

**GCSE
OPTIONS BOOKLET
2017 - 2019**

Introduction

In this booklet you will find an outline of the GCSE courses offered at Abbotsholme School. Heads of department have already introduced their subject to you through a series of short talks during tutorial sessions. There will be an opportunity on Friday 13 January for you to attend the GCSE information evening, with your parents, where you can find out further information about each subject. Later in the term, you will be invited to the Year 9 parents and GCSE Options evening, following which you will need to submit your final option choices.

What GCSE subjects are compulsory?

All pupils initially study English, English Literature, Mathematics and Science, in which the three components (Biology, Chemistry and Physics) are studied, leading to two GCSEs in Science.

What GCSE subjects may I choose?

Abbotsholme School offers you a further choice of 13 subjects at GCSE/ BTEC level.

Agriculture and Countryside Management	French
Art & Design	Geography
Business Studies	History
Creative iMedia	Music
Design and Technology	Physical Education
Drama	Spanish
Food Preparation and Nutrition	

Most GCSE students here will study 9 GCSE subjects although a small minority of students may take one less subject from the option block system, as advised by the Learning Skills Department and the Director of Studies.

In addition to this, a number of periods per week will be used to further broaden the Key Stage 4 education. We will offer lessons in Life, Religion and Citizenship, Physical Education, Games and two lessons a week of Expectations. The PSHE programme will also address many personal, social and global issues such as ethics, sex and drugs education, racism, crime and punishment.

An Overview of the GCSE/ BTEC Courses

Subject	Board	Code
Agriculture and Countryside Management	Edexcel BTEC	
Art & Design	Edexcel	AD01
Biology A	OCR	J247
Business Studies	Edexcel	IBS0
Chemistry A	OCR	J248
Creative iMedia	OCR	J817
Design and Technology	Cambridge IGCSE	0445
Drama	AQA	J316
English Language	AQA	8700
English Literature	AQA	8702
Food Preparation and Nutrition	WJEC	tbc
French	AQA	8658
Geography	Cambridge IGCSE	0460
History	Edexcel	IHI0
Mathematics	Edexcel	IMA1
Music	OCR	J536
Physical Education	Edexcel	IPEO
Physics A	OCR	J250
Science: Combined Sciences A	OCR	J250
Spanish	AQA	8698

For the purpose of timetabling, the option subjects will be arranged into four blocks which are given an equal time allocation of 4 periods per week; these courses terminate at the end of Year 11. Lessons in all the subjects in one block are taught simultaneously therefore only **ONE subject** may be taken in each block.

Due to the numbers expressing interest in some subjects, these option blocks will be fixed after you have made your choices in February. They will then be fixed in order to produce the school timetable. If a pupil cannot study the subjects of their choice, the Director of Studies will discuss alternatives before the end of term. It may be possible to make changes to subject choices thereafter, but any changes will have to conform to the option blocks then in place. Choices must be returned to the Director of Studies, Mr. G. C. Selwyn, by **Wednesday 1 March**.

How do I choose my GCSE subjects?

You should choose your option subjects carefully, as changing your option choices throughout Year 10 will result in you having to catch up with written work and previous assignments independently. Changes after the end of September are not possible due to the amount of work missed.

Your choice of GCSE subjects will be determined by four important factors:

- Your ability and/or aptitude for all four subjects
- Your interest and enthusiasm for all your chosen subjects
- The relation of your chosen subjects to each other
- Your plans for higher education and a career

Some of you already have a clear idea of your chosen career and therefore of the subjects you must choose for GCSE. For most of you, the subjects you are good at will also be the ones you like and they will, therefore, probably combine well with each other. However, many of you have not yet decided on a career path and for you the choice can be bewildering. It is worth bearing in mind that universities place more importance on the quality of GCSE and BTEC grades than the number of subjects taken. They are also looking for a breadth of skills beyond academic study

You can find details of the content and assessment procedures of these courses later in the booklet.

You should consult as widely as possible before making any decision.

Heads of Department will offer you advice on your ability in the subject and will give you further details on the course content and nature of assessment.

Your tutor will give you an overall picture of your academic programme and will be first point of contact for your parents.

The Staffordshire Careers Advisor and the School's Careers Advisor will give specific advice on subject requirements and qualifications needed for various future careers.

The Headmaster (Mr. Fairclough), Head of Learning Skills (Miss Brick) and Director of Studies (Mr. Selwyn) are always available to discuss with you any of the above in consultation with the staff already mentioned.

Once you have made a preliminary choice about your GCSE subjects, the Director of Studies will carefully check through your academic programme to ensure that you have made an appropriate selection for your future plans and have chosen subjects which are appropriate to your strengths. If you wish to change your option choices at a later date, full discussions must take place with the specific Heads of Department, Tutor and Director of Studies, and the final confirmation of change must be made in writing by your parents.

Changes afoot

The government has introduced a number of changes to the GCSE qualifications. There are significant changes to the structure in most subjects. English and Mathematics started teaching new courses in September 2015. Geography, History, Sciences, French, Spanish, Art, Drama, Music and Food Preparation will deliver new courses in September 2016. Your child will be part of the first cohort to study the new specification in all subjects. At the heart of these changes is a change to the controlled assessment element, and the change to numerical grades 9 – 1. The assessment will be mainly by examination, with other types of assessment used

only where they are needed to test essential skills. The specification content is more demanding, in line with government recommendations. All subjects will be terminally assessed at the end of the two year course. Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above. Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above. The bottom of grade 1 will be aligned with the bottom of grade G. The top 20% of those who get grade 7 or above will get a grade 9 – the very highest performers. Grade 5 will be positioned on the top third of the marks for the current grade C and bottom third of the marks for the current grade B. This will mean it will be of greater demand than the current grade C. The new grading system does not apply simply, but a rough equivalence is shown below:

New 9 – 1 grade system	Old A* - G grade system
9	A*
8	A*/A
7	A
6	B
5	B/C
4	C
3	D/E
2	E/F
1	F/G
0	U

Details of all GCSE syllabuses can be found on the following websites:

www.aqa.org.uk

www.edexcel.org.uk

www.ocr.org.uk

www.wjec.co.uk

NOTE: In the unlikely event that a GCSE course is undersubscribed Abbotsholme School reserves the right to withdraw the course for that academic year.

The Timetable of GCSE choices and beyond (Please refer to the main school calendar for exact dates):

	Year 9
January	GCSE information evening
February	Assessments Parents' and GCSE Options evening
March	Firm GCSE choices made Assessments
May	Assessments
June	End of year school examinations Assessments

	Year 10
September	Confirmation of GCSE choices Introduction to study skills Hikes
October	Assessments Parent's Evening
December	Assessments
February	Assessments
March	Assessments
May	Internal Examinations Year 10 Camps Full school report to parents
June	Morrisby tests with follow up careers interviews
July	Assessments

	Year 11
September	Hikes
October	Sixth Form information evening Assessments
November	Morrisby tests with follow up careers interviews
December	Full school report to parents
January	Mock examinations Parents' and AS Options evening
February	Assessments
March	Assessments Firm A level choices made
May	Assessments External GCSE Examinations
June	External GCSE Examinations
August	GCSE results and confirmation of Sixth Form places

AGRICULTURE & COUNTRYSIDE MANAGEMENT

About the course: BTEC First Awards are designed to provide specialist work related qualifications in industry. Access to the school farm and estate make it possible for a practical course of this nature to be run within the school.

This course will be run as two Certificates, which are each recognized as equivalent to one GCSE, so would give students the equivalent of 2 GCSEs. Students will study for the BTEC Level 2 in Agriculture and the BTEC Level 2 in Countryside Management. Students will be able to tailor their course to suit their aspiration and it may also be possible for students to alter their individual awards so that they are each equivalent to 1½ or 2 GCSEs.

Structure of the Certificate: Each certificate consists of up to 3 modules, therefore the overall course is constructed of six units. We will work with each student to select the most appropriate for their learning needs.

Agricultural modules need to be selected and can include

- Introduction to Crop Establishment
- Introduction to Farm Animal Production
- Introduction to Animal and Plant Husbandry
- Participate in Providing Estate Maintenance
- Introduction to Principles of Land-based Machinery
- Tractor Driving
- Assist with Agricultural Crop Production
- Introduction to Dairy and Beef Cattle Husbandry
- Introduction to Sheep Husbandry

Countryside modules need to be selected and can include

- Introduction to Animal and Plant Husbandry
- Introduction to Environmental Studies
- Participate in Providing Estate Maintenance
- Conservation and Improvement of British Habitats
- Undertaking Ecological Surveys and Techniques
- Introduction to Countryside
- Access and Recreation
- Introduction to Game Management
- Introduction to Coastal Zone Management
- Tractor Driving
- Understand the Basic Principles of Plant Science

How the course is delivered: Pupils will spend approximately half of their time in the classroom and the other half carrying out practical projects on the farm and estate.

In class pupils will be required to record, analyse and report on work related projects and issues. Many of these issues will be current and pupils will be expected to stay abreast of developments affecting the agricultural and countryside industries.

Students will work with the schools breeding sheep flock and pedigree British White cattle herd, taking a full part in all the activities required as part of the farming calendar. The Countryside element will be determined by the options each student selects, but will involve practical work across the school estate and work with neighbouring estates and rural enterprises.

How this fits into the school week/year: The course is usually spread over two years. There will be 4 timetabled lessons per week. In addition pupils are required to help with routine animal husbandry duties which may involve coming into school earlier than usual on some occasions and using some of their study periods to build their practical experiences. There is also scope for pupils to be involved in relevant activities in their free time through involvement with the farm team e.g. lambing, conservation work. Agricultural work outside of school may also be used as evidence to meet some of the grading criteria.

Assessment: There are three forms of assessment:

- Assessment of written course work
- Assessment of practical work
- Tasks set by the assessment body, Pearson.

There are no exams. Assessment is continuous and therefore pupils need to apply themselves consistently throughout the course.

Entry Requirements: It is an advantage to have practical work experience in the Land Based sector e.g. farm, equestrian or conservation work.

ART & DESIGN

The department follows the Edexcel Art & Design syllabus. All pupils are entered for the broad based Fine Art course which breaks down into two distinct phases and involves a coursework element and an end of course examination.

Year 10

All pupils follow a general course, working in a number of specific areas within the Art Department that may include painting, drawing, graphic design, computer work and sculpture. All work produced contributes to the creation of an Art and Design portfolio which is the major coursework unit. Work for this will span across Year 10 and 11.

Year 11

A pupil may opt to specialise in one of the aforementioned areas (known as focused courses) or continue to work across an array of disciplines (known as broad-based courses). Both types of course carry equal status in terms of final certification.

Coursework Portfolio (60% of final mark)

The portfolio will consist of a sustained project based on two themes: Mechanical Forms and Organic Forms. It is made up of more than one piece of art work and a candidate must demonstrate to the examiner his/her 'working process' (via sketches, notes, studies etc.) as well as the final product or products. In addition they must evaluate their art and make informed connections with the work of professional artists and designers (from the past or present). During the first term in Year 11 pupils will create their final outcome, developed independently through discussion with the teacher.

Examination (40% of final mark)

This takes place at specified dates in April – May in any given year. The exam topic (a broad based thematic starting point set by the examining board) is given to the candidate a number of weeks prior to the actual exam in order that preliminary studies can be carried out. Subsequently these studies form the starting point of an exam of 10 hours duration.

BUSINESS STUDIES

Edexcel Syllabus code IBS0

Introduction

Knowledge of how and why businesses operate will be of great relevance to all young people, as they finish their education and enter the world of work. Businesses are part of our everyday lives, providing us with the products we need, communicating relentlessly with us through advertising, providing employment and inventing new products and services that transform how we live. This course focuses on what businesses are and how they organise themselves to achieve their objectives.

The course provides an excellent foundation for studying Business Studies at A level but is not a pre-condition for entry onto that course.

Aims

The aims and objectives of this qualification are to enable students 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 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

Theme 1: Investigating small business

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 1 comprises five topic areas.

- Topic 1.1 Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.

- Topic 1.2 Spotting a business opportunity – students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.
- Topic 1.3 Putting a business idea into practice – this topic focuses on making a business idea happen through identifying aims and objectives and concentrating on the financial aspects.
- Topic 1.4 Making the business effective – students will explore a range of factors that impact on the success of the business, including location, the marketing mix and the business plan.
- Topic 1.5 Understanding external influences on business – students are introduced to a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences.

Theme 2: Building a business

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

Theme 2 comprises five topic areas.

- Topic 2.1 Growing the business – students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Topic 2.2 Making marketing decisions – students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Topic 2.3 Making operational decisions – this topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Topic 2.4 Making financial decisions – students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- Topic 2.5 Making human resource decisions – growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic.

Assessment Information

- Theme 1 and 2 assessed through external exams.
- Both assessments are 1 hour and 30 minutes.
- Both assessments are out of 90 marks.
- Both papers are divided into three sections.

- The papers will consist of calculations, multiple-choice, short-answer and extended-writing questions.
- Questions in Sections B and C will be based on business case studies given in the paper.
- Calculators may be used in the examination.
- Where relevant students can draw upon their knowledge of theme 1 and 2 to create a strong line of analysis.

Enrichment Opportunities

- £10 Challenge – students create their own business from only £10 and run it from October half term until Christmas to see how much profit they can make.
- Coca Cola Challenge – students enter a national competition to design their own soft drink.
- Trips to: East Midland's Airport to make their own Airport shop and to have presentations about this business. McDonald's to interview the owner about their Marketing Mix. Harry Potter World for a tour of the studios and a product portfolio talk.

Cambridge National Certificate in CREATIVE iMEDIA

OCR Syllabus code J817

Introduction

Digital Media plays an important part in many areas of our everyday lives and is also an important part of the UK economy. There is a demand from employers for an increasingly skilled and technically literate workforce as more and more media products are produced digitally.

Cambridge Nationals in Creative iMedia are media sector-focused, including film, television, web development, gaming and animation, and have IT at their heart. They provide knowledge in a number of key areas in this field from pre-production skills to digital animation and have a motivating, hands-on approach to both teaching and learning. Cambridge Nationals deliver skills across the whole range of learning styles and abilities, effectively engaging and inspiring all students to achieve great things.

Qualification Aims

This qualification will assess the application of creative media skills through their practical use. It will provide learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being. The qualification will encourage independence, creativity and awareness of the digital media sector.

It will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. It will also challenge all learners, including high attaining learners, by introducing them to demanding material and techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

The 'hands on' approach that will be required for both teaching and learning has strong relevance to the way young people use the technology required in creative media. The qualification design, including the range of units available, will allow learners the freedom to explore the areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

Course Content

The course content will consist of two mandatory modules which will be completed during Year 10, plus two optional modules that will be chosen by Mr Diamond in conjunction with the class going into Year 11.

Mandatory module: Pre-production skills

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process.

Planning is an essential part of working in the creative and digital media sector. This unit will enable learners to acquire the underpinning knowledge and skills needed to create digital media products and gain an understanding of their application.

On completion of this unit, learners will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

Learners studying the optional units will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of those units.

Mandatory module: Creating Digital Graphics

Digital graphics feature in many areas of our lives and play a very important part in today's world. The digital media sector relies heavily on these visual stimulants within the products it produces, to communicate messages effectively.

The aim of this unit is for learners to understand the basics of digital graphics editing for the creative and digital media sector. They will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process.

On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

Optional modules:

- Creating 2D and 3D digital characters
- Storytelling with a comic strip
- Creating a multipage website
- Creating a digital animation

- Creating interactive multimedia products
- Creating a digital video OR sound sequence
- Digital photography
- Designing a game concept
- Developing digital games

Assessment Information

- Pre-production Skills module is assessed through one 1 hour and 15 minute exam
- All other modules are centre assessed coursework with external moderation.

Enrichment Opportunities

- Students will have the opportunity to visit a number of digital media organisations, and engage with the industry in person and through developing their online presence.
- Students will be encouraged to spend their Wednesday afternoon activities in the Digital Media hub, and will be involved in creating quality digital content on behalf of the school.

DESIGN & TECHNOLOGY

Examination board: Cambridge IGCSE

Syllabus code: 0445

SYLLABUS: Cambridge IGCSE Design and Technology



Cambridge learners

Cambridge programmes and qualifications develop not only subject knowledge but also skills. We encourage Cambridge learners to be:

- **Confident** in working with information and ideas – their own and those of others
- **Responsible** for themselves, responsive to and respectful of others
- **Reflective** as learners, developing their ability to learn
- **Innovative** and equipped for new and future challenges
- **Engaged** intellectually and socially, ready to make a difference.

Assessment at a glance

For Cambridge IGCSE Design and Technology candidates take three components. Candidates must take Paper 1, one of Papers 2–4 and Paper 5, which is a project. When Centres enter candidates they must indicate which optional paper (Papers 2–4) each candidate is going to take.

Components			Weighting
Candidates take:			
Paper 1 Product design		1 hour 15 minutes	25%
This is a compulsory written paper. It tests design thinking. 50 marks Externally marked			
and either:	or:	or:	Weighting
Paper 2 1 hour Graphic products	Paper 3 1 hour Resistant materials	Paper 4 1 hour Systems and control	25%
This is an optional written/drawing paper. 50 marks Externally marked	This is an optional written paper. 50 marks Externally marked	This is an optional written paper. 50 marks Externally marked	
and:			Weighting
Paper 5 Project			50%
The project is compulsory and is a school-based assessment. 100 marks Internally marked/externally moderated			

DRAMA

There are two components to the AQA GCSE Drama course (4240)

A written examination (Unit 1) is worth 40% of the total marks.

A practical examination (Unit 2) is worth 60% of the total marks.

For the **Written (Unit 1)** elements, candidates will complete an ongoing Drama Journal keeping a record of the work they have during practical elements of the course. This can be kept in any format. This journal will help them with the written paper that takes place at the end of year eleven, which is made up of three sections:

- Section A – Practical Work completed during the course
- Section B – Study and Performance of a Scripted Play
- Section C – Study of a Live Theatre Production seen

Candidates must answer Question 1 from Section A and choose one further question from either Section B or Section C. The written paper is externally set and marked.

The **Practical Exam (Unit 2)**, Candidates are required to present practical work for two controlled assessment options, each with a weighting of 30%. Controlled assessment options include:

- 1 Devised Thematic Work
- 2 Acting
- 3 Improvisation
- 4 Theatre in Education
- 5 Physical Theatre
- 6 Set Design
- 7 Costume
- 8 Make-up
- 9 Properties
- 10 Masks
- 11 Puppets
- 12 Lighting
- 13 Sound
- 14 Stage Management

Each controlled assessment option assesses Assessment Objectives 1 and 2 with the following weighting:

1. Process and understanding of skills development (AO1) – 7.5%
2. Final presentation: either performance or demonstration/artefact(s) (AO2) – 22.5%

Practical performances are internally assessed and externally moderated.

The students will need to show they can;

- Work successfully as part of a team
- Contribute regularly to the work of the group in developing ideas
- Rehearse effectively & perform successfully as part of an ensemble
- Evaluate the process and performance

The course will undoubtedly appeal to all of those who love acting and drama, although candidates do not necessarily need to have had any previous experience. Students will need to have lots of energy, be willing to try out new ideas; and most of all, they need to be a reliable group member

ENGLISH LANGUAGE

The (AQA) GCSE course that we are following is designed to inspire and motivate students; it will be challenging and stretch the most able whilst also ensuring that the assessment and texts are accessible to the full range of students.

The specification will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures.

Assessment will be through two equally-balanced exam papers.

The reading sources will be related to the topic and theme of the writing tasks and should act as stimulus for writing tasks, providing students with a clear route through each paper.

Paper 1, *Explorations in Creative Reading and Writing*, looks at how writers use narrative and descriptive techniques to engage the interest of readers.

The aim of this paper is to engage students in a creative text and inspire them to write creatively themselves by:

- Section A, reading a literature fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.
- Section B, writing their own creative text, inspired by the topic that they have responded to in section A, to demonstrate their narrative and descriptive skills in response to a written prompt, scenario or visual image.

Content

The source for the reading questions will be a literature fiction text. It will be drawn from either the 20th or 21st century and the genre will be prose fiction. It will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.

As a stimulus for students' own writing, there will be a choice of scenario, written prompt or visual image that is related to the topic of the reading text in section A. The scenario sets out a context for writing with a designated audience, purpose and form that will differ to those specified on Paper 2.

Paper 2, *Writers' Viewpoints and Perspectives*, looks at how different writers present a similar topic over time.

The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. It will encourage students to demonstrate their skills by:

- Section A, reading two linked sources from different time periods and genres in order to consider how each presents a perspective or viewpoint to influence the reader.

- Section B, producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme that has been introduced to them in section A.

Section A will be allocated 40 marks, and section B will be allocated 40 marks to give an equal weighting to the reading and writing tasks.

Content

The sources for the reading questions will be non-fiction and literary non-fiction texts. They will be drawn from the 19th century, and either the 20th or 21st century depending on the time period assessed in Paper 1 in each particular series. The combination selected will always provide students with an opportunity to consider viewpoints and perspectives over time. Choice of genre will include high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.

In section B, there will be a single writing task related to the theme of section A. It will specify audience, purpose and form, and will use a range of opinions, statements and writing scenarios to provoke a response.

Spoken Language (previously speaking and listening) will emphasise the importance of the wider benefits that speaking and listening skills have for students.

The aim of the assessment is to allow students to demonstrate their speaking and listening skills by:

- giving a presentation in a formal context.
- responding appropriately to questions and to feedback, asking questions themselves to elicit clarification.
- using spoken Standard English.

Students will base their presentations on a theme or topic chosen by their teacher with guidance from AQA. Tasks and standards will be exemplified by AQA. Presentations will be on a formal basis and students will need to respond to questions and feedback from the audience. In the assessed piece, students will be required to use spoken Standard English as appropriate.

This specification is designed to be taken over two years with all assessments taken at the end of the course. GCSE exams and certification for this specification are available for the first time in May/June 2017 and then every May/June and November for the life of the specification. This is a linear qualification.

Paper 1: Explorations in Creative Reading and Writing
<p>What's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none"> • One extract from a literature prose fiction text (20th or 21st century)

Section B: Writing

- Descriptive or narrative writing

How it's assessed

- Written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) one single text

- 1 short form question (1x4 marks)
- 2 longer form questions (2x8 marks)
- 1 extended question (1x20 marks)

Writing (40 marks) (25%)

- 1 extended writing question

Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- One non-fiction text extract and one literary non-fiction text extract (19th and 20th or 21st century)

Section B: Writing

- Writing to present a viewpoint

How it's assessed

- Written exam 1 hour 45 mins
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%) – two linked texts

- 1 short form question (1x4 marks)
- 2 longer form questions (1x8, 1x12 marks)
- 1 extended question (1x16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-examination Assessment: Spoken Language

What's assessed

- Presenting
- Responding to questions and feedback
- Use of standard English

How it's assessed

- Teacher set throughout course
- Marked by teacher
- Recorded to enable moderation by the exam board
- Separate endorsement (0% weighting of GCSE)

English Language certification will be graded from 9-1 (with 9 being the highest). Grade 5 will be considered a good pass (much as grade C has traditionally been, though it represents the top third of traditional grade C and the bottom third of a traditional grade B).

Spoken Language will be reported (i.e. a separate grade, not part of the GCSE grade) as Pass, Merit, Distinction or Not Classified.

ENGLISH LITERATURE

Pupils will study English Literature alongside English Language GCSE (AQA specification). This is a separate GCSE, however, the specification takes a skills-based approach to the study of English literature that is consistent across the genres. It is fully co-teachable with GCSE English Language and students who study both will greatly benefit from the transferable skills learnt across the two subjects.

For some pupils, we will advise either following a Language only course or, ultimately, entering only the Language exam. This decision will always be explained to the student and the parent and will be taken in the best interests of each student.

The assessment is through two untiered, closed book exams. There are extract-based questions in the assessment of the 19th-century novel and the Shakespeare plays. It offers excellent preparation for A-level English Literature, as well as giving students a grounding in a wide variety of literature that will stay with them for life.

All assessments are closed book: any stimulus material required will be provided as part of the assessment. All assessments are compulsory.

Paper 1: Shakespeare and the 19th- century novel
<p>What's assessed</p> <ul style="list-style-type: none">• A Shakespeare play• A 19th- century novel
<p>How it's assessed</p> <p>Written exam: 1 hour 45 minutes</p> <ul style="list-style-type: none">• 64 marks• 40% of GCSE
<p>Questions</p> <p>Section A Shakespeare: students will answer one question on the play they have studied. They will be required to write in detail about an extract from the play and then to write about the play as a whole.</p> <p>Section B The 19th – century novel: students will answer one question on the novel they have studied. They will be required to write in detail about the novel as a whole.</p>

Paper 2: Modern texts and poetry
<p>What's assessed</p> <ul style="list-style-type: none">• Modern texts• Poetry• Unseen Poetry

How it's assessed

- Written exam: 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from the anthology cluster they have studied.

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

Literature Texts

Pupils will study one text from column A, one from column B and one text from either column C or D. Current departmental choices are printed in bold.

A Shakespeare	B 19 th century Novel	C Modern Novel	D Modern Drama
Romeo and Juliet Merchant of Venice Julius Caesar Macbeth The Tempest Much Ado About Nothing	Jane Eyre Pride and Prejudice Dr Jekyll and Mr Hyde A Christmas Carol Great Expectations The Sign of Four Frankenstein	Lord of the Flies Animal Farm Anita and Me Never Let Me Go Pigeon English	A Taste of Honey Curious Incident... An Inspector Calls Blood Brothers The History Boys DNA
Taught Poetry			
Power and Conflict Love and Relationships			

FOOD PREPARATION AND NUTRITION

Exam board: WJEC

A course in Food preparation and nutrition offers a unique opportunity in the curriculum for candidates to develop their knowledge and extend their skills within catering in a vocational context. It will provide opportunities to develop candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.

It is a suitable qualification for those who want a broad background in this area and for those who wish to progress to further education. It will offer valuable preparation for those entering the world of work.

The specification encourages the investigation and study of catering in a variety of contexts. In these contexts the candidates are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of resources.

There are two components to the GCSE, both are worth 50%.

Component 1: Principles of Food Preparation and Nutrition

Written examination: 1 hour 45 minutes

50% of qualification

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component 2: Food Preparation and Nutrition in Action

Non-examination assessment: internally assessed, externally moderated

Assessment 1: 8 hours

Assessment 2: 12 hours

50% of qualification

Assessment 1: The Food Investigation Assessment

A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. :

Assessment 2: The Food Preparation Assessment

Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be internally assessed and externally moderated.

FRENCH

French is the language of our closest European neighbours. It is spoken in many other parts of Europe and the world including Canada and many countries in Africa.

In opting to study French you would be able to communicate more confidently and accurately with French speakers and you would learn more about the lifestyle and culture of this vibrant and influential country. Foreign language skills are also essential for many jobs in global businesses such as computing, marketing, and finance.

This course follows the AQA Board of Examinations Code 8658.

The general aim of the GCSE course is to enable pupils to successfully attain a number of objectives in a productive and supportive environment. The main aims are:

- To develop the ability to understand and use French effectively for purposes of practical communication
- To develop the ability to use and understand French both imaginatively and creatively
- To develop an understanding of the grammar of French
- To offer insights into the culture and civilisation of French-speaking countries and communities
- To form a sound base of the skills, language and attitude required for further study, work and leisure

The candidates will be tested in the four main skills; listening, speaking, reading and writing. The four skills are tested at the end of the course by examination. All papers are available at either foundation or higher tier. However, candidates will not be able to mix tiers on different papers.

The teaching style retains a communicative methodology, emphasising the importance of understanding and communicating in everyday situations. A sound knowledge of French grammar is required for success at GCSE and grammar teaching is an integral part of the course.

Course Content

The GCSE course covers three distinct themes, which apply to all four question papers.

Theme 1: Identity and Culture

- (a) Me, my family and friends
- (b) Technology in everyday life
- (c) Free-time activities

Theme 2: Local, national, international and global areas of interest

- (a) Home, town, neighbourhood and region
- (b) Social issues
- (c) Global issues

Theme 3: Current and future study and employment

- (a) My studies
- (b) Life at school
- (c) Education post-16
- (d) Careers choices and ambitions

Four skills are tested in French at GCSE level:

Unit	Type of Tasks	Assessment Method & Weighting (%)
Unit 1: Listening	Understanding and responding to different types of the spoken language.	Examination (higher or foundation) 25%
Paper 2: Speaking	Communicating and interacting effectively in speech for a variety of purposes.	7-12 minutes examination depending on tier of entry (higher or foundation) 25%
Paper 3: Reading	Understanding and responding to different types of written language.	Examination (higher or foundation) 25%
Paper 4: Writing	Communicating effectively in writing for a variety of purposes.	Examination (higher or foundation) 25%

GEOGRAPHY

At GCSE we will follow the Cambridge IGCSE course. Cambridge International Examinations is part of the University of Cambridge. Their courses aim to prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning. Their qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career.

What will you gain from studying IGCSE Geography?

Learners are encouraged to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference

At iGCSE you will learn how human and physical processes bring about change and interact at different scales. You will study the UK and other places, geomorphic processes and landscapes; weather and climate; global ecosystems and biodiversity; resources and their management; and cities and global economic development. You will use geographical skills including the use of maps, Geographical Information Systems (GIS), data collection, statistics and fieldwork.

Course Content

There are three main themes:

Theme 1: Population and settlement (includes migration)

Theme 2: The natural environment (earthquakes and volcanoes, rivers and coasts, weather and ecosystems)

Theme 3: Economic development (includes globalisation, food, manufacturing industry, tourism, energy, water and environmental issues)

Assessment

Which Exam Paper?	What is assessed?	How long?	How much is it worth?
Paper 1- Geographical Themes	Candidates answer three questions, each worth 25 marks. The paper has three sections as per the three themes above.	1 hour and 45 minutes	45%
Paper 2- Geographical Skills	The questions test your skills in interpreting and understanding geographical information including maps.	1 hour and 30 minutes	27.5%

Paper 3- Coursework	A school based project that is a write-up of fieldwork data.	Up to 2000 words	27.5%
Paper 4- Alternative to Coursework	The questions involve an appreciation of a range of techniques used in fieldwork studies.	1 hour and 30 minutes	27.5%

Please note that candidates are entered for either paper 3 or paper 4, not both. Some students are more suited to coursework and others are more suited to exams. This course allows that flexibility.

What do employers want?

The skills and knowledge you gain from studying geography at GCSE, A Level or university, are relevant to almost all jobs and workplaces. The job market has become increasingly competitive and international. Around 75% of businesses think the UK is in danger of being left behind unless young people learn to think more globally. However, the transferable knowledge and skills developed by studying geography are actively sought out by employers allowing graduate geographers to consistently experience lower than average levels of unemployment.

Geography graduates are currently less likely to be unemployed than graduates who have studied other degrees such as English, history, mathematics, finance and accountancy or computer science.

It is a myth that geographers can only do certain types of jobs. In fact there are a wealth of jobs geographers do spanning almost every employment sector. It is a myth that geographers can only do certain types of jobs. In fact there are a wealth of jobs geographers do spanning almost every employment sector. Geography combines well with many subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology; taken with humanities like English, French or History, Geography supports an equally wide range of university courses such as business, law, media, politics and philosophy and is well regarded by employers because the world we live in is changing. Geography can also lead to further training in such areas as the law, accountancy and journalism. The Russell Group of universities has selected it as one of their preferred 'facilitating' A Level subjects to support an application to their degree courses.

“Geography is not only up-to-date and relevant, it is one of the most exciting, adventurous and valuable subjects to study today. So many of the world’s current problems boil down to geography, and need the geographers of the future to help us understand them. You will find geographers working in a wide range of jobs, from the City to planning, working in the environment to travel and tourism, or in international charities and retail. Studying geography can help young people achieve careers that are professionally and financially rewarding and also enjoyable. Geography illustrates the past, explains the present and prepares us for the future ... what could be more important than that?”

“Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.”

Michael Palin, CBE. Past President of the Royal Geographical Society (with I.B.G.)

HISTORY

Course Description

Students opting to take GCSE History will study a range of topics including:

Medicine through time 1250-present

Medicine on the Western Front 1914-1918

Early Elizabethan England 1558-88

Superpower relations and the Cold war 1941-1991

Weimar and Nazi Germany 1918-1939

Course Content

Students will look at medicine through time with a historical environment study on medicine on the western front.

They will complete a 'depth study' on Germany 1918 – 1939, focusing on life after WWI and the rule of Hitler. In addition students will also complete a study on Elizabethan England and the Cold War.

Skills Required

AO1: Knowledge and understanding of different historical periods.

AO2: Explain historical events and periods using causation, consequence, continuity, similarity, difference and significance.

AO3: Use sources to create a judgment.

AO4: To evaluate different interpretations.

Assessment

Paper 1: Medicine through time and Medicine on the western front. (1 hour 15 minutes)

Paper 2: Early Elizabethan England and Cold War (1 hour 45 minutes)

Paper 3: Weimar and Nazi Germany (1 hour 20 minutes)

Career Opportunities

Any career which requires the ability to select information, discover and evaluate evidence, summarise, relevant facts, present a logical argument or understand the feelings of others would be enhanced by the study of history.

MATHEMATICS

The format of GCSE Mathematics, along with all other GCSE subjects, is significantly different as we are now using the new specification which was first examined in Summer 2017. The previous A*-G grading system has been replaced by one with grades 9-1, in addition to some structural changes which are briefly described below.

The new GCSE Mathematics content has been divided into six main domains:

1. Number
2. Algebra
3. Ratio, Proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

And a slight shift in assessment objectives:

Assessment Objective	Higher	Foundation
Use and apply standard techniques	40%	50%
Reason, interpret and communicate Mathematically	30%	25%
Solve problems within mathematics and in other contexts	30%	25%

All six areas are assessed via three end of course (i.e. at the end of Year 11) external examinations. There is no coursework element to the course therefore these exams make up 100% of the assessment. Paper 1 is a non-calculator assessment whereas a calculator is allowed for Papers 2 and 3. All papers are 90 minutes in duration and contribute equally to the overall grade. There are two tiers available: Foundation tier, with grades 1-5 available; and Higher tier, with grades 4-9 available. Students sit all three exams at the same tier.

There are relatively minor changes to (and a small increase in) the content but a change in style means that there is no longer a requirement to assess quality of written communication and functional elements. This should make the contents of the course more accessible to students who have difficulty picking out the key parts of a questions or understanding exactly what is required of them. However a lot more problem solving and applied questions will be asked.

There will usually be three Mathematics sets in Year 10, arranged according to ability. All sets are taught at the same time and the Mathematics department have a certain degree of flexibility to move students between sets if required throughout the course; we meet regularly to discuss such cases.

Students in set 1 and some of set 2 will enter GCSE at Higher tier. Set 3 and some of set 2 will normally enter at Foundation tier. However, all of set 2 will initially study Higher tier

content, until at least Year 11 when a decision is made on which tier is most appropriate for each student on an individual basis.

The department has previously entered some students into Edexcel IGCSE Foundation instead of the new 9-1 GCSE. The department will make a decision on whether this happens again with the year 11's, once data has been analysed and compared, following on from the first cohort summer 2017. The material taught is virtually identical, so Year 9 and 10 will all study the 3 year GCSE Scheme of Work, and it can be adjusted if relevant in year 11. However, the IGCSE is also changing to the new grading system and the content & assessment objectives and style may also be changing.

GCSE Mathematics is an important foundation for many courses and careers. Almost all jobs and careers require a Mathematics GCSE, but the following are some that use Mathematics extensively:

Economics
Engineering
Psychology
Insurance
Science

Medicine
Accountancy
Computing
Marketing
Environmental Studies

Architecture
Teaching
Banking
Pharmacy
Business Management

MUSIC

The Music Department will be following the **OCR Specification (J536)**

Overview of the course

(i) **Integrated portfolio** - 30% of the total marks

A performance on the learner's chosen instrument and a composition to a brief set by the learner.

(ii) **Practical component** - 30% of the total marks

Ensemble performance and a composition to a brief set by the examination board.

(iv) **Listening and appraising** - 40% of the total marks

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

The course consists of three compulsory units, two of which offer controlled assessment and one of which is externally assessed. The specification gives the opportunity for candidates to explore and compose in styles of their choice within the Areas of Study. In addition it has a unitised approach whereby some performing, composing and appraising assessments can take place at different points within the course if the candidate's work is of a sufficiently good standard.

The practical nature of the course is stressed and every pupil has to learn to play an instrument. It is not necessary to have learnt before commencing the course although that would give the pupil a distinct advantage. In this specification there is a greater emphasis on musicality than difficulty, ensuring that the highest grades are accessible to those candidates who have not been playing for longer than the duration of the course.

The Listening Test takes place at the end of the course. To prepare for this pupils study a number of Areas of Study which include music from the past and present, from the Western tradition and other world cultures. The Areas of Study also provide opportunities for candidates to further their understanding of musical styles of their own choosing.

The Areas of Study are:

- (i) My music – spotlight on my instrument
- (ii) The concerto through time
- (iii) Rhythms of the world
- (iv) Film Music
- (v) Conventions of pop

PHYSICAL EDUCATION

Exam Board: Edexcel

There is an increased emphasis on the theoretical content now worth 60% and assessed through written examination.

GCSE will be graded 9-1 rather than A*-G, where 9 is the top grade.

The requirements for carrying out and assessing Non-Examined Assessment (NEA) have changed. NEA is worth 40% comprising of practical performance and performance analysis, both of which will be internally assessed and externally moderated:

- practical's are now 30% of the NEA and candidates must be assessed in three activities - one team activity, one individual activity and a free choice from the list published by the DfE
- students will be assessed in the role of player/performer only from the DfE's prescribed list of activities
- performance analysis is worth 10% of the NEA.

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes 36% of the qualification
90 marks

Content overview

- Topic1: Applied anatomy and physiology
- Topic2: Movement analysis
- Topic3: Physical training
- Topic4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions. Students must answer all questions. Calculators can be used in the examination.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes 24% of the qualification
70 marks

Content overview

- Topic1: Health, fitness and well-being
- Topic2: Sport psychology
- Topic3: Socio-cultural influences
- Topic4: Use of data

Assessment overview

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

Calculators can be used in the examination.

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated 30% of the qualification marks (marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing three physical activities from a set list. One must be a team activity.

One must be an individual activity.

The final activity can be a free choice.

Students will be assessed against set assessment criteria found in the Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education practical performance assessment criteria document on our website.

Each activity can last up to 12 hours. These will be assessed by the teacher and moderated by Pearson.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated 10% of the qualification

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

These will be assessed by the teacher and moderated by Pearson.

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that under pin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural Influences that can affect people's involvement in physical activity and sport.

GCSE SCIENCE

OCR Combined Science A (Gateway Science)

For GCSE Science most students will study OCR Combined Science A. The course is divided into the three Sciences; Biology, Chemistry and Physics. Each of the Sciences is divided further into topics, each covering different key concepts. Students will do examination papers in the individual Sciences at the end of Year 11, but will be awarded two GCSE grades for 'Combined Science'.

The aim of the course is to:

- Develop scientific knowledge and conceptual understanding
- Develop understanding of the nature, processes and methods of Science
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills
- Develop the ability to evaluate claims based on Science through critical analysis

Topics covered

Biology	Chemistry	Physics
Cell level systems	Particles	Matter
Scaling up	Elements, compounds and mixtures	Forces
Organism level systems	Chemical reactions	Electricity and magnetism
Community level systems	Predicting and identifying reactions and products	Waves and radioactivity
Interaction between systems	Monitoring and controlling chemical reactions	Energy
Global challenges	Global challenges	Global challenges

OCR Biology A, Chemistry A, Physics A (Gateway Science)

For students of suitable ability, there will be the opportunity to study the three Sciences as separate GCSEs. They will be awarded three, independent GCSE grades for Chemistry, Biology and Physics. This will require a larger volume of more challenging work.

Further information

If you require more information regarding GCSE Science please email Mr Pardoe:
gareth.pardoe@abbotsholme.co.uk

SPANISH

Spanish is the second most widely spoken language in the world. It is the mother tongue of Spain and all the Spanish territories in Europe and Africa and of most South and Central American countries from Argentina and Chile to Mexico.

Over 60 million tourists visited Spain last year. By choosing to study Spanish you would be able to communicate more confidently and accurately with Spanish speakers. Foreign language skills are also essential for many jobs in global businesses such as computing, marketing, and finance. By choosing to study a language you will enhance your chances of obtaining a good job in the future.

This course follows the AQA Board of Examinations Code 8698.

The general aim of the GCSE course is to enable pupils to successfully attain a number of objectives in a productive and supportive environment. The main aims are:

- To develop the ability to understand and use Spanish effectively for purposes of practical communication
- To develop the ability to use and understand Spanish both imaginatively and creatively
- To develop an understanding of the grammar of Spanish
- To offer insights into the culture and civilisation of Spanish-speaking countries and communities
- To form a sound base of the skills, language and attitude required for further study, work and leisure.

The candidates will be tested in the four main skills; listening, speaking, reading and writing. The four skills are tested at the end of the course by examination. All papers are available at either foundation or higher tier. However, candidates will not be able to mix tiers on different papers.

The teaching style retains a communicative methodology, emphasising the importance of understanding and communicating in everyday situations. A sound knowledge of Spanish grammar is required for success at GCSE and grammar teaching is an integral part of the course.

Course Content

The GCSE course covers three distinct themes, which apply to all four question papers.

Theme 1: Identity and Culture

- (d) Me, my family and friends
- (e) Technology in everyday life
- (f) Free-time activities

Theme 2: Local, national, international and global areas of interest

- (d) Home, town, neighbourhood and region
- (e) Social issues

(f) Global issues

Theme 3: Current and future study and employment

(e) My studies

(f) Life at school

(g) Education post-16

(h) Careers choices and ambitions

Four skills are tested in Spanish at GCSE level -

Unit	Type of Tasks	Assessment Method & Weighting (%)
Paper 1: Listening	Understanding and responding to different types of the spoken language.	Examination (higher or foundation) 25%
Paper 2: Speaking	Communicating and interacting effectively in speech for a variety of purposes.	7-12 minutes examination depending on tier of entry (higher or foundation) 25%
Paper 3: Reading	Understanding and responding to different types of written language.	Examination (higher or foundation) 25%
Paper 4: Writing	Communicating effectively in writing for a variety of purposes.	Examination (higher or foundation) 25%

GCSE SUBJECT CHOICES FOR YEAR 10 SEPTEMBER 2017

To: The Director of Studies
Abbotsholme School
Rocester
Uttoxeter
Staffordshire
ST14 5BS

Student Name:.....

Preliminary GCSE Option Subjects (please place in order of priority)

1.
2.
3.
4.

Reserve