

Art and Design



What GCSE are you studying for?

OCR G.C.S.E Art, Craft and Design. J170

This course allows students to develop and produce personal responses that reflect a broad exploration of art, craft and design.

For example:

Fine Art-Painting, drawing, printmaking, sculpture, photograph, other 2D/3D imagery

Graphic Communication-Illustration, advertising, packaging, multi-media

Photography-Still images or moving images

Textile Design-Fashion, printed and or dyed, constructed, expressive textiles, installed textiles for commercial or domestic settings

Three-dimensional Design- Ceramics, theatre design, product design, environmental or architectural design, jewellery

Unit 1-Controlled Assessment Portfolio

- Is worth 60% of the overall G.C.S.E grade
- Only one body of work is required
- It must be completed in approx. 45 hours
- The topic or theme is decided upon by the subject teacher

Unit 2-OCR Set-Task

- Is worth 40% of the overall G.C.S.E grade
- Only one body of work is required
- You have ten hours of supervised, controlled time to produce a personal response(s)
- The topic or theme is set by the exam board and is available to students from the beginning of January.
- The exam preparation period is approx. 10 weeks and immediately follows the completion of the Controlled Assessment Portfolio

Assessment:

Unit 1: Controlled Assessment Portfolio
60%
Unit 2:OCR Set-Task 40%

Specification and Examination Board:

Exam board: OCR
Qualification: G.C.S.E
Duration of course: 2 years

Further Education and Careers:

Architecture, Graphic Design, Fashion Design, Fashion Merchandising, Product Design, Shoe Design, Fine Art, Photography, Education, Animation and Film

Biology



Content:

Biology gives students the opportunity to gain a good understanding of:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Practical work is at the heart of biology, pupils will be expected to complete the following 8 required practicals:

1. Investigate the effect of antiseptics or antibiotics on bacterial growth
2. Investigate the effect of salt or sugar solutions on plant tissue.
3. Investigate the effect of a factor on the rate of an enzyme-controlled reaction.
4. Investigate the effect of a factor on the rate of photosynthesis.
5. Investigate the effect of a factor on human reaction time.
6. Investigate the effect of light on the growth of newly germinated shoots
7. Investigate the population size of a common species in a habitat.
8. Investigate the effect of a factor on the rate of decay

Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the required practical activities. These questions will count for at least 15% of the overall marks.

Students will be required to demonstrate a series of mathematics skills in GCSE Biology assessments this will make up 10% of the marks.

Assessment:

2 x 1.75 hour written papers worth 50% each taken at the end of year 11

The qualification will be graded on a nine-point scale: 1–9 – where 9 is the best grade

Specification and Examination Board:

AQA GCSE Biology specification (8461)

Further Education and Careers:

Required subject to study A-Level biology which can then lead on to careers in: Medicine, Dentistry, Research, Teaching, Food Scientist, Sports science, Environmental management and conservation or Forensic science.

Chemistry



Content:

Chemistry gives students the opportunity to gain a good understanding of:

- the nature of substances and how they react together
- how Chemistry is used in business and industry
- how our use of raw materials in fuels and manufacturing can affect the global and local environment.

The specification is designed to help students understand how to formulate a scientific approach to understanding and explaining the world and solving problems. This means that the 'How Science Works' approach is integrated throughout the specification.

The specification is structured in a way that starts with the fundamental ideas in Chemistry, putting the building blocks in place. This enables students to develop an understanding of topics such as chemical structures and their properties, chemical reactions and how to analyse substances.

Many of the materials considered are substances that students will come across in their daily lives like drinking water, vegetable oils and metals. This helps engage students by putting their learning in context. Teachers are encouraged to develop students' practical skills with hands-on work which helps make the subject come alive in the classroom.

Useful Websites

<http://www.aqa.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/chemistry/>

<http://www.youtube.com/user/myGCSEscience>

<https://vle.bishopveseys.bham.sch.uk>

Assessment:

Two equally weighted exams will be sat at the end of Year 11.

A range of question types will be used, including multiple choice, short & extended responses.

Specification and Examination Board:

AQA - GCSE Chemistry
Specification Code: Draft 8462

Further Education and Careers:

Chemistry GCSE leads to Chemistry 'A' level and ultimately numerous courses at university such as Environmental Chemistry, Biochemistry, Chemical Engineering, Medicine and Dentistry.

Computing



Content:

GCSE Computer Science is new to BVGS. It creates and fosters the enjoyment of Computing and stimulates curiosity about technology. In an industry that is still growing exponentially the ability to manipulate computers and use them to problem solve is vital in tomorrow's world. The course will allow you to explore the physics, logic, history, future and vast social consequences of computers.

Students will study:-

- Programming** – Sequence, Selection, Repetition, Variables, Implementing Algorithms
- Computer Systems** – Hardware, Software and types of system.
- Data** – Binary, Hexadecimal, File Sizes, Compression, Encryption, Databases and SQL
- Problem Solving** – Tracing and Designing Algorithms, Decomposition, Standard Algorithms
- Communication** – Networks, The Internet, HTML5 and CSS3
- The bigger picture** - Emerging trends in computing technology, legal, social and ethical issues

The final assessment is predominantly 2 paper based exams (80%) but students will spend significant time developing their coding in preparation for the controlled assessment as well as exemplifying theoretical content through practical activities. For the controlled assessment (20%) students will design, code and evaluate a solution to a set problem in Python.

Computer scientists have an almost unparalleled opportunity to pursue careers in science, computing and mathematics, with the skills that the increasingly systems-driven world is crying out for. Computer scientists are in great demand – recent research suggests that computing has the greatest potential employment demand over the next few years. Pupils with qualifications at GCSE and A Level are highly in demand by UK universities.

Assessment:

2 Paper based assessments lasting 100 minutes and 120 minutes (80%)

Classroom based controlled assessment in programming using Python lasting 20 hours (20%)

Specification and Examination Board:

EdExcel GCSE Computer Science (1CPO)

Further Education and Careers:

A Level Computer Science, Degree in Computer Science.

Games developer, Information systems manager, IT consultant, Multimedia programmer, Network engineer, Systems analyst, Systems developer, Web designer, IT sales professional, IT trainer, Secondary school teacher, Technical author, Database administrator.

Design & Technology



Content:

Design and Technology is a multifaceted subject which calls upon a range of core skills, enabling pupils the opportunity to develop problem solving skills, logical and systematic thinking, creativity, practical awareness and manual handling skills, confidence in their abilities, etc. This subject is therefore an ideal accompaniment to many other core subjects offered in school. Alongside these transferable skills the pupils develop a deeper understanding of design factors and manufacturing techniques. The subject has far surpassed its traditional woodworking/craft routes and now focuses heavily on the production of high quality, intelligent designs which meet the demanding needs of a specified user. The subject looks to mirror industrial techniques which are currently used within industry today and offers pupils the chance to secure a strong foundation in an area they may wish to pursue within their future career.

Component 1: Written Examination:

- Worth 50% of the overall GCSE grade.
- One examination paper lasting 1 hour and 45 minutes. Sat at the end of year 11.
- The paper consists of two parts
 - Core content – pupils will be asked core design related questions that will demonstrate a breadth of knowledge.
 - Material category – the pupils will select a material area they wish to specialise in, i.e. timbers, systems, paper and boards, etc. These more specific questions will demonstrate their depth of knowledge.

Component 2: Controlled Assessment:

- Worth 50% of the overall G.C.S.E grade.
- A design folder and corresponding manufactured piece will be submitted and assessed.
- The pupils choose a contextual statement which is released by the examining body for the beginning of Year 11.

Assessment:

Component 1: Written Examination 50%
 Component 2: Controlled Assessment 50%

Specification and Examination Board:

Exam board: Pearson Edexcel
 Qualification: GCSE
 Duration of course: 2 years

Further Education and Careers:

Product Designer
 Architect
 Design Engineer
 Engineering (Civil, Electronic, Mechanical, etc.)

Economics



Content:

GCSE economics will allow students to understand how markets and economies work. They will develop an economic awareness to benefit them personally and professionally for years to come. The course uses a range of contemporary case studies to introduce students to theoretical ideas and relate them to the real world around them. The course provides lots of opportunities for students to discuss today's economic issues in their lessons. This develops knowledge but also skills such as communication, critical thinking and analytical skills. There are lots of opportunities to talk about today's economic issues in lessons. We develop these skills through tasks based on anything from ways to cut the budget deficit, to weighing up the pros and cons of inflation or being part of free-trade agreements.

Topics covered include:

- price determination, competition and monopoly, government intervention and market failure
- international trade and the global economy, unemployment, inflation, economic growth

Useful Websites

<http://www.aqa.org.uk/subjects/economics/gcse/economics-8136/introduction>

<http://www.bbc.co.uk/schools/gcsebitesize/businessstudies>

<https://www.tutor2u.net/economics>

<https://vle.bishopveseys.bham.sch.uk>

Assessment:

The actual GCSE qualification is obtained in year 11 – 2 written examinations are sat in the Summer.

Paper 1: How Markets Work – 1hr 45 min paper (50%)

Paper 2: How the Economy Works – 1hr 45 min paper (50%)

Specification and Examination Board:

GCSE Economics (8136) (for teaching September 2017 onwards)
Exam board is AQA.

Further Education and Careers:

Economics: GCSE leads to A Level Economics.

Studying economics can lead to careers and jobs in business related professions including: financial risk analyst, stockbroker, banker, statistician, investment analyst, diplomatic service officer

Related career paths include

Management, Accountancy, Finance, Marketing, Law, Logistics and many other business disciplines.

English Language & Literature



English Language:

Paper 1: Examination: Explorations in Creative Reading and Writing (50% of GCSE)

Section A: Reading: candidates answer four compulsory questions based on an unseen literature fiction text (total of 40 marks)

Section B: Writing: candidates complete one extended writing task which will be either descriptive or narrative in nature(worth 40 marks)

Paper 2:Writer's Viewpoints and perspectives (50% of GCSE)

Section A: Reading : candidates will answer four compulsory questions based on one unseen non-fiction text and one unseen literary non-fiction text (total of 40 marks)

Section B: Writing: candidates complete one extended writing task which will be to present a viewpoint (worth 40 marks)

Non-exam assessed: students will be assessed throughout the course by their teacher in their ability to use Standard English in speaking, presenting and their ability to listen to and respond to others. This does not contribute to the final GCSE grade but will have a separate endorsement.

English Literature: Examinations are closed book

Paper 1:Shakespeare and the 19th Century novel (40% of GCSE)

Section A: Candidates will answer a question on their studied play “Macbeth”. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: Candidates answer a question on “Jekyll and Hyde”. They will be required to write in detail about an extract from the text and write about the text as a whole.

Unit 2: Modern Texts and Poetry (60% of GCSE)

Section A: Modern Texts: Candidates answer one question, from a choice of two about the play “An Inspector Calls”.

Section B: Poetry: Candidates will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen poetry: Candidates will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Assessment:

All examination.

Specification and Examination Board:

AQA
Two separate GCSE grades are awarded (Language and Literature)
English Language (8700)
English Literature (8702)

Further Education and Careers:

Degree in English Language or Literature
Essential communication and analysis skills needed for a wide range of careers

French



Content:

The course is designed to build on the topics pupils have covered at KS3, extending their grammar and vocabulary, and developing their listening, speaking, reading and writing skills, whilst also giving them a greater insight into French culture.

The GCSE course covers 5 main themes, all of which are covered in the context of both the UK and French speaking countries:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimensions

The GCSE tests the 4 main skill areas each of which is worth 25% of the final grade:

- Paper 1= Listening
- Paper 2 = Speaking
- Paper 3 =Reading
- Paper 4 =Writing

All exams are taken at the end of Year 11.

By the end of the course pupils will have gained a sound grasp of grammar and key vocabulary useful in a variety of practical and social situations. The course will enable pupils to continue their language to A-Level and give the valuable insight into the culture and history of French speaking countries.

Assessment:

- Unit 1(listening): 25%
- Unit 2 (speaking):25%
- Unit 3 (reading): 25%
- Unit 4 (writing): 25%

Specification and Examination Board:

Edexcel GCSE French: 1FRO

Further Education and Careers:

Extremely beneficial for a wide range of careers including journalism, design, engineering, retail and leisure. Very highly regarded by employers.

Geography



Content:

The new GCSE Geography specification enables a variety of teaching and learning approaches. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

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

The new GCSE content will include content relating to living with the physical environment, including natural hazards, the physical landscape of the UK and the living world. Students will also study challenges in the Human environment including urban issues and challenges, the changing economic world and the challenge of resource management. The students will also be required to undertake two fieldwork experiences in differing environments which culminate in a Geographical applications exam based on key geographical skills.

Assessment:

Living with the physical environment:
1hour 30 35% (88 marks)
Challenges in the human environment: 1
hour 30 35% (88 marks)
Geographical applications: 1 hour 30%
(76marks)

Specification and Examination Board:

AQA

Further Education and Careers:

Cartographer, Commercial/residential surveyor, Environmental consultant, Geographical information systems officer, Planning and development surveyor, Secondary school teacher, Town planner, International aid/development worker, Logistics and distribution manager, Market researcher

German



Content:

The course is designed to build on the topics pupils have covered at KS3, extending their grammar and vocabulary, and developing their listening, speaking, reading and writing skills, whilst also giving them a greater insight into German culture.

The GCSE course covers 5 main themes, all of which are covered in the context of both the UK and German speaking countries:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimensions

The GCSE tests the 4 main skill areas each of which is worth 25% of the final grade:

- Paper 1= Listening
- Paper 2 = Speaking
- Paper 3 =Reading
- Paper 4 =Writing

All exams are taken at the end of Year 11.

By the end of the course pupils will have gained a sound grasp of grammar and key vocabulary useful in a variety of practical and social situations. The course will enable pupils to continue their language to A-Level and give the valuable insight into the culture and history of German speaking countries.

Assessment:

- Unit 1(listening): 25%
- Unit 2 (speaking):25%
- Unit 3 (reading): 25%
- Unit 4 (writing): 25%

Specification and Examination Board:

Edexcel GCSE German: 1GN0

Further Education and Careers:

- *Relevant to all careers requiring communication skills and everything from engineering to economics to the diplomatic service.
- * Very highly regarded by employers and universities.

History



Content:

History encourages students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into the past. The study of History prepares candidates to make informed decisions about further learning opportunities and career choices. GCSE History requires learners to demonstrate knowledge and understanding of historical periods, themes and topics studied, and their chronology through: making connections and comparisons between different aspects of the periods, themes and topics studied; describing, analysing and evaluating the causes and consequences of historical events and situations; describing, analysing and evaluating changes and developments in the periods, themes and topics studied; assessing the significance of individuals, events, developments and/or ideas in the history studied.

At BVGS the course is split into 3 distinct parts.

Paper 1 (50% of overall grade)

This is a knowledge based paper in which your son will be expected to tackle questions on

Germany

Germany (1925-55), The Rise of Hitler, Life in Nazi Germany (1933-45), The Second World War and German Reconstruction post 1945

International Relations 1918-2011

WW1 Peace Settlements, The Origins of the Cold War, The Cuban Missile Crisis, The Vietnam War, Détente, Afghanistan, Gulf War and 9/11

Paper 2 (25% of overall grade)

This is a source based paper in which your son will be expected to analyse and evaluate sources relating to a thematic study of war 790-2010 including the Vikings, Hastings, Napoleon, WW2 and IRA

Paper 3 (25% of overall grade)

Personal Rule to Restoration looking at the Civil War, death of Charles I, Oliver Cromwell and Charles II. This will also incorporate a trip to and study of a castle e.g. Framingham and Carlisle

Assessment:

Paper 1 (50%)

Paper 2 (25%)

Paper 3 (25%)

Specification and Examination Board:

OCR Modern World History A (J410) with Germany as Core Content

Further Education and Careers:

Excellent study skills useful in Higher Education
Politics, Journalism, Law, Armed Forces, Graduate schemes,
Business

Mathematics



Content:

This Edexcel GCSE in Mathematics qualification covers the following content:

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

It gives students the opportunity to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Assessment:

- Three written papers, one non-calculator, two calculator allowed: each contributes 33.33% of the final grade
- Higher Tier grades 9 - 4
- 1 hour 30 minutes per paper

Specification and Examination Board:

Edexcel 1MA1

Further Education and Careers:

Mathematics GCSE leads to both Mathematics and Further Mathematics at A level and ultimately numerous courses at university.

Music



Content:

The OCR GCSE (9–1) in Music requires learners to practically apply knowledge and understanding, including musical vocabulary and notation as appropriate to the context, through the skills of:

- performing
- composing
- appraising.

Integrated portfolio (30% of overall grade)

A performance and composition based on each individual student's chosen instrument.

Practical component (30% of overall grade)

A composition and a group performance. The composition will relate to one Area of Study from 2, 3, 4 or 5 below.

Listening and appraising (40% of overall grade)

A written paper with CD, assessing knowledge and understanding of Areas of Study 2, 3, 4 & 5.

Area of Study 1 – My Music **Area of Study 2 – The Concerto Through Time** **Area of Study 3 – Rhythms of the World** **Area of Study 4 – Film Music**
Area of Study 5 Conventions of Pop

<http://www.ocr.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/music/>

<https://vle.bishopveseys.bham.sch.uk>

Assessment:

Integrated portfolio (30%) - Composition to a brief set by the learner, recorded solo performance.
 Practical component (30%) – Composition to an OCR set brief, recorded ensemble performance.
 Listening and appraising (40%) – Written paper with CD.
 Based on AoS 2,3 4 & 5.

Specification and Examination Board:

OCR GCSE (9-1) in Music J536.

Further Education and Careers:

Excellent analytical, creative and listening skills useful in Higher Education.
 Performing musician, Music journalist, Music therapist, Armed Forces musician, Music teacher, Musical theatre performer, Record producer.

Physical Education



Content:

Many of our GCSE Physical Education students have flourished in both the sporting industry and alternative career vocations having undertaken degrees at the most prestigious universities. The GCSE in Physical Education is a challenging course that stretches student to apply and analyse complex academic theoretical concepts to a range of sporting contexts. The study of this course prepares students to choose careers that encompass a range of sport related and specific opportunities as well as develop an abundance of key transferable skills in preparation for the rigours of A Level study. In particular, our students develop their knowledge and understanding of Physical Education and physical activity in relation to:

- *Impact of sports performance on the anatomy including cardiology, respiratory and skeletal adaptations
- *Implication of obesity and complexities in tackling policy and current political affairs surrounding performance enhancement and legalities
- * Understanding of muscular structures with analysis of medical conditions linked to active and sedentary lifestyles including osteoporosis, atherosclerosis and osteoarthritis
- * Design and application of training to improve individual and team performance
- * Implementation and leadership of coaching sessions
- ** Analysing elite level performance and determine primary joint movement
- * Key characteristics of nutrition and dietary requirements to maximise and enhance performance (i.e. glycogen replenishment and carbohydrate loading)
- * Sport psychology: mental preparation, goal setting, feedback and guidance.
- * Socio-cultural influences on sport, for example: participation rates, commercialisation and the media, sporting behaviour and deviance

The course develops a wide range of key skills including communication through assessed presentations, leadership through coaching small groups, collaborative and reflective practice in group work. In accordance students are encouraged to develop their ability to distil and tackle complex discussion topics providing logical and rational processes to construct strong arguments.

Assessment:

- 60% Written examination consisting of **two** components (TWO EXAMS):
- Component 1 – Fitness and Body systems (1PE0/01)
- Component 2 – Health and Performance (1PE0/02)
- 30% Practical (3 different sports/activities) (1PE0/03)
- 10% Coursework (Written and verbal) (1PE0/04)

Specification and Examination Board:

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Physical Education (1PEO)

Further Education and Careers:

Sports medicine, Product Design, Sports Management, Physiotherapy, sports and performance psychology, personal fitness trainer, Sports coaching and many opportunities in the Fitness Industry.

<h1>Physics</h1>		
<p>Content: In KS4 our students follow the AQA Physics GCSE Specification (award 8403). This course prepares them for life in a scientific and technological society, whilst providing a sound base for continued study at a higher level. It allows the students to discover exciting physics from the vastness of space down to the atomic scale. The concepts are presented through many practical opportunities and students are encouraged to reflect on how topical issues are reported in the media, and how scientists interact with society. There are eight required experiments which are carried out in school during lessons, but we also offer many other opportunities to do practical work.</p> <p>The qualification is terminal and will stretch the most able. It requires the students to sit two papers, each of which is one hour forty-five minutes. In preparing for this challenge, formal assessments are on-going and include tests about: forces, energy, waves, electricity, magnetism and electromagnetism, the particle model of matter, atomic structure and space physics. The results are given as percentages and graded, and the students' strengths and weaknesses are evaluated to inform future teaching. Additional support is provided outside of normal lessons.</p> <p><i>Suggested Reading:</i></p> <p>A Bee in a Cathedral and 99 other Scientific Analogies by Joel Levy; Firefly Books, ISBN– 10: 1-55407-959-4</p> <p>How to teach Quantum Physics To Your Dog by Chad Orzel; ONEWORLD OXFORD, ISBN 978-1-85168-779-4</p> <p>Useful websites:</p> <p>Electromagnetic Spectrum http://imagine.gsfc.nasa.gov/docs/science/known_11/emspectrum.html</p> <p>Physics and medical physics with simulations to play http://www.insidestory.iop.org/</p> <p>Good for general revision http://www.antonine-education.co.uk/</p> <p>Past papers and mark schemes are available from AQA home site aqa.org.uk/gcse-physics</p>		
<p>Assessment: Presently 2 written papers, including questions in the form of multiple choice,</p>	<p>Specification and Examination Board: AQA GCSE Physics 8403</p>	<p>Further Education and Careers: Pretty much endless, it will get you on to a physics degree course and is recognised by virtually all courses at Russell Group universities. It is a valuable currency for many dynamic careers; e.g.: research, astronomy, all types of engineering (e.g. marine, nuclear, electronics and cyber security, motorsports,</p>



structured closed short answer and open-response.	National Grid, low carbon energy, aerospace and naval architecture), design, meteorology, medicine, law, energy resources, finance, medicine and journalism to name a few.
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Religious Studies



Content:
 The aim of this specification in Religious Studies is that it should encourage learners to be inspired, moved and changed by following a broad, satisfying and worthwhile course of study that challenges students and equips them to lead constructive lives in the modern world.
 It should enable learners to:

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

It provides students with the opportunity to:

- develop their knowledge, skills and understanding of religion by exploring the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning
- express their personal responses and informed insights on fundamental questions and issues about identity, belonging, meaning, purpose, truth, values and commitments.

Component 1: Religious, Philosophical and Ethical Studies in the Modern World (50%)
 Theme 1: Issues of Relationships Theme 2: Issues of Life and Death Theme 3: Issues of Good and Evil Theme 4: Issues of Human Rights

Component 2: Study of Christianity (25%)
 The beliefs, teachings and practices of Christianity

Component 3: Study of a World Faith – Islam (25%)
 The beliefs, teachings and practices of Islam

<p>Assessment: Component 1 (50%) Component 2 (25%) & Component 3 (25%) all three assessed by an exam each in year 11.</p>	<p>Specification and Examination Board: Eduqas – Religious Studies GCSE Route A</p>	<p>Further Education and Careers: Excellent study skills useful in Higher Education Politics, Journalism, Law, Armed Forces, Graduate schemes, Business, Social Work, Teaching, Medicine, HR</p>
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Subject: Spanish



Content:

Content:

The course is designed to build on the topics pupils have covered at KS3, extending their grammar and vocabulary, and developing their listening, speaking, reading and writing skills, whilst also giving them a greater insight into Hispanic culture.

The GCSE course covers 5 main themes, all of which are covered in the context of both the UK and Spanish speaking countries:

- Identity and culture
- Local area, holiday and travel
- School
- Future aspirations, study and work
- International and global dimensions

The GCSE tests the 4 main skill areas each of which is worth 25% of the final grade:

- Paper 1 = Listening
- Paper 2 = Speaking
- Paper 3 = Reading
- Paper 4 = Writing

All exams are taken at the end of Year 11.

By the end of the course, pupils will have gained a sound grasp of grammar and key vocabulary useful in a variety of practical and social situations. The course will enable pupils to continue with their language study to A-Level and give them valuable insight into the culture and history of Spanish speaking countries.

Assessment:

- Unit 1(listening): 25%
- Unit 2 (speaking):25%
- Unit 3 (reading): 25%
- Unit 4 (writing): 25%

Specification and Examination Board:

Edexcel GCSE Spanish: 1SP0

Further Education and Careers:

Relevant to all careers requiring communication skills and everything from engineering to economics to the diplomatic service.
 Very highly regarded by employers and universities.
<http://www.languageswork.org.uk/home.aspx>

