAL CIVILISATION

OCR J199

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This course provides an excellent introduction to the Classical World. It is made up of two component groups: one thematic study and one literature and culture study. Pupils learn to interpret primary and secondary source materials.

Examination

There are two examinations which the pupils sit at the end of the two-year course.

Each paper is 1 hour 30 minutes.

Thematic Study – 50%

Pupils will study:

Myth and Religion

Students will study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world. They will also look at the role of religion in the everyday lives of the ancient Greeks and Romans. This involves a comparative study of ancient Greece and Rome, and combines literary and visual material sources.

Literature and Culture – 50%

Pupils will study:

Roman City Life

In this component learners will explore everyday life in Roman cities, with a particular focus on the Imperial period and popular sites and artefacts from Rome, Ostia, Pompeii and Herculaneum.

This component contains two elements: one in-depth cultural study and one study of related literature.

Career Opportunities

A GCSE in Classical Civilisation equips pupils with a broad cultural knowledge of their own society as well as giving them numerous transferable skills such as analysis, perceptive thinking, insight into people, language and words, and the art of persuasion. These are valuable in many careers, including law, journalism, writing, accountancy and finance, business and politics, teaching and research.

COMPUTER SCIENCE

OCR J277

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This course 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 encourage students to:

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to Computer Science.

It should be noted that pupils undertaking the course need to have strong ability in mathematics as there is a proportion of mathematical content in both examination papers and no calculators are allowed.

The course is split into two parts, theoretical concepts, and practical programming. The skills and theory learnt are assessed in two written examinations at the end of Year 11. Half the lesson time will be concentrating on practical programming using Python.

Paper 1 – Computer Systems:

Written paper: 1 hour and 30 minutes 50% of total GCSE (80 marks)

This component will assess:

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

Paper 2 – Computational thinking, algorithms and programming

Written paper: 1 hour and 30 minutes 50% of total GCSE (80 marks)

This component will assess:

- 2.1 Algorithms
- 2.2 Programming fundamentals
- 2.3 Producing robust programs
- 2.4 Boolean logic
- 2.5 Programming languages and Integrated Development Environments

Career Opportunities

The content of the course has been designed not only to allow for a solid basis of understanding but also to provide opportunities to think about the real-world application of Computer Science and to gain an insight into related sectors.

DRAMA

AQA 8261

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GCSE Drama is a two-year course which builds on the pupils' knowledge and experiences of drama. It allows them the opportunity to develop their practical skills and to enhance their appreciation and understanding of drama in performance.

The weighting of the marks for GCSE Drama are:

- 40% final written examination
- 60% non-examination assessment

All the non-exam assessments will be examined and moderated during Year 11, with 40% entitled 'Devising Drama' (please note that 30% is written work) and the remaining 20%, Texts in Practice (totally practical).

In addition, candidates must be prepared to take part in several theatre visits in preparation for their final written examination; the organised theatre trips are compulsory and all pupils on the course must attend.

They will be expected to complete theatre notes during these visits, as well as maintain a diary / log of evaluation notes, based on their own rehearsals and performances in practical pieces.

Written Examination

The AQA written examination takes place at the end of the two-year course and consists of a paper accounting for 40% of the final mark. The candidates will be required to answer all three sections of the paper: one section is based on the role of theatre makers and theatrical terminology, the second is on a set text that we will have studied both practically and theoretically during the course and the last section is based on a live theatrical production that the students will have seen as part of the course.

Career Opportunities

GCSE Drama offers pupils an introduction to the many different career paths within the theatre industry. They can experience, on a practical level, many of the skills in the theatrical world. From this grounding in GCSE Drama, pupils could then pursue these areas of interest at a higher level within the College, University or Drama School environment.

Perhaps, more importantly, GCSE Drama will build confidence and increase self and group awareness which, in turn, will help pupils to develop excellent social and communication skills in whatever career path they may follow. It also promotes an interest in, and an understanding of, a range of drama and theatre experiences, and will create an ability to appreciate and discuss the theatre.



EXTRA ENGLISH & CURRICULUM SUPPORT

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The focus within this option is primarily on improving the pupils' analytical skills, to ensure success at both English Language and Literature GCSEs.

Literature texts are revised and pupils are also introduced to a variety of other literary sources to practice structuring exam responses. However, the course can be tailored to suit the needs of the individual pupils and Functional Skills in English may also be studied as part of the Extra English lessons.

Students will also have time with the Curriculum Support department to work on skills that are transferable across all subjects in preparation for their GCSE examinations. This may include improving revision strategies, interpreting exam questions and examination practice and time management.

FRENCH

AQA 8658

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The course is designed to enable pupils of all abilities to study French with success and pleasure. The syllabus aims to develop the ability to understand and use French effectively for purposes of practical communication. It offers insights into the culture and civilisation of French-speaking countries and encourages positive attitudes to foreign language learning. It also aims to provide a sound base of the skills, language and attitude required for further study, work and leisure.

Examination

All pupils sit all French examinations at the end of the course. The following themes are studied:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.

French has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). All four papers must be taken at the same tier.

Paper 1: Listening: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in French, to be answered in French or non-verbally.

Paper 2: Speaking: 25% of the total mark.

This will consist of a role-play, a conversation based on a photo card and general conversation.

It will last about 15 minutes.

Paper 3: Reading: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in French, to be answered in French or non-verbally.

Section C – translation from French into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

Paper 4: Writing: 25% of the total mark.

Foundation Tier: Writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into French.

Higher Tier: Writing a detailed passage in response to bullet points, an open-ended writing task and translation from English into French.

Career Opportunities

A GCSE in a modern language is a general requirement for a number of further education courses. If studied to a higher level, a modern language would be very useful in gaining entry to careers in areas such as commerce, government service, the travel industry or in the international departments of banks, insurance companies and branches of the legal profession. It is also useful for scientists and engineers who wish to work abroad or in collaborative research with overseas institutions.

FOOD PREPARATION AND NUTRITION

AQA 8585

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GCSE Food Preparation and Nutrition is an exciting and creative course, which focuses on practical cooking skills to ensure pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

The specification focuses on Food:

- Preparation Skills
- Nutrition and Health
- Science
- Safety
- Choice
- Provenance
- Preparation and Cooking Techniques

Examination

Written Examination

The examination assesses pupils' theoretical knowledge of food preparation and nutrition. Questions comprise a mixture of multiple-choice answers (20 marks) and both short and longer written answers (80 marks).

This written paper (1 hour and 45 minutes) is 50% of the overall GCSE qualification.

Food Investigation

Pupils will look at the working characteristics, functional and chemical properties of ingredients through practical science-based investigations. A written/electronic report is a compulsory part of this task.

This 'Food Investigation Task' component is worth 15% of the qualification.

Food Preparation Assessment

Pupils will be asked to plan, apply their knowledge of nutrition, prepare, cook, and present three dishes related to the chosen task. A final menu will be assessed over a three-hour practical examination. A written/electronic report is a compulsory part of this task.

This 'Food Preparation Assessment' component is worth 35% of the qualification.

Career Opportunities

A GCSE in Food Preparation and Nutrition can lead to further study and the following careers: dietician, nutritionist, food technologist, teaching, environmental health, food science, catering or food manufacturing industries. It is beneficial to have if considering sports science or medicine due to the nutritional science theory learnt.

FUNCTIONAL SKILLS IN ENGLISH

AQA 8720, 8725

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It is intended that Functional Skills in English Level 1 (8720) will be taken during Year 9 but may be retaken in Year 10.

In Year 10, students move on to Level 2 (8725) where a pass is considered an equivalent qualification to GCSE grade 4. The course aims to ensure that learners can communicate with confidence and independence and offers excellent preparation for employment and further education. It provides a worthwhile course for students in terms of general education and life-long learning.

Assessments are designed to inspire and motivate learners, providing appropriate opportunities to demonstrate their competence in English using real-world situations.

The Functional Skills in English course provides a good basis for progression to GCSE, which is the focus of the Extra English option in Year 11.

Examination

Assessment is available four times a year – January, March, June and November series.

There are three parts to Functional Skills in English – reading, writing and speaking, listening and communicating.

Reading and writing are tested in two separate 60-minute tests. Speaking, listening and communicating is tested by a controlled assessment in class.

GEOGRAPHY

AQA 8035

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The course is divided into 3 sections:

Paper 1: Living with the Physical Environment

This section of the specification looks at physical geography and is assessed in a 1 hour 30-minute paper, worth 35% of the GCSE.

- Tectonic hazards including earthquakes and volcanoes
- Weather hazards including tropical storms and flooding in the UK
- Climate change
- Ecosystems on a global and local scale, including tropical rainforests and hot deserts
- Coastal landscapes in the UK
- River landscapes in the UK

Paper 2: Challenges in the Human Environment

This section looks at human geography and is assessed in a 1 hour 30-minute paper worth 35% of the GCSE.

- Global Urban growth and change
- Case Study of Bristol, a city in the UK
- Case Study of Rio de Janeiro, a city in a Low-Income Country, looking at the challenge of slums, environmental issues and access to health care and education.
- Sustainable urban development
- Global variations in economic development and quality of life.
- Case study of Nigeria, a Low-Income Country
- Economic change in the UK
- The challenge of resource management, looking at the global inequality of the supply and consumption of resources
- Food security and how it may lead to conflict

Paper 3: Geographical Applications

This final section has two strands and is assessed in a 1 hour 15-minute paper, worth 30% of the GCSE.

- The first strand, Issue Evaluation, is a synoptic unit which examines knowledge, understanding and skills from the whole course. It is examined using a pre-release booklet of resources, from which the student will be expected to apply the skills they have acquired while studying Paper 1 and 2.
- The second strand requires students to undertake at least two days of contrasting fieldwork. They will be examined on their own investigations, and also on an unfamiliar enquiry. It is expected that students will take part in a residential fieldtrip to Swanage in Dorset for 3 days in Year 10.

The examination papers are not tiered (there is no Foundation paper) and they are assessed using the 1-9 grading system. Various question styles are used, including multiple choice, short answer and extended prose.

Career Opportunities

A GCSE in Geography broadens the pupils' knowledge of global issues and allows them to develop skills which will support many career paths. As it is a bridge between the arts and sciences, it is relevant to many careers, including: environmental science, landscape architecture, weather forecasting, teaching and the travel industry.

HISTORY

AQA 8145

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The GCSE History content comprises the following elements:

- Period study
- Thematic study
- Wider world depth study
- British depth study including the historic environment

Examination

Paper 1: Understanding the Modern World

- **Section A: Period studies**

Pupils will study the following option: Germany, 1890–1945: Democracy and Dictatorship
This period of study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism.

- **Section B: Wider world depth studies**

Pupils will study the following option: Conflict and Tension, 1918–1939
This wider world depth study enables pupils to understand the complex and diverse interests of different individuals and states including the Great Powers.

Paper 2: Shaping the Nation

- **Section A: Thematic Studies**

Pupils will study the following option: Britain: Health and the People: c1000 to the present day
This thematic study will enable pupils to gain an understanding of how medicine and public health developed in Britain over a long period of time.

- **Section B: British depth studies including the historic environment**

Pupils will study the following option: Elizabethan England, c1568–1603
This option allows pupils to study in depth a specified period, the last 35 years of Elizabeth I's reign. The study will focus on major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies.

GCSE History students will take two written examinations, each worth 50% of the total marks.

Career Opportunities

A GCSE in History requires candidates to develop knowledge, understanding and evaluative skills which are useful in appraising the world situation today. It is a valuable support subject in many career areas, including: business, law, journalism, publishing, teaching, social work and the media.

LATIN

OCR J282

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This course involves the study of the exciting and influential language and literature of the Roman world, giving pupils the opportunity to read the works of famous authors, such as Virgil, Ovid, Cicero and Tacitus.

Pupils will develop a sensitive and analytical approach to language generally, including an awareness of the relationship between Latin and the languages of today.

Pupils will also learn how to appreciate different cultures, how to read texts in Latin and how to read and appreciate Latin literature in its cultural context and in its original language.

Examination

The examination consists of three papers; 1 x 90 minutes and 2 x 60 minutes in length.

The Language paper is compulsory and there are two optional components to choose from five papers.

Paper 1: Language

Unseen comprehension and translation of a Latin text, demonstrating knowledge of the vocabulary and grammar.

This paper is worth 50% of the total GCSE.

Papers 2 or 3: Prose Literature

Papers 4 or 5: Verse Literature

Pupils study Latin set texts and answer questions in English on aspects of content, and analyse, evaluate and respond to the ancient literature they have studied.

Each of these two options papers is worth 25% of the total GCSE.

Career Opportunities

A qualification in Latin helps pupils to develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study and will be impressive on any application or Curriculum Vitae.

As well as being an excellent foundation subject for linguistics/English or romance languages, such as French, Spanish, Italian and Portuguese, it is an asset for other areas such as law, medicine, the Civil Service, investment banking and finance, accountancy, business and marketing, management, journalism and writing, and teaching, encouraging a logical approach whilst broadening historical and cultural awareness.

MANDARIN

AQA 8673

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The syllabus aims to develop pupils' understanding of Mandarin in a variety of contexts and develop their language learning skills, their ability to communicate effectively and their awareness and understanding of China.

Examination

All pupils sit all Mandarin examinations at the end of the course. The following themes are studied:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.

Mandarin has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). All four papers must be taken at the same tier.

Paper 1: Listening: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in Mandarin, to be answered in Mandarin or non-verbally.

Paper 2: Speaking: 25% of the total mark.

This will consist of a role-play, a conversation based on a photo card and general conversation.

It will last about 15 minutes.

Paper 3: Reading: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in C Mandarin, to be answered in Mandarin or non-verbally.

Section C – translation from Mandarin into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

Paper 4: Writing: 25% of the total mark.

Foundation Tier: Writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into Mandarin.

Higher Tier: Writing a detailed passage in response to bullet points, an open-ended writing task and translation from English into Mandarin.

Career Opportunities

A GCSE in a modern language is a general requirement for a number of further and higher education courses. If studied to a higher level, a modern language would be very useful in gaining entry to careers in areas such as commerce, government service, the travel industry or in the international departments of banks, insurance companies and branches of the legal profession. Moreover, China is a growing economy and plays an increasingly important role in international issues.

MUSIC

OCR J536

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This course is suited to anyone who enjoys and has an interest in music, particularly practical music-making. The course provides a contemporary, accessible and creative music education, with an integrated approach to performing, composing and listening. Pupils will build on the musical activities undertaken in Years 7 to 9, developing their awareness of different styles and genres. Pupils will also learn the necessary skills and techniques required to compose their own music.

The course comprises five Areas of Study:

1. My Music
2. The Concerto Through Time
3. Rhythms of the World
4. Film Music
5. Conventions of Pop

Throughout the course, pupils will explore a wide range of musical styles, including Pop Ballads; Rock 'n' Roll; Solo Artists from 1990 to the present day; Samba; African drumming; Calypso; Indian Classical Music and Western Classical Music.

Coursework/Controlled Assessment – 60%

Pupils will submit four pieces of work for their controlled assessment tasks. These are broken down into two components: Performing and Composing.

Performing – 30%

Pupils will submit two recorded performances, with a combined duration of 4 minutes.

A performance on an instrument (including singing) of the pupil's choice – 15%

An ensemble performance on an instrument (including singing) of the pupil's choice – 15%

Composing – 30%

Pupils will submit two compositions, with a combined duration of three minutes.

Free choice composition – 15%

A composition in response to an OCR set brief (choice of 8) – 15%

Listening Examination – 40%

Pupils will sit a 90-minute Listening and Appraising examination at the end of the course. The examination will test the pupils' understanding of the music studied in Areas of Study 2-5. There will be a variety of question styles, including multiple choice, one-word answer and extended response.

Career Opportunities

A qualification in music can provide an opening into a variety of different sectors of the performing arts industry. Studying music can also help pupils to build confidence, teaching them how to present themselves and communicate effectively. It also teaches valuable analytical skills, as well as nurturing an ability to work as part of a team. There are careers in performing, teaching, composing, publishing, editing, marketing and orchestral management which relate directly to the subject. In addition, musicianship is regarded as an asset for careers in radio, television, film and journalism.

PHYSICAL EDUCATION

AQA 8582

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The GCSE Physical Education specification is suited to pupils with a high level of sporting ability across a range of activities and with a keen interest in the world of sport. The course is designed to offer pupils an insight into the major themes of the sporting arena from anatomy and physiology to psychology and cultural influences. Pupils will gain the knowledge and the practical tools to improve their own performance. The topics studied will help pupils to develop a well-rounded skill set drawing on elements of biology, mathematics and physics, as examples, and applying them to sporting contexts.

Assessments

Theory - 60%

This will be examined in two separate examination papers. Each paper lasts 1 hour 15 minutes and is made up of a mixture of multiple choice, short answer and extended answer questions to make up 78 marks. The use of data appears in both papers.

Paper 1 (30%)

- Anatomy and physiology
- Movement analysis
- Physical training

Paper 2 (30%)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

NEA (Non-examined assessment) - 40%

Practical assessments (30%)

Pupils will be assessed in three different activities (10% each). At least one of these must be a team sport and at least one must be an individual sport. The activities must be on the examination boards 'activity lists' ([shown on the next page](#)). They will be required to perform a variety of increasingly challenging skills and then compete in a competitive full version of the activity. Participating outside of school too would be an advantage.

Written assessment (10%)

Pupils will pick an activity to analyse and evaluate their own performance to bring about improvement. This will involve them applying topic areas from the theoretical part of the course.

Career Opportunities

Sport is an ever-growing and diverse industry that offers a multitude of different career opportunities and areas of further study. A qualification in Physical Education is not only an indication that pupils can show determination and commitment to perform at a high level but also that they can work as part of a team and that they possess additional qualities, such as leadership and communication skills. From GCSE, pupils can progress on to study PE at A Level and then go on to access various sports related degree courses at University such as; Sports Science, Sports Marketing, Physiotherapy, Sports Psychology and Sports Development. A GCSE in PE can be the beginning of a path to careers in: fitness and leisure, coaching and teaching, physiotherapy and health, psychology, marketing and events and sports management, for example.

PHYSICAL EDUCATION

AQA 8582

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Team Activity List

Activity	Comments / Restrictions
Acrobatic Gymnastics	Cannot be assessed with gymnastics
Association Football	Cannot be five-a-side Cannot be assessed with Futsal
Badminton	Cannot be assessed with singles Badminton
Basketball	
Camogie	Cannot be assessed with Hurling
Cricket	
Dance	Can only be used for one activity Cannot be assessed with Figure Skating
Figure Skating	Can only be used for one activity Cannot be assessed with Dance
Futsal	Cannot be assessed with Football
Gaelic Football	
Handball	
Hockey	Must be field Hockey
Hurling	Cannot be assessed with Camogie
Ice Hockey	Cannot be assessed with Inline Roller Hockey
Inline Roller Hockey	Cannot be assessed with Ice Hockey
Lacrosse	
Rowing	Cannot be assessed with Sculling, Canoeing or Kayaking This can only be used for one activity
Rugby League	Cannot be assessed with Rugby Union or Rugby Sevens Cannot be Tag Rugby
Rugby Union	Can be assessed as Sevens or Fifteen-A-Side Cannot be assessed with Rugby League and cannot be Tag Rugby
Sailing	Royal Yachting Associated recognised Sailing Boat classes only. This can only be used for one activity Students must perform in the role of the helm
Sculling	Cannot be assessed with Rowing, Canoeing, Kayaking or individual Sculling
Squash	Cannot be assessed with singles Squash
Table Tennis	Cannot be assessed with singles Table Tennis
Tennis	Cannot be assessed with singles Tennis
Volleyball	
Water Polo	

Individual Activity List

Activity	Comments
Amateur Boxing	
Athletics	Long distance track running must not exceed 5,000 metres Cross Country Running must not exceed 6,500 metres
Badminton	Cannot be assessed with doubles Badminton
Canoeing/Kayaking (slalom)	Cannot be assessed in both Canoeing and Kayaking Cannot be assessed with Canoeing/Kayaking sprint, Rowing or Sculling
Canoeing/Kayaking (sprint)	Cannot be assessed in both Canoeing and Kayaking Cannot be assessed with Canoeing/Kayaking slalom, Rowing or Sculling
Cycling	Track (indoor/outdoor), Road Cycling or BMX (racing not tricks) only This can only be used for one activity
Dance	Can only be used for one activity Cannot be assessed with Rhythmic Gymnastics Cannot be assessed with Figure Skating
Diving	Platform Diving only
Equestrian	
Figure Skating	This can only be used for one activity Cannot be assessed with Dance
Golf	
Gymnastics	Floor routines and apparatus/specialism only Can only be used for one activity Students choosing rhythmic as their specialism cannot also be assessed in Dance
Rock Climbing	Can be indoor or outdoor climbing
Sailing	Royal Yachting Associated recognised Sailing Boat classes only This can only be used for one activity Students must perform in the role of the helm
Sculling	Cannot be assessed with Rowing, Canoeing or Kayaking
Skiing	Outdoor/indoor on snow Cannot be assessed with Snowboarding Must not be on dry slopes
Snowboarding	Outdoor/indoor on snow Cannot be assessed with Skiing Must not be on dry slopes
Squash	Cannot be assessed with doubles Squash
Swimming	Cannot be synchronised swimming Cannot be personal survival Cannot be lifesaving
Table Tennis	Cannot be assessed with doubles Table Tennis
Tennis	Cannot be assessed with doubles Tennis
Trampoline	
Windsurfing	

SPANISH

AQA 8698

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The course is designed to enable pupils of all abilities to study Spanish with success and pleasure. The syllabus aims to develop the ability to understand and use Spanish effectively for purposes of practical communication. It offers insights into the culture and civilisation of Spanish-speaking countries and encourages positive attitudes to foreign language learning. It also aims to provide a sound base of the skills, language and attitude required for further study, work and leisure.

Examination

All pupils sit all Spanish examinations at the end of the course. The following themes are studied:

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest.
- Theme 3: Current and future study and employment.

Spanish has a Foundation Tier (Grades 1-5) and a Higher Tier (Grades 4-9). All four papers must be taken at the same tier.

Paper 1: Listening: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in Spanish, to be answered in Spanish or non-verbally.

Paper 2: Speaking: 25% of the total mark.

This will consist of a role-play, a conversation based on a photo card and general conversation. It will last about 15 minutes.

Paper 3: Reading: 25% of the total mark.

Section A – questions in English, to be answered in English or non-verbally.

Section B – questions in Spanish, to be answered in Spanish or non-verbally.

Section C – translation from Spanish into English (minimum 35 words for Foundation Tier and minimum 50 words for Higher Tier)

Paper 4: Writing: 25% of the total mark.

Foundation Tier: Writing a message in response to a photo, writing a short passage in response to brief bullet points, writing a detailed passage in response to bullet points and translation from English into Spanish.

Higher Tier: Writing a detailed passage in response to bullet points, an open-ended writing task and translation from English into Spanish.

Career Opportunities

A GCSE in a modern language is a general requirement for a number of further education courses. If studied to a higher level, a modern language would be very useful in gaining entry to careers in areas such as commerce, government service, the travel industry or in the international departments of banks, insurance companies and branches of the legal profession.

TEXTILE DESIGN

AQA 8204

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The specification has been developed to enable pupils to demonstrate their creativity, designing and producing products in woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

During the course, pupils will be expected to produce a Portfolio (component 1), comprising a sustained project and further work, which is worth 60% of the GCSE.

An externally set assignment (component 2) will be set by the examination board and is worth 40% of the GCSE.

Pupils will be required to work in one or more area(s) of textile design, such as those listed below:

- Art textiles
- Constructed textiles - knit, weave, assembled
- Printed and dyed textiles
- Surface pattern
- Stitched and embellished textiles
- Design for fashion and interiors
- Structure of the Course

The first term will be an introductory phase and will introduce the pupils to a range of textile techniques and equipment. Work will be recorded in sketchbooks and/or sample books. They will be encouraged to be experimental and to make connections with the work of textile artists, fashion designers and craftspeople.

They will then embark on a personal project, selecting appropriate techniques and producing a product such as a wall-hanging or accessory related to fashion, interior design or theatrical costume. Where possible, pupils will visit appropriate museums or exhibitions to support the work.

In Year 11, they will select one theme from a selection as a starting point to design and make a textile piece. This will complete the portfolio.

In the Spring Term of Year 11, they will be given the externally set assignment and they will respond to one of seven starting points. They will have a preparatory period to research, experiment and design a piece, followed by 10 hours of supervised, unaided time to make the piece.

The portfolio and the externally set assignment will be submitted for internal marking and then moderated externally.

Career Opportunities

The course is accepted by colleges as an entry qualification and is suitable for those with an interest in careers such as fashion design or journalism, textile design, interior design, product design, theatre design, buying, promotion, photography and museum curation.



ST NICHOLAS' SCHOOL

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