



HOLMER GREEN SENIOR SCHOOL

**Key Stage 4
2017 - 2020**

**Option Choices Information
Year 8**



YOUR CHOICE for Years 9, 10, 11

Making GCSE option choices is an important milestone in your child's school career. The purpose of this booklet is to assist with the decision making process and to ensure you and your child have as much support as you need.

You need to consider:

- Personal preference
- Current levels of attainment
- Future career plans.

CORE CURRICULUM

All our students will follow a common core of subjects that comprises of English Language, English Literature, Mathematics, Science and Religious Studies. Students will sit a GCSE qualification in each of these subjects. They will also all do core Physical Education which is not assessed as a GCSE.

In addition to these subjects, all students will study a number of Optional Subjects.

GCSE EXAMINATIONS

All students will start work on GCSEs in Year 9.

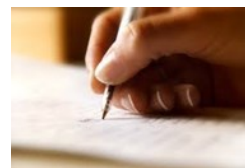
All students will be assessed at the end of Year 11 through GCSE examinations and coursework. These examinations are designed to assess what individual students know, understand and can do. Students will, during the 3 years, have assessments including controlled assessments, which will vary from subject to subject. Failure to complete any aspect of the course will almost certainly jeopardise success in the examination.

PROGRESS 8

The Government recently introduced the Progress 8 measure which means that schools must consider a student's best average point scores across 8 subjects and the subjects must be derived from certain groups of subjects. The pathway forms are designed to automatically reflect this choice for the purposes of options selection. Additionally, many students are being urged to select a language for further study, as well as a humanities subject in order to qualify for the EBacc or English Baccalaureate, which is not a qualification but a desired group of subjects for continuation to further study.

GCSE Grading

GCSE gradings are changing. When your child sits their GCSEs in 2020 they will receive grades from 1-9. These replace A* to G. If you have any questions about these changes then please contact Mr P Tang, Deputy Headteacher.

ENGLISH LANGUAGE & LITERATURE**Exam Board: Edexcel – English Language - 100% exam**

Aims of the course: The aims of the GCSE course is to study a range of fiction and non-fiction texts. Students will learn the necessary skills to analyse and comment on the different texts, but also to develop their own critical way of evaluating the texts.

Students will also cultivate their writing skills for different genres including; writing to persuade, writing to argue, informative writing and descriptive writing. They will learn how to structure their writing and write in a creative and imaginative style.

Spoken Language Endorsement: All students are required to complete their spoken language endorsement. This will involve a short presentation to the class and responding to questions from the audience. This component of the GCSE English is graded individually to the English Language GCSE.

Assessment: Students are assessed at the end of every half term on the current component of the curriculum they have studied.

There are no set texts for this GCSE, students will study a range of extracts from Victorian Literature, plus modern non-fiction texts such as: Bibliographies, Travel writing and newspaper articles.

Revision Guides are available through Pearson publishing – Revise Edexcel GCSE (9-1), English Revision Guide plus Revise Edexcel GCSE (9-1) English Revision Workbook. We also recommend that students read a range of Victorian texts and non-fiction.

Exam Board: Edexcel – English Literature - 100% exam

Aims of the course: The aims of the GCSE Literature course is to study a variety of British writers both traditional and contemporary, as well as a range of poetry. Students will learn to analyse, comment and respond to the texts, using a collection of literary terms.

Texts Studied:

- William Shakespeare - Romeo and Juliet
- J B Priestley - An Inspector Calls
- Either – R L Stevenson - The Strange Case of Dr Jekyll and Mr Hyde or Charles Dickens - A Christmas Carol
- Edexcel Poetry Anthology – Conflict cluster



Assessment: Students will be assessed at the end of every half term on the component that they have studied.

Revision Guides: There is a vast range of revision guides for each of the set texts. As a department we recommend either the York Notes or CGP guides, along with the BBC Bitesize website. 'Mr Bruff' on Youtube is recommended for the poetry anthology.

We also recommend that students read other works by their set author, for instance; Oliver Twist – Charles Dickens, Treasure Island – Robert Louis Stevenson, any of Shakespeare's other tragedies and any poetry.

Mrs K Stone
Head of English

MATHEMATICS



Exam Board: Edexcel

Assessment requirements: Students will take 3 large assessments during the year. These will be based upon GCSE papers, and they will receive a revision list from their teacher in advance. These will assess their ability across the complete range of skills. Students will also be assessed by their teachers throughout the year. These will be topic based and will assess students on what they have been learning recently.

Scheme of work overview: Our current Year 8 students will be the fourth cohort to experience the new GCSE exam. In anticipation of this, when in Year 7 they were introduced to a broader range of new topics, and this year are beginning the new scheme of work designed to take them through Years 9, 10 and 11 to take the new GCSE at the end. As the qualification is new, we are following the schemes as produced by the exam board, but are continually monitoring any resources, advice and further specification information. Please note: Teachers will adapt their teaching according to the needs of their classes. As such, the order and pacing of this scheme can vary. Your child is always welcome to ask their teacher for further information on the structure of their learning.

Reading materials/resources: There are many fantastic websites which offer practice, games and general interest for the keen mathematician. Your child will have a password to access Mymaths online, which is a brilliant place to start for their revision and interest. Other useful websites include:

- BBC Bitesize
- Manga High

There are also many books students can read to enrich their understanding of mathematics. Authors include Professor Ian Stewart, Professor Marcus Du Sautoy, Simon Singh. The LRC contains a number of these books which are available for students to borrow, as well as revision guides and some text books. As students begin to prepare themselves for their GCSEs, they should be experimenting to find the method of revision which works best for them. Recommended online resources for GCSE revision are:

- BBC GCSE Bitesize
- Mymaths: Keystage 4 section
- Exam Solutions videos (available on youtube)

Revision guides are available in the LRC. If your child would like further guidance on their revision, they should first talk to their class teacher who will be best able to provide support suitable to them.

Mrs C Douglas
Head of Mathematics

SCIENCE GCSE- TRILOGY

The AQA course covers the programme of study for GCSE Science. It provides students the opportunity to learn about many aspects of Biology, Chemistry, and Physics and how these are applied to everyday life.

The students receive 5 hours of teaching in year 9, 10 and 11 to prepare for the GCSE. The GCSE has a greater emphasis on practical and mathematical skills. As such students will complete 21 Required Practicals throughout the GCSE which will be formally written up and could then be assessed in the exam (good attendance is therefore important for success).

The exam papers will also include maths skills questions which will be taught throughout the course (Biology= 10%, Chemistry= 20%, Physics= 30% of the exam paper). There are also 21 Physics equations which the students are expected to learn and 8 which they are expected to select and apply from a list.

BIOLOGY	CHEMISTRY	PHYSICS
Cell Biology	Atomic Structure and the Periodic Table	Energy
Organisation	Bonding, Structure, and the Properties of Matter	Electricity
Infection and Response	Quantitative Chemistry	Particle model of Matter
Bioenergetics	Chemical Changes	Atomic Structure
Homeostasis and Response	Energy Changes	Forces
Inheritance, Variation and Evolution	The Rate and extent of Chemical change	Waves
Ecology	Organic Chemistry	Magnetism and Electromagnetism
	Chemical Analysis	
	Chemistry of the atmosphere	
	Using Resources	

Subject content—Structure of the course

Exams will all take place at the end of Year 11.

Biology paper 1 1hr 15 70 marks 16.7% of total marks Higher or foundation	Chemistry paper 1 1hr 15 70 marks 16.7% of total marks Higher or foundation	Physics paper 1 1hr 15 70 marks 16.7% of total marks Higher or foundation
Biology paper 2 1hr 15 70 marks 16.7% of total marks Higher or foundation	Chemistry paper 2 1hr 15 70 marks 16.7% of total marks Higher or foundation	Physics paper 2 1hr 15 70 marks 16.7% of total marks Higher or foundation

Students will receive a double GCSE grade which will be calculated from all of the exam marks. They are able to take a mixture of foundation and higher papers. For the final grade they could achieve 5-5, or 5-6, or 6-6 etc.

Recommended text

The Science department has purchased the online package Kerboodle which includes online access to all of the textbooks and many other activities such as exam questions, topic checklists, learning grids and how to bump up your grade. Students could also purchase the CGP Trilogy Revision guides (higher or foundation) along with the CGP workbooks.



SCIENCE GCSE- TRIPLE

(Delivered to WE classes, however some students may still take the Trilogy GCSE at the end of year 11 depending on progress)

The AQA course covers the programme of study for GCSE Science. It provides students the opportunity to learn about many aspects of Biology, Chemistry, and Physics and how these are applied to everyday life.

The students receive 5 hours of teaching in year 9, 10 and 11 to prepare for the GCSE. The GCSE has a greater emphasis on practical and mathematical skills. As such students will complete 28 Required Practicals throughout the GCSE which will be formally written up and could then be assessed in the exam (good attendance is therefore important for success).

The exam papers will also include maths skills questions which will be taught throughout the course (Biology= 10%, Chemistry= 20%, Physics= 30% of the exam paper). There are also 23 Physics equations which the students are expected to learn and 12 which they are expected to select and apply from a list.

Subject content

BIOLOGY GCSE	CHEMISTRY GCSE	PHYSICS GCSE
Cell Biology	Atomic Structure and the Periodic Table	Energy
Organisation	Bonding, Structure, and the Properties of Matter	Electricity
Infection and Response	Quantitative Chemistry	Particle model of Matter
Bioenergetics	Chemical Changes	Atomic Structure
Homeostasis and Response	Energy Changes	Forces
Inheritance, Variation and Evolution	The Rate and extent of Chemical change	Waves
Ecology	Organic Chemistry	Magnetism and Electromagnetism
Key ideas	Chemical Analysis	Space
	Chemistry of the atmosphere	
	Using Resources	

Structure of the course

Exams will all take place at the end of Year 11.

BIOLOGY GCSE	CHEMISTRY GCSE	PHYSICS GCSE
Biology paper 1 - 1hr 45 100 marks 50% of total marks Higher or foundation	Chemistry paper 1 - 1hr 45 100 marks 50% of total marks Higher or foundation	Physics paper 1 - 1hr 45 100 marks 50% of total marks Higher or foundation
Biology paper 2 1hr 45 100 marks 50% of total marks Higher or foundation	Chemistry paper 2 1hr 45 100 marks 50% of total marks Higher or foundation	Physics paper 2 1hr 45 100 marks 50% of total marks Higher or foundation

Students will receive three independent GCSE grades. They are able to take a mixture of foundation and higher papers.

Recommended text

The Science department has purchased the online package Kerboodle which includes online access to all of the textbooks and many other activities such as exam questions, topic checklists, learning grids and how to bump up your grade. Students could also purchase the CGP Triple Revision guides (higher or foundation) along with the CGP workbooks.

Mrs C Theobald
Head of Science

RELIGIOUS STUDIES**Exam board: AQA**

Aims of the Course: The aims of the GCSE Religious Studies are to study a range of faith-specific options and a variety of relevant and contemporary themes, ensuring there is a diverse choice of intriguing subjects to explore and discuss. Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study.

Religious Studies is a rigorous and demanding academic discipline. It encourages philosophical thought, decision making skills, collaboration and independent working skills and the search for compromise and conflict resolutions that work. It creates opportunities for young people to develop their skills of dialogue, interpretation and analysis in a coherent context and also learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. At a time when communities are becoming more diverse there is an even greater need for a more religiously literate and tolerant society. Religious Studies plays a key role in creating social cohesion and generating genuine understanding between communities reducing friction, intolerance and social unrest. The course therefore, has strong links to other subjects such as History, Law, English, Citizenship, Sociology etc.

General Overview of the Course: The new AQA GCSE course is linear, meaning that all exam will be undertaken at the end of year 11.

Students will take assessments in the following, focusing on **two** religions:

- Unit 1:** Study of Religions; beliefs, teachings and practices – 50%
Unit 2: Thematic Studies – 50%

- Religion and life
- Religion, Peace and Conflict
- Religion, Crime and Punishment
- Religion, Human Rights and Social Injustice

The GCSE will be assessed by **two** written exams only and each exam is 1hour 45 minutes in length. The questions have a common structure of **four** – five part questions of 1,2,3,5 and 6 marks plus **one** 12 mark question in each.

Coursework: There is no coursework for Religious Studies as it is 100% exam.

Recommended Text: No text is recommended however 'Religious Studies specification A' AQA GCSE 1-9 by Hodder Education covers all aspects of the course.

Employment Opportunities: The skills obtained in Religious Studies are important in all careers that have contact with other people, such as the police, retail, teaching, law, travel industry, advertising, human resources, Commercial areas, planning, management, public administration, social welfare, the Armed Forces and many others.

Further Educational Opportunities: A level Religious Studies, Degree level Religious Studies/Philosophy and other qualifications linked to the above list.

Miss J Kirkpatrick
Head of Humanities

YOUR OPTION CHOICES

Option Subjects:

The following subjects are available. Your route will inform you how many subjects you can choose from this list (you will need to make one reserve choice in case we are unable to offer you all of your choices).

Art & Design
Art Textiles
Business
Child Development
Computer Science
Design & Technology
Drama
Food & Cookery
French
Geography
History
ICT
Media Studies
Music
Photography
Physical Education GCSE
Spanish

Whilst every effort will be made to allocate every student their choices this may not always be possible as the timetabling process is complex. Some students therefore may have to study their reserve choice.

The Year 8 Options Evening is on **Thursday 20 April 2017 at 6.30pm.**

YOUR OPTION CHOICES

**ART & DESIGN GCSE
(Option)****Aims of the Course:**

To develop the necessary skills, knowledge and understanding needed to experiment, investigate, create and present personal work.

**General overview of the Course:**

Students will develop various skills and use a wide variety of materials and processes, both 2D and 3D, including photography. You will develop understanding of historical and contemporary artists.

Structure of the Course:

- 60% of the final mark is personal portfolio
- 40% is the externally set assignment at the end of Year 11.

Recommended Equipment:

Most equipment will be provided. Students may wish to purchase specific materials; these are available to purchase from school.

Educational Trips:

Visits to places of interest, such as galleries and museums, when appropriate.

General skills gained by the end of the Course:

Creativity, technical skills, literacy, problem solving, ICT skills and communication.

Subject specific skills gained by the end of the Course:

Students investigate, experiment, analyse and evaluate. They develop practical skills and create individual work.

Employment Opportunities:

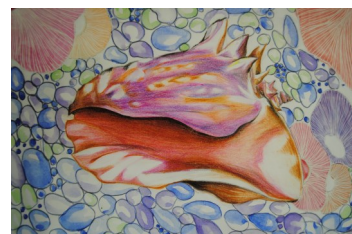
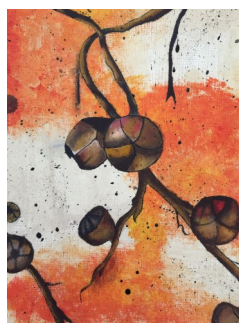
Careers in art and design include: advertising, design, marketing, architecture, display and many others.

Further Educational Opportunities:

Undertaking an A Level course in art or a vocational course either at school or college.

Mrs A Hearne

Senior Leader - Creative Curriculum



ART TEXTILES GCSE (Option)

Aims of the Course:

To develop the necessary skills, knowledge and understanding needed to experiment, investigate, create and present personal work.

General overview of the Course:

Students will develop various skills and use a wide variety of materials and processes, both 2D and 3D, including weaving, printing and embroidery. You will develop understanding of historical and contemporary artists.

Structure of the Course:

- 60% of the final mark is personal portfolio
- 40% is the externally set assignment at the end of Year 11.

Recommended Equipment:

Most equipment will be provided. Students may wish to purchase specific materials; these are available to purchase from school.

Educational Trips:

Visits to places of interest, such as galleries and museums, when appropriate.

General skills gained by the end of the Course:

Creativity, technical skills, literacy, problem solving, ICT skills and communication.

Subject specific skills gained by the end of the Course:

Students investigate, experiment, analyse and evaluate. They develop practical skills and create individual work.

Employment Opportunities:

Careers in Textile Design include: advertising, fashion design, marketing, commercial textiles, wedding dress designer, display and many others.

Further Educational Opportunities:

Undertaking an A Level course in art or a vocational course either at school or college.

Mrs A Hearne

Senior Leader - Creative Curriculum





BUSINESS GCSE (Option)

Aim of the Course:

The aim of the Business GCSE is to provide learners with the necessary skills and information need to be successful in their chosen career. Business offers students the chance to examine real life issues that are currently impacting the economy. Students will be equipped with a range of skills which will allow them to investigate many areas that are integral to the running of a business, including finance, marketing and sales, business planning, business structures, human resources and the external environment.

Course overview:

<u>Content overview</u>	<u>Assessment overview</u>
<ul style="list-style-type: none"> • Business activity • Marketing • People 	Business 1: 50% of total GCSE Business activity 80 Marks 1 hour 30 mins Written paper
<ul style="list-style-type: none"> • Operations • Finance • Influences on business • The independent nature of business 	Business 2: 50% of total GCSE Operations, finance and influences on business. 80 Marks 1 hour 30 mins Written paper

Structure of the course:

The course is divided into two modules:

Business 1: - In this first unit, students will learn about key activities which allow a business to operate successfully. Students will study key areas such as enterprise, business planning and business aims and objectives. In addition to these key topics, there will be a focus on marketing and its importance in ensuring a business is successful and how people, through successful recruitment, selection and training can be a valuable asset to a business.

Business 2: - This section of the course focuses on how a business produces the goods or services that it sells in order to make money. We will learn about different production methods as well as looking at key questions such as where to locate? Or which supplier to choose? In addition to this, students will learn about the key financial documents a business has to produce including a profit and loss account, break even graph and a cash flow forecast. These documents will provide students with experience of producing documents which are key to the running of any real world business. Finally, students will understand about what factors outside the businesses control will affect its success, including the impact of the economy and technology.

Why pick the course:

- The course allows students to understand real world businesses and events.
- The course allows opportunities for students to learn life skills .
- The course has a mixture of elements both written and numerical .
- Engaging teaching of topics.
- Additional enrichment opportunities such as Young enterprise.

**Other Enrichment Opportunities:**

As well as preparing students for their GCSE in Business, we aim to provide students with the opportunity to learn other skills for life after GCSE's. We try to ensure that students have opportunities to deliver presentations in order to practice key communication skills that are regularly used within industry.

Students will also have the opportunity to show key entrepreneurial skills through learning projects and learning opportunities in class as well as being part of a Young Enterprise team. Young Enterprise gives students the opportunity to create, fund and develop their own business and gain valuable experience of selling at trade fairs and other local events. The chance to run a LTD company as a director and compete against other business set up by rival schools in the local area really is an exciting opportunity.

Mr S Wilson

Head of Business Studies, ICT and Computing

BUSINESS GCSE

CHILD DEVELOPMENT

**OCR LEVEL 1/2 CAMBRIDGE NATIONAL IN
CHILD DEVELOPMENT
(Option)****Aims of the Course:**

This course is designed to develop an understanding of the overall needs of young children and the social and environmental influences which affect their development in a contemporary, changing and diverse society.

General overview of the Course:

Students will develop an understanding of:

- Health and well being of children: reproduction and responsibilities of parenthood; antenatal care and childbirth; childhood illnesses; and child safety.
- Equipment and nutritional needs of children: choosing equipment; and nutritional needs of children.
- Development of children from birth to 5 years: physical, intellectual and social development; and learning through play.

Structure of the Course:

- Coursework 50%
 - Child Study task (25%): preparing and carrying out activities with a child.
 - Project (25%): investigating equipment and feeding requirements for children and carrying out a practical task.
- Written examination (50%): 1 hour 15 mins. exam.

Recommended Text:

GCSE Home Economics for OCR – Child Development, by Jean Marshall and Sue Stuart, (Heinemann) revised 2009.

OCR Home Economics for GCSE: Child Development (Hodder) 2009 (a more advanced text). Carolyn Meggitt

Revision Guides:

GCSE Collins Child Development Revision Guide and Workbook – 2nd edition

Educational Trips:

Students will be asked to complete research tasks at home which may involve local visits to shops, clinics, nursery groups, etc. Any cost incurred will be kept to a minimum.

Students have the opportunity to volunteer to look after the electronic baby for 24 hours at the weekend.

General skills gained by the end of the Course:

Fosters a critical and analytical approach to decision making and problem solving. Develops the knowledge and skills required for effective and safe organisation.



Subject specific skills gained by the end of the Course:

- Increased knowledge and understanding of human needs, the interdependence of individuals and groups, and the influence of the social, cultural and economic factors
- Increased awareness of the implications of child care and parenting on rapid technological changes
- The use of information and communication technology (ICT)
- Development of the ability to respond effectively.

Employment Opportunities:

This qualification offers the basic skills to enter a work place as a trainee in many of the care/service industries, such as day nurseries and health care environments.

Further Educational Opportunities:

There are a wide range of Level 3 courses in child care education and health and social care available at local colleges.

This course would suit anyone who wishes to work with children, or in a health/ social care setting, as well as providing a sound foundation for the skills of parenting.

NB: It will be necessary for each student to **know a child who will not be above 5 years of age in the December of their Year 11**, on whom to base their Child Study Coursework. **They will be required to arrange observations of the child in their homework time during October/ November of their Year 11.** The resulting work contributes a significant number of marks for achieving the GCSE grade. The resulting work contributes 25% of the marks for achieving the Level 1/2 GCSE grade.

Mrs A Knight
Child Development Teacher

COMPUTER SCIENCE GCSE

**COMPUTER SCIENCE GCSE
(Option)****Aims of the Course:**

GCSE Computer Science is arguably one of the most influential and current GCSEs as it holds the key to unlocking the fastest growing languages and sectors in Computer Science. The course is a great way for students to develop critical thinking skills, analysis skills as well as problem solving skills which are transferable into everyday life. Equally the course is a superb stepping stone to further education and beyond.

Within the course students can expect to:

- Develop their understanding of emerging technologies
- Look at algorithms in computer science
- Develop computer programs to solve problems
- Look at the impact of computer science on society

General overview of the Course:**Component 01—Computer Systems.**

An examined unit which makes up 40% of the assessment total.

Component 02—Computational Thinking, Algorithms and Programming

Component 02 is a new written exam, focused on computational thinking and algorithms. Students will be tested on the elements of computational thinking and logic. They are principally assessed as to their ability to write correct and improve algorithms.

Component 03—Programming Project (non-exam assessment)

This component is the non-exam assessment where candidates will be challenged by a range of exciting and engaging tasks to apply the knowledge and skills they have learned.

Our Computer Science qualification will, above all else, be relevant to the modern and changing world of computer science. Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Our Computer Science GCSE will value computational thinking, helping learners to develop the skills to solve problems and design systems that do so.

These skills will be the best preparation for learners who want to go on to study Computer Science at AS or A Level and beyond. The qualification will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Structure of the course:

The course is divided into three units:

Unit 1—A451— Computer Systems and Programming

This unit aims to provide students with the body of knowledge about the computer system on which the examination is based. Students will study the fundamentals of computer science and the importance of computer science in the modern world. Within this unit students will study key concepts such as looking at what is the central processing unit? Binary logic and how memory and software work.



Unit 2— A452—Practical Investigation

This unit is designed to provide candidates with an opportunity to carry out a practical investigation into a computing issue. Students will be expected to plan, carry out and evaluate their own solutions to a computing problem. This module will help students to understand the real world value to the subject and how the knowledge in unit 1 can solve problems with the right application.

Unit 3— A453—Programming Project

Within this unit, students will receive a range of practical tasks, each consisting of three sub headings. The set of tasks set will provide students with the opportunity to demonstrate practical ability to use their knowledge of algorithms to solve a computing algorithm problem. This unit ensures students understand the language of coding and computer science and can apply this knowledge to solve real world problems.

Recommended Texts

OCR Computing for GCSE Student's book:

www.hodereducation.co.uk/product?product=9781444177794theteacher.info—

This has a range of resources dedicated to the course including text books, a website, tests and self marking tests.

www.theteacher.info/index.php/gcse-computing-GCSEcomputing.org.uk is a website containing a wide range of resources dedicated to this specification including coverage of the theory and controlled assessment units.—
www.gcsecomputing.org.uk

Mr S Wilson

Head of Business Studies, ICT, Computing and Travel and Tourism

DESIGN & TECHNOLOGY GCSE

**DESIGN & TECHNOLOGY GCSE
(Option)****Aims of the Course:**

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 get the opportunity to work creatively when designing and making and apply technical and practical expertise.

General overview of the Course:

The course allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study Resistant Materials in greater depth. Working primarily in woods, metals and plastics.

They will undertake various projects designed to extend their knowledge and understanding of designing and making within their specialist area.

They will learn and be assessed on:

- Core technical principles
- Specialist technical principles
- Designing and making principles

Students acquire and apply knowledge, skills and understanding through:

- Focussed Practical Tasks
- Design and Make Projects
- Homework Projects

Structure of the Course:

In Year 9 and 10 students will be given the opportunity to develop their knowledge, understanding and skills through focused tasks and extended design briefs. The lessons and projects will be structured to cover the exam specification whilst also giving students "hands on" practical tasks to deepen their understanding and retention. Homework projects will be set each half term to develop students' understanding of the theory of the subject.

In Year 11 students will complete their NEA. It is a substantial design and make task that requires students to:

- Identify and investigate design possibilities
- Produce a design brief and specification
- Generate design ideas
- Develop design ideas
- Realise design ideas
- Analyse and evaluate

Students will produce a prototype and a portfolio of evidence it takes 30–35 hours approx. and is 50% of the overall grade.

At the end of Year 11 students will sit a 2 hour written paper which accounts for the other 50% of the grade and will assess:

- Core technical principles
- Specialist technical principles
- Designing and making principles

**Recommended Text:**

Text books as yet are not available

www.TECHNOLOGYSTUDENT.COM www.HGSS.co.uk—My Stuff—Powerpoints used in class

Various materials as required. Most will be supplied, but contributions will be requested.

General skills gained by the end of the Course:

Key skills including ICT, use of CAD and CAM, problem solving.

Subject specific skills gained by the end of the Course:

- The ability to design and develop original and creative products
- Use of workshop tools and machinery
- Material forming, wasting and combining
- The ability to understand market trends and identification of the need for quality products that are fit for their purpose and meet the needs of a changing society
- A greater awareness of the moral, cultural and environmental issues related to the designing and making of products.

Employment Opportunities:

This qualification offers the basic skills to enter the workplace as an apprentice or trainee in many of the skills industries, and vocational educational routes.

Further Educational Opportunities:

AS and A2 level 3-D Product Design.

The majority of students recently completing this course have moved on to study a range of subjects including: architecture, automotive design, art foundation, graphic design, product design, marketing at nationwide universities. There are a wide range of post-16 courses available at local colleges, which value Design and Technology as a worthwhile and relevant subject base for many of their vocational and academic subjects.

Mrs V Nicholls

Teacher of Design Technology

DRAMA GCSE (Option)



Why opt for a GCSE in Drama?

If you are someone who enjoys creative, exciting and challenging lessons with opportunities to lead, perform and direct or have an interest in the technical requirements of stage, then GCSE drama is the course for you.

Aims of the course:

The main purpose of the course is to encourage performance. The course offers students the opportunities to do this in abundance. All students will explore devised drama and scripted work and they have the option to develop as a performer, a designer (lighting, sound, tech or costumes) or as both.

The written paper is designed to help students realise their potential and the course as a whole, is stylised in order for students to gather invaluable skills both theatrical and transferrable to other career paths such as learning to collaborate with other, reflective thinking and analysis and evaluation.

General overview of the course:

The GCSE will be taught over two years and a final grade will be determined by the following:

Component 1: Understanding Drama (written)

- This component covers knowledge and understanding of drama and the theatre. It is a study of one play from a choice of six and offers students the opportunity to analyse and critically evaluate.
- It is an open book written exam at the end of the course.
- Worth **40%**
- 80 marks.
- Section A is multiple choice
- Section B: Four SAQ on an extract from the set play chosen
- Section C: One two part question on the work of theatre makers in a single live theatre production.

Component 2: Devising (practical)

- This component covers the process of devising and is assessed through performance and an analysis of students own work.
- This can be assessed as a Designer or Performer.
- The devising log is worth 60 marks
- The performance is worth 20 marks
- **40%** of the total GCSE



Component 3: Scripted (Practical)

- Performance of two extracts from one play
- Students can be assessed as a designer or performer
- 50 marks in total
- **20%** of the total GCSE

Educational Trips and Performance opportunities

- Up to four theatre trips over the two years to develop appreciation of live performance and production skills.
- Performance opportunities three times a year in the studio or on the main stage.

Skills gained by the end of the course?

Students will develop a greater sense of appreciation of drama as a whole as well as developed leadership, group work and analytical skills. They will gain confidence in their own ability to devise and perform.

Students do not need to be heading for a career in the West End to do GCSE drama, the skills gained by the course are transferrable to a number of careers from sales to business management. Drama is so much more than just acting!

Further educational opportunities

The course is clearly stylised to ensure students have opportunities to progress to studying AS and A level drama or a Performing Arts BTEC.

The course also offers experience in a variety of key life and leadership skills vital in a number of careers/business opportunities.

Miss E Lidbury

Head of Dance and Drama

DRAMA GCSE

FOOD AND COOKERY

**Level 2– FOOD AND COOKERY
(Option)****Aims of the Course:**

The aim of the course is to give students a life-long interest in developing and creating visually impressive and nutritious dishes. They will also learn recipe development, food preparation skills, planning and problem solving.

General overview of the Course:

Level 2 Food and Cookery offers students the opportunity to develop their knowledge, skills and understanding of food. Students will explore food as a material in terms of its nutritional content, properties and structure. They will use food creatively in terms of presentation and choice, preparation of food for different groups of people, specific age and dietary needs. They will also be expected to demonstrate their knowledge of hygiene and safety.

Structure of Course:**Unit 1: Preparing to Cook (25%)**

- Understand how to prepare self & the environment for cooking (hygiene & safety)
- Understand how to prepare & store equipment & utensils for cooking
- Understand how to follow recipes for cooking
- Be able to use skills for food preparation and cooking (cook 6 dishes)

Unit 2: Understanding Food (25%)

- Understand the sources of food (food groups)
- Understand factors affecting food choices (social, environmental, cost)
- Be able to make informed choices when using food for cooking (cook 6 dishes)

Unit 3: Exploring Balanced Diets (25%)

- Understand the importance of a balanced diet
- Be able to change recipes to make them healthier
- Assessment : written exam paper – 2 hours

Unit 4: Exploring Balanced Diets (25%)

- Plan and produce dishes in response to a brief
- 2 hour practical exam to produce a 2 course meal



All ingredients required for this course are to be provided from home on a weekly basis. The resulting food products will be taken home for consumption.

Ingredients lists will be issued on a half termly basis.

Students will need to research their own recipes for the controlled assessments.

Grading

Distinction *	= A*	GCSE
Distinction	= A	GCSE
Merit	= B	GCSE
Pass	= C	GCSE



Mrs K Randhawa
Head of Design & Technology

**MODERN FOREIGN LANGUAGES - FRENCH GCSE
(Option)****Aims of the Course:**

We in the MFL Department at HGSS, believe that languages are a life skill, which allow you to develop your communication skills and adaptability as well as cultural awareness. A GCSE in languages gives you the edge in the job market, as well as the possibility of acquiring the EBacc qualification, which is much sought after by employers and universities. Having a GCSE in French will offer you greater opportunities to travel and work abroad, and languages combine well with virtually any other subject for further study. Furthermore, the UK needs language skills as businesses are looking for people who understand other cultures.

The aims of the GCSE include:

1. UNDERSTAND the language (50% of GCSE) - Listening / Reading
2. COMMUNICATE in the language (50% of GCSE) - Speaking / Writing

General overview of the Course:

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

Structure of the Course:

Equal weighting is given to each of the four skill areas in the exam:

- Listening 25% - Written exam
- Speaking 25% - Exam (role play and conversation)
- Reading 25% - Written exam
- Writing 25% - Written exam

The examination board is AQA and students must take all four question papers at either Foundation or Higher tier. Foundation tier are grades 1-5 and Higher are grades 4-9.

Recommended Text:

The Allez course book is provided in lessons by the modern languages department but there will also be opportunities to buy recommended revision books to supplement your learning at home.

Educational Trips:

The French Department runs a trip to France every other year, so you will have this opportunity!

General skills gained by the end of the Course:

- Presenting skills
- Spontaneous speech
- Debating skills
- Essay writing
- Locating and selecting information
- Listening and responding
- Learning about people, countries, societies and cultures
- Group work
- Independent learning
- Resilience

FRENCH GCSE

Subject specific skills gained by the end of the Course:

- To cope with everyday situations in French-speaking countries
- To be able to read and listen in the target language
- To have greater understanding of European culture and how others live
- To produce extended and creative pieces of written work and understand leaflets, signs, correspondence and spoken announcements.

Employment Opportunities:

Languages will complement any career, especially business, teaching, interpreting and translation, and are very useful for travel.

Further Educational Opportunities:

GCSE French will complement any further education course.

Mrs M Shannon
Head of Languages

**GEOGRAPHY GCSE
(Option)****Aims of the Course:**

Students will travel the world from the classroom, exploring case studies in the United Kingdom, newly emerging economics and lower income countries. Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Upon completion of this two-year course, students will have the skills and experience to progress onto A Level and beyond.

Students will develop essential skills such as problem solving, decision making, synthesising ideas, identifying issues and communicating findings through the undertaking of fieldwork. The course has strong links across the curriculum with Science, ICT and PSHE.

General overview of the Course:

Subject content:

1. Living with the physical environment

- Section A: The challenge of natural hazards (Tectonic hazards, weather hazards and climate change)
- Section B: Physical landscapes in the UK (UK physical landscapes, river landscapes in the UK, glacial landscapes in the UK)
- Section C: The living world (ecosystems, tropical rainforests, hot deserts).

2. Challenge in the human environment

- Section A: Urban issues and challenges (population growth and development around the world)
- Section B: The changing economic world (rates of economic development and globalisation)
- Section C: The challenge of resource management (resource management, food, water and energy supply).

3. Geographical applications

- Section A: Issue evaluation
 - This section contributes a critical thinking and problem-solving element to the assessment structure. The assessment will provide students with the opportunity to demonstrate geographical skills and applied knowledge and understanding by looking at a particular issue(s) derived from the specification using secondary sources.

GEOGRAPHY GCSE

- Section A: Issue evaluation cont'd
 - A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the materials. Students will not be allowed to take the original resource booklet into the examination room but will be issued with a clean copy in the exam. Sources could include maps at different scales, diagrams, graphs, statistics, photographs, satellite images, sketches, extracts from published materials, and quotes from different interest groups.
- Section B: Fieldwork
 - Students need to undertake **two geographical enquiries**, each of which must include the use of primary data, collected as part of a fieldwork exercise.

4. Geographical skills

- **Cartograph skills** relating to a variety of maps at different scales.
- **Graphical skills**
- **Numerical skills**
- **Statistical skills**
- Use of **qualitative and quantitative** data from both primary and secondary sources to obtain, illustrate, communicate, interpret, analyse and evaluate geographical information.
- **Formulate enquiry and argument**
- Most communication is through the written word, raising the importance of good **literacy** skills.

Assessments:

Paper 1: Living with the physical environment

What's assessed

1. The challenge of natural hazards, 2. Physical landscapes in the UK, 3. The Living world, 4. Geographical skills.

How it's assessed—35% of GCSE

Paper 2: Challenges in the human environment

What's assessed

1. Urban issues and challenges, 2. The changing economic world, 3. The challenge of resource management, 4. Geographical skills.

How it's assessed—35% of GCSE

Paper 3: Geographical applications

What's assessed

1. Issue evaluation, 2. Fieldwork, 3. Geographical skills

How it's assessed—30% of GCSE

Miss C Lewin
Head of Geography

**HISTORY GCSE
(Option)****Aims of the Course:**

This course will help candidates develop a variety of skills such as interpretation, analysis, evaluation and communication of information, which will be useful in a wide range of jobs or in a further study of the subject. It will enable candidates to develop a knowledge and understanding of past events and periods, and to explore the key features and characteristics of those periods.

The course approaches History in five ways:

1. Through Thematic study that looks at change and continuity over a long period of time.
2. Through a British Depth Study which involves political elements over a short period of time.
3. Through the study of a local site chosen by us in the History Department.
4. Through a Period study which is a wider study of a period longer than 50 years.
5. Through a World Depth study which involves an interplay of different societies and cultures.

There is no controlled assessment or coursework.

General overview of the Course:

The syllabus we follow here at Holmer Green Senior School enables the students to build on foundations laid in Years 7/8 and develop new skills and areas of interest over the initial year of the GCSE course in Year 9. Lessons are designed to be exciting, motivating, challenging and purposeful in order for students to gain an understanding of the world around them and the impact that individuals, institutions and events have on society today.

The following topics will be studied during the whole GCSE course:

- **In Year 9**
World Depth Study—Living Under Nazi Rule 1933-1945
- **In Years 10 and 11**
Thematic Study—The People's Health C1250 to present
British Depth Study—The Elizabethans 1580-1603
History Around Us—A Local Site study
Period Study—The Making of America 1789-1900

These will be assessed by written examination consisting of 3 papers:

The People's Health	40 marks	Total 80 marks 1hr 45min paper	40% of total GCSE
The Elizabethans	40 marks		
A Local Site Study	40 marks	40 marks 1hr paper	20% of total GCSE
The Making of America	40 marks	Total 80 marks 1hr 45min paper	40% of total GCSE
Living Under Nazi Rule	40 marks		

HISTORY GCSE

HISTORY GCSE

Structure of the Course:

Each topic covered at GCSE combines penetrating analysis with a source-based, investigative approach, which will stimulate interest and deepen historical understanding. We study OCR Schools History Project (SHP).

Recommended Text:

The specification is still in draft and texts have yet to be published but there will be a specific text book relating to each study.

- OCR GCSE History SHP: The Elizabethans 1580-1603—ISBN-10:1471860981
- OCR GCSE History SHP: The People's Health c.1250-present—ISBN-10:1471860086
- OCR GCSE History SHP: Living Under Nazi Rule 1933-1945—ISBN-10:1471860922
- OCR GCSE History SHP: The Making of America 1789-1900—ISBN-10:1471860892

Educational Trips:

The current Year 9s and 10s will be embarking on an enjoyable and interesting 5 day trip to Berlin in October half term next academic year. Future trips will need to be revised to meet the new specification and school policy, but we hope to run this trip alternate academic years.

General skills gained by the end of the Course:

- Presenting what you have learned in a way that makes sense to others
- Debating skills
- Essay writing
- Locating and selecting information
- Categorising information
- Learning about people, countries, societies and cultures
- Learning to evaluate information critically
- Working and negotiating with others
- Independent research.

Employment Opportunities: Will GCSE History be of any use to me?

The level of knowledge, understanding, analysis and variety of skills gained make History at GCSE a very highly respected and valued subject in the eyes of university/college admissions officers and employers. It provides skills and understanding that will always be valuable in any career including law, journalism, politics, media researcher, teaching, accountancy, advertising, marketing, and the health service.

Further Educational Opportunities:

AS and A level History.

Miss K Harrison
Head of History

**ICT BTEC
(Option)****Aims of the Course:**

Information Creative Technology is about exploring digital devices. In the course we study the technology that enables us to create digital products, share information and combine creativity with technical ability. Students will create three major products aimed at entertaining and informing an audience. They will gain skills in planning, designing, making, publishing and evaluating a computer based product from start to finish. The course will prepare them to follow advanced study of Information Technology or Computing or for apprenticeships in digital media.

General overview of the course:

Unit 1 The Online World – assessed by an online electronic exam

How do websites work? How do emails reach your computer? How does the use of computer applications affect your daily life? This unit provides an introduction to the modern online world. Starting with your own experiences, you will extend your knowledge of online services and investigate the technology and software that supports them. You will learn more about a range of services including email, online data storage, collaborative software, search engines and blogging.

Unit 3 A Digital Portfolio – assessed in school using project work

Digital portfolios can be viewed by anyone with a computer and an internet browser. You will learn how to create a digital portfolio that includes a series of web pages with links to content that you have created. You will learn how to make use of multimedia assets such as images, sound and video to make your portfolio appealing and engaging.

Unit 4 Creating Digital Animation – assessed in school using project work

Animation is the creation of moving images and has a long history. Today modern animations are usually created using a computer. It is an exciting and fast moving area of creative technology that provides an opportunity to combine creative and technical computing skills, and is one in which the UK excels. The creative industries have grown considerably in recent years and provide increasing employment opportunities.

Unit 7 Creating Digital Video – assessed in school using project work

Video is one of the most powerful ways to convey a message in modern society and different types of video are transmitted worldwide. These range from a documentary or news item that can change minds and encourage people to take action to a movie that will entertain, or a well-made advert that can increase product sales or raise money for a charity.

Recommended Texts:

BTEC Information Creative Technology Level 2, Pearson Publishing – Available to buy

BTEC Electronic booklets – on the school intranet

Educational Trips/Visits:

The ICT department is hoping to provide students access to a range of speakers who will give a real insight into the use of ICT in the real world.

Mr S Wilson

Head of Business and ICT

ICT

**MEDIA STUDIES GCSE
(Option)****Aims of the Course:**

To develop:

- Analytical writing and thinking which allows the students to think outside the box, use their creativity and become an independent learner.
- An understanding of a range of different types of media and the ways in which audiences read and understand them.
- Student's practical and theoretical knowledge and skills in production, including using Adobe Photoshop and editing software.
- An awareness of media representations of individuals, groups and issues and an understanding of the relationship between the media and technology.
- Student's communication skills using media terminology and language.

General overview of the Course:

Media Studies seeks to encourage a critical understanding of the role of mass media in society. Students will develop their ability to:

- Engage and enhance their skills in the planning and creation of media products.
- Gain a broad knowledge of the industrial and commercial nature of media production.
- To be able to respond to a range of mass media forms in written formats.
- To investigate the nature of media consumption by different audiences.
- Ability to write creatively and their ideas in a formal and academic manner.

AQA Specification — Unit 1: Investigating the Media

Written Paper – 70%: Learners will explore how the fundamental principles of Media Studies apply to media products and discover a range of examples demonstrating their knowledge and understand theories to relate to each product.

Controlled Assessment – 30%: Learners will create media products through applying knowledge and understanding of media language and representation from the theoretical framework to express and communicate meaning to an intended audience.

General skills gained by the end of the Course:

- Creativity – using your creative skills to not only create media products but to think in an original way.
- Independency – working independently in certain tasks to enhance your skills for further education, apprenticeships, the work-place.
- Teamwork – The course outlines the importance of working in a team with a number of people.
- Written and verbal communication – becoming confident in your writing and verbal skills and your ideas.
- Technical – working with a number of technological equipment and software in creating a number of media products.

Subject specific skills gained by the end of the Course:

- The use of ICT in practical productions
- A development of an understanding of the mass media in society
- How the media plays a role in shaping attitudes and social values.

Employment Opportunities:

This qualification will offer a good grounding in the basic skills needed to enter the work place as a trainee in many media-based industries, and it will also bolster the chances of being able to study the media at a higher level. Students will leave with a foundation of a portfolio/demo reel.

Miss S Hansora
Media Teacher



MUSIC GCSE (Option)

Aims of the Course:

The Edexcel music course is aimed at all students who have an interest in music and who are able to perform on an instrument, or sing. It is not an essential requirement of the GCSE course that prospective students should already be able to play an instrument, but a certain degree of instrumental or vocal skill will be expected. Students should be learning an instrument (which may include voice) as part of their studies. Enthusiasm and an ability to work hard are the most important prerequisites.

General overview of the Course:

The GCSE music course is very practical and is broadly divided into three areas: composing, performing and listening. Approximately 50% of teaching time is spent on practicals, mainly performing in ensembles and 50% on listening and theory work.

Structure of the Course:

Coursework – Composing (30%) Two compositions are submitted which will be either a recording with score or a recording with a detailed description. This is assessed by Miss Baddeley. The Music Department is fortunate in that it has a Music ICT Suite with thirteen computers offering 'Sibelius 6' software and Cubase. This allows students to compose and listen to their work on a computer.

Coursework – Performing (30%) One solo and one ensemble performance is recorded, internally assessed by Miss Baddeley, in the final year of the course.

Listening and Appraising Exam (40%) A listening and written paper of 1 hour 45 minutes. There are twelve set works to study for the exam.

Educational Trips:

Opportunities to go to concerts and theatre shows in the West End, also a chance to perform abroad.

Skills gained by the end of the Course:

Students will develop their knowledge and understanding of a range of musical genres. They will experience this by listening, playing and composing in different styles. Students will gain confidence in performing, which is assessed regularly and be able to compose to a high standard.

Employment Opportunities:

A wide choice of employment in the music industry, or performing, teaching, music management, to name but a few.

Further Educational Opportunities:

BTEC Music or Music Technology
BTEC Performing Arts
BTEC Musical Theatre
A level Music or Music Technology

**Miss E Baddeley
Head of Music**

MUSIC GCSE

PHOTOGRAPHY GCSE

**ART & DESIGN - PHOTOGRAPHY GCSE
(Option)****Aims of the Course:**

To develop the necessary skills, knowledge and understanding needed to experiment, investigate, create and present personal work.

General overview of the Course:

Students will develop a range of skills and use a wide variety of materials, tools and processes. They will learn about the camera and its functions, and how to part edit and develop ideas.

Structure of the Course:

- 60% of the final mark is personal portfolio
- 40% is the externally set assignment at the end of Year 11.

Recommended Equipment:

Most equipment will be provided. Students may wish to purchase some key materials; these are available to purchase from school. Students may also wish to purchase their own camera, however, this is not compulsory.

Educational Trips/Visits:

It is expected that all students make trips locally in order to take photos. Trips further afield will enhance the course.

General skills gained by the end of the Course:

These include technical understanding, literacy, communication, working with others, problem solving and ICT.

Subject specific skills gained by the end of the Course:

Students investigate, experiment, analyse and evaluate. They develop practical skills and create individual work.

Employment Opportunities:

Careers in photography include: freelance work, fashion photography, advertising, graphics and many others.

Further Educational Opportunities:

Undertaking an A Level course in art or a vocational course either at school or college.

Mrs A Hearne
Senior Leader - Creative Curriculum





PHYSICAL EDUCATION GCSE (Option)

Aims of the Course:

The AQA course is aimed at all students who have an interest in health and sport.

It provides opportunities to learn about a variety of physical, social and contemporary issues that affect the involvement of people in sport. The course also helps students to apply and develop knowledge and understanding of their personal training, which will enable an improvement in performance.

General overview of the Course:

Approximately 50% of teaching time is spent on theory and 50% on practical.

Practical element: The practical sessions will cover a variety of sports where performers will be assessed on their skills, sport performance and peer and self-evaluation. In Year 11 students will have final assessments in the role of performer in three sporting activities.

Theoretical element: The theory sessions will cover areas such as the anatomy, physiology and psychology of exercise, the principles of training and cultural and social factors affecting sport.

Structure of the Course:

Theory 60%

Paper 1: (1hr 15 mins) The human body and movement in physical activity and sport (30%)

Paper 2: (1hr 15 mins) Socio-cultural influences and well-being in physical activity and sport (30%)

Practical 40%

Practical performance in physical activity and sport (3 activities and self analysis of performance).

General skills gained by the end of the Course:

Students will develop their understanding of the health and fitness benefits associated with taking part in sport. Especially important will be the ability to develop the skills necessary to coach and referee as well as analyse and improve their own performance and that of others.

Subject specific skills gained by the end of the Course:

- To develop and apply their knowledge, skills and understanding of physical education through both practical and theory lessons
- To develop their knowledge and understanding of different factors that affect participation and performance.

Employment Opportunities:

Coaching, physiotherapy, teaching, nursing and many possible areas in the ever-increasing sport and leisure industry.

Further Educational Opportunities:

BTEC Sport

A Level PE

Sports Leaders

Mr R Ellis
Head of PE

**MODERN FOREIGN LANGUAGES - SPANISH GCSE
(Option)****Aims of the Course:**

We in the MFL Department at HGSS, believe that languages are a life skill, which allow you to develop your communication skills and adaptability as well as cultural awareness. A GCSE in languages gives you the edge in the job market, as well as the possibility of acquiring the EBacc qualification, which is much sought after by employers and universities. Having a GCSE in French will offer you greater opportunities to travel and work abroad, and languages combine well with virtually any other subject for further study. Furthermore, the UK needs language skills as businesses are looking for people who understand other cultures.

The aims of the GCSE include:

1. UNDERSTAND the language (50% of GCSE) - Listening / Reading
2. COMMUNICATE in the language (50% of GCSE) - Speaking / Writing

General overview of the Course:

1. Identity and Culture
2. Local, national, international and global areas of interest.
3. Current and future Study and employment.

Structure of the Course:

Equal weighting is given to each of the four skill areas in the exam:

- Listening 25% - Written exam
- Speaking 25% - Exam (role play and conversation)
- Reading 25% - Written exam
- Writing 25% - Written exam

The examination board is AQA and students must take all four question papers at either Foundation or Higher tier. Foundation tier are grades 1-5 and Higher are grades 4-9.

Recommended Text:

The Viva course book is provided in lessons by the Modern Languages department but there will also be opportunities to buy recommended revision books to supplement your learning at home.

Educational Trips:

The Spanish Department runs a trip to Spain every other year, so you will have this opportunity!

General skills gained by the end of the Course:

- Presenting skills
- Spontaneous speech
- Debating skills
- Essay writing
- Locating and selecting information
- Listening and responding
- Learning about people, countries, societies and cultures
- Group work
- Independent learning
- Resilience



Subject specific skills gained by the end of the Course:

- To cope with everyday situations in Spanish speaking countries
- To gain an understanding of what students see and hear in the target language
- To have greater understanding of European culture and how others live.
- To produce extended and creative pieces of written work and understand leaflets, signs correspondence and spoken announcements.

Employment Opportunities:

Languages will complement any career, especially business, teaching, interpreting and translation and are very useful for travel.

Further Educational Opportunities:

GCSE Spanish will complement any further education course.

Mrs M Shannon
Head of Languages

SPANISH GCSE



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