The Sandon School

KEY STAGE 4
CURRICULUM AND COURSE CHOICES

Sandon students are

SUPPORTIVE

MOTIVATED

AMBITIOUS

RESPECTFUL

TRUSTWORTHY

Aiming Higher Together

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ENGLISH LANGUAGE (GCSE)

Examination Board **AQA** **Syllabus 8700**

During Years 10 and 11 all students will follow courses leading to the GCSE qualification in English language.

Overview of the course

This course will enable you to demonstrate skills in:

- reading and writing, necessary to communicate with others confidently, effectively, precisely and appropriately
- expressing yourself creatively and imaginatively
- understanding the patterns, structures and conventions of written and spoken English
- selecting and adapting speech and writing to different situations and audiences
- becoming a critical reader of a range of texts, including multi-modal texts
- using reading to gain access to knowledge and to develop your own skill as a writer
- connecting ideas, themes and issues, drawing on a range of texts.

Course content

Spoken Language

- You will be expected to undertake one extended task.
- This task will involve a presentation to either a group or a whole class.
- The presentation will be followed by a series of questions and answers.
- These may be recorded for the examination board

Paper 1 - Written paper: Explorations in Creative Reading and Writing

- The passage for the reading section on Paper 1 will be a 20th or 21st Century Literature fiction text. There will be four questions based on this text.
- The writing section will consist of an extended question based on narrative or descriptive writing.

Paper 2 - Written paper: Writers' viewpoints and Perspectives

- The reading texts for Paper 2 will include one non-fiction text and one literary non-fiction text E.g. autobiography, biography, letters, memoir and travel/adventure writing. There will be four questions based on this text.
- The writing section will be an extended piece where you will be asked to present a viewpoint.

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall result
Unit 1 : Spoken Language	Presentation	Distinction Credit Pass	0%
Paper 1 Written paper	Exam - 1 Hour 45 minutes	80	50%
Paper 2 Written paper	Exam – 1 Hour 45 minutes	80	50%

Your final examinations will assess your ability to read and interpret text(s) and how well you can write for different audiences. Students sit the examinations in the summer of Year 11. Results will be graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post 16 courses available

You can go on to study English Literature at A Level, currently available in The Sandon Sixth Form.

ENGLISH LITERATURE (GCSE)

Examination Board AQA Syllabus 8702

During Years 10 and 11 all students will follow courses leading to the GCSE qualification in English literature.

Overview of the course

This course will enable you to:

Develop your ability to read, understand, enjoy and respond to all types of literary texts. You will also learn to recognise and appreciate themes, attitudes and the ways in which authors achieve their effects. The study of literature will develop your awareness of personal, social and cultural significance through a variety of texts.

Course content

Paper 1 – Written paper: Shakespeare and the 19th century novel

- **Section A** will be a question based on a Shakespeare play. You will be required to write about an extract from the play and then to write about the play as a whole.
- **Section B** will be a question about a 19th century novel. You will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2 – Written paper: Modern texts and poetry

- **Section A**: Modern texts. You will answer one question from a choice of two on your studied drama or modern prose text.
- **Section B**: Poetry. You will answer a comparative question on one named poem printed on the paper and one other poem from your chosen cluster in the anthology.
- **Section C**: Unseen poetry. You will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall result
Paper 1 Written paper	Exam - 1 Hour 45 minutes	64	40%
Paper 2 Written paper	Exam – 2 Hours 15 minutes	96	60%

Students sit both the examinations in the summer of year 11. Results will be graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post-16 courses available

You can go on to study English Literature at A Level, currently available in The Sandon Sixth Form.

MATHEMATICS (GCSE)

Examination Board **Edexcel** **Syllabus 1MA1**

Overview of the course

As part of the core curriculum, Mathematics is studied by all Year 10 and 11 students. The course consists of work which follows the National Curriculum leading to GCSE at Key Stage 4

This course will enable you to:

Extend your acquisition of the knowledge, skills and understanding in this important subject so that you reach as high a standard as possible at Key Stage 4, and will be able to put your experience to good use in your future career or study.

Course content

The course encourages you to become more confident in the five main aspects of Mathematics: number, algebra, ratio and proportion, geometry and measures, and statistics and probability. It also requires you to practise your developing knowledge in problem-solving situations which may sometimes be unfamiliar at first.

How will you be assessed

Results will be graded on a nine point scale: 1 to 9 – where 9 is the best grade.

There are two tiers of entry – Higher, awarding grades 4 to 9, and Foundation, awarding grades 1 to 5. There is no coursework/controlled assessment element. Assessment will be via three written papers: one paper will be non-calculator; the other two will be with calculators allowed.

Unit	Assessment and duration	Maximum Marks	Percentage of overall result
Paper 1	Exam - 1 Hour 30 minutes	80	33%
Paper 2	Exam - 1 Hour 30 minutes	80	33%
Paper 3	Exam - 1 Hour 30 minutes	80	33%

Post-16 courses available

You can go on to study Mathematics and Further Mathematics at A Level in The Sandon Sixth Form. To study at A Level students are required to gain high grades in their Mathematics GCSE (grades 7–9).

SCIENCE Combined Science: Trilogy (GCSE Double Award)

As a core subject, all students will study science. The core time allocated to science is not part of the options procedure. During year 9 all students will follow the same course.

Approximately 80% of our students will study for a double award science GCSE described below which results in students achieving two GCSE's in Science by the end of Year 11.

Approximately 20% will study for three separate sciences. Students will be advised of the pathway most appropriate for them to study in the summer of year 9. This will be reviewed at multiple points through-out the course to ensure it is still the most appropriate pathway. The proportion of students studying each pathway is decided on a yearly basic, taking into account the performance and ability of the cohort.

Examination Board **AQA**

Overview of the course

Students will follow the AQA Combine Science Trilogy syllabus.

All the students will work through a variety of topics covering the disciplines of Biology, Chemistry and Physics, the emphasis of which will be to develop the knowledge and understanding of Science and the scientific issues which confront society.

The course follows a traditional route of teaching the topics as Biology, Chemistry & Physics separately.

This course will enable students to

- Gain a better knowledge and understanding of Science
- Access jobs and careers that require Science as an entry qualification.
- Develop abilities and skills that are relevant to the study, practice and application of Science, which are useful in everyday life and encourage safe practice.
- Acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in a range of social, industrial and environmental contexts.
- Develop an understanding of scientific issues

Practical skills will be monitored throughout the three year course and the assessment of these will make up approximately 20% of the examination questions in the final exams.

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall result
Combined Science Trilogy			
Biology 1	Each exam is 1 hr 15 mins. Each will assess different topics. Question types are multiple choice, structured, closed, short answer & open response.	70	16.7%
Biology 2		70	16.7%
Chemistry 1		70	16.7%
Chemistry 2		70	16.7%
Physics 1		70	16.7%
Physics 2		70	16.7%

Each GCSE is 100% examined. Two GCSE result grades will be awarded on a nine point scale:9 to 1– where 9 is the best grade, the range of grades available will depend on whether the student follows the higher or foundation tier of entry. The 2 grades will normally be the same unless a student is borderline in which case the 2 grades may vary by one point.

Post-16 courses available

Students can go on to study any of the sciences at Level 3 in The Sandon Sixth Form. To study at Level 3 students are required to gain high grades in their science and maths GCSEs.

SCIENCE: Separate Science Programme: Biology, Chemistry and Physics (GCSE)

As a core subject, all students will study science. The core time allocated to science is not part of the options procedure. During year 9 all students will follow the same course.

Approximately 20% will study for three separate sciences. Students will be advised of the pathway most appropriate for them to study in the summer of year 9. This will be reviewed at multiple points through-out the course to ensure it is still the most appropriate pathway. The proportion of students studying each pathway is decided on a yearly basic, taking into account the performance and ability of the cohort.

Examination Board **AQA**

Overview of the course

Groups will work through a variety of units of study in Biology, Chemistry and Physics. These will all be examined in May and June of Year 11.

The course has a similar ethos to the combined Science courses but with greater scientific content and more emphasis on scientific methodology.

This course will enable students to

- Gain a better knowledge and understanding of Science
- Access jobs and careers that require Science as an entry qualification.
- Develop abilities and skills that are relevant to the study, practice and application of Science, which are useful in everyday life and encourage safe practice.
- Acquire a systematic body of scientific knowledge and the skills needed to apply this in new and changing situations in a range of social, industrial and environmental contexts.
- Develop an understanding of scientific issues

Practical skills will be monitored throughout the three year course and the assessment of these will make up approximately 20% of the examination questions in the final exams.

Students will achieve three separate GCSEs in Biology, Chemistry and Physics. This will give an excellent grounding for further study at A Level as well as a thorough appreciation for science and its place in society.

How you will be assessed

Subject	Assessment and duration	Maximum Marks	Percentage of overall result
Biology 1	Each exam is 1 hr 45 mins. Each will assess different topics. Question types are multiple choice, structured, closed, short answer & open response.	100	50%
Biology 2		100	50%
Chemistry 1		100	50%
Chemistry 2		100	50%
Physics 1		100	50%
Physics 2		100	50%

Each GCSE is 100% examined in 2 written papers. Results will be graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post-16 courses available

Students can go on to study any of the sciences at Level 3 in The Sandon Sixth Form. To study at Level 3 students are required to gain high grades in their science and maths GCSEs.

PERSONAL DEVELOPMENT PROGRAMME (CORE)

Non-examined

Overview of the course

As part of the core curriculum, all students will undertake a Personal Development Programme. This will build upon their prior studies in Religious Studies during Key Stage Three. It provides an invaluable an opportunity for students to consider key issues and questions relating to themselves and the wider world.

Course content

Teaching of this course will be focus on the following content:

- Personal, Social and Health Education (PSHE)
- Relationships, Sex and Health Education (RSHE)
- Citizenship
- Philosophy and Morality
- Religious Studies
- Careers Education

This will be delivering in four distinct modules:

1) Health and well-being
2) Relationships and Sex Education
3) The Wider World
4) Ethical Thinking

How you will be assessed

- There is no formal assessment of this course.
- Student's progress will be monitored with an assessed piece of work at the end of each unit.
- Students will have a specific focus of their studies throughout each theme, and will work with their teachers on building a record of their personal development and skills developed throughout this course.

Post-16 options available

Some of the themes covered will be continued with Religious Studies at A level, which is currently available in The Sandon Sixth Form. Equally, the skills developed throughout this course will be beneficial regardless of any post-16 choices.

PHYSICAL EDUCATION (CORE)

In Years 10 and 11 all students participate in four hours of Physical Education over a fortnight, experiencing two different sports per week. Students experience a range of activities, including:

- Games (ranging from Lacrosse to Handball)
- Fitness
- Athletics

The aim is to develop and extend the skills learnt in KS3. In addition, students learn new skills and experience some new activities. Within lessons students are expected to take on other roles, such as official, choreographer or coach.

The courses are organised to encourage students to participate regularly in health-promoting physical activity, while at the same time helping students to understand what is involved in maintaining a healthy lifestyle.

During Years 10 and 11, students will participate in single gender sets. In order to participate safely in each activity, students are required to wear the correct kit. All necessary items are available from the school outfitters. No exceptions will be made.

If, for any reason, students are unable to participate in physical education, they must bring a note from home. Apart from severe cases, kit is still to worn in lessons, as it may be possible to offer an alternative activity. Students will generally be able to officiate and provide feedback to their peers and assist the teacher.

A wide range of extra-curricular activities is also available to all students.

ART & DESIGN (GCSE – Fine Art)

Examination Board **Edexcel 1FA0**

Overview of the course

In order to study Art and Design in Years 10 and 11, you will have shown a keen interest in the subject throughout Key Stage 3 and will have consistently achieved standards at or above the department's expected mastery level of secure by the end of Year 9.

- You will work towards completing one unit of coursework which will be assessed as a whole and will be continually monitored. A range of approaches will be covered; painting and drawing from observation and imagination, graphic design and 3 - dimensional work.
- You will be expected to keep journals / sketchbooks in which homework and planning will be thoroughly and regularly recorded.
- Independent learning through homework and the resulting classroom projects form the coursework element of the subject.
- Coursework accounts for 60% of the overall mark, whilst the externally set assignment (ESA – Exam) is worth the remaining 40% and this is the second unit of the course (Unit 2).

Course content

Objectives are:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

CLASSWORK	HOMEWORK – In Work Journal
WINTER TERM	
UNIT 1 - 'ORGANIC SEA-LIFE FORMS and STRUCTURES'. (Term 1) Visual investigations using a range of media based on observations and creative experiments. This will include sustained studies, mixed - media application and contextual research.	UNIT 1 - 'ORGANIC SEA-LIFE FORMS and STRUCTURES' – Linked to sea-life. (14 weeks' homework) Producing a series of responses to the unit's theme of 'ORGANIC SEA-LIFE FORMS and STRUCTURES' including contextual and theoretical outcomes.
SPRING TERM	
UNIT 1 - 'ORGANIC SEA-LIFE FORMS and STRUCTURES' (Term 2) Students develop and complete their two and three dimensional, mixed - media outcomes in their response to the theme of 'ORGANIC SEA-LIFE FORMS and STRUCTURES'.	UNIT 1. 'ORGANIC FORMS and STRUCTURES' – Summer Exam Preparation. (14 weeks' homework) Students develop preparatory work on the continued theme of 'ORGANIC SEA-LIFE FORMS and STRUCTURES'. Students study artists and produce work related to the theme leading to a design that will be an individual response produced in a 5 hour exam.
SUMMER TERM	
UNIT 1 - 'ORGANIC SEA-LIFE FORMS and STRUCTURES' (Term 3) Students develop personal responses related to the project titles.	UNIT 1 – 'ORGANIC SEA-LIFE FORMS and STRUCTURES' (Continue, refine and complete homeworks) Students continue to develop ideas related to the theme and aim to complete their two and three dimensional final outcome responses.

GENERAL PLAN FOR YEAR 11 – GCSE

CLASSWORK	HOMEWORK
WINTER TERM	
UNIT 1 - 'COMPLETE UNIT 1 COURSEWORK (3 weeks) 'ORGANIC SEA - LIFE FORMS and STRUCTURES' UNIT 1 – MOCK EXAM PREPARATION and PRODUCTION (10 hours) Developed design produced under exam conditions.	UNIT 1 - COURSEWORK (3 weeks) No formal homework set as students complete any outstanding tasks and projects from Year 10. UNIT 1 - MOCK EXAM - PREPARATION WORK BASED ON THE CONTINUED THEME OF 'ORGANIC SEA-LIFE FORMS and STRUCTURES' (9 weeks) Preparatory work, outcome to be realised in 10 hour timed test under exam conditions.
SPRING TERM	
COMPLETE COURSEWORK UNIT 1 Students will complete unfinished coursework homework tasks and refine final outcomes ready due the first week into the new year.	COMPLETED WORK JOURNALS PREPARATION FOR ESA (TIMED TEST / EXAM) – UNIT 2 (11 school weeks – 14 weeks including February half-term and Easter).
SUMMER TERM	
CONTROLLED ESA (TIMED TEST – UNIT 2) (10 hours under strict exam conditions).	

How you will be assessed

Unit	Assessment	Percentage of overall result
1. Portfolio	Internally assessed – Externally moderated. 18 months	60%
2. ESA (Externally Set Assignment / Exam)	Internally assessed – Externally moderated. 3 months preparation culminating in a 10 hour exam.	40%

Final results will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Post - 16 courses available

A Level Art and Design is currently available in the 6th Form and is a pre-requisite for those intending to pursue a career in the following areas:

Three - dimensional design, photography, film, video, print - making, theatrical and set design, computer graphics, web design, fashion / textiles, jewellery design, tattooing, graphic design, interior design, industrial / product design, illustration, fine art, architecture, gallery / museum curator, exhibition organisation, art therapy, millinery, footwear designer, teaching / lecturing.

Those with other career aspirations can study Art and Design as a useful complementary subject or as an opportunity to develop a personal interest.

ART & DESIGN (GCSE – Photography)

Examination Board **WJEC Eduqas**

In studying GCSE Photography in years 10 and 11, you will need to show a development of skills learnt over the duration of the course by applying a range of ideas showing your creative understanding and skills and by completing analysis of research exploring both photography and your chosen photographers.

You will be working towards completing one unit of coursework (component 1) which will include all practical and theory work undertaken in lesson time and as homework. This will be assessed as a whole and continually monitored. You will be expected to explore a range of approaches to photography making use of digital and physical manipulation of photos. You will explore photography through digital form and wet media photography. You will engage in manipulating images using photoshop and produce a series of outcomes both 2D and 3D. The second unit (component 2) will be a controlled assessment in which you will edit prep work from a given title set by the exam board.

You will be expected to keep a journal of your ideas and creative understanding in which homework, classwork and on-going projects will be planned and carried out. You are expected to carry out independent learning through homework and build on projects started within lesson time.

The course itself is split into 60% coursework (Component 1) and 40% for your exam (Component 2).

Course content and assessment

Objectives are:

- Develop ideas through visual and contextual research.
- Application of and experimentation with media
- Record observations and experiences
- Present a Personal and coherent Response

YEAR 10 CLASSWORK	YEAR 10 HOMEWORK
AUTUMN TERM	
Component 1 (Term 1) Introduction to Photography. Students will be introduced to using the DSLR cameras working on individual, paired and group projects. They will be taught basic techniques and key photographic principles to develop their understanding and explore topics such as line, tone, colour, shape, contrast, texture and space. Students will look at compositional theories and how to take visually exciting photos. Lessons will use both indoor and outdoor spaces to consider their understanding of light. At the end of this topic they will then further develop their skills using photoshop.	Component 1 (Term 1) Introduction to Photography On going lesson time will feed into homework. All work produced in lessons will be used to produce a series of final images to complete students understanding of the principles of photography. A combination of tasks looked at will be combined into an outcome.

SPRING TERM	
Component 1 (Term 2) Topic 1 “Pieces of me” Students will explore topics surrounding the title theme “pieces of me” exploring photographers, planning and taking photoshoots based around their own everyday experiences. They will explore portraiture through self-portraits and of their family and friends, pets, journey to school, hobbies, interests, and food.	Component 1 (Term 2) “Pieces of me” These will range from independent photo shoots, researching of artists and applying knowledge gained to be recorded within journals. All photoshoots and practical work should be analysed and developed through experimentation of media and photo editing.
SUMMER TERM	
Component 1 (Term 3) Topic 1 “Pieces of Me” Students to complete the topic and develop personal responses related to the project title. MOCK EXAM Preparation (5 Hours).	Component 1 (Term 3) “Pieces of me” Continue to apply knowledge learnt towards final outcomes and mock photography exam.
YEAR 11 COURSEWORK	YEAR 11 HOMEWORK
AUTUMN TERM	
Component 1 (Term 1) “Truth, Fantasy or Fiction” Students will prepare towards a 10-hour mock exam. They will prepare a photoshoot towards their chosen title of truth, fantasy, or fiction. Using knowledge learnt they will complete tasks within their journals that will lead towards a final piece. (10 hours timed mock exam) Complete coursework ready for final assessment	Component 1 (Term 1) “Truth, Fantasy or Fiction” These will range from independent photo shoots, researching of artists/photographers and apply knowledge learnt to be recorded within journals. All photoshoots and practical work should be analysed and developed through experimentation of media and photo editing. Complete coursework ready for final assessment
SPRING TERM	
Component 2 CONTROLLED EXAM Students will be given a booklet that contains 15 titles. They will be asked to select a title from the choices available and complete a series of tasks towards their final summer exam.	Component 2 CONTROLLED EXAM Tasks from lesson time towards their final exam will need to be completed to prepare for their final 40%.
SUMMER TERM	
Component 2 CONTROLLED EXAM Students will sit a controlled 10-hour final exam.	Component 2 CONTROLLED EXAM Students will sit a controlled 10-hour final exam.

POST – 16 Courses available to students:

A Level Photography is currently available in the sixth form and is useful to students intending on pursuing a career in the following fields:

- Professional Photographer
- Forensic photographer
- Videographer
- Product design
- Business and marketing
- Teaching
- Graphic designer
- Fashion/ Textiles
- Product photographer
- Film editor

BUSINESS (GCSE)

Examination Board **OCR**

Overview of the course

Business is not just one subject. It encompasses a wide variety of topics, all in the form of modules, ranging from marketing to finance. This means that before you have a chance to get bored with one module, you move on to a completely different topic, giving you renewed energy and enthusiasm to continue your business learning.

This course will enable you to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

Course content

Areas of core study for all specifications:

- Business activity
- Marketing
- People
- Operations
- Finance
- Influences on business
- The interdependent nature of business

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall result
Paper 1	Exam - 1 Hour 30 minutes	80	50%
	Section A: multiple choice questions **[15 marks]**		
	Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. **[65 marks]**		
Paper 2	Exam - 1 Hour 30 minutes	80	50%
	Section A: multiple choice questions **[15 marks]**		
	Section B includes short, medium and extended response style questions which use stimulus material that draws on real business contexts. **[65 marks].** Synoptic questions are included in section B.		

Results will be graded on a nine point scale: 1 to 9 - where 9 is the best grade.

Post-16 courses available

Students with Business GCSE have the option to progress their learning of the subject in the Sixth Form with Level 3 BTEC Extended Certificate in Business, or A Level Economics. Alternatively GCSE Business can be used towards their entry to other subjects. When you decide to enter employment this subject will also help you as you learn and use a variety of transferable skills throughout the course. These include the important business skills of decision making and planning, working in teams and communication skills.

BUSINESS (OCR Level 1 / Level 2 Cambridge National Certificate in Enterprise and Marketing)

Examination Board **OCR**

Course overview

This qualification is for students who wish to develop applied knowledge and practical skills in enterprise and marketing. It is designed with both practical and theoretical elements, which will prepare students for further study of qualifications in enterprise, marketing or business. The Enterprise and Marketing course requires students to have good organisational skills and to be able to work independently to tight deadlines. This is because 60% of the course is coursework in the form of an externally moderated controlled assessment. This means students will be working towards their qualification from the beginning of Year 10 and therefore their end of Year 11 exam has less influence over their final grade, which can be stressful period of time in July. However, it therefore does require students to be able to demonstrate good writing and comprehension skills early in the course to enable them to excel in the coursework element throughout the entirety of the enterprise and marketing course.

All learners will study three mandatory topics as follows:

- • Enterprise and marketing concepts
- • Design a business proposal
- • Market and pitch a business proposal

OCR L1/2 CAMNAT Certificate in Enterprise and Marketing	**Number of teaching modules**	**Qualifications of the same size and level**
	3	1 GCSE (1-9)

Course content and assessment

Four units are studied over the 2 years.

Unit	**Assessment**	**Maximum Marks**	**Percentage of overall result**
Unit R067 Enterprise and marketing concepts	External assessment – exam (Multiple choice questions, short answer questions and three extended response questions).	80	40%
Unit R068 Design a business proposal	Centre-assessed and externally moderated by OCR - coursework	60	30%
Unit R069 Market and pitch a business proposal	Centre-assessed and externally moderated by OCR - coursework	60	30%

Grade	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
GCSE Equivalent	Grades 1 - 3			Grades 4 to 8.5			

Post-16 courses available

Students with OCR L2 Enterprise and Marketing have the option either to progress their learning of the subject with Level 3 BTEC Extended Certificate in business, or use it towards their entry to other subjects. When you decide to enter employment the subject will also help you as you learn and use a variety of transferable skills throughout the course. These include the important business skills of decision making and planning, working in teams, communication skills and practical knowledge of the recruitment process.

CHILD DEVELOPMENT
(BTEC Level 1 / Level 2 Technical Award)

Examination Board **Edexcel**

Overview of the course

BTECs are vocationally related qualifications, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they encourage students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate students, and open doors to progression into further study and responsibility within the workplace.

This course aims to give students the opportunity to gain a broad understanding and knowledge what it is like to work in the Early Years sector focusing on child development and growth from birth to age five. Students will examine how children learn through play and identify adaptations that can be put in place.

Students will also have the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.

Course content

Component 1: Children's growth and development
Component 2: Learning Through Play
Component 3: Supporting children to Play, Learn and Develop

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall qualification
Paper 1: Children's growth and development	Internally set, assessed & marked assignment	60	30%
Paper 2: Learning though play	Internally set, assessed & marked assignment	60	30%
Paper 3: Supporting children to Play, Learn and Develop	Exam – 2 hours Sat in May of Year 11	60	40%

BTEC Grade	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
GCSE Equivalent	1.75	Grades 4 to 8.5			

Post-16 courses available

This BTEC Tech award will prepare you for any post-16 course, but it leads well into the BTEC Level 3 Child development course, which is the equivalent of one A Level. The BTEC qualifications are the Early Years sector industry's recognised qualification which reflects the needs of employers, further and higher education representatives and professional organisations.

COMPUTER SCIENCE (GCSE)

Examination Board **AQA**

Overview of the course

The GCSE in Computer Science offers students an insight into the role and relevance of computing in the modern world. Students who opt for this subject will no doubt have already gained a range of subject knowledge from their own personal interest computers and programming. The course will provide an in-depth understanding of how computer technology works and a 'behind the scenes' look at the workings of computer systems. It will also require students to understand a programming language in detail (currently this is Python) and how to use this language to plan, write and test computer programs.

Students who opt for the AQA Computer Science GCSE will have five periods per timetable cycle for the option to complete their work.

The course will:

- Enable you to have a detailed and in depth knowledge of how computer technology works at a coding and logical level
- Develop understanding and use of algorithms and their use in the computer industry
- Develop programming techniques to allow you to resolve problems in the real world by writing software
- Understand the responsibility and wider impacts of computing on people and society
- Prepare you for further study or employment in the field of computer science
- Develop your logical thinking, problem solving and mathematical abilities

Course content

Paper 1 : Computational thinking and problem solving

Computational thinking, problem solving, code tracing and applied computing as well as theoretical knowledge of computer science from algorithms, programming, data representation and computer systems.

Paper 2 : Written assessment

Theoretical knowledge of computer science from data representation, computer systems, computer networks, cyber security, ethical/legal/privacy, relational databases and environmental impacts on wider society.

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall result
Paper 1	Exam – 1 Hour 30 minutes Written exam set in practically based scenarios. A mix of multiple choice, short-answer and longer-answer questions assessing a student's practical problem solving and computational thinking skills.	80	50%
Paper 2	Exam - 1 Hour 30 minutes A mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.	80	50%

Results will be graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post-16 courses available

Students who have taken a Computer Science GCSE and who then progress to study the subject at A Level or university will have an advantage over those who are joining the subject at later levels.

Computer Science continues to have a growing importance in the modern world, meaning there will be a greater demand for professionals who are qualified in this area. You will find this course provides the ideal stepping stone to A Level, employment or university.

DESIGN & TECHNOLOGY (GCSE)

Examination Board **OCR** **J310**

Overview of the course

GCSE Design and Technology places great emphasis on understanding and applying iterative design processes. Students will learn new skills including Computer Aided Design and apply their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and other's needs, wants and values.

Course content

All learning will be delivered through the following topic areas:

- Identifying requirements
- Learning from existing products and practice
- Implications of wider issues
- Design thinking and communication
- Material considerations
- Technical understanding
- Manufacturing processes and techniques
- Viability of design solutions.

Distinct content for the assessed components is listed below.

Principles of Design and Technology

This will include both the 'core' principles that all students must know, and 'in-depth' knowledge of Polymers and Timbers.

Students will need to:

- analyse existing products
- demonstrate applied mathematical skills
- demonstrate their 'core' design and technical knowledge and understanding
- demonstrate and apply their in-depth technical knowledge of working with materials, ensuring functionality of products or systems and manufacturing

Iterative Design Challenge

The non-examined assessment is the requirement for learners to understand and apply the processes of iterative designing in their design and technology practice: exploring needs, creating solutions and evaluating how well the needs have been met. They will be expected to make using a range of materials and processes when developing their design solutions.

Students produce a chronological portfolio and final prototype. This demonstrates their understanding and independent management of and skills in iterative designing, in particular:

- the interrelated nature of the processes used to identify needs and requirements (explore)
- creating solutions to meet those needs (create)
- evaluating whether the needs have been met (evaluate)

How you will be assessed

Unit	Assessment	Maximum Marks	Percentage of overall result
Principles of Design and Technology	Exam – 2 hours	100	50%
Iterative Design Challenge	NEA Approximately 40 hours	100	50%

Students who successfully complete this course will be awarded a GCSE graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post 16 courses available

Students may move on to study Product Design at A Level.

Students who study Design & Technology at GCSE and A Level could go on to enter careers in product development, industrial design, engineering, architecture and many other creative industries.

DRAMA (GCSE)

Examination Board **OCR**

GCSE Drama is an extremely popular and enjoyable course which is highly practical. Results have been outstanding for many years and students have high expectations and a focussed work ethic. The nature of the course allows students to gain confidence and creative skills which can support a range of career outcomes. 60% of the qualification is non-examined coursework & 40% is an exam assessment. Students learn to become performers, devisers, and directors by exploring how to make their own plays. They also interpret a range of play texts and thus enhance their literacy skills. For course work they complete a portfolio of their practical explorations which can include presentations to camera, audio recordings, diagrams, photos, character profiles, designs and written evaluative notes.

Overview of course

This course will enable you to build the following skills and knowledge:

- acting/directing/devising
- evaluate own and others' work
- creativity
- confidence and communication
- leadership
- literacy
- problem solving
- presentation skills
- research skills
- social, cultural and historical and political knowledge
- theatrical knowledge

Course content

Component 1: Devising Drama

The focus of this unit will be to explore and develop candidates' understanding of the devising process using stimulus material. They will explore and gain an understanding of the key principles and concepts of devising a piece of drama. They can perform a piece lasting 5 to 15 minutes. They produce a portfolio to evidence the devising process.

Component 2: Text Performance

The focus of this unit will be on how a published play text is brought to life for an audience. The emphasis is upon their interpretation and dramatic intention of the text.

Candidates will work on a selected text through workshops and perform two extracts of 2 – 15 minutes in length and complete a written intention. The text is selected by the centre.

Component 3: Written Exam Paper (40% examined)

Section A (50 marks)-

Having studied a set play text in class, candidates will be asked questions about a short extract of the play.

Questions might be:

- How would you interpret and perform a specific character?
- How would you direct the actors in this scene?
- How would you design a set for this scene?

Section B (30 marks)

Having watched a piece of live or digital theatre, candidates will be asked to write an extended answer about the play seen.

A question might be:

- What impact did the visual elements of the play have upon the audience?
- What impact did the character acting have upon the audience?

How you will be assessed

Component	Assessment & Marks	Maximum Marks	Percentage of overall result
Component 1	Practical / written / pictorial portfolio Internally assessed & externally moderated	40	30%
	Performance Internally assessed & externally moderated	20	
Component 2	Practical performance Internally assessed & externally moderated	40	30%
	Written work (2 sides of A4) Internally assessed & externally moderated.	20	
Component 3	Written exam paper marked by OCR exam board.		40%
	Section A - Blood Brothers (set text)	50	
	Section B - Live Theatre review	30	

Students who successfully complete this course will be awarded a GCSE graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

Post-16 courses available

Level 3 Performing Arts Practice (Acting and Dance) courses are offered in The Sandon Sixth Form, which many GCSE students pursue as a natural development from GCSE. GCSE Drama also prepares students well for A Level English Literature, Film Studies and Performing Arts (musical theatre) courses.

Job opportunities for those qualifying in GCSE Drama and later A Level Drama include

A range of careers which value effective communication, literacy, teamwork, and a creative skill set which might include education, childcare, NHS careers, police, media careers, charity, heritage and culture careers and journalism for example.

Specific drama / performing arts careers include actor, drama critic, director, writer, tv presenter, movement director, teacher, stage manager, stage designer, producer, arts development officer, choreographer, dancer, costume designer, make up designer, lighting designer, sound designer.

Special notes

i. Those taking this course will be expected to attend extra rehearsals to prepare for assessed performances and the drama studio.

ii. Visiting artists and trips to professional theatre will be a highlight of this course to enhance candidates' knowledge of quality performance and production elements.

iii. There is a live theatre review question in the final GCSE exam paper. Therefore, all opportunities to view theatre are encouraged, including cinema screenings.

iv. Enquiries should be made to the course leader Mr Palmer, Head of Drama, or to Mr Santry, Teacher of Drama.

v. Some performance assessments take place as twilight or evening performances.

FILM STUDIES (GCSE)

Examination Board **WJEC Eduqas** **C670QS**

Film is an important part of many people's lives. Those who choose to study it characteristically bring with them a huge enthusiasm and excitement for film which constantly motivates them in their studies. They experience a powerful medium which inspires a range of responses from the emotional to the reflective as they are drawn into characters, their narratives and the issues films raise. The root of that power is the immersive audio-visual experience film offers – one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel.

Overview of the course

Learners will develop their knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s, thus looking at two stages in Hollywood's development. In addition, they will be studying more recent films – a US independent film as well as films from the UK and one from another culture. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own filmmaking and screenwriting.

Course content

Component 1: Key Development in US Film

This component assesses knowledge & understanding of **three** US films chosen from a range of options.

Assessment consists of **four** questions on one pair of US mainstream films & **one** US independent film:

Section A: US film comparative study

- one stepped question on the first of the chosen pair of films (produced between 1930 & 1960)
- one stepped question on the second of the chosen pair of films (produced between 1961 & 1990)

Section B: Key developments in film & film technology

- one multi-part question on developments in film & film technology

Section C: US independent film

one question on one US independent film

Component 2: Global Film: Narrative, Representation & Film Style

This component assesses knowledge & understanding of **three** global films produced outside the US, chosen from a range of options.

Assessment consists of **three** questions in three sections:

- Section A: one stepped question on one global English language film
- Section B: one stepped question on one global non-English language film
- Section C: one stepped question on one contemporary UK film.

Component 3: Production

This component assesses the ability to apply knowledge & understanding of film to a production & its accompanying analysis. Learners produce:

- one genre-based film (either from a film or from a screenplay)
- one evaluative analysis of the production, where learners analyse & evaluate their production in relation to comparable, professionally-produced films or screenplays.

The production work consists of an extract from a film between two and two and half minutes long from one of a number of genres, including crime and horror. Films to be studied include: **"Attack the Block" (2011), "Slumdog Millionaire" (2008), "Invasion of the Bodysnatchers" (1956), "E.T." (1982) and "Whiplash" (2014).**

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall qualification
Component 1	Exam – 1 hour 30 minutes	70	35%
Component 2	Exam – 1 hour 30 minutes	70	35%
Component 3	Non-exam assessment	60	30%

Students who successfully complete this course will be awarded a GCSE grade on a nine point scale: 1 – 9, where 9 is the best grade.

This course will enable you to build the following skills and knowledge:

- practical filmmaking skills, including editing
- creativity
- literacy
- leadership
- problem solving
- presentation skills
- research skills
- social, cultural, historical, political and institutional knowledge

Post 16 courses available

Many students find that skills learnt in Film Studies cross over with many other subjects at a higher level, particularly English and Drama. Students have the opportunity to apply for the A Level Media Studies course offered at the school. The British Film Institute also offers free, or highly subsidised, courses for those 16 and over in different areas of the film industry across the country. These opportunities are designed to foster talent and encourage motivated individuals who would like to work in the British film industry and are often provided at no or minimal cost. They are short courses which can run alongside Level 3 courses and can 'open doors' for students and potentially various opportunities.

FOOD PREPARATION AND NUTRITION (GCSE)

Examination Board **OCR** **J309**

Overview of the course

This examination involves a large element of practical work. However, it is important that the written work that backs this up is completed in order to achieve a good GCSE grade.

Course content

- Nutritional value of food commodities
- Food and nutrition issues that relate to nutrition, diet and health through every stage of life.
- Food provenance, food choice, supply & production.
- Cooking and food preparation, skills and techniques
- Food processing and production and advances in Food Technology
- Sensory analysis of foods
- The scientific principles underlying food preparation and cooking
- Food safety

How you will be assessed

Unit	Assessment	Maximum Marks	Percentage of overall result
Written Exam	There is one 90 minute exam paper that is related to work completed in Years 10 & 11. The questions vary from one word or short answer to more in depth questions, & there is one extended answer question.	100	50%
Non Examined Assessment Tasks	**1 Food Investigation Task** Assesses the scientific principles underlying the preparation & cooking of food. Students will be given a set task in the Autumn Term of Year 11. They will have 10 hours to plan, research, carry out the investigation, analyse their results & evaluate their work. **1 Food Preparation Task** Students will need to plan, prepare & cook foods. Students will be given a set task in the Spring Term of Year 11. They will have 20 hours to plan & cook, then analyse & evaluate up to 3 practical products related to this task. The practical exam is a 3 hour exam that will enable students to demonstrate their practical skill.	45 105	50%

Results will be graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post 16 courses available

Successful completion of the course (grade 1-9) can lead to vocational or further study at local colleges.

Food and Cookery

(NCFE Level 1/Level 2 Technical Award)

Examination Board **NCFE** **603/7014/2**

Overview of the course

This examination involves a balance between practical skills, knowledge and application of knowledge through a written and practical NEA task.

Course content

This qualification will promote the learner's understanding of:

• Health and Safety relating to food, nutrition and the cooking environment

• Legislation in the food industry

• Food Provenance

• The main food groups, key nutrients and what is required for a balanced diet

• Factors that affect food choice

• Recipe development and understand how recipes may be adapted

• Applying practical cooking skills and techniques

• The importance of planning a menu and action planning

• Catering for people who have specific dietary requirements

• Evaluating completed dishes

Learners will develop the following skills which will inform future training and work in the food sector:

• decision making

• resourcefulness

• communicating

• independent working

• problem solving

• planning

• evaluation

• reflection

• professional behaviour

• the importance of continuing professional and personal development

How you will be assessed

Unit	**Assessment**	**Maximum Marks**	**Percentage of overall result**
Written Exam Externally marked	1 hour 30 minutes • a mixture of multiple-choice, short-answer and extended response questions	80	40%
NEA Externally set Internally marked and externally	The completion time for the NEA is 16 hours 30 minutes plus 2 hours preparation and research time.	96	60%

moderated	The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. NEA encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas. NEA enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across all content areas that are being assessed.		

The following grades are available for the qualification

BTEC Grade	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
GCSE Equivalent	1.75	Grades 4 to 8.5			

Post 16 courses available

Successful completion of this qualification will enable learners to progress to level 2 or 3 qualifications in related subjects. The knowledge and skills gained will provide a secure foundation for learners to progress into career opportunities in the food sector and provide a valuable platform for progressing to further study, training and employment.

It can lead to vocational or further study at local colleges. Examples are vocational qualifications such as technical awards or BTECs.

FRENCH (GCSE)

Examination Board **Edexcel**

Studying a foreign language helps you to open your mind to other cultures, gaining a better understanding of the contemporary society, cultural background and communities of the language being studied The ability to speak and understand a foreign language is a highly desirable skill, and sought after by future employers in today's international work market. It is now also possible to combine the study of a foreign language with a multitude of degree courses at university.

Overview of the course

The course develops all four language skills (Listening, Speaking, Reading and Writing) through the study of various topics including: My personal world, Media and new technologies, Travel and tourism and Lifestyle and well-being.

Oral fluency is emphasised through role plays, conversations, and presentations in French. Pupils are given the grammatical foundations and language structures required for practical tasks such as writing letters and messages.

Course content

The Edexcel level 1/level 2 GCSE.in French is designed as a two-year course. The content has been structured across 6 themes: My Personal World, Lifestyle and Wellbeing, My Neighbourhood • Media and Technology, Studying and My Future, Travel and Tourism.

Four units cover assessments in Listening, Reading, Speaking and Writing skills. Students will take all the exams at either Foundation or Higher Tier. Each skill (Listening, Speaking, Reading and Writing) is 25% of the overall grade.

Unit 1: Speaking

Students are assessed on their ability to communicate and interact effectively through speaking in French for different purposes and in different settings. There are 3 tasks.

- Task 1: Read aloud (12 marks)
- Task 2: Role play (10 marks)
- Task 3: Picture task (12 marks) with conversation (16 marks)

The speaking exam is internally conducted and externally assessed.

Unit 2: Listening

Students are assessed on their understanding of standard spoken French by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings. There are two sections:

- Section A: Listening (40 marks)
- Section B: Dictation (10 marks)

Unit 3: Reading and understanding in French

Students are assessed on their understanding of written French across a range of formal and informal contexts, and in familiar and unfamiliar settings. There are two sections:

- Section A: Reading and Understanding (40 marks)
- Section B: Translation into English (10 marks)

Unit 4: Writing in French

Foundation Tier: picture-based task (8 marks), one of two open-response questions, set in formal context (14 marks), one of two open-response questions, set in informal context (18 marks), translation into French (10 marks)

Higher Tier: one of two open-response questions, set in informal context (18 marks), one of two open-response questions, set in formal context (22 marks), translation into French (10 marks)

Visits and exchange

Students in Year 10 have the opportunity to take part in a four-day trip to Paris. This trip enables them to experience French culture (including historical visits) and practise their speaking skills.

How you will be assessed

Unit	Assessment and duration	Maximum marks	Percentage of overall result
Paper 1: Speaking in French	Foundation tier: The total assessment for the three tasks is 7 to 9 minutes plus 15 minutes' preparation time. Higher tier: The total assessment for the three tasks is 10 to 12 minutes plus 15 minutes' preparation time	50 F/H	25%
Paper 2: Listening in French	Foundation tier: The duration of the assessment is 45 minutes, including 5 minutes of reading time. Higher tier: The duration of the assessment is 60 minutes, including 5 minutes of reading time.	**50** F/H	25%
Paper 3 : Reading and understanding in French	Foundation tier: the assessment time is 45 minutes. Higher tier: The assessment time is 60 minutes.	50 F/H	25%
Paper 4 : Writing in French	Foundation tier: the assessment time is 1 hour and 15 minutes (four questions) Higher tier: the assessment time is 1 hour and 20 minutes (three questions)	**50** F/H	25%

Students who successfully complete this course will be awarded a GCSE graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post-16 courses available

Successful completion in GCSE French will allow students who want to continue to study the subject post-16 to take their knowledge of the French language to the next level, but will also give them the opportunity to explore fascinating aspects of French social, cultural and political life.

GEOGRAPHY (GCSE)

Examination Board **AQA**

Overview of the course

The course will cover a broad range of topics, both physical and human, which help give an understanding of important global issues. Throughout the course you will learn various aspects of Geography that will prepare you to go on to study the subject beyond GCSE, or to support your chosen post-16 courses. You will learn many transferable skills such as literacy, numeracy, ICT, analysis, decision making and team work, which can also be applied to other subjects. Due to the diversity of the subject it provides an excellent gateway into a variety of different career paths. This also makes the course a very popular choice with many colleges and employers.

Course content

Content will be from the following areas:

Living with the Physical Environment (35% of the final GCSE)		
The Challenge of Natural Hazards	This module studies tectonic hazards like earthquakes and volcanoes, their distribution, effects, responses and management. It also studies tropical storms and the extreme weather which the UK experiences such as flooding. A global overview also focuses on climate change which includes global warming.	35%
The Living World	This module studies the interrelationships between the various components of ecosystems. It studies food webs, nutrient cycling, biotic and abiotic factors and how they interrelate to each other. Two global biomes are studied which are the tropical rainforests and hot deserts. This includes a study of climate and physical conditions and how plants and animals adapt to those conditions. Issues such as deforestation and desertification are covered and the sustainable management of such issues.	
Physical Landscapes in the UK	This looks at the physical overview of the UK identifying areas of major upland/lowland areas and river systems. It studies two from three options which include coastal landscapes, river landscapes and glacial landscapes. This looks at processes which shape the land creating a range of landforms.	
Challenges in the Human Environment (35% of the final GCSE)		
Urban Issues and Challenges	Here pupils study global patterns of urbanisation; it includes research of a case study of the patterns of change in a low income country and a major city in the UK. It identifies features of a sustainable city and transport strategies.	35%
The Changing Economic World	Looks at global variations in economic development and quality of life, how to measure development levels and an overview of the development gap between rich and poor. It involves a case study of one LIC (Lower Income Country) or a NEE (Newly Emerging Economy). Finally it looks at the economic future of the UK.	
The Challenge of Resource Management	An overview of the provision and supply of food, water and energy. There is a look at resources in relation to the UK and a more in depth study of either food, water or energy regarding supply and demand, methods to improve supply and moving towards a more sustainable resource future.	

Geographical Application (30% of the final GCSE)		
Section A Issue valuation using secondary sources.	This section is synoptic and will require students to use their learning from the human and physical courses to analyse a geographical issue. A resource booklet will be issues twelve weeks before the date of the exam so students become familiar with the material. Students should apply knowledge and understanding to set the issue in context and to make an appraisal of the advantages and disadvantages. The exam will require students to make reasoned judgements for proposed solutions.	30%
Section B Fieldwork	You will complete two geographical enquiries, one physical and one human environment. This requires you to apply fieldwork and geographical skills which will be examined in the third paper at the end of Year 11. Students work will require understanding of the enquiry process and students will be expected to apply knowledge to interpret, analyse and evaluate information and issues related to their enquiries. There is the potential for local and residential fieldtrips in order to develop fieldwork techniques. Fieldwork must take place outside of the classroom.	

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall qualification
Paper 1 Living with the Physical Environment	Exam – 1 hour 30 minutes	88	35%
Paper 2 Challenges in the Human Environment	Exam – 1 hour 30 minutes	88	35%
Paper 3 Geographical Application	Exam – 1 hour 15 minutes	76	30%

- The course is 100% examined in three written papers where you will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.
- The examinations include multiple-choice questions, short open response questions, calculations based on data and extended writing questions.
- The examination will test Geographical knowledge and understanding as well as the use and application of Geographical skills.
- It is a well-regarded GCSE and an EBacc subject highly valued by future employers and places of further education.

Further details on content and assessment will be available at the information evening in January or from the Geography Department. Also ask your teachers during school time.

Post 16 Courses available

You can go on to study Geography at A-level which is currently available in The Sandon Sixth Form.

HEALTH AND SOCIAL CARE
(BTEC Level 1 / Level 2 Technical Award)

Examination Board **Pearson**

Overview of the course

BTECs are vocationally related qualifications, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they encourage students to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include: team working; working from a prescribed brief; working to deadlines; presenting information effectively; and accurately completing administrative tasks and processes. BTEC Firsts motivate students, and open doors to progression into further study and responsibility within the workplace.

This course aims to give students the opportunity to gain a broad understanding and knowledge of the health and social care sector today. It gives students a focused understanding of health and social care through the selection of optional specialist units.

Students will also have the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life.

Course content

Component 1: Human Lifespan Development
Component 2: Health and Social Care, Services and Values
Component 3: Health and Wellbeing

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall qualification
Component 1: Human Lifespan Development	Externally set, internally assessed, and externally moderated		30%
Component 2: Health and Social Care, Services and Values	Externally set, internally assessed, and externally moderated		30%
Component 3: Health and wellbeing	Examination	60	40%

BTEC Grade	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
GCSE Equivalent	1.75	Grades 4 to 8.5			

Post-16 courses available

This BTEC Tech award will prepare you for any post-16 course, but it leads well into the BTEC Level 3 Health & Social care course, which is the equivalent of one A Level. The BTEC qualifications are the health and care industry's recognised qualification which reflects the needs of employers, further and higher education representatives and professional organisations.

HISTORY (GCSE)

Examination Board **Edexcel**

Overview of the course

This course will enable you to:

- Acquire knowledge and understanding of the human past;
- Investigate historical events, people, changes and issues;
- Develop understanding of how the past has been presented and interpreted;
- Analyse historical sources;
- It should also stimulate interest in the past and provide a sound basis for further study.

Course content

Paper 1: Thematic study and historic environment

- Crime and punishment in Britain, c1000–present and
- Whitechapel, c1870–c1900: crime, policing and the inner city.

Paper 2: Period study and British depth study

- Henry VIII and his ministers, 1509–40
- The American West, c1835–c1895

Paper 3: Modern depth study

- Weimar and Nazi Germany, 1918–39

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall qualification
Paper 1: Thematic study and historic environment	Exam – 1 hour 15 minutes	52	30%
Paper 2: Period study and British depth study	Exam – 1 hour 45 minutes	64	40%
Paper 3: Modern depth study	Exam – 1 hour 20 minutes	52	30%

All exams will take place in the summer of Year 11. Students who successfully complete this course will be awarded a GCSE graded on a nine point scale: 1 to 9 – where 9 is the best grade.

A variety of question types are used, including the following:

- Questions based on visual and written sources.
- Assessing the usefulness of sources based on knowledge of the historical context.
- Making sense of a series of events.
- Explaining the importance of an event/person/development.
- Evaluating different interpretations of a Historical event.

All of these will assess your Historical knowledge as well as how you apply this to a range of sources and interpretations.

Post – 16 courses available

You can go on to study History at A Level, which is currently available in The Sandon Sixth Form.

ICT- CREATIVE iMEDIA
(OCR Level 1 / Level 2 Cambridge National Certificate in iMedia)

Examination Board **OCR**

Overview of the course

The OCR Level 2 Certificate in iMedia:

- is graded at Pass, Merit, Distinction
- 1 hour and 30 minutes written exam OCR set and marked
- OCR moderated course work x 2

Course Content

Unit R093: Creative iMedia in the media industry

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

This exam will be sat in the January Year 11.

Unit R094: Visual identity and digital graphics

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry

This unit is completed in class with support from your teacher.

Unit R097: Interactive digital media

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

This unit is completed in class with support from your teacher.

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall qualification
R093 Creative iMedia in the media industry Pre-production skills	OCR set and marked 1 hour and 30 minutes. 70 marks. Learners answer all questions	70	40%
R094 Visual identity and digital graphics	OCR moderated Centre Assessed Tasks NEA	50	60%
R097 Interactive digital media	OCR moderated Centre Assessed Tasks NEA	70	

Qualification	Max uniform mark	Qualification Grade						
		*2	D2	M2	P2	D1	M1	P1
Certificate	200	180	160	140	120	100	80	60
GCSE Equivalent		9	8 / 7	6	5 / 4	3	2	1

Post-16 courses available

This qualification provides a broad and solid foundation for further study of various aspects of creative computing, such as graphic design, web design, computer games design and interactive media.

It supports progress to further study, including:

- Level 3 BTECs in Creative Media Production
- Level 3 BTECs in IT
- Level 3 Principal Learning in Creative and Media.

It also enhances young people's overall digital literacy and gives them a solid foundation for further study and employment.

MUSIC (GCSE)

Examination Board **Eduqas**

Overview of the course

This GCSE qualification concentrates on Performing, Composing and Listening/Appraising music. You will need to be able to play and instrument or sing.

This course will enable you to:

- develop an appreciation of music through an active involvement in music making, both as an individual and as a team player
- increase your knowledge of music theory and the musical elements to accurately describe what you can hear
- extend instrumental skills such as playing in an ensemble
- provide evidence to employers about your commitment, dedication and your ability to work in a team
- provide a firm foundation for students wishing to go on to BTEC Music, other Level 3 courses or into work within the music industry.

Course content

You will be required to:

- produce compositions using instruments/voices and computer software such as Noteflight
- demonstrate an ability to create and develop musical ideas
- perform on an instrument or sing with accuracy, expression and appropriate interpretation
- show technical control and a sense of ensemble when performing with others
- identify music from different styles and traditions
- evaluate music using appropriate musical vocabulary
- participate in at least 1 school ensemble.

How you will be assessed

Requirement	Maximum Marks	Percentage of overall result
Performing as an individual and as part of an ensemble, NEA (coursework): Here you will be taught and encouraged to produce playing of the highest standards possible. You will be required to perform as an individual as well as within an ensemble. We provide ensembles within school to cater for everyone's instrument or voice. You will be required to perform in concerts and school ensembles.	72	30%
Composing, NEA (coursework): Although structured carefully, you are free to compose in any style you wish for your free choice composition, using whatever combinations of instruments/voices you prefer. One brief will be set by the exam board. Use can be made of your own instruments, the computer software in A2 and at home via a web browser and sharing composition ideas with your friends.	72	30%
Listening, exam 1 hour 15 minutes: For this element as wide a range of music as possible is included (classical, pop, jazz, musicals, film and music of other cultures) in order to develop greater skill and concentration in listening and appraising, enhancing your understanding and enjoyment of music. You will also cover skills associated with music theory and aural skills.	96	40%

You will be assessed on your musical perception at regular intervals. Performances to each other will be held once or twice per year and assessed. Compositions will be given verbal feedback throughout their completion and marked when completed. Students must ensure that deadlines are met.

Students who successfully complete this course will be awarded a GCSE graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Special notes

If you study GCSE Music we strongly recommend that you are taking at least 15 minutes of private instrumental tuition a week (either using our in school instrumental teachers or external tutors). Currently, we are able to provide 15 minutes of lessons FREE per week totalling 30 lessons over the course of the year, although we cannot guarantee that this will be available for your year 11 study. At the beginning of the course in year 10 you will be expected to be around grade 2 standard (or above), with a view to being of a grade 3 standard at the culmination of the course. It is important that you are willing to attend rehearsals for school ensembles weekly and take part in concerts as this skill is assessed as part of the GCSE.

Post-16 courses available

Music BTEC Level 3 is currently available in The Sandon Sixth Form

PERFORMING ARTS (DANCE)
(BTEC Level 1 / Level 2 Technical Award)

Examination Board Edexcel
603/7054/3

Overview of the course

This is an exciting fun course for those who love to dance or want to extend your current dance skills and try something new. Past candidates have consistently achieved outstanding results over many years. It is a vocational course with a practical focus. This course will enable you:

- refine your dance technique and dance performance skills
- explore contemporary, hip-hop, and jazz/musical theatre dance styles
- develop your ability to create dance with friends
- enjoy watching dance and making critical evaluations (verbal and written)
- perform in dance shows each term
- produce imaginative coursework- photo's, research, diaries, videos.

Course content

Component 1: Exploring the Performing Arts

Working as part of a dance company, you will practically explore, rehearse, perform and understand the works of professional choreographers and the process in which they develop their choreography. We will study three set works and rehearse extracts from them in year 10. You will be assessed upon the coursework portfolio you produce about these three dances. Current works studied include: Zoonation (Hip-hop), Christopher Bruce or Matthew Bourne (contemporary) and Bob Fosse (Jazz/musical theatre)

Component 2: Developing Skills and Techniques in the Performing Arts

In this unit you will develop your dance skills and techniques through participation in a range of dance styles. Later you will be taught one piece of dance repertoire. You will be assessed in both rehearsal and performance. You will also be expected to review your progress through production of a diary log of evaluations.

Component 3: Performing to a Brief

This is a unit in which you will work as part of a group in response to an exam board brief and stimulus which will enable you to create a performance to a target audience. The stimulus might be: Carnival or Summer Festival for example. A rehearsal schedule will be followed, and deadlines met including dance completion, costume, lighting decisions and accompaniment decisions. You will produce a written log of the creative process and an evaluation report reflecting upon your progress in relation to the brief.

How you will be assessed

Component	Assessment and duration	Percentage of overall result
Component 1	Exploring the Performing Arts Internally assessed – theme set by exam board	30%
Component 2	Developing Skills and Techniques in the Performing Arts Internally assessed – theme set by exam board	30%
Component 3	Performing to a Brief Synoptic externally assessed	40%

BTEC Grade	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
GCSE Equivalent	Grade 1.75	Grades 4 – 8.5			

Post-16 courses available

Level 3 Performing Arts Practice (Dance) or Performing Arts Practice (Acting) at Sandon Sixth Form or a combination of A Levels from any subject.

Other post 16 opportunities include: Access to level 3 courses or A Levels at local colleges.

Job opportunities for those qualifying in Performing Arts vocational courses include: A range of careers which value good communication, literacy and a creative skill-set which might include: education, childcare, NHS careers, police, media careers, charity, heritage and culture careers and journalism for example.

Specific drama/performing arts careers include; performer, critic, director, choreographer, ty presenter, movement director, teacher, stage manager, stage designer, producer, arts development officer, makeup designer.

Special notes

i. Those taking this course will be expected to attend extra rehearsals to prepare for regular assessed performances.

ii. Candidates will be expected to wear specific kit for all practical lessons as a compulsory requirement associated with Performing Arts Industry professionalism.

iii. All candidates **MUST** perform in evening shows for interim and final assessment evidence. Shows are recorded and footage shown to examiners. Dress rehearsals are also recorded for evidence and feedback given to raise final performance standards.

PHYSICAL EDUCATION (GCSE)

Examination Board **AQA**

Overview of the course

The course has a 40% practical and 60% theoretical weighting. The practical is based on assessment of three activities, while the theoretical aspect is assessed by two 75 minute written papers at the end of the course.

This course will enable you to:

- develop and apply your knowledge, skills and understanding of activities
- develop your knowledge and understanding of factors affecting participation and performance
- understand the role of rules and conventions
- promote your understanding of the health benefits and risks associated with taking part in activities
- develop the skills necessary to analyse and improve performance
- support your personal and social development through adopting different roles in selected activities.

Course content: Practical

The practical component will involve you participating in a range of activities with your final three activities being one individual activity, one team activity and one individual or team activity.

Please note the following:

- It will not be possible to offer all of the activities, therefore you may not get to do your favourite activity in school. You could, however, be assessed via core PE, extra-curricular clubs or video evidence from outside of school. This will have to be arranged with your PE teacher.
- You will have the opportunity to take part in more than just three activities.
- The activities available for assessment are shown below:

Team Activities			**Individual Activities**		
Association football	Badminton	Basketball	Amateur boxing	Athletics	Badminton
Camogie	Cricket	Dance	Canoeing/ Kayaking (slalom or sprint)	Cycling	Dance
Gaelic football	Handball	Hockey	Diving	Golf	Gymnastics
Hurling	Lacrosse	Netball	Equestrian	Figure Skating	Rock climbing
Rowing	Rugby league	Rugby union	Sailing	Sculling	Skiing
Squash	Table tennis	Tennis	Snowboarding	Squash	Swimming
Volleyball	Acrobatic Gymnastics	Figure Skating	Table tennis	Tennis	Trampolining
Futsal	Ice Hockey	Inline Roller Hockey	Windsurfing		
Sailing	Sculling	Water Polo			

Course content: Theory

The theoretical section includes the following topic areas:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Use of data
5. Sports psychology
6. Socio-cultural influences
7. Health, fitness and well-being

Each topic area will be assessed in one of the two written papers, as highlighted below:

Paper 1: The human body and movement in physical activity and sport	**Paper 2: Socio-cultural influences and well-being in physical activity and sport**
Applied anatomy and physiology	Sports psychology
Movement analysis	Socio-cultural influences
Physical training	Health, fitness and well-being
Use of data	Use of data

How you will be assessed

Component	**Assessment and duration**	**Maximum Marks**	**Percentage of overall result**
Practical	Skill 1: Progresive drills & full context Skill 2: Progresive drills & full context Skill 3: Progresive drills & full context Coursework: analysis & evaluation of performance to bring about improvement in one activity	25 25 25 25	40%
Paper 1	Exam: The Human Body and Movement – 1hr 15mins	78	30%
Paper 2	Exam: Social-Cultural Influences and Well-Being – 1hr 15mins	78	30%

Students who successfully complete this course will be awarded a GCSE graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Special notes

- The practical analysis and evaluation section (practical) will require you to complete a number of written assignments
- You will also be required to complete regular homework assignments as part of your preparation for the written paper. If you fail to complete set tasks, you will be placing yourself in a situation where you may not be entered for the final exam.
- As general background, you are advised to keep yourself informed of current sporting developments by reading newspapers, magazines and books, as well as watching relevant TV programmes.
- It is expected that you currently play for a team in or outside of school for your main event.
- You will find it to your advantage to get involved in a number of clubs, both in and out of school for the activities being taught for assessment to enhance your weaker activities.
- CONTRACT - Students opting for this course will be required to sign a contract which lists what is expected. One such requirement will be the participation in at least one extra-curricular sports club/team.

Post-16 courses available

A Level Physical Education is currently available in The Sandon Sixth Form

PHYSICAL EDUCATION: HEALTH AND FITNESS (NCFE Level 1 / Level 2 Technical Award)

Examination Board **NCFE**

Overview of the course:

This course is aimed at students interested in any of the health and fitness contexts such as exercise, lifestyles and diet. The qualification focuses on an applied study of the health and fitness sector and learners will gain a broad knowledge and understanding of working in the sector. This course is appropriate for students who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences. The course is appropriate for learners who are looking to apply their knowledge in preparing, planning and developing a health and fitness programme. In terms of entry into further education, this qualification is of equal point's value to all other GCSE options available.

This course will enable you to

- explore the functions of the main body systems
- use different training techniques and methods and discover the importance
- of diet and nutrition
- prepare and plan a health and fitness plan
- evaluate a health and fitness plan
- carry out fitness tests
- build up a qualification by studying individual units

Course content

- Structure and function of body systems
- Effects of health and fitness activities on the body
- Health and fitness and the components of fitness
- Principles of training
- Testing and developing components of fitness
- Impact of lifestyle on health and fitness
- Applying health and fitness analysis and setting goals
- Structure of a health and fitness programme and how to prepare safely

How you will be assessed

Unit	Assessment and duration	Maximum Marks	Percentage of overall qualification
1	Exam – 1 hour 30 minutes	80	40%
2	Internally assessed coursework assignments taken throughout the course		60%

Students who successfully complete this course will be awarded A Level 1 / Level 2 Technical Award in Health and Fitness graded Pass – Distinction*

NCFE Grade	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*
GCSE Equivalent	Grades 1-3			Grades 4 – 8.5			

Post-16 courses available

Students with a qualification in health and fitness have the option to either learn more about the subject, with more advanced courses such as BTEC National level 3 Sport (2-A-levels) and A Level Physical Education or use the qualification as entry to all courses at colleges and Sixth Forms.

Examples of careers available in the health and fitness industry

Gym/fitness instructor, exercise to music instructor, aqua instructor, physical activity instructor for children, health trainer, leisure centre assistant, swimming teacher or coach, outdoor activities instructor, nutritional therapist and personal trainer

RELIGIOUS STUDIES (GCSE)

Examination Board **AQA Religious Studies**

Overview of the course

Religious Studies will allow you to study a range of ideas regarding morality and values, including reference to a range of relevant moral issues. This opportunity to reflect on your own moral perspective, as well as that of others makes it an interesting and rewarding subject, regardless of an individual's belief. It is important that you have an enquiring mind and are prepared to listen and consider alternative viewpoints. You will develop the ability to form your own views and use evidence to support your conclusions. Religious Studies is valued as a subject that enables students to develop a critical and analytical approach to a range of questions. This is hugely beneficial if you wish to go on to study the subject beyond GCSE or to support other post-16 courses.

Course content

Students will study two religions in depth from the major faith traditions represented in the UK, as well as considering other worldviews such as Atheism, Humanism and Philosophical theories. Content for the two examination papers is divided into:

Beliefs and Practices

- Christian Beliefs
- Christian Practices
- Hindu Beliefs
- Hindu Practices

Thematic Paper

- Medical Ethics & Environmental Ethics
- Philosophy of Religion
- Peace & Conflict
- Crime & Punishment

How you will be assessed

Unit	Assessment and Duration	Maximum Marks	Percentage
Beliefs and Practices	Exam – 1 hour 45 minutes	102	50%
Thematic Paper	Exam – 1 hour 45 minutes	102	50%

Results will be graded on a nine point scale: 1 to 9 – where 9 is the highest grade.

- The examinations will include short open response questions as well as extended writing questions.
- Assessment is based on knowledge and understanding, as well as the ability to analyse and evaluate various aspects of belief.

Post-16 options available

You can go on to study Religious Studies at A level, which is currently available in The Sandon Sixth Form.

SOCIOLOGY (GCSE)

Examination Board **Eduqas**

Overview of the course

Sociology is the study of society, in particular how people learn how to behave in society. We focus on why there are so many inequalities in society based on social class, gender, age and ethnicity.

High crime rates in our inner cities, 'binge drinking ladettes', boys' underachievement in school, the effects of divorce on children, racism and the police, the effects of the media on violent behaviour, these are among the great debates of today. They are the subject of countless views and opinions however in sociology we look at these issues from an evidence-based perspective.

Students who take sociology have a better understanding of the world around them and are more critical of social injustices. You will gain detailed knowledge as well as analytical and debating skills.

Sociology is exciting, interesting and relevant to students' lives. It encourages students to take a questioning approach to evidence and issues and gets you thinking in an evaluative way.

The Eduqas Syllabus will allow you to:

- think independently about the world around you
- be more aware of your own and others actions
- evaluate research
- question how people behave
- explain how society works

Course content

Unit 1: Understanding social processes

Cultural transmissions

This is the introductory topic focussing on what sociologists believe and how they do their research.

The sociology of families

We look at what is going on in families nowadays and how the family has changed over time. We investigate who has power in the home and if we still have a traditional family and whether this is even a good thing.

The sociology of education

In this unit we investigate why some groups achieve better in education than others and if this is to do with the schools themselves or also to do with outside factors like family or social class issues.

Unit 2: Understanding social structures

Crime and deviance

We look at who is most likely to be in prison and the reasons for this. We also focus on how the official crime statistics are created and whether they really tell us the truth.

Social Differentiation

In this unit we investigate who has power in society and why some social groups are treated differently to others. We look at the reasons for this and what could be done to change it.

Research methods

How sociologists get their research.

How you will be assessed

Unit	Assessment and duration	Maximum marks	Percentage of overall result
Unit 1	Exam 1 hour 45 minutes	100	50%
Unit 2	Exam 1 hour 45 minutes	100	50%

This course is 100% examined in two written papers. Students who successfully complete this course will be awarded a GCSE graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post-16 courses available

It is a good grounding if you were interested in taking other Social Science A Level subjects such as Criminology, Law, Psychology or BTEC Health and Social Care.

Sociology is a very well-valued subject by employers. Students wishing to gain employment in the areas of Social Work, Counselling, the Police, Education, the NHS or Politics would find this qualification particularly useful.

SPANISH (GCSE)

Examination Board **Edexcel**

Studying a foreign language helps you to open your mind to other cultures, gaining a better understanding of the contemporary society, cultural background and communities of the language being studied. The ability to speak and understand a foreign language is a highly desirable skill, and sought after by future employers in today's international work market. It is now also possible to combine the study of a foreign language with a multitude of degree courses at university.

Overview of the course

The course develops all four language skills (Listening, Speaking, Reading and Writing) through the study of various topics. The topics include My Personal World, Lifestyle and Wellbeing, My Neighbourhood, Media and Technology, Studying and My Future, Travel and Tourism.

Oral fluency is emphasised through role plays, conversations, and presentations in Spanish. Pupils are given the grammatical foundations and language structures required for practical tasks such as writing letters and messages.

Course content

Unit 1: Speaking

Students are assessed on their ability to communicate and interact effectively through speaking in Spanish for different purposes and in different settings. There are 3 tasks:

- Task 1: Read aloud (12 marks)
- Task 2: Role play (10 marks)
- Task 3: Picture task (12 marks) with conversation (16 marks)

The speaking exam is internally conducted and externally assessed.

Unit 2: Listening

Students are assessed on their understanding of standard spoken Spanish by one or more speakers, across a range of formal and informal contexts, and in familiar and unfamiliar settings. There are two sections:

- Section A: Listening (40 marks)
- Section B: Dictation (10 marks)

Unit 3: Reading and understanding in Spanish

Students are assessed on their understanding of written Spanish across a range of formal and informal contexts, and in familiar and unfamiliar settings. There are two sections:

- Section A: Reading and Understanding (40 marks)
- Section B: Translation into English (10 marks)

Unit 4: Writing in Spanish

Foundation Tier: picture-based task (8 marks), one of two open-response questions, set in formal context (14 marks), one of two open-response questions, set in informal context (18 marks), translation into Spanish (10 marks)

Higher Tier: one of two open-response questions, set in informal context (18 marks), one of two open-response questions, set in formal context (22 marks), translation into Spanish (10 marks)

Trips

GCSE students in year 10 are given the opportunity to visit Spain as a voluntary part of their study, allowing them to practice their speaking skills and also appreciate the culture first hand.

How you will be assessed (F=Foundation, H=Higher)

Unit	Assessment and duration	Maximum marks	Percentage of overall result
Paper 1: Speaking in Spanish	Foundation tier: The total assessment for the three tasks is 7 to 9 minutes plus 15 minutes' preparation time. Higher tier: The total assessment for the three tasks is 10 to 12 minutes plus 15 minutes' preparation time	50 F/H	25%
Paper 2: Listening in Spanish	Foundation tier: The duration of the assessment is 45 minutes, including 5 minutes of reading time. Higher tier: The duration of the assessment is 60 minutes, including 5 minutes of reading time.	50 F/H	25%
Paper 3 : Reading and understanding in Spanish	Foundation tier: the assessment time is 45 minutes. Higher tier: The assessment time is 60 minutes.	50 F/H	25%
Paper 4 : Writing in Spanish	Foundation tier: the assessment time is 1 hour and 15 minutes (four questions) Higher tier: the assessment time is 1 hour and 20 minutes (three questions)	50 F/H	25%

Students who successfully complete this course will be awarded a GCSE graded on a nine point scale: 1 to 9 – where 9 is the best grade.

Post-16 courses available

The ability to speak a modern foreign language is becoming more and more highly regarded by both Universities and employers alike. Foreign language skills are a valuable asset for a variety of careers such as business, finance and tourism, law, advertising, air-traffic control, European Union (EU) officials, import/export; interpreting, translation, education.

Successful students may move on to study A Level Spanish in The Sandon Sixth Form.