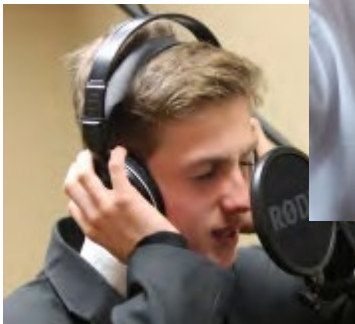


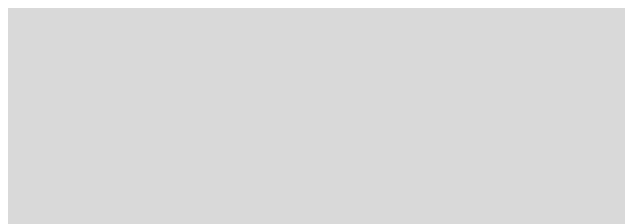
ST. MARGARET'S  
CHURCH OF ENGLAND  
ACADEMY



# SUBJECT INFORMATION BOOKLET

KEY STAGE 4

2024-2026



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## Key Stage 4 Curriculum (2024– 2026)

When your child enters Key Stage 4, they will continue to study the following subjects in the St Margaret's "Core Curriculum":

<b>Compulsory subjects in Year 10</b>
English (which will lead to two GCSEs, in Language and Literature)
Mathematics GCSE
Science (Combined Science: Trilogy which will lead to two GCSEs)
Religious Studies
Physical Education (non-GCSE course)
'Learning for Life' our Personal, Social, Health and Citizenship Education programme (non-GCSE course)

In addition, pupils may choose to study subjects from this list:

<b>Optional subjects in Year 10</b>
Art & Design GCSE
Computer Science GCSE
Design & Technology: Product Design GCSE
Design & Technology: Tech Award in Engineering
Drama GCSE
Food & Nutrition: Level 1/Level 2 Award in Hospitality & Catering
French GCSE
Geography GCSE
History GCSE
Music GCSE
Physical Education GCSE
Separate Science GCSE (a third GCSE in Science)
Spanish GCSE

We hope to be able to run courses in all these subjects, but may not be able to do so if numbers are small. Please note also that it may not be possible to allow every combination of subjects, although naturally we will do our best to accommodate each pupil's choices.

Every pupil must submit their Option Choices on-line by **Friday 1<sup>st</sup> March 2024**.

Pupils will be given information and guidance to help them make the correct choice of subjects. They should seek advice from subject tutors and be active in researching career opportunities using online packages. As a parent you have an extremely important role to play by encouraging your son to discuss subject choices and explore career ideas. GCSE qualifications and grades have been reformed in recent years.

## The reformed GCSEs

- have more demanding content;
- have been designed for a two-year period of study;
- are linear, so students take all of their exams at the end of the course;
- the degree of non-exam assessment reflect the balance and nature of new subject content.

It is extremely important that pupils and parents recognise the necessity of keeping up to date with assignments for the non-exam assessments. Your son will benefit from encouragement and support when planning work associated with his courses.

GCSEs are now graded 1 to 9, with 9 being the top grade. Ofqual determines how standards are set for them, and how the grading scale works.

- Grade 5 (the Department for Education describe this as a ‘strong pass’) is positioned in the top third of the marks for an old Grade C and bottom third of the marks for an old Grade B. This means it is of greater demand than the old grade C, and broadly in line with international standards.
- Broadly the same proportion of pupils achieve a grade 4 and above as previously achieved a grade C and above.
- Broadly the same proportion of pupils achieve a grade 7 and above as previously achieved an A and above.
- For each examination, the top 20 per cent of those who get grade 7 or above get a grade 9 – the very highest performers.
- The bottom of grade 1 is aligned with the bottom of an old grade G.
- The new maths GCSE is tiered, with grades 4 and 5 available through both tiers.
- Pupils studying combined science receive one of 17 possible grades, from 1-1, 1-2, 2-2, 2-3... to 9-9.

Ofqual  
.....

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	C
4	
3	D
2	E
1	F
U	G
U	U

**GOOD PASS (DfE)**

5 and above = top of C and above

**AWARDING**

4 and above = bottom of C and above

It is not right to say simply that a new grade 4 equals an old grade C. The read across is at the bottom of each grade, so that broadly the same proportion of pupils get 4 and above as previously got C and above. A subtle but important difference.

### **Careers Lead: Mrs M Torpey**

Careers Education and Guidance at St Margaret's encourages the co-operation and involvement of parents, students, employers and Career Connect. If you or your parents have any matters you wish to discuss please contact Mrs M Torpey or one of the careers team in school

Email: [careers@stmargaretsacademy.com](mailto:careers@stmargaretsacademy.com) Tel: 0151 427 1825

### **Careers Education Programme**

Social mobility is vital for an efficient economy and a happy nation. Sadly, England does not score well in this regard. Schools' Careers Departments have a vital role to play in improving that situation by nurturing ambition and countering any hint of a low-aspirations culture.

Our aim is to prepare all pupils for future success by providing a full programme of careers advice, information and guidance that is stable, structured and delivered by individuals with the right skills and experience. This will enable them to make ambitious choices for their futures.

We will also provide good quality, meaningful opportunities for them to encounter both the world of work and other education/training providers.

The "St Margaret's Pathway" is a whole-school approach that structures our careers advice and guidance programme. It draws extensively on outside agencies such as the Careers Enterprise Company, a local Enterprise hub, Career Connect and Elevate (The education Business partnership) – and a strong in-house team.

Pre-14 our strategic priority is to ensure all students aim high. As early as Year 7 we organise an aspirational 'Enterprise Quest?' and an introduction to our independent Career Connect advisor. This is followed, in subsequent years, by enterprise events, 'Meet the Professionals' events, Employer encounters and timely advice and guidance for the options processes. We also use the Learning for Life programme to build awareness of skills qualities and the variety of workplaces available for the students.

Two individual career interviews, a one-week Work Experience placement for all, employer talks, Employability workshops and mock Interviews all take place in Key Stage 4. In line with our intent, bespoke interventions (eg one-to-one interviews) to raise aspirations are arranged as required.

In Year 7 – you will have been challenged to think about the careers that are linked to the different subjects you study and will have participated in some introductory enterprise and careers related activities.

In Years 8 and 9, you are encouraged to explore career ideas using our new Unifrog software. Such tools allow you to answer questions relating to what you enjoy, thus giving you a number of accurate career pathways and provide a detailed overview of a wide range of careers including likely jobs, potential salaries and requirements for the role (e.g. degree etc.)

There is usually a Meet the Professionals event in Year 10 which involves encounters on a speed networking basis with a wide range of people from the local labour market. In Year 10 or 11 we host visiting speakers; a programme of Careers talks from industry experts; guidance on post 16 choices; writing CV's and developing interview techniques.

Year 11 also have the chance to participate in a mock employability interview subject to volunteer availability.

### **Career Connect Service**

The Career Connect Service is a national organisation that we subscribe to. They work in partnership with schools to provide help and advice for young people. Career Connect Personal Advisers provide up-to-date, independent advice and guidance about education, training and employment opportunities. The Careers Connect Personal Advisers interview all of Year 10 into 11, year 12 receive an interview as do any students in Year 13 who decide not to apply to university. All students from 7-11 with an ECHP will be having an annual meeting to support and guide them through their education and our careers advisor will target students in Year 9 who need extra support in making their choices. He will also be attending at Year 9 Parents' Evening.

The Careers Connect Personal Advisers at SMA is Andrew McGregor

Some important points to consider before making your option choices

- Be realistic; assess your own strengths, abilities and interests.
- Don't be over influenced by the decisions of friends. Seek advice from teachers, Parents/carers, careers advisers, employers and older students.
- If you have an idea for a future career, check for any specific subject requirements utilising software tools and sites we will make available (e.g. Morrisby Careers)
- Choose subjects that interest you and that you are good at.
- Use the careers literature available on the school website and noticeboards and bulletins circulated and software to start thinking carefully about your future.

Read this options booklet carefully and use the knowledge gained in your careers education lessons in Learning for Life to help you make your decision.

## **Timetable for Choice**

**Spring Term**

**The Subject Reports, Subject Information Booklet, and On-line Option Choice system will be made available.**

**Monday 22<sup>nd</sup> January**

**Options Information Event from 6.00pm (recording on the school website).**

**Thursday 25<sup>th</sup> January**

**Year 9 Parent Consultation Meeting from 3.45pm to 6.45pm.**

**19<sup>th</sup>-23<sup>rd</sup> February**

**Individual 10 minute conversation with a member of the Senior Leadership Team**

**Friday 1<sup>st</sup> March**

**On-line Option Choice Deadline.**

**Summer Term**

**Confirmation of option choices sent to pupils and parents.**

## Table of Subject Assessment Information

Subject	Examinations	Controlled Assessment
<b>English Language</b>	<b>100%</b>	-
<b>English Literature</b>	<b>100%</b>	-
<b>Mathematics</b>	<b>100%</b>	-
<b>Science</b>	<b>100%</b>	-
<b>Religious Studies</b>	<b>100%</b>	-
<b>Art and Design</b>	<b>40%</b>	<b>60%</b>
<b>Computer Science</b>	<b>100%</b>	-
<b>Design &amp; Technology:</b> Product Design GCSE	<b>50%</b>	<b>50%</b>
<b>Design &amp; Technology:</b> WJEC Tech Award in Engineering	<b>40%</b>	<b>60%</b>
<b>Drama</b>	<b>60%</b>	<b>40%</b>
<b>Food &amp; Nutrition:</b> Hospitality & Catering Level 1/2	<b>60%</b>	<b>40%</b>
<b>French</b>	<b>100%</b>	-
<b>Geography</b>	<b>100%</b>	-
<b>History</b>	<b>100%</b>	-
<b>Music</b>	<b>40%</b>	<b>60%</b>
<b>Physical Education</b>	<b>60%</b>	<b>40%</b>
<b>Spanish</b>	<b>100%</b>	-



## Special Educational Needs

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

(The Code of Practice: DfE, 2015)

Students who have difficulty accessing the curriculum in KS3 are given various degrees of support before making their option choices for KS4. Students who hold an Education Health Care Plan from the Local Authority are supported with option choices. Discussions take place with our Special Educational Needs and Disability Team in consultation with the students and his parents/carers (sendadmin@stmargaretsacademy.com)

Access arrangements allow candidates/learners with SEN or disabilities to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind access arrangements is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under The Equality Act 2010 to make ‘reasonable adjustments’.

Reasonable access arrangements need to be agreed by JCQ prior to an assessment period. Such access arrangements should be the usual way of working for the student within lessons to ensure that The Academy can evidence the needs of the student.

For KS4 examinations, applications are usually made to JCQ within the first term of Year 10. Applications are made for those students who have been assessed by a Specialist Assessor using an up to date nationally recognised standardised test. Or have specific needs linked to their SEN Diagnosis or Plan. This is not unlimited, but there is a range of adjustments from extra time, rest breaks or using a laptop for example. Such adjustments have specific agreed rules and requirements, supported with evidence, to satisfy JCQ. Not all Special education needs automatically get all the adjustments available, for example a Dyslexia diagnosis does not automatically give you 25% extra time – this would need an extra assessment to determine if this would help them.

If a student is to apply for access arrangements on medical grounds, The Academy must have recent medical assessments, of no older than 6 months, along with any other supporting medical evidence.

Access arrangements are made on an individual basis and therefore if you have any queries, please contact our Academy SENDCo directly. It should be noted that access arrangements only last for up to 2 years and re-assessment will need to take place at the beginning of post-16 studies.

## What courses will I follow?

AQA English Language and English Literature.

## How will I be assessed?

All students will study both qualifications which will lead to two separate GCSE awards.

Both qualifications are based on 100% written exam assessments.

## English Language

### Paper 1: Explorations in Creative Reading and Writing

Section A: Reading

- one literature fiction text (unseen extract)

Section B: Writing

- descriptive or narrative writing

Written exam: 1 hour 45 minutes

80 marks

50% GCSE

### Paper 2: Writers' Viewpoints and Perspectives

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Written exam: 1 hour 45 minutes

80 marks

50% GCSE

### Non-examination Assessment: Spoken Language

Assessed on:

- presenting
- responding to questions and feedback
- use of Standard English

- Assessed and marked by teacher  
- separate endorsement  
- 0% of GCSE

## Paper 1: Shakespeare and the 19<sup>th</sup> century novel

Section A: *Macbeth* William Shakespeare

Section B: 19<sup>th</sup> century novel: *A Christmas Carol* Charles Dickens

Written exam: 1 hour 45 minutes

64 marks

40% GCSE

## Paper 2: Modern texts and poetry

Section A: Modern texts: *Animal Farm* by George Orwell

Section B: Poetry (study of *Power and Conflict* cluster of 15 poems from AQA poetry anthology *Poems Past and Present*)

Section C: Unseen poetry (one question one unseen poem and one question comparing this poem with a second unseen poem)

Written exam: 2 hours 15 minutes

96 marks

60% of GCSE

## What course will I follow?

Currently, we offer AQA GCSE Mathematics (8300).

Entry will be at one of the two tiers:

- **GCSE Tier H (Higher)**: students taking this exam will be credited with a grade ranging from 4 to 9.
- **GCSE Tier F (Foundation)**: although following a similar syllabus to Tier H, both the level of content and the level of difficulty has been reduced. Grades 1 to 5 can be attained.

## How will I be assessed?

The course is 100% final examination assessed. There will be three examination papers; two with and one without a calculator. Each paper is 1 hour and 30 minutes long and worth  $33\frac{1}{3}\%$ .

## What will I learn?

The GCSE Key Stage 4 course is a natural progression from your work at Key Stage 3 – though, obviously, you will study a wider range of topics at a deeper level.

Both tiers of entry cover: algebra, number statistics and probability, geometry and measure, and ratio, proportion and rates of change.

**All students need a scientific calculator as it is an examination requirement.**

## How will I learn?

You will experience a variety of teaching styles including:

- Teacher led activities, including discussion with fellow students
- Consolidating and practising fundamental skills and routines
- Problem solving activities including applications for everyday situations

## What will I be expected to do at home?

Homework tasks will be set weekly to consolidate and extend class-based learning. Generally, this will be using Sparx Maths homework platform. This is a fantastic platform which provides personalised learning for every student, and support and challenge to ensure that all students make their expected progress in Maths.

On some occasions homework may take the form of completing written exercises, reviewing past work, practising newly acquired skills, and or competing past exam papers.

## How will studying this course be of value to me?

Just as languages provide the building blocks and rules we need to communicate, maths uses its own language, made up of numbers, symbols and formulas, to explore the rules we need to measure or identify essential problems like distance, speed, time, space, change, force and quantities.

Maths is one of the best subjects to develop your analytical, research and problem-solving skills. Not only will studying maths help give you the knowledge to tackle scientific, mechanical, coding and abstract problems, it will also help you develop logic to tackle everyday issues like planning projects, managing budgets and even debating effectively.

Studying maths helps us find patterns and structure in our lives. Practically, maths helps us put a price on things, create graphics, build websites, build skyscrapers and generally understand how things work or predict how they might change over time and under different conditions.

Maths can lead to careers in accounting, medicine, engineering, forensic pathology, finance, business, consultancy, teaching, IT, games development, scientific research, programming, the civil service, design, construction and astrophysics to name a few.

## What GCSE course will I follow?

Students opt to either study **AQA Combined Science GCSE** or **AQA Separate Science GCSEs**.

## Combined Science: Trilogy GCSE

This is similar to the old style “double award Science” GCSE, in that it is worth two GCSEs. This qualification is linear. Linear means that students will sit all their exams at the end of the course in year 11.

## What will I learn?

You will cover a wide range of topics in Biology, Chemistry and Physics, including cell biology, atomic structure and forces.

## How will I be assessed?

There will be six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas. They will last for 1 hour 15 minutes each. **There is no longer any controlled assessment so 100% of the marks will come from final exams.**

## Separate Science GCSEs in Biology, Chemistry and Physics

If you opt for this you will study 3 GCSEs in Science. Students who have chosen the three Separate Sciences cover the same material as students doing Combined Science but you will also study extra topics. This is to provide a deeper understanding in preparation for the possible study of A level Sciences.

Students will sit two individual papers per subject, all at the end of year 11. These will last 1 hour 45 minutes each. **There is no longer any controlled assessment so 100% of the marks will come from final exams.**

## How will I learn?

The year group will be split into sets with specialist teachers of Biology, Chemistry and Physics teaching the Separate Science course. Trilogy students will have a single teacher for all three sciences. Those who have opted for Separate Science GCSEs will have more curriculum time in Science than those studying Combined Science.

There will be a variety of teaching activities including:

- Practical investigations
- Teacher led activities
- Visual presentations
- Modelling activities
- ICT based work
- Application to ‘real life science’
- Group work

## What will I be expected to do at home?

Homework will be set on a regular basis as per the homework timetable.

Revision will also be expected to be done for tests and external examinations throughout the two years. Tests in class will take place regularly to assess progress.

## What course will I follow?

AQA GCSE Religious Studies A (8602)

## How will I be assessed?

At the end of Year 11, you will sit two 1 hour and 45 minutes examinations. There are no tiered papers so your exam will cover the whole ability range from 1-9. Note that there is no coursework component to this GCSE, which takes some pressure off the student, but does mean that the examinations become more critical. Marks will be awarded for Spelling, Punctuation and Grammar.

## What will I learn?

### Paper 1A: The Study of religions: beliefs, teachings and practices

- Christianity: Beliefs and Teachings
- Christianity: Practices
- Judaism: Beliefs and Teachings
- Judaism: Practices

Written exam: 1 hour 45 minutes

### Paper 2A: Thematic Studies (Dept. chooses 4 of the following 6 modules)

- Theme A: Relationships and Families
- Theme B: Religion and Life
- Theme C: The existence of God and Revelation
- Theme D: Religion, peace and conflict
- Theme E: Religion, crime and punishment
- Theme F: Religion, human rights and social justice

Written exam: 1 hour 45 minutes

## How will I learn?

You will be taught by experienced Religious Studies teachers and will undergo a variety of teaching styles including:

Teacher led activities

Watching relevant video material

Discussion/debate

Using workbooks and information sheets

Reading for understanding

Completing written tasks

Visits to relevant venues

Visiting speakers

Independent research tasks

PowerPoint presentations

Staff will mark your work against a set of levels which indicate the quality of the task (you will be given a sheet with levels and grade descriptors at the beginning of the course).

You will also be given exam practice questions at various stages through the course and at the end of each module an assessment. Annual Parent Consultations allow for more depth and definition with regard to overall progress. Reports will be provided at key stages through your studies.

## **What will I be expected to do at home?**

Regular homework (in particular, learning key vocabulary and familiarising yourself with Sources of Wisdom) will allow you to develop and deepen your understanding of topics covered in class.

Some tasks will require you to do research, which will form the focus of work done in lessons.

Revision for modular tests and, more formal, exams will also be required of students.



# Learning for Life

Learning for Life provides an opportunity for students to discuss and face the challenges of life now and equips them to face the challenges of the future. It covers activities and topics, which contribute to the development of the individual's self-confidence and self-image through the acquisition of skills, attitudes, knowledge and experiences of adult life. Learning for Life is not an eternally examined course but it contributes to the student enrichment ethos of the school and helps students to become responsible citizens. Although covered throughout the school curriculum, Citizenship is also an integral part of Learning for Life and aims to help students to become sensitive and active citizens of our country. The course content covers:

## YEAR 10

- Democracy An introduction to the government, politics and electoral system.
- Drugs: An opportunity for students to look at the possible effects of drug taking. Guest Speakers from Hospitals and Ad action
- Alcohol: An opportunity for students to look at the possible effects of alcohol.
- Careers This provides students with information about the options available to them at 16 and a chance to consider their future careers.
- Law and Order: An introduction to the government and politics in relation to the legal system of the country.
- Rights and Responsibilities: A consideration of personal finances and of the rights of an individual as a consumer. Also covered is the influence advertising has on us.
- Emotional Learning: Helping students deal with emotions.
- Citizenship and Voluntary Work: Giving up free time to help others (ire Nursing Homes and Homeless Shelters).
- Frontline - Sex Education: A series of seminars tailor made for the needs of our students.
- Revision and Examination Techniques: what kind of learner are you.
- Philosophy for Children (P4C): An opportunity for our students to discuss various current affairs and share their own views in form time.
- Money Matters: A look at the importance of budgeting and planning in order to successfully manage money.

## YEAR 11

- Parenthood and the Family: A study of the responsibilities and consequences of parenthood.
- Record of Achievement Personal Statements.
- Revision and Examination Techniques: This includes issues such as revision techniques, putting together a revision timetable, coping with stress, coping in the exam and time management.
- Personal Health: Provides students with an opportunity to consider the importance of eating and exercise, as well as other issues relating to young males. This does help students during the build up to their exams.
- Money Matters: A look at the importance of budgeting and planning in order to successfully manage money.
- AIDS: A unit to inform/remind students of the nature of AIDS and STIs.
- Frontline - Sex Education: A series of seminars tailor made for the needs of our students.
- Philosophy for Children (P4C): An opportunity for our students to discuss various current affairs and share their own views in form time.
- Anti-Bullying lessons: a unit of work stimulate thinking on the issues of bullying, its consequences on all involved, and to remind pupils to be themselves whilst using social media and not succumb to societal pressures.

**For further information please contact Mr A. Farquharson**

## Which course will I follow?

AQA Art & Design (Fine Art)

## How will I be assessed?

Each project will be assessed according to GCSE criteria, i.e. 9-1, including homework.

There are two parts to the examination:

1. **EXTERNALLY SET TASK** which takes the form of a period of ten hours spent on either a single piece or a group of related pieces which derive from a given starting point. The starting point is given to candidates four weeks before the ten-hour period starts. The examination takes place during the final spring term and accounts for 40% of the total marks.
2. **PORTFOLIO OF WORK.** During the final summer term, a minimum of two sets of coursework assignments must be presented for assessment. This accounts for 60% of the total marks.

## What will I learn?

Students will be introduced to a variety of materials and techniques and will learn about artists' work through research and gallery visits. Students are encouraged to be experimental, to work from observation and imagination, and to develop their ideas from the beginning to the end. This course will teach you to look at the world in a creative way. The creative potential stimulated in this course will enable you to apply creative, analytical and critical thinking to any other course that you do. Students will develop an awareness of critical analyses of artists' work helping to develop their own ideas through awareness, practical application and written reflections. Students will have a sketchbook and portfolio to demonstrate all practical learning, ideas development and critical analysis. Tuition is enjoyable, structured, friendly and supportive, resulting in high-grade achievements on this course! Art and Design develops a wide range of skills, which will be useful in university applications and future careers. Art and design may offer a highly creative and hands-on alternative to other subjects you may be studying at GCSE.

## How will I learn?

1. Practical lessons in the Art Room.
2. Videos, talks and discussions about the work of various designers and artists.
3. Visits to art galleries where talks and artist lead discussions will take place.

## What will I be expected to do at home?

Regular set homework relating to the current class project.

## **What demands will be made of me for controlled assessment?**

Over the period of the course there will be two main projects undertaken during class time and supported by visits and homework tasks. For each project you will:

- Produce observational drawings;
- Record ideas and information;
- Carry out research into the work of other artists;
- Experiment with a range of media and techniques;
- Develop your ideas from the given starting point;
- Produce a final piece, or pieces, of work based upon preparatory studies and research.

Presentation of work is considered important and will be taken into account during assessment.

The following items are necessary for each student following the course:-

1. An A4 drawing book. (purchased through the Art department)
2. An A3 folder.(purchased through the Art department)
3. An eraser and pencil sharpener.
4. A fine line pen.
5. A selection of good quality pencils.

## **How will studying this course be of value to me?**

Art combines well with almost any subject. The discipline of independent study and thought is an extremely useful one to acquire. It is a subject which can give the student confidence and a real sense of achievement.

Students achieving a good grade at GCSE can continue their studies at A level, which can lead to study at a Foundation Course in Art or and/or a degree in various areas of Art and Design, for example Architecture, Interior Design , Product Design, Fashion, Photography, Graphic Design and Fine Art.



**St. Margaret's Academy**  
Art & Design Department

## What course will I follow?

Edexcel GCSE Computer Science

## How will I be assessed?

### PAPER 1: PRINCIPLES OF COMPUTER SCIENCE

*Written examination: 1 hour and 30 minutes*

*50% of the qualification*

### COMPONENT 2: COMPUTATIONAL THINKING AND PROGRAMMING

*On Screen examination: 2 hours*

*50% of the qualification*

## What will I learn?

### PAPER 1: PRINCIPLES OF COMPUTER SCIENCE

- **Topic 1: Computational thinking** – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- **Topic 2: Data** – understanding of binary, data representation, data storage and compression.
- **Topic 3: Computers** – understanding of hardware and software components of computer systems and characteristics of programming languages.
- **Topic 4: Networks** – understanding of computer networks and network security.
- **Topic 5: Issues and impact** – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

### COMPONENT 2: COMPUTATIONAL THINKING AND PROGRAMMING

- **Topic 6: Problem solving with programming.** The main focus of this paper is:
  - Understanding what algorithms are, what they are used for and how they work in relation to creating programs
  - Understanding how to decompose and analyse problems
  - Ability to read, write, refine and evaluate programs.

You will investigate how computers work and how they are used from the physical side (the hardware) to the programs that users interact with (the software) and understand how the hardware and software talk to each other. You look at how computers see the world, using binary and the representation of data in systems, computer communications and networking and build a knowledge of cyber-security and how hackers attack systems

You will learn how to create a set of instructions for a computer to follow (algorithm) to solve logical problems and create and manipulate computer systems. You will learn how to apply the skills and approaches you pick up in computing to tackle real-life problems creatively by developing computer programming and problem-solving skills.

### **What will I be expected to do at home?**

Homework will be set on a regular basis. This will consist of theoretical work as well as programming scenarios. Python will be used in class and it is a free download so students will also be expected to use it at home.

### **How will studying this course be of value to me?**

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees.

The course provides progression from key stage 3 studies by building on the knowledge and skills taught and will provide excellent progression to 'A' level Computer Science, vocational courses and on to degree level courses in the areas of computing, engineering and science. Whilst this course is not specifically mapped to any particular industry standard IT qualification it will provide a sound preparatory basis of study. In addition, the course provides the knowledge, skills and understanding that a growing number of employers are demanding.

## What course will I follow?

There are three routes to follow in KS4 Design Technology. You could select from:

- GCSE Design and Technology – Product Design (AQA)
- Tech Award in Engineering (equivalent to 1 GCSE)

## How would you be assessed in D&T Product Design GCSE?

You will be assessed in two areas at the end of the course.

Assessment 1:                      Written Paper 50%

Assessment 2:                      Controlled Assessment 50%

## How would you be assessed in WJEC Engineering?

You will be assessed in a number of units.

Assessment 1:                      Internally Assessed Unit 1 40%

Assessment 2:                      Internally Assessed Unit 2 20%

Assessment 3:                      Externally Exam 40%

## What will I learn in D&T Product Design GCSE?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will engage in solving real problems, which may occur in everyday life or relate to work and industry. They will work creatively when designing and making and apply technical and practical expertise.

**Designing:** Identifying problems, Investigating, Analysing information, Generating ideas, Making models, Developing solutions and Evaluating.

**Making:** Producing high quality products in a range of materials using a wide variety of tools and machinery.

**GCSE non-examination assessment is:**

A single design-and-make activity which is produced within a given timeframe. They consist of the development of a manufactured outcome and a concise design folder that records the design and making process.

## What will I learn in Engineering?

The WJEC Tech Award in Engineering is split into 3 units of work which cover the full two years of the course. The units cover both practical work and theoretical work, related to the world of engineering. The course would be ideally suited to students who like to know how

products work and how they are constructed. The practical units involve the use of a wide range of tools and machinery to accurately make engineered products. Students will learn about modern manufacturing techniques through the use of Computer Aided Design and Computer Aided Manufacture. This is ideal training for students who are interested in a career in manufacturing, engineering and other STEM related careers.

## Engineering non-examination units

WJEC Tech Award has two internally assessed units of work. Unit 1 is Manufacturing Engineering Products worth 40% of the overall grade. Students will have to manufacture a high quality product based on engineering drawings issued by the exam board. They will need to; understand engineering drawings, plan manufacturing, use engineering tools and equipment and implement engineering processes. Unit 2 is Designing Engineering Products worth 20% of the overall grade in which students redesign and develop the product from Unit1. Students will need to; understand function and how to meet requirements, propose design solutions, communicate an engineered design solution and solve engineering problems.

## How will I learn?

Learning in Design Technology is both theoretical and practical and is centred around Design and Make assignments. In GCSE there are two/three in Year 10 and a major project in Year 11. In Engineering there are practical and theoretical units spread across years 10 and 11. To support the development of this work, students will complete a number of focussed practical tasks, that will develop their knowledge and understanding or skills. Please be aware that due to the large percentage of coursework students attempting these courses will need to be dedicated and able to meet deadlines.

## What will I be expected to do at home?

You will be set homework on a regular basis. This will include written exercises, reviewing work completed during lessons, design work, preparation for the controlled assessment and tests.

## How will studying this course be of value to me?

Your Design & Technology teacher will explain each of the courses in greater detail and suggest the course he/she thinks will suit you best. You should discuss your options with your parents and indicate your choice on the options form as soon as possible.

Both areas are hugely important to our economy and our way of life. We live in a very design orientated world, with technology advancing at a very fast pace. Every day, humans interact with a myriad of products. Each product has been designed and made and there are huge amounts of jobs involved in the creation and production of those items. Design & Technology subjects generate people who can think creatively and solve real world problems. Those skills are in high demand.

Design & Technology can lead to University courses and careers in Product Design, Mechanical Engineering, Electronic/Electrical Engineering, Construction, Manufacturing, CAD Design, Architecture, Aerospace, Computer Games Design, Production Manager, Graphic Design, Jewellery Design, Gas/Heating Engineering and many more.

Progression routes can be to follow on to A level Product Design or BTEC Level 3 National in Engineering or apprenticeships and subsequently to higher education



## What GCSE course will I follow?

AQA - Drama

## How will I be assessed?

Component 1 - Understanding drama

- Written exam: 1 hour 45mins
- Open book
- 40% of GCSE

Component 2 - Devising drama

- Devising log
- Devised performance
- 40% of GCSE

Component 3 - Texts in practice (practical)

- Performance of Extract 1 and Extract 2
- 20% of GCSE

## What demands will be made of me for controlled assessment?

Students will be expected to complete one devising log that documents the creation and development of their idea for Component 2. This log is split into three sections each marked out of 20.

- Inspiration and intentions
- Development and collaboration
- Analysis and evaluation

This can take one of three forms; entirely written (2,500 words); written accompanied by photographs/annotated sketches/ drawings; entirely audio/ visual recordings.

## What will I learn?

Students will have the opportunity to develop as a -

- Performer
- Designer (lighting, sound, set, costume)
- Performer and Designer

Through studying Drama at GCSE each pupil will develop their knowledge and understanding of: genre, structure, character motivation/interaction, style, language and the practical demands of a text. Students will study a range of texts that will challenge their capacity to process and analyse complex themes, characters and social issues. They will learn how to use their imagination as a tool to understand, comprehend and create theatre.

## How will I learn?

Students will take part in practical workshops and teacher led activities that explore a variety of skills (voice/ physicality/ movement/ communication/ problem-solving). Through group work and individual performance pupils will develop confidence and resilience working in a challenging environment. Pupils will work hands on with technical equipment and technology to experience the role of a technician/ designer in the theatre. Pupils will work in a fully equipped state of the art Drama facility and experience first-hand how many different roles are involved in making theatrical ideas a reality.

## **What will I be expected to do at home?**

Homework will vary depending on what type of project pupils are working on. However, lunch time and after school rehearsals will be compulsory at certain points throughout the course of study. Learning logs will have to be kept up-to-date and extra rehearsals organised to improve the final performances.

Students will be expected to watch theatrical productions and read full plays and extracts throughout their course of study.

## **How will studying this course be of value to me?**

Studying Drama will naturally help you to develop your ability to analyse and evaluate performance and written text. Pupils studying History and English will find opportunities to sharpen their skills through practical exploration of classic literature, complex linguistic devices and historical contexts. Moreover, studying Drama at GCSE allows students to gain a variety of life skills and more importantly the confidence to use them. Practical exploration and group work develops key communication skills, which are invaluable to future employers. Individuals are empowered to understand and manipulate the art of public speaking and audience address. Actors are able to problem solve, and improvise, their way around almost any practical problem or issue. The ability to work - as part of a team- to imagine, plan, create and perform a polished; theatrical piece within a specified time frame highlights a plethora of valuable skills that employers look for.

A Drama GCSE can help you progress in a wide range of further study and employment -

- Actor/actress
- Stage manager
- Directing (Film/television/theatre)
- Teaching
- Advertising
- PR
- Politics
- Law
- Arts administration
- Drama therapist
- Television production assistant
- Radio presenter
- Youth & community worker
- Personnel manager
- Social worker
- Journalist
- Marketing manager
- Charities administrator

### Level 1/2 Vocational Award in Hospitality and Catering (Technical Award)

**EXAM BOARD: WJEC**

#### **Unit 1: The hospitality and catering industry**

In this unit, students will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety and food safety.

Topics include:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering

#### **Unit 2: Hospitality and Catering in Action**

In this unit students will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus.

They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively.

Topics include:

- The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

#### **COURSE ASSESSMENT**

Candidates will pursue a course leading to the award of Level 1 or Level 2 Certificate with distinction, merit or pass, with Level 2 Distinction \* being the highest and Level 1 pass being the lowest award.

The hospitality and catering industry

- 40% of final grade
- 1 hour 20 minute examination
- 80 marks
- Questions requiring short and extended answers, based around applied situations.

#### **Hospitality and catering in action**

- 60% of final grade
- Controlled assessment
- 120 marks
- Centre-assessed and OCR moderated

#### **SUPPORTING TRIPS AND ACTIVITIES:**

- Visits to local chef school, restaurants and local hotels
- In-house workshops by professionals such as chefs, butchers and hotel staff

#### **WHY SHOULD I CHOOSE HOSPITALITY AND CATERING?**

WJEC Level 1/2 Vocational Awards (Technical Awards) offer an experience that focuses on applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in contexts that have many of the characteristics of real work.

### **What will I gain from Hospitality and Catering?**

- The skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project based research, development and presentation
- The fundamental ability to work alongside other professionals in a professional environment

Through the two units, students will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist you in making choices about progression.

### **Where will Hospitality and Catering take me?**

Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality and catering such as:

- Level 1 Certificate in Introduction to Professional Food and Beverage Service Skills
- Level 2 Certificate in Professional Food and Beverage Service Skills
- Level 2 and Level 3 NVQ Diploma in Professional Cookery

## Which Course will I follow?

To be confirmed. New GCSE Specifications will start in September 2024 for Spanish.

## How will I be assessed?

Students will be assessed in 4 areas: Listening, Speaking, Reading and Writing. Each component will be weighted equally (25% each).

Students will be entered for either Foundation Tier (grades 1-5) or Higher Tier (grades 4-9). It will not be possible to mix tiers and dictionaries will not be allowed for any of the exams.

## What will I learn?

You will learn to understand and express opinions about a variety of topics such as:

- Identity: for example, personal attributes, cultural background, languages spoken and learning, national, racial, gender stereotypes, family, friends, relationships
- Everyday life: for example, education, school life, routines, activities, sport, being healthy/unhealthy, entertainment, social media
- My future: for example, future plans (work, education, aspirations), role models
- Exploring: for example, places and people, travel (including geography) customs and traditions, festivals, famous lives, historical stories
- Global matters: for example, the natural world, environment/climate change, attitudes, inequalities, poverty, prejudice, war/peace, citizenship.

## Assessments

Grammar and vocabulary tests will take place regularly in order to assess progress.

## What will I be expected to do at home?

Homework will be set twice a week. This will include regular learning of vocabulary and grammar, listening and reading comprehensions, written work and speaking preparation work. You will also be expected to make use of a variety of language learning websites in order to complete homework tasks.

## How will studying this course be of value to me?

More than 220 million people speak French on the five continents. The OIF, an international organisation of French-speaking countries, comprises 77 member States and governments. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world.

The ability to speak French is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the world (Canada, Switzerland, Belgium, and the continent of Africa). As the world's fifth biggest economy and third-ranking destination for foreign investment, France is a key economic partner.

## Which GCSE course will I follow?

AQA GCSE Geography Specification giving them a full GCSE qualification.

## How will I be assessed?

The Scheme of Assessment comprises three components which are all written exams in the summer term of Year 11.

The course is divided into three units of study.

### **Paper 1: Living with the physical environment**

What's assessed?

- The challenge of natural hazards,
- The living world,
- Physical landscapes in the UK,
- Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for spelling, punctuation, grammar and specialist terminology (SPaG))
- 35 % of GCSE

### **Paper 2: Challenges in the human environment**

What's assessed

- Urban issues and challenges,
- The changing economic world,
- The challenge of resource management,
- Geographical skills

How it's assessed

- Written exam: 1 hour 30 minutes
- 88 marks (including 3 marks for SPaG)
- 35 % of GCSE

### **Paper 3: Geographical applications**

What's assessed

- Issue evaluation,
- Fieldwork,
- Geographical skills

How it's assessed

- Written exam: 1 hour 15 minutes
- 76 marks (including 6 marks for SPaG)
- 30 % of GCSE

Pre-release resources booklet made available 12 weeks before Paper 3 exam

## What will I learn?

The Specification highlights the critical importance of Geography for understanding the world and for stimulating an interest in places. It will inspire students to become global citizens by exploring their place in the world, their values and responsibilities to other people and to the environment.

The main focus of the Specification is an understanding of physical processes and factors that produce diverse and dynamic landscapes that change over time. This includes the interdependence of physical environments and the interaction between people and the

environment as well as an understanding of the need for sustainable management of both physical and human environments.

Students will learn to appreciate the differences and similarities between people, places and cultures leading to an improved understanding of societies and economics.

Throughout the study of the GCSE Geography students will also gain many skills which are transferable;

- Communication skills
- Graphical and cartographical skills
- ICT skills
- Communication skills of discussion and debate
- Literacy and numeracy skills
- Problem solving and enquiry skills
- Enterprising skills and independent learning

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

The course provides students with a wide range of teaching and learning experiences through the study of physical and human Geography in discrete self-contained topic areas giving them a solid foundation of knowledge and understanding in the subject with which to advance to A level studies in Geography should they wish to.

### **What will I be expected to do at home?**

You will be set two homework's a week. This might be a written exercise (to practise skills learnt in class), learning (reading/internet) or research.

It is important to read through notes, to check that you understand the topics that your work is in order and nothing is missing.

### **How will studying the course be of value to me?**

The course will give you the knowledge to be an informed person, with an awareness of many of the issues affecting people across the world today – local, national and global.

Geography is a useful and versatile subject in that it combines many facets and skills from other disciplines. It is useful to those considering careers in industry, commerce, transport, travel and tourism:-

Environmental Services including Town and Country Planning, Estate Agents, Surveying, Local Government.

Information Services such as Libraries, Journalism, Market Research and the Armed Forces.

If you are considering studying Geography beyond GCSE level, then the subject allows you to keep your options open, in that you can combine Geography with Science subjects (Maths, Physics, Geography), or the Arts, Business Studies, or with the Earth Sciences like Geology/Oceanography.

## What GCSE course will I follow?

Edexcel: GCSE 9.1

## How will I be assessed?

All three units will be assessed in an exam. There is no longer any coursework or controlled (classroom based) assessment in history.

## What will I learn?

### Unit 1:

You will study crime and punishment in Britain;

1. There is a broad study of how crime and punishment changed between 1000 AD and the present day.
2. There is also a depth study about the murders committed by Jack the Ripper and what they reveal about society and policing between 1870 and 1900 in Whitechapel, London.

This unit is worth 30% of the final mark, and the exam time allowed is 1 hour 15 minutes.

### Unit 2:

You will study two depth studies;

1. Anglo-Saxon and Norman England 1060-88.
2. Superpower relations (The USA and the USSR) during the Cold War, 1941–91

This unit is worth 40% of the final mark, and the exam time allowed is 1 hour and 45 minutes.

### Unit 3:

You will study one modern depth study;

1. Weimar and Nazi Germany, 1918–39

This unit is worth 30% of the final mark, and the exam time allowed is 1 hour and 20 minutes.

## How will I learn?

Each student will have access to a text book suited to their ability. This supplies the narrative of the period with tasks to aid knowledge and understanding. A range of other resources will also be used – ICT, DVDs/you tube etc. All classrooms have an interactive whiteboard and the department has an archive of relevant resources.

## What will I be expected to do at home?

Homework tasks will consolidate and extend class-based learning: topic research; note taking; document exercises; source enquiries; targeted assessments; reviews and revision. Look out also for relevant television programmes, while an interest in current affairs can be developed through reading newspapers and watching news programmes.



## **How will studying this course be of value to me?**

Knowledge and understanding of the human past encourages a greater appreciation of the world we live in today. Enjoyment of the subject has its own value, but we recognise the importance of achieving grades. Competence in the subject, the use of skills, the development of ideas and opinions and the fostering of a critical mind will all lead to better chances in education and employment. The handling of information in written and non-written form, the selection and use of material to produce reports and reach conclusions, the abilities to describe and explain are all of value to those seeking post-16 education or jobs in the following areas: Police; Administration; Nursing; Social Work; Law; Journalism; Media; Teaching; Retail; Politics.

## What GCSE course will I follow?

AQA GCSE Music.

**Students considering following this course must discuss the requirements with Miss Smith before selecting this option.**

## How will I be assessed?

The course has three components which cover Understanding Music, Performing Music and Composing music.

### Component 1: Understanding music.

There are four areas of study:

1. Western classical tradition 1650–1910
2. Popular music
3. Traditional music
4. Western classical tradition since 1910

Component 1 focuses on listening and contextual understanding. It has two sections.

#### **How it's assessed:**

- Written exam: 1 hour 30 minutes.
- Externally assessed by AQA.
- Exam paper includes listening exercises using excerpts of music.
- Section A – listening (68 marks).
- Section B – contextual understanding (28 marks).
- 96 marks in total (40% of GCSE).

Questions • Two sections.

- Section A – eight compulsory questions.
- Section B – four sets of linked questions, two compulsory (one must be on Western classical tradition).

### Component 2: Performing music

#### **How it's assessed:**

- Two pieces, one solo and the other as an ensemble.
- Either through playing music, singing, or music technology.
- Total performance time must last four minutes minimum and seven minutes maximum (ensemble performance must be one minute minimum).
- You provide a recording of the performances, including accompanying evidence (a score, lead sheet, annotation, or guide recording).
- Internally assessed by your teacher and externally moderated by AQA.
- 72 marks in total (30% of GCSE).

## **Component 3: Composing music**

### **How it's assessed:**

- Each student must compose two compositions.
- Composition 1: composing to a brief (36 marks).
- Composition 2: free composition (36 marks).
- Combined composition time must last three minutes minimum and four and a half minutes maximum.
- Internally assessed by your teacher and externally moderated by AQA.
- 72 marks in total (30% of GCSE).

### **What demands will be made of me for controlled assessment?**

You will be expected to perform several pieces of music during the course. In order to produce successful performances you will need to practise regularly on your chosen instrument or voice.

In addition, there will be regular assignments related to the Listening component, including notes and research relating to the four "Areas of Study" together with exercises on the theory of music.

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

Students will explore music from the four areas of study as well as more detailed study of set works by Queen and Beethoven. There will be regular opportunities to respond to questions based on short musical excerpts in preparation for the final examination

Through your active involvement in the areas of Composing, Performing and Listening, you will have the opportunity of developing both your musical skills and your appreciation and enjoyment of music.

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

A specialist music teacher in a mixed ability group will teach you.

You will experience a variety of teaching styles including:-

- Teacher-led activities e.g. exploring the four "Areas of Study" studying the use of musical elements, devices and structures.
- Performing individually and in a group.
- Using computers for composing.
- Listening assignments involving individual and group response.

### **What will I be expected to do at home?**

You will be set at least one set of homework a week. This might be a practical task based on work begun in class, or a written task based on one of the four "Areas of Study" or music theory. It is important that homework is handed in on time, and that your file is kept up-to-date and presented as neatly as possible.

## Which GCSE course will I follow?

OCR GCSE PE Syllabus (J587)

Students who take GCSE PE should be of school team standard in at least **two** sports. This is due to the practical marks awarded for sporting competency. As the course includes anatomy and physiological principles, a good understanding of Science is desirable.

## How will I be assessed?

### a) Written exam – 60% (Two exams)

**Examination** - There are two externally set examinations.

#### *Assessment overview*

The assessment consists of multiple-choice, short-answer, and extended writing questions.

#### **1. Written examination *Physical factors affecting performance*: 1 hour**

30% of the qualification

60 marks

#### *Content overview*

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

#### **2. Written examination *Socio cultural issues and Sports Psychology*: 1 hour**

30% of the qualification

60 marks

#### *Content overview*

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

### b) Non-examined assessment

**30% practical performance; 10% analysis of performance.**

**Practical** - This unit is assessed under controlled conditions.

This unit is externally moderated.

#### *Assessment overview*

The assessment consists of students completing **three** physical activities from a set list.

1. One must be a team activity.
2. One must be an individual activity.
3. The final activity can either be an individual or team activity

## What demands will be made of me for controlled assessment?

Within these assessments, there is a *Practical Performance* and *Analysis of Performance*. A teacher-examiner will assess students on their role in the *Practical Performance* in each of their chosen activities - as performer, leader or official - with a visiting moderator who will sample students' practical work on the moderation day.

For the *Analysis of Performance*, students will complete their work under informal supervision. Students may think about, collect information and make rough notes for their *Analysis of Performance* outside of the classroom and bring these notes/information into the classroom with them to complete their assessment.

GCSE PE is a mixture of many different subject disciplines with a very high practical content.

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

The main objectives of the course are to:

- Improve practical ability in selected sporting activities
- Analyse and improve the performance of others
- Understand the factors affecting performance
- Look at health and safety as it affects different types of training
- Understanding how training and exercise can improve performance.

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

Teaching groups are arranged in mixed ability for practical work and in sets for theory. A wide variety of teaching styles are used. Within the school's technology status great efforts are being made to incorporate ICT into P.E.

### **What will I be expected to do at home?**

Take part in sport outside of school by joining a sports club if not already an active member to improve their own practical ability outside of curriculum time. Completion of homework, which will be set every week.

## Which Course will I follow?

To be confirmed. New GCSE Specifications will start in September 2024 for Spanish.

## How will I be assessed?

Students will be assessed in 4 areas: Listening, Speaking, Reading and Writing. Each component will be weighted equally (25% each).

Students will be entered for either Foundation Tier (grades 1-5) or Higher Tier (grades 4-9). It will not be possible to mix tiers and dictionaries will not be allowed for any of the exams.

## What will I learn?

You will learn to understand and express opinions about a variety of topics such as:

- Identity: for example, personal attributes, cultural background, languages spoken and learning, national, racial, gender stereotypes, family, friends, relationships
- Everyday life: for example, education, school life, routines, activities, sport, being healthy/unhealthy, entertainment, social media
- My future: for example, future plans (work, education, aspirations), role model
- Exploring: for example, places and people, travel (including geography) customs and traditions, festivals, famous lives, historical stories
- Global matters: for example, the natural world, environment/climate change, attitudes, inequalities, poverty, prejudice, war/peace, citizenship.

## Assessments

Grammar and vocabulary tests will take place regularly in order to assess progress.

## What will I be expected to do at home?

Homework will be set twice a week. This will include regular learning of vocabulary and grammar, listening and reading comprehensions, written work and speaking preparation work. You will also be expected to make use of a variety of language learning websites in order to complete homework tasks.

## How will studying this course be of value to me?

With well over 500 million speakers, Spanish is a true world language. It is the second language in number of native speakers after Chinese and ahead of English. There are Spanish speaking countries across Europe and the Americas, as well as in Africa and Asia. It makes the learning of Portuguese and Italian much more accessible.

The ability to speak Spanish is a huge advantage in the international jobs market, opening the doors to Spain, as well as Mexico and the Cono Sur (Chile, Argentina, Southern Brazil and Uruguay), one of the fastest growing emerging economic regions on the planet.

Learning a foreign language helps you to become a more independent citizen of the world, opening greater access to travel and cultural experiences related to food, fashion, theatre, literature, music, history, the visual arts, science and architecture. Languages graduates are among the most sought after with the highest recruitment rate from University after Medicine.