



Nailsea School Year 9 Guided Choices

2024 – 2026



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Introduction

During the next few weeks you will be choosing the courses that you will be following in Years 10 and 11. For the first time you will get a say in what you learn. It is important that you, your teachers and your parents/carers, work together to make sure that you choose the most appropriate options for your future.

At Nailsea School our aims are for you to:

Study courses that suit your abilities, skills and aspirations;

Follow a curriculum that is broad and balanced;

Be given the opportunity to focus on your strengths

Over the coming weeks, you will get many opportunities for information, advice and guidance about your options. We may recommend some courses for you personally, based on your strengths and needs. If so we will discuss this with you and your parents/carers.

It is important to remember that whilst we try our best to ensure that most students have their preferred choice of subjects some students, every year, do need to move to their reserve choices. This is because some courses cannot run if very few students choose it, some subjects have limited places and some combinations of subjects cannot be timetabled. It is really important, therefore, that students carefully consider their reserve choices. Students and parents will be kept informed if there is an issue with any of the choices made and staff will help advise and explore other possibilities.

Dee Elliott - Headteacher

Key Dates for Year 9 Guided Choices 2024

Thursday 25th January Guided Choices Evening

Presentations will take place at 5.30pm and at 6.30pm—Miss Dee will be available after each of these presentations to discuss any queries that you may have.

Application Forms

The application form must reach Miss Dee by 3pm on 6th February — please hand it to her, or post it in the box outside student reception.

Term 6 2024

Year 9 Students will have their final choices for 2024 to 2026 confirmed.

Examination Information

The government has phased in a major change in the way that subjects are graded. The traditional A* — G grading has been replaced by a 9 - 1 scoring system (9 is the highest).

These new grades are comparable with the older grades as shown below.

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

It has been suggested that the same proportion of students achieve a grade 4 and above as currently achieve a grade C or above.

The same proportion of students will achieve a grade 7 and above that currently achieve an A*.

Grade 5 will be the equivalent to a current low B/high C. This is the usual requirement for post 16 study.



Different Types of Qualifications

There are different types of qualifications available within different grading systems. However they can be compared as shown below.

Level	Examples
Level 1	GCSE grades 1-3 / BTEC Level 1
Level 2	GCSE grades 4-9 / BTEC Level 2
Level 3	A Levels / BTEC Advanced
Level 4	University Degrees / HNDs

In years 10 and 11, courses offered will result in qualifications at Level 1 and 2. Two types of qualifications are available.

1 GCSE Courses

These are the majority of our courses at Nailsea School. They involve examinations at the end of the course. Final grades are 9 – 1 or a 'fail'. All grades from 1 upwards are passes.

2 Applied Courses—BTEC / Cambridge National and Others

A number of our options are applied course, these are often a more vocational option. These courses are characterised by having...

- Fewer examinations
- Continuous assessments throughout the course marked by your teacher.

These courses have an equal weighting to GCSE courses.

Courses are available at Level 1 and 2.

Grades are Distinction, Merit, Pass or Fail.

Applied courses tend to suit students that will perform consistently over two years but may not perform so well in an examination setting.

The English Baccalaureate (EBacc)

EBacc

The English Baccalaureate is a group of qualifications that the government recommend that students should obtain, with the objective of giving a broad base of learning for students to develop their future.

Students do not receive a separate qualification or certificate.

To gain an EBacc students need to qualify in the following GCSEs:

1. Maths
2. English—both Literature and Language
3. Two Sciences (Combined, Separate or Computer Science)
4. A Foreign Language
5. History or Geography

Although not explicitly stipulated as being a requirement for further education, we have no way of knowing if universities and employers will express a preference in the future for students with these subjects.

However the English Baccalaureate model will not suit all of our students and courses are available for all ability ranges. Senior staff will guide students and their parents in making the right decisions, based on the pathway the students have been allocated.



The Guided Choices Process

What happens when the forms are submitted?

Once the deadline for the submission of forms has passed they are analysed to work out how many students have opted for each subject. If a subject does not gain enough interest to be viable, (a number decided by the Senior Leadership Team within the school) the course will not be offered. Additionally, if there are courses that are more popular, then more classes of this subject may be assigned. The choice to run additional classes of a subject will also need to take into account staffing and timetabling constraints. These decisions are taken on an annual basis based on timetable commitments already in place and budgetary constraints.

How are choices allocated?

The ranking of subjects by students is the initial criteria used to allocate subjects. For subjects that have specific entry requirements, progress reports are used to see if the student has achieved these. Priority allocation will always be given to students that have met the entry requirements. If a student has applied for a course where they have not met the entry requirements, a reserve option will be allocated. In an ideal scenario, we would like to offer all students their top 4 ranked choices, but this is not always possible.

What if a course is over-subscribed?

As classrooms can only hold a certain number of students, some subjects will invariably be oversubscribed. If a second class will not be running for this subject the following criteria are used (in order) to allocate the places.

- Ranking of subject
- Entry requirements (if applicable)
- Discounting (explained further down)

If the class remains oversubscribed, a holistic conversation is had with the curriculum leader (and heads of house if needed) to assign the spaces.

Why can't my student study both PE courses? Or both Media Studies and Film Studies?

As a school, we are proud of our students' ability to select from a range of subjects to enable them to experience a broad and balanced curriculum at GCSE level. Additionally, there are government expectations of the number of GCSE subjects a student will sit (currently 8). To ensure these expectations are met, students are unable to study a combination of subjects that **discount**. Discounting refers to a student sitting two subjects that the government class as being too similar. If this is the case, the student does not get full recognition for both subjects, rather just the highest graded.

As such, the following combinations cannot be studied alongside each other. To prevent this, they will generally be timetabled at the same time as each other. Students can only be in one class, not both.

- Media Studies and Film Studies
- Cambridge National PE and GCSE PE
- Fine Art and 3D Art

There is nothing preventing a student selecting both subjects in the combinations above (eg: Fine Art and 3D Art) but they will be unable to study both.

Will I be told if I don't get my top four?

Not necessarily. Students are told during the options assembly and launch that they will get some combination of their 6 choices, with the priority being the ranking order. If a student's combination does not fit into the timetable model, or there is some other reason why a combination of the top six cannot be offered, students will be spoken to directly with a list of available replacement courses provided.

When will I be told about my final offer?

Processing the forms and allocating combinations is a complex process. As a result of this, students are told their combination of subjects at the start of term 6.



Contact Person: Ms CB Jacobs

Contact Email: cjacobs@nailseaschool.com

Why do you have to study GCSE English Language?

Studying English is essential for two reasons. Firstly, it makes you a better, happier person. Secondly, it is the medium in which all other subjects are taught. If you get your Language skills right, everything else falls into place. This is because everything we do inside and outside of school involves English, from writing applications and formal emails to social media and other online communication. Getting the right words in the right order is the key to happiness.

Written English is a taught skill – it isn't acquired, like speech; you have to chip away and learn structure, coherence and accuracy. Getting to grips with this and adding in imaginative depth is what helps us navigate the world of work and home. However, communication skills are not solely about technical accuracy, but about charisma, writing and speaking with feeling, capturing the cadence of compelling vocabulary and establishing your voice.

Studying English offers the chance to explore the way we communicate, why we say the things we do and how patterns of words create meaning. More than that, it gives you the opportunity for a freedom of expression, whether writing lovely narratives, reflecting on your sense of self, or shaping sentences in order to convince someone that your view is important.

Skills/attributes developed/required:

- An ability to think for yourself and apply a framework to a text
- Creativity and imagination
- A critical, personal viewpoint
- A willingness to express ideas with confidence, even if that confidence can be fragile!

Examination Information

Exam Board: AQA

Exam: 100%

Course outline:

Component 1 - 50% Exploration in Creative Reading and Writing (*fiction*)

Component 2 - 50% Writers' Viewpoints and Perspectives (*non-fiction*)

Component 3 - (un-weighted) Spoken Language

Where can it take me?

Next Steps: There is no shortcut – you need English for whatever you do next, and a pass is the minimum entry requirement for course, apprenticeships and all A Levels.

Future career opportunities that this subject may lead to: the English GCSE and A Level is recognised and valued by universities and employers. It fits with the English suite of subjects and careers – like writing, journalism, communications, PR, marketing, law and linguistics. However, it also acts as a perfect counterweight to other subjects and careers because of the skills inherent to the study of language and literature.

What Key Skills will I gain by taking English Language?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

Contact Person: Ms CB Jacobs

Contact Email: cjacobs@nailseaschool.com

Why do you have to study GCSE English Literature?

Language and Literature are studied in tandem with good reason. They are complementary and there is significant overlap between the two. However, if pushed to state the difference, language is about communication; whereas literature is about meaning. Texts don't exist in isolation; they are a product of values, both from the author and society, and they fit into a pattern of other published texts. In effect, all works of literature are a part of a huge and changing conversation, spanning centuries and featuring every conceivable viewpoint. By teaching you how to analyse literature, we are empowering you to become a part of that conversation.

We study Literature in school because it tells us important truths about ourselves, our lives and our subjectivity. We look at literary texts with a contemporary eye, thinking about then and now, how we have changed and what this means. It is about themes, the big ones – gender, race, life, death, personal happiness, and we work together to decode the tensions which animate our set texts. This involves exploring the time and context in which works are produced, and how these factors press down on a text to reshape meaning. In working out what a book might mean, we are also defining something about ourselves and the things that matter to us.

Skills/attributes developed/required:

- A desire to get close to the text, to look at words and phrases and think about what they mean
- A willingness to engage with different forms: drama, poetry and novels
- The ability to see things differently, to explore more than one meaning
- The capacity to see that meaning is rarely certain. It is what we think about things and how we express it that matters the most.

Examination Information

Exam Board: AQA

Exam: 100%

Course outline:

Component 1: Shakespeare and the 19th Century Novel (40% of the qualification)

Component 2: Modern Texts and Poetry (60% of qualification)

Where can it take me?

Next Steps: In line with Language, a Literature pass is a key that unlocks further study in all subjects.

Future career opportunities that this subject may lead to: Future career opportunities: the English GCSE and A Level is recognised and valued by universities and employers. It fits with the English suite of subjects and careers – like writing, journalism, communications, PR, marketing, law and linguistics. However, it also acts as a perfect counterweight to other subjects and careers because of the skills inherent to the study of language and literature.

What Key Skills will I gain by taking English Literature?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

Contact Person: Mrs R Coates

Contact Email: RCoates@nailseaschool.com

Why do you have to study GCSE Maths?

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

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

As a subject, Maths is also continually growing and changing as mathematicians and scientists expand on what they already know to discover new theories and inventions.

Skills/attributes developed/required:

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

Examination Information

Exam Board: Edexcel

Exam: 100% Examination 1 x non-calculator paper & 2 x calculator papers

Course content: This will be dependent on whether you sit the higher or foundation course. Your teachers will decide the most appropriate course for you.

Foundation = Grades 1—5

Higher = Grades 4—9

Where can it take me?

Next Steps: Continue to Level 3 Mathematics qualifications or apprenticeships

Future career opportunities that this subject may lead to: Level 3 qualifications in Mathematics lead to many degree courses or careers in Science, Engineering, Accountancy and Medicine among many others.

What Key Skills will I gain by taking Maths?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input checked="" type="checkbox"/> Team Work |

Contact Person: Mrs M Evry

Contact Email: MEvry@nailseaschool.com

Why do you have to study Science?

Science plays a pivotal role in many careers and it is vital that you have an understanding of the basic principles within all Sciences.

Biology is the study of the natural world and all the living things in it, from the largest mammals down to our very own microscopic DNA, trying to understand how animals and organisms work; how we evolved and the things that can make us sick or improve our health. Biologists use this knowledge to do things like trying to stop the spread of disease, improve public health, animal care and conservation and to work out the true impacts of things like pollution.

Physicists look for all the hidden laws that explain why all matter and energy in the known universe exists, where it comes from and how it behaves the way it does, e.g. how forces of nature, like gravity, work or how aircraft stay up in the air. Physicists use the laws they uncover to develop new materials, machinery, and technology to improve our lives and help us explore the universe further, from computers to telescopes and spacecraft.

Chemists conduct experiments to study how elements work in different conditions, test how they mix, and work out what they are made up of right down to the tiniest particle. The results can be ground-breaking, colourful, explosive, or almost impossible to see. Chemists use their experiments and knowledge to develop medicines, foods, fabrics and other materials, from neon lights to shatterproof glass. They also use it to understand the world around us, from why leaves change colour to discovering invisible pollutants in the air. Chemistry is known as the 'central Science' because it helps to connect Physical Sciences, like Physics, with Applied Sciences, like Biology and Engineering. All KS4 Science candidates are taught by subject specialists.

Combined Science is equivalent to 2 GCSEs and candidates study a mix of all 3 Sciences for 10 periods/fortnight.

Examination Information

Exam Board: AQA

Exam: 100% Exam

Exam outline:

Combined Science is 2 GCSEs

6 exams, 2 for each Science. Each examination is worth 50% of each Science.

Examinations total 100%. The qualification is linear, so students will sit all exams at the end of Y11. These exams are 75 minutes long.

Year 9 have started covering content for GCSE Sciences already. Students should consult with their teacher before choosing their preferred science course.

For further information on the Combined Science and Triple Science courses please contact the Head of Science.

Where can it take me?

Next Steps: A Level Sciences and other Level 3 courses including Forensic Science and apprentice opportunities

Future career opportunities that this subject may lead to: Medicine, Dentistry, Engineering, Pharmaceuticals, Forensic science, Veterinarian and similar courses, Maths, Psychology, Midwifery, Paramedic services, Personal training, Catering. As a core subject, most career paths have a Science link.

What Key Skills will I gain by taking Science

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input checked="" type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input checked="" type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input checked="" type="checkbox"/> Team Work |

GCSE Triple Science

Contact Person: Mrs M Evry

Contact Email: MEvry@nailseaschool.com

Why do you have to study Science?

Studying Triple Science results in students gaining three separate Science GCSEs in Biology, Chemistry and Physics. These separate Sciences are suitable for those who enjoy the hard work and practical activities involved in the study of Science. Studying separate Sciences at GCSE allows students to unpick how the world around them works and consider how advances in Science have led to some incredible breakthroughs. The implications and impact on our world of scientific advances will also be studied.

Three Science GCSEs can open the door to many career opportunities, however, it should not be undertaken lightly as students will have many hours of Science lessons a fortnight, therefore a passion for Science is important.

The Triple Science option involves the study of extra topics in Biology, Chemistry and Physics, as well as studying those from Combined Science in more depth. Additional content present in Triple Science includes: The Use of Antibodies in Medicine, Sustainable Food Production, Nanoscience, The Science of Polymers, Space Science and The Behaviour of Infrared Radiation.

This course is more demanding than the double science course and will be taught over 15 hours per fortnight.

As with Combined Science, triple science can be examined at both Higher and Foundation Tiers.

Triple Science is equivalent to 3 GCSEs and candidates study a mix of all sciences for 15 periods/fortnight.

Examination Information

Exam Board: AQA

Exam: 100% Exam

Exam outline:

Separate Science is 3 GCSEs

6 exams, 2 for each Science. Each examination is worth 50% of each Science.

Examinations total 100%. The qualification is linear, so students will sit all exams at the end of Y11. These exams are 105 minutes long.

Year 9 have started covering content for GCSE Sciences already. Students should consult with their teacher before choosing their preferred science course.

For further information on the Combined Science and Triple Science courses please contact the Head of Science.

Where can it take me?

Next Steps: A Level Sciences and other Level 3 courses including Forensic Science and apprentice opportunities

Future career opportunities that this subject may lead to: Medicine, Dentistry, Engineering, Pharmaceuticals, Forensic science, Veterinarian and similar courses, Maths, Psychology, Midwifery, Paramedic services, Personal training, Catering. As a core subject, most career paths have a Science link.

What Key Skills will I gain by taking Science

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input checked="" type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input checked="" type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input checked="" type="checkbox"/> Team Work |

GCSE 3D Art

Contact Person: Ms R Davies

Contact Email: rdavies@nailseaschool.com

Course Outline:

Studying 3D Art can offer a range of benefits and skills that are valuable both academically and personally. This 'design and make' subject offers a unique platform for creative expression, allowing students to explore and communicate their ideas and perspectives in three-dimensional form. This subject aims to foster creativity, critical thinking, cultural awareness, and personal growth, providing students with a well-rounded education and a foundation for further exploration in the arts.

The course is divided into two components – a coursework portfolio (60%) and an externally set task (40%). Both of these units of work will offer the opportunity to explore different types of 3D Design and Art, concentrating on sculpture and ceramics. In the early part of year 10, we will aim to build up each learner's skill base whilst working with clay, including coiling, slab building and model-making. As the course progresses, an increasingly independent and refined technical and conceptual response will be encouraged.

Skills/attributes developed/required:

Creativity, and individual responses to tasks, drawing and designing, expressing ideas and concepts through designs. Technical skills with 3D making processes, such as clay coiling, slab building, and model making. Appreciation of art contexts (genres, artists, socio-cultural-economic factors).

Additional considerations:

There is the opportunity to attend a trip to London, to view the collections of several major galleries, in the October of Year 11. Also, we sell a 3D Art kit, which provides a range of sketchbooks and materials (including clay and glaze), which are essential for the course. The price for this kit is £20.

Examination Information

Exam Board: OCR

Exam: 60% Course work (portfolio) 40% Exam

Exam Outline:

Coursework Portfolio—The Portfolio is made up of practical work, including sketchbooks and many 3D pieces, usually manufactured from clay, but sometimes featuring mixed-media (papier mache; wire sculptures etc.).

Exam- The externally set exam offers learners the opportunity to respond to a choice of themes, written and visual starting points and stimuli. The early release paper will be issued in January and will provide learners with five themes, each with a range of written and visual starting points and stimuli. Learners will have up to 10 hours (two school days) in which to independently realise their response(s) through the production of one or more personal outcome(s) – usually a large-scale clay model.

What Key Skills will I gain by taking Art?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

Where can it take me?

Next Steps: This course will support progression from GSCE (9–1) into AS level or A level study, Higher Education, Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant. At Nailsea School, A Level Fine Art is the direct progression route.

Future career opportunities that this subject may lead to: Artist, Designer, Sculptor, Architect, Model-maker, Animator, Prop-Maker, Ceramicist, Furniture Designer, Logo/Brand Designer, Interior Designer, Packaging Designer, Advertising, Art Therapist, Art Educator...

GCSE Fine Art

Contact Person: Ms R Davies

Contact Email: rdavies@nailseaschool.com

Course Outline:

Studying Fine Art provides a unique platform for self-expression. It allows students to explore and communicate their thoughts and ideas through drawing and painting, fostering creativity and originality. It offers a rich and multifaceted experience that goes beyond the development of artistic skills.

The course is divided into two components – a coursework portfolio (60%) and an externally set task (40%). Both of these units of work will offer the opportunity to explore different genres of art, such as portraiture and still life, and to render these in a range of techniques and materials. In the early part of Year 10, we will aim to build up each learner's skill base within the Fine Arts, primarily within painting, drawing and print-making. As the course progresses, an increasingly independent and refined technical and conceptual response will be encouraged.

Skills/attributes developed/required:

Creativity, and individual responses to tasks, observational drawing, composition and visual layouts. Technical skills with Fine Art processes, such as paint (watercolour, acrylic, gouache) and print-making (monoprint, screenprint, drypoint etc). Appreciation of art contexts (genres, artists, socio-cultural-economic factors).

Additional considerations:

There is the opportunity to attend a trip to London, to view the collections of several major galleries, in the October of Year 11. Also, we sell a Fine Art kit, which provides a range of sketchbooks and materials, which are essential for the course. The price for this kit is £20.

Examination Information

Exam Board: OCR

Exam: 60% Coursework (portfolio) 40% Exam

Course outline:

Portfolio. The Portfolio is made up of practical work, which explores the skills, knowledge and understanding in the learner's chosen practical area within Fine Art – usually painting and drawing, but can also include print-making. The coursework submission will include sketchbooks, and final pieces.

Exam The externally set exam offers learners the opportunity to respond to a choice of themes, written and visual starting points and stimuli. The early release paper will be issued in early January and will provide learners with five themes, each with a range of written and visual starting points and stimuli. Learners will have up to 10 hours (two school days) in which to independently realise their response(s) through the production of one or more personal outcome(s) – usually large-scale paintings.

Where can it take me?

Next Steps: AS level or A level study, Higher Education, Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which an art and design background is relevant. At Nailsea School, A Level Fine Art is the direct progression route.

Future career opportunities that this subject may lead to: Artist; Illustrator; Graphic Designer; Logo / Brand Design; Typographer; Architect; Advertising; Art Director; Web Design; Video-game design, Make-up artist; Cartoonist; Tattoo Artist; Animator; Art Historian; Arts Therapist; Art Educator.

What Key Skills will I gain by taking Fine Art?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

GCSE Design and Technology: Textiles

Contact Person: Miss P McKinney

Contact Email: pmckinney@nailseaschool.com

Course Outline:

The course sets out the knowledge, understanding and skills required to undertake the design process of exploring, creating and evaluating. The syllabus will allow students to focus on specific materials to design and make a viable product. During the course, students will be taught how to use CAD/CAM including 3D printing and laser cutting as well as traditional methods within their chosen material area.

There are three topics:

- Core technical principles
- Specialist technical principles (of the chosen material area)
- Design and making principles

Skills/attributes developed/required:

Project management, hands-on making and critical analysis.

Studying Textiles will develop these skills:

Drawing and presentation skills, modelling, evaluating and developing communication of ideas, CAD/CAM. The ability to meet regular deadlines.

Additional considerations:

A £12 contribution towards materials and fabrics, a revision guide and an A3 folder. There will be a wealth of useful resources to help students through the course.

Examination Information

Exam Board: AQA

Exam: 50% Controlled Assessment / 50% Examination (2hr paper)

Exam outline:

The use of mathematical skills is a key requirement, and it's tested in the examination (15% of the written paper).

Year 10

Term 1—3 Introduction to basic construction techniques and decorative techniques.

Term 3—6 Controlled assessment task 'Research and Design' development

Year 11

Term 1—2 Controlled assessment task—Design development, manufacture and evaluation.

Term 3—5 Exam preparation

Where can it take me?

Next Steps: A Level study Product Design, / Fashion. 1 year Art and Design Foundation course or direct entry to university.

Future career opportunities that this subject may lead to: Fashion Textile Designer, Buyer, Merchandiser, Visual merchandiser, Colourist, Fashion Marketing, Garment Technician, Pattern Grader, Textiles Teacher.

What Key Skills will I gain by taking Textiles?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Presentation Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Debating | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Evaluating | <input type="checkbox"/> Team Work |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | |
| <input type="checkbox"/> Independent Learning | |

GCSE Engineering

Contact Person: Mr J Kirwan

Contact Email: jkirwan@nailseaschool.com

Course Outline:

Externally Assessed: Written Exam Paper

In the external assessment, the subject content is split into six sections, which includes Engineering Materials, Manufacturing Processes, Systems, Testing and Evaluation, The Impact of Modern Technologies and Practical Engineering Skills. The subject content will be taught within a range of realistic contexts based around major themes.

Non-Exam Assessment: Practical Engineering (Approximately 30 hours)

A single design and make engineering activity, which should consist of a working prototype and concise portfolio. The portfolio will show evidence of investigation, analysis and evaluation throughout. This is a practically based assessment where knowledge of the externally assessed content is applied to the design and make of the prototype.

Skills/attributes developed/required:

The engineering course combines theoretical content with practical application. There is an in-depth knowledge required across materials and systems.

The use of mathematical skills is a key requirement, and is tested in the examination (20% of the written paper) therefore students will need to have a predicted grade of 5 in Maths and 4 in English. An understanding of underlying scientific principles is expected. Furthermore, the development of practical engineering skills is central to the non-examined assessment unit (40%).

Examination Information

Exam Board: AQA

Exam: 60% written exam and 40% non-exam assessment

Course Outline: Externally Assessed/Written Exam (60%): 2 hours / 120 Marks.

Consists of: multiple choice questions assessing breadth of knowledge; short answer questions assessing in depth knowledge, including calculations; multiple choice questions related to the application of practical engineering skills; and extended response questions drawing together elements of the specification.

Non-Exam Assessment/Practical Engineering (40%): Approximately 30 Hours / 80 Marks (portfolio)

Consists of: application of skills, knowledge and understanding in a practical context; engineering drawings or schematics to communicate a solution to the brief; and an engineering prototype that solves a problem.

Where can it take me?

Next Steps: To continue to Product Design at A Level.

Future career opportunities that this subject may lead to: Civil and Structural Engineering, Product Design, Electrical Engineering, Programmer, Automotive Industries, Construction and Project management

What Key Skills will I gain by taking Engineering?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input checked="" type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input checked="" type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

GCSE Film Studies

Contact Person: Miss G Britton

Contact Email: gbritton@nailseaschool.com

Course Outline:

Film is an important part of many people's lives. Through Film Studies, you will be able to experience a powerful medium which inspires a range of responses from the emotional to the reflective as you are drawn into characters, their narratives and the issues films raise. Film offers an immersive audio-visual experience film – one which can exploit striking cinematography, composition and locations as well as powerful music and sound. It is not surprising that many consider film to be the major art form of the last hundred years and that many feel it important to study a medium which has such a significant influence on the way people think and feel. This course will introduce you to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. You will develop your knowledge of US mainstream film by studying one film from the 1950s and one film from the later 70s and 80s. In addition, you will be studying more recent films – a US independent film as well as films from Europe, including the UK, South Africa and Australia. You will cover the following areas in relation to the 6 key films we will study:

- the ways in which meanings and responses are generated through film
- a contrasting, culturally diverse range of films from different national contexts
- film as an aesthetic medium
- how films reflect the social, cultural and political contexts in which they are made
- the relationship between film and film technology over time.

Skills/attributes developed/required:

Analytical, willingness to watch films you might not have heard of before, independence, team work, resilience and organisational skills.

- work independently
- be creative
- think critically & logically
- communicate your ideas with confidence (handy when you're with your mates too!).

Examination Information

Exam Board: Eduqas

Exam: 70% Exam and 30% Coursework

Course outline:

Two examinations worth 35% each.

Exam 1: Range of questions on three films plus film technology

Exam 2: Range of questions on three films

Non-Examination Assessment: Production of a sequence in a film, either as a screen play or a filmed sequence. Evaluation of sequence.

Where can it take me?

Next Steps: A level Film Studies or Media Studies. BTEC level 3 courses.

Future career opportunities that this subject may lead to: A wide of career paths. You don't have to want to become a director to take this GCSE! The Film Industry is huge and has many jobs, from creative to more practical.

What Key Skills will I gain by taking Film Studies?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

GCSE Food Preparation and Nutrition

Contact Person: Miss N Allright

Contact Email: NAllright@nailseaschool.com

Course Outline:

Students are taught to cook a variety of delicious and healthy meals to suit a range of dietary requirements. They develop an understanding of nutrition and healthy eating and how to apply this to the food they make. Their skills in planning, organising and independent learning grow alongside their understanding of the science of cooking – what happens to ingredients when they are mixed together and processed. Students will explore different culinary traditions, the sensory properties of food, safety factors and the economic, environmental and ethical issues involved in food production as well as what the future holds. They will use a wide range of utensils and equipment, developing their skills to produce increasingly complex dishes.

The course covers 1. Food commodities 2. Principles of nutrition 3. Diet and good health 4. The science of food 5. Where food comes from 6. Cooking and food preparation

What are lessons like? We cook for 2 lessons out of 5 and also do tastings and group practical tasks as well as fun challenges and occasional trips and visits. Some lessons are studying the theory which will help students understand all about food and nutrition which are needed for the GCSE exam.

In Year 10, the course is taught through 6 commodities – Fruit and Vegetables, Cereals, Meat and Fish, Dairy Products, Fats and Sugars. Students learn about the provenance, processing, storage and uses of ingredients by cooking increasingly complex recipes.

In Year 11, students will complete 2 assessments set by the exam board and a final exam. This includes a practical assessment where dishes will need to be trialled and perfected based on customer feedback. Students will study the principles of nutrition and a range of core knowledge followed by a comprehensive revision programme.

Skills/attributes developed/required:

You will need to be well organised, work well in a team or on your own, be interested in food and nutrition and understand the importance of safe working practices and enjoy cooking!

Additional considerations:

Ingredients need to be provided, Pupil Premium students can have ingredients supplied by the school.

Examination Information

Exam Board: Eduqas

Exam outline: All GCSE assessment is in year 11

Assessment 1: (15% of the qualification) The Food Investigation Assessment– a scientific investigation into an aspect of the function of ingredients. This will be set by the exam board.

Assessment 2: (35% of the qualification) The Food Preparation Assessment– this is a practical exam which involves the planning and production of 3 separate dishes under timed conditions. The focus is set by the exam board in November.

Assessment 3: (50% of the qualification) Principles of Food Preparation and Nutrition Written examination– a 1hr 45 minute exam at the end of the course.

Where can it take me?

Next Steps: Level 3 Hospitality and Catering, Catering Apprenticeship, Science A levels.

Future career opportunities that this subject may lead to: Food Technologist, Dietetics and Sports Nutrition, Hotel and Catering Management, Retailing, as well as the many careers related to Food Production and Health and Fitness, Chef, Product Developer.

See tastycareers.org.uk for further info.

What Key Skills will I gain by taking Food Preparation & Nutrition?

<input type="checkbox"/> Analysing	<input checked="" type="checkbox"/> Independent Learning
<input type="checkbox"/> Communication - Verbal	<input type="checkbox"/> Independent Thinking
<input checked="" type="checkbox"/> Communication - Written	<input type="checkbox"/> Listening Skills
<input type="checkbox"/> Creative Thinking	<input type="checkbox"/> Presentation Skills
<input type="checkbox"/> Debating	<input type="checkbox"/> Problem Solving
<input checked="" type="checkbox"/> Decision Making	<input type="checkbox"/> Reading
<input type="checkbox"/> Evaluating	<input checked="" type="checkbox"/> Research
<input checked="" type="checkbox"/> Hands-On / Technical Skills	<input checked="" type="checkbox"/> Team Work

Contact Person: Miss J Cahill

Contact Email: JCahill@nailseaschool.com

Course Outline:

The following themes are studied in Year 10 and 11

- People and lifestyle
- Popular culture
- Communication and the world around us

Skills/attributes developed/required:

During this course, students will gain the linguistic skills to communicate with people speaking a different language and discover different ways of thinking, as the lessons embed cultural aspects of language learning. Authentic material from target language countries will be used in every day teaching.

Students who study a foreign language are encouraged to become better writers, speakers and conversationalists, so the skills they acquire in their Modern Languages lessons will also help them in their other subjects. Furthermore, scientific studies demonstrate that studying another language has a positive impact on brain development and functioning. It enhances creativity, memory, problem solving skills and ambiguity tolerance.

Examination Information

Exam Board: AQA

Course outline: Exams can be taken at a foundation or higher tier. All four skills are tested during exams. Each skill is worth 25% of the final GCSE grade:

Listening Test – to test the understanding and responding to different types of spoken language

Speaking Test – to test the ability to communicate and interact effectively in speech for a variety of purposes. The speaking exam consists of three parts: (i) Conversation about a photo card (ii) Role play (iii) Reading aloud and a short conversation.

Reading Test – to test the understanding and response to different types of written language. This test also includes a short translation task (target language to English).

Writing Test – Communicating effectively in writing for a variety of purposes. This exams consists of the following tasks: (i) Sentences to describe a photo (ii) Multi-choice grammar gap fill (iii) Translation from English into target language (iv) A structured writing task.

What Key Skills will I gain by taking French?

- | | |
|---|--|
| <input type="checkbox"/> Analysing | <input checked="" type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

Where can it take me?

Next Steps: Modern Language graduates come out on top in terms of employability. Even if you do not continue to A-level or university, employers place considerable importance on a foreign language for GCSE.

Future career opportunities that this subject may lead to: Interpreter, Journalist, International Aid/ Development worker, Logistics and Distribution manager, Marketing Executive Engineer, Law, Sales Executive, Tour Manager, Publishing, Hospitality, Air and Sea Transport, Travel Agency Work. Diplomatic Service, Telecommunications, Teaching and Finance.

Contact Person: Mrs K Thompson

Contact Email: kthompson@nailseaschool.com

Course Outline:

An exciting and contemporary Geography course which enables students to learn and connect with the world around them, using an enquiry approach to learning. Students complete three units.

Unit 1: Our Natural World, which includes, Global Hazards, Changing Climate, Distinctive Landscapes and Sustaining Ecosystems.

Unit 2: People and Society, which includes, Urban Futures, Dynamic Development, The UK in the 21st Century and Resource Reliance.

Unit 3: Geographical Exploration, which includes skills and a decision making exercise.

Skills/attributes developed/required:

Geography is about you and the 8.1 billion people you share the planet with! It is an exciting and relevant subject which asks big questions about the people and environments who share our planet. We are looking for students who have enquiring minds and want to find out about the world we live in. It is important to have a real interest in current affairs and to have a willingness to explore new ideas and solutions to some of the major issues our planet faces, such as energy security, global hazards, climate change, migration and sustainability.

Additional considerations:

There will be two field trips during the course. These will involve a financial contribution but should not put anyone off the course as there is funding available to help those who have difficulty. It is recommended that you complete GCSE Geography in order to study it at A level.

Examination Information

Exam Board: OCR B Geography for Enquiring Minds

Exam: 100%

Exam Outline:

35% - Unit 1: Our Natural World

35% - Unit 2: People and Society

30% - Unit 3: Geographical Exploration

Where can it take me?

Next Steps: A levels in Geography, and other Humanities/ Social Science subjects such as Sociology, and Philosophy.

Future career opportunities that this subject may lead to: Geographers are in demand due to the skills they learn from the course, which can be applied in any career. Specific Geography related jobs include; Meteorologist, Surveyor, Town Planning, Environmental Education, Flood Risk Manager, Park Warden, Expedition Leader, Human Rights Officer, Recycling Officer, Management Consultant.

What Key Skills will I gain by taking Geography?

- | | |
|--|--|
| <input checked="" type="checkbox"/> Analysing | <input checked="" type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input checked="" type="checkbox"/> Research |
| <input type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

BTEC Health & Social Care

Contact Person: Mrs Macleod

Contact Email: NMacleod@nailseaschool.com

Course Outline:

L1/L2 BTEC Tech Award in Health and Social Care, equivalent to 1 GCSE, is the study of approaches to caring for individuals who require health or social services in the sector.

Component 1 investigates human development throughout the life stages, exploring how factors such as lifestyle choices and life events can impact on development. Students will study how people grow and develop over the course of their life, from infancy to old age, and includes the physical, intellectual, emotional and social development. Students will consider how individuals' development may be impacted as a result of major life events, such as marriage or parenthood.

Component 2 explores health and social care services and how they meet the needs of the service users through applying care values. Students will explore a wide range of services that are available in the health sector and social care sector. Students will explore what is involved in each of these services and how they care for service users. Students will also learn about care values and will gain the opportunity to develop their own skills in applying these care values across the sector.

Component 3 looks at the factors that affect health and wellbeing and considers what it means to be healthy. Students will consider the factors that have a positive or negative influence on a person's health and wellbeing, including physiological and lifestyle indicators. Students will learn how to develop an appropriate plan for improving someone's health and wellbeing. Students will also gain the opportunity to consider a wide range of backgrounds and barriers that their service users may experience and how this can impact on the health and wellbeing plan in place.

Wherever possible, students will be encouraged to observe and develop practical skills and knowledge to apply to the Health and Social Care sector.

Examination Information

Component 1 and Component 2 are coursework based units. Coursework will be sat in controlled conditions, requiring extended writing but with use of class notes, and practise. This takes place in Term 3 and Term 4 of Year 10 and in Terms 1 and Terms 2 in Year 11.

Component 3 is a 2-hour external exam sat in May of Year 11.

Component 1 (coursework) - 30%
Component 2 (coursework) - 30%
Component 3 (exam) - 40%

Where can it take me?

Next Steps:

With 3 million jobs in the sector, the options are endless. KS5 progression can lead to the Level 3 HSC Extended Certificate or Extended Diploma (1 or 3 A-Level equivalent) or other A-Level courses. It also leads to a wide range of apprenticeships or degrees, including nursing, radiography or teaching.

What Key Skills will I gain by taking Health & Social Care ?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input checked="" type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input checked="" type="checkbox"/> Research |
| <input type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

Contact Person: Mrs L Ginnis & Mrs K Nicholson

Contact Email: LGinnis@nailseaschool.com & KNicholson@nailseaschool.com

Course Outline:

Paper 1: Medicine Through Time. We explore the themes of causes, treatments, epidemics and who gave care to sick people all the way from the Medieval England to the Modern Day. We also take a closer look at the wounds that were sustained on the battlefields of the Western Front during World War 1 and how treatment and surgery advanced during this time.

Paper 2: The American West and The Reigns of King Richard and King John. In paper 2 we split our time between British and international history. We begin year 10 by examining how the US government encouraged settlement of the Plains and therefore the negative impact this settlement had on the Indigenous Peoples of North America. We also trace developments in law and order, conflict, farming and cattle ranching from 1835-1895.

Paper 3: The USA 1954-75. In this paper we explore how conflict both at home and abroad in America caused public outrage. We begin with the Civil Rights Movement and an examination of the role of key legislation and people, such as Martin Luther King and the Civil Rights Act achieving racial equality, then we examine how and why the US became involved in the war in Vietnam and how it ended in 1975.

Skills/attributes developed/required:

- Most importantly, an interest in finding out about the past and how it has shaped our world today.
- An enjoyment of reading and writing – the exam contains long essay-style answers and requires analysis of written sources.

Studying History will develop these skills:

- Critical thinking skills
- Being able to analyse evidence and interpretations
- Logical thinking and the ability to construct a convincing argument.

Examination Information

Exam Board: Edexcel

Exam: 100% Exam

Exam Outline:

Paper 1—30% Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2—40% The reigns of King Richard I and King John, 1189–1216 and The American West, c1835–c1895.

Paper 3—30% The USA, 1954–75: conflict at home and abroad (the Civil Rights Movement and the Vietnam War).

Where can it take me?

Next Steps: A-levels in History, Law, Sociology or anything else!

Future career opportunities that this subject may lead to: History is a well-respected subject and so is valued in all career paths. History gives particular skills for Journalism, Law, Politics, Civil Service and many others.

What Key Skills will I gain by taking History?

- ☒ Analysing
- ☐ Communication - Verbal
- ☒ Communication - Written
- ☐ Creative Thinking
- ☐ Debating
- ☐ Decision Making
- ☒ Evaluating
- ☐ Hands-On / Technical Skills

- ☒ Independent Learning
- ☒ Independent Thinking
- ☐ Listening Skills
- ☐ Presentation Skills
- ☐ Problem Solving
- ☒ Reading
- ☐ Research
- ☐ Team Work

Cambridge Nationals Certificate in Information Technologies

Contact Person: Mrs S Wheeler

Contact Email: swheeler@nailseaschool.com

Course Outline:

This course will help develop your knowledge and understanding of the everyday use of ICT from PCs to smartphones and how these impact on business and society. It will provide you with a solid understanding of information technologies which you can use throughout your working life.

The Course is made up of 3 compulsory units of study:

Unit 1: IT in the Digital World (RO50)

Unit 2: Data Manipulation using Spreadsheets (RO60)

Unit 3: Using Augmented Reality to Present Information (RO70)

Topic 1: you will learn about design and testing concepts for creating an IT solution or product, and the uses of IT in the digital world

Topic 2: focuses on how to plan, design, create, test and evaluate a data manipulation spreadsheet solution to meet client's requirements.

Topic 3: you will learn how to design, create, test and review an Augmented Reality model prototype to meet a client's requirements.

Skills/attributes developed/required:

You will need to have the confidence to use a range of information technology that is currently available, as well as being adaptable and resilient enough to deal with the rapid advances taking place.

Studying Information Technologies will develop these skills:

Using IT to communicate effectively and data management techniques.

Examination Information

Exam Board: OCR

Exam: 40% Externally examined 60%. Internally assessed Coursework

Exam Outline:

The award is assessed through an examination for RO50, and OCR set coursework for RO60 & RO70.

Where can it take me?

Next Steps: Students can use their practically acquired software skills and understanding of ICT theory to progress on to ICT related qualifications and working environments.

Future career opportunities that this subject may lead to:

ICT Industry, Software Development , System Analyst and Website Design.

What Key Skills will I gain by taking Information Technology?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

GCSE Media Studies

Contact Person: Miss G Britton

Contact Email: GBritton@nailseaschool.com

Course Outline:

The media is incredibly powerful and has the capacity to affect the way that we think about events, people and subjects. Media Studies helps you to understand the media so that you can make informed choices and question the media products that you consume. It also has a practical element where you are asked to create a media product for a specific audience. This course will enable you to study a range of media products from all of the following media forms:

Magazines, Advertising and Marketing, Newspapers, Online, Social and Participatory Media, Video Games, Radio, Music Video, Film and Television.

We look at: how media products communicate to audiences through the use of **media language**, how the media **represents** individuals, social groups, events and issues. Also how **media industry** processes of production, distribution and circulation affect media products and how the media targets specific **audiences**.

Skills/attributes developed/required:

Creativity, willingness to work with a range of technology, independence, teamwork, resilience and organisational skills.

Studying Media Studies will develop these skills:

Analytical skills (exploring why and how media products are produced and the effect this has on the audience).

Practical skills, e.g. storyboarding, desktop publishing, filming, editing, web design, etc.

Examination Information

Exam Board: AQA

Exam: Media Studies

You will be expected to study a range of media products chosen by the exam board (close study products) along with other examples of products chosen by you and your teacher.

Exam Outline:

Media 1 Exam (35%) A range of questions relating to an unseen source and close study products including an extended response question.

Media 2 Exam (35%) Short, medium and extended response questions assessing depth of knowledge and understanding of the course.

Non-exam Assessment (30%) Create a piece of media production, eg. a Magazine.

Where can it take me?

Next Steps: A Level Media Studies, Media Production Level 3.

Future career opportunities that this subject may lead to: Camera Operator, Journalism, TV Researcher, Blogger & Vlogger, Marketing/Advertising, Web Design/Development, Directing, Editing, Publishing. Many jobs require technical media skills, e.g. if you set up your own business you will be required to market your business through social networking, a website, etc.

What Key Skills will I gain by taking Media Studies?

<input checked="" type="checkbox"/> Analysing	<input type="checkbox"/> Independent Learning
<input checked="" type="checkbox"/> Communication - Verbal	<input checked="" type="checkbox"/> Independent Thinking
<input checked="" type="checkbox"/> Communication - Written	<input type="checkbox"/> Listening Skills
<input type="checkbox"/> Creative Thinking	<input type="checkbox"/> Presentation Skills
<input type="checkbox"/> Debating	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Decision Making	<input type="checkbox"/> Reading
<input type="checkbox"/> Evaluating	<input type="checkbox"/> Research
<input checked="" type="checkbox"/> Hands-On / Technical Skills	<input type="checkbox"/> Team Work

GCSE Music

Contact Person: Mr D Pate

Contact Email: dpate@nailseaschool.com

Course Outline:

Music GCSE is a creative and exciting subject that gives students opportunities to find out more about how music is made, to perform and collaborate with others, and to create their own compositions in a variety of different styles.

Component 1: Performing

Solo Performing

Ensemble Performing

Two pieces on an instrument of your choice (including voice).

Component 2: Composing

Two compositions, one of which must be in response to a brief set by the exam board. Each one linked to a different area of study. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising

This component is assessed via a listening examination, including topics such as popular music, music for stage and screen, music from around the world, instrumental music and vocal music.

Skills/attributes developed/required:

Students should have experience of playing a musical instrument or singing. They should be practising at home regularly, and may be having individual instrument tuition. As a guideline, it is useful for students to be performing at around a grade 3 or above level on their instrument or voice (although they do not need to have sat any exams). For students who are newer to their instrument or who don't yet play regularly, please see the vocational music course which can be taken by students at any level of prior musical experience.

Additional considerations:

We would encourage students to take part in Music extra – Curricular activities of which there are many at Nailsea School. Students would also benefit from taking part in our concerts and events; this would help them gain confidence as a performer.

Examination Information

Exam Board: Edexcel

Exam Outline:

Component 1: Performing 30% of the qualification. Internally assessed, externally moderated

Component 2: Composing 30% of the qualification. Internally assessed, externally moderated

Component 3: Appraising 40% of the qualification. Externally assessed via a listening examination. 1 hour and 15 minutes. Students respond to music from a CD provided by the Exam board.

Where can it take me?

Next Steps: A Level Music, A Level Creative & Performing Arts, BTEC Music Level 3

Future career opportunities that this subject may lead to: Performer, Composer, Sound Design, Music Therapy, Music Teacher, Community Music, Music Theatre, Sound Engineer, Producer, Music Journalist, Music & Media, and Music Event Management.

What Key Skills will I gain by taking Music?

<input checked="" type="checkbox"/> Analysing	<input checked="" type="checkbox"/> Independent Learning
<input type="checkbox"/> Communication - Verbal	<input type="checkbox"/> Independent Thinking
<input checked="" type="checkbox"/> Communication - Written	<input checked="" type="checkbox"/> Listening Skills
<input checked="" type="checkbox"/> Creative Thinking	<input type="checkbox"/> Presentation Skills
<input type="checkbox"/> Debating	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Decision Making	<input type="checkbox"/> Reading
<input type="checkbox"/> Evaluating	<input type="checkbox"/> Research
<input checked="" type="checkbox"/> Hands-On / Technical Skills	<input checked="" type="checkbox"/> Team Work

Music - Vocational Performing Arts

Contact Person: Mr D Pate

Contact Email: dpate@nailseaschool.com

Course Outline:

Vocational Performing Arts is a hands on course, allowing students to explore and develop their own musical interests. Students will develop valuable skills and techniques in music performance and/or composition, keep track of their own progress through rehearsal plans and setting their own musical targets, and learn more about musical genres from different times and places. The course has flexibility for students to specialise in their chosen area, which might be musical performance, composition or music tech, as well as the option to submit musical theatre or drama pieces for assessments.

The course is split into 3 coursework units:

Unit 1 - Performing (30%)

Unit 2 - Creating (30%)

Unit 3 - Performing Arts in Practice (40%)

Skills/attributes developed/required:

Students who choose Vocational Music will be keen performers or composers who enjoy practical music making and would like to take their music further. They do not need to have previous experience, but should be willing to practice and improve as musicians both in and out of lessons

Additional considerations:

We would encourage students to take part in Music extra – Curricular activities of which there are many at Nailsea School. Students would also benefit from taking part in our concerts and events; this would help them gain confidence as a performer.

Examination Information

Exam Board: Eduqas Level 2 Vocational Award in Performing Arts (technical award)

Exam Outline:

Unit 1 - Performing (30%)

Unit 2 - Creating (30%)

Unit 3 - Performing Arts in Practice (40%)

Where can it take me?

Next Steps: Vocational Music Level 3, A level music or performing arts.

Future career opportunities that this subject may lead to: Performer, Composer, Sound Design, Music Therapy, Music Teacher, Community Music, Music Theatre, Sound Engineer, Producer, Music Journalist, Music & Media, and Music Event Management.

What Key Skills will I gain by taking Music?

<input checked="" type="checkbox"/> Analysing	<input checked="" type="checkbox"/> Independent Learning
<input type="checkbox"/> Communication - Verbal	<input type="checkbox"/> Independent Thinking
<input checked="" type="checkbox"/> Communication - Written	<input checked="" type="checkbox"/> Listening Skills
<input checked="" type="checkbox"/> Creative Thinking	<input type="checkbox"/> Presentation Skills
<input type="checkbox"/> Debating	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Decision Making	<input type="checkbox"/> Reading
<input type="checkbox"/> Evaluating	<input type="checkbox"/> Research
<input checked="" type="checkbox"/> Hands-On / Technical Skills	<input checked="" type="checkbox"/> Team Work

GCSE Photography

Contact Person: Ms R Davies

Contact Email: rdavies@nailseaschool.com

Course Outline:

Studying Photography involves learning about camera controls, digital editing (Photoshop) and approaches to composition and lighting. These skills are applicable in various fields and contribute to a broader understanding of visual communication. Students will explore and communicate their ideas and perspectives through the visual language of photography, fostering creativity and originality.

The course is divided into two components – a coursework portfolio (60%) and an externally set task (40%). Both of these units of work will offer the opportunity to explore different genres within Photography, such as portraiture and still life, and to render these in a range of techniques and processes. In the early part of Year 10, we will aim to build up each learner's skill base, primarily within digital photographic practice, using Photoshop to facilitate this. As the course progresses, an increasingly independent and refined technical and conceptual response will be encouraged.

Skills/attributes developed/required:

Creativity, and individual responses to tasks, recording a range of subject matter photographically. Understanding of composition and digital manipulation of imagery. Technical skills with Photographic processes, such as Photoshop manipulation, darkroom printing, camera control (shutter speed, aperture etc) and use of angles, lighting and vantage points. Appreciation of art contexts (genres, artists, socio-cultural-economic factors).

Additional considerations:

There is the opportunity to attend a trip to London, to view the collections of several major galleries, in the October of Year 11. Also, we sell a Photography Kit, which provides a range of digital storage and photographic materials, which are essential for the course. The price for this kit is £20.

Examination Information

Exam Board: OCR

Exam: 60% Coursework (portfolio) / 40% Exam

Course outline: Coursework Portfolio - 60%. The Portfolio is made up of practical work, which explores the skills, knowledge and understanding in the learner's chosen practical area within photography. This is usually digital, but can also include light-based and / or video work. The coursework submission will include digital workbooks, and final prints.

Exam (externally set) - 40%. Offers learners the opportunity to respond to a choice of themes, written and visual starting points and stimuli. The early release paper will be issued in early January and will provide learners with five themes, each with a range of written and visual starting points and stimuli. Learners will have up to 10 hours (two school days) in which to independently realise their response(s) through the production of one or more personal outcome(s) – a photograph, or sequence of photographs.

Where can it take me?

Next Steps: AS / A level, Higher Education, Further Education, training or employment. It also aims to support those learners who will study subjects or take up careers for which a photography background is relevant. At Nailsea School, A Level Photography is the direct progression route.

Future career opportunities that this subject may lead to: Photographer; Advertising; Branding; Photojournalist; Wildlife, Fashion, Events, Sports Photographer, Animator; Web Designer; Illustrator; Film Editor/Director.

What Key Skills will I gain by taking Photography?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input checked="" type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input checked="" type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

GCSE Physical Education

Contact Person: Miss J Wild

Contact Email: JWild@nailseaschool.com

Course Outline:

Paper 1: The human body and movement in physical activity and sport Topics 1-4

1. Applied anatomy and physiology , 2. Movement analysis, 3. Physical training, 4. Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport Topics 5-7

5. Sports psychology, 6. Socio-cultural influences, 7. Health, fitness and well-being

Non-exam assessment: Practical performance in physical activity and sport. Your final assessment will consist of your highest achievement as a performance in three different physical activities (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). You must be playing at club level in at least one sport as a prerequisite for this course, this activity must be on exam board 'recognised activities list', this can be found in the specification. In addition, analysis and evaluation of performance to bring about improvement in one activity is the written component of the NEA.

Skills/attributes developed/required:

You will need to be a proactive student who can work under pressure with a solid sporting ability to at least club level with a passion for all aspects of the subject stated in the course outline. This will enable you to access the practical element of the course at a good level, without having a detrimental impact on your overall grade. In core PE students considering this course should be regularly achieving gold in PE lessons within a variety of roles (performing and coaching) as well as attaining high levels in English, Maths and Science. You will need to be able to work independently using a framework, take responsibility for your own learning, meeting deadlines for work set to prepare you for the examination aspects.

Additional considerations:

Students participating in activities that require specialist facilities (swimming, trampolining, equestrian) will be advised by their GCSE PE teacher what is required for evidence in Year 10.

Examination Information

Exam Board: AQA

Exam: Exam 60% Non-exam assessment 40%

Exam outline:

Paper 1 Written exam: 1 hour 15 minutes, 78 marks, 30% of GCSE

Paper 2 Written exam: 1 hour 15 minutes, 78 marks, 30% of GCSE

Non-exam assessment: Assessed by teachers, moderated by AQA 100 marks 40% of GCSE

Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Where can it take me?

Next Steps: A-Levels/ OCR Sport Level 3, Apprenticeship, Employment

Future career opportunities that this subject may lead to: P.E. teacher, Physiotherapy/ Sports Injury Therapist, Fitness Coach/ Instructor/ Personal Trainer, Sport Scientist, Sports Biologist, Sports Medicine, Leisure Centre Manager/ Assistant/Lifeguard, Professional Sports Person, Sports Coach, Dietician, Sports Nutrition, Sport Psychologist, Strength and

What Key Skills will I gain by taking PE?

<input type="checkbox"/> Analysing	<input checked="" type="checkbox"/> Independent Learning
<input checked="" type="checkbox"/> Communication - Verbal	<input type="checkbox"/> Independent Thinking
<input checked="" type="checkbox"/> Communication - Written	<input checked="" type="checkbox"/> Listening Skills
<input type="checkbox"/> Creative Thinking	<input type="checkbox"/> Presentation Skills
<input type="checkbox"/> Debating	<input type="checkbox"/> Problem Solving
<input type="checkbox"/> Decision Making	<input type="checkbox"/> Reading
<input checked="" type="checkbox"/> Evaluating	<input type="checkbox"/> Research
<input checked="" type="checkbox"/> Hands-On / Technical Skills	<input type="checkbox"/> Team Work

GCSE Religious Studies

Contact Person: Mr I Jones

Contact Email: IJones@nailseaschool.com

Course Outline:

The GCSE in Religious Studies is an interesting and relevant course that tackles controversial issues such as war and conflict, issues of equality including gay marriage, sexism and racism. As well as studying religious belief you will be asking philosophical questions about the meaning of life and death, what makes a good relationship and if there is a God, why does he allow suffering?

The areas of study include relationships where you will look at attitudes and teachings about the nature of sex in the twenty-first century. Is it any longer reasonable to expect people not to have sex until they are married? Why should priests give up the right to get married and have a family?

Other areas of study ask questions such as what is suffering and evil and whether or not the fact that it exists means that either God does not exist or he is not the loving God many religious believers consider him to be? What is it that motivates people such as Martin Luther King to fight for justice? What role did his Christian faith play?

The course requires the study of Christianity and Judaism in depth. This will provide students with the basic foundational knowledge they need to gain high grades in the two examinations at the end of Year 11.

Skills/attributes developed/required:

- Analysis
- Evaluation
- Communication
- Use of Evidence
- Empathy

Examination Information

Exam Board: AQA

Exam: 100% Exam

Assessment outline: The course is assessed by examination only which gives students the advantage of not having to produce long and time consuming projects for coursework.

Paper 1 - The beliefs and practices in Christianity and Judaism

Paper 2 - Ethics in four themes:

- Relationships and Families
- Life: Environment, Abortion and Euthanasia
- Crime and Punishment
- Human Rights

Where can it take me?

By studying and gaining a qualification in Religious Studies you are demonstrating a willingness to understand people who may be different to you.

Careers such as journalism, teaching, social work, medical jobs such as nursing or qualifying as a Doctor. The world is changing, as is the UK. We live in a society of many faiths. The 21st century requires people with a great understanding of the world, its different faiths and cultures. By studying Religious Studies you are demonstrating you have a positive outlook on the world.

What Key Skills will I gain by taking Religious Studies?

- | | |
|---|--|
| <input type="checkbox"/> Analysing | <input type="checkbox"/> Independent Learning |
| <input type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input checked="" type="checkbox"/> Debating | <input type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

Cambridge Nationals Certificate in Sport Science (Level 2)

Contact Person: Miss J Wild

Contact Email: JWild@nailseaschool.com

Course Outline: 3 units will be covered 2 mandatory units (M) 1 optional unit (O)

R180- Reducing the risk of sports injuries and dealing with common medical conditions (M) This is assessed by an exam. By completing this unit you will prepare as a participant to take part in physical activity in a way which minimises the risk of injuries occurring. It will also prepare you to know how to react to common injuries that can occur during sport and physical activity, and how to recognise the symptoms of some common medical conditions.

R181-Applying the principles of training: fitness and how it affects skill performance (M) By completing this unit, you will conduct a range of fitness tests, understand what they test and their advantages and disadvantages. You will also learn how to design, plan and evaluate a fitness training programme. You will then interpret the data collected from these fitness tests and learn how best to feed this back.

R183-Nutrition and sports performance (O). In this unit you will learn to consider the composition of healthy, balanced nutrition. You will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.

Skills/attributes developed/required: Proactive, inquisitive, hardworking, students who have a solid sporting ability and an up to date interest in all aspects of sport. Students should be a high performer in core PE (in both performance and coaching) at a minimum of gold standard. This is to enable you to have an understanding and application of theory into a sporting context. High attainment levels in Science, English and Maths are suggested. You will need to be able to work under pressure, consistently meeting deadlines and to work independently (within a variety of situations).

Additional considerations: It should be noted that this course is not a practical sports course. It is the study of sport in its different forms which will require students to develop an understanding through application of theory. For example, designing and completing a training program. The design aspect would be theory based with the completion being practical.

Where can it take me?

Next Steps: OCR Level 3 / Diploma
A level, Apprenticeship, Employment

Future career opportunities that this subject may lead to: P.E. Teacher, Physiotherapy/ Sports' Injury Therapist, Fitness Coach/ Instructor/ Personal Trainer, Strength and Conditioning Coach, Leisure Centre Manager, Leisure Assistant / Lifeguard, Sport Scientist, Professional Sports' Person, Sports' Coach, Dietician, Sports' Nutrition, Sport Psychologist, Sports' Biologist, Sports' Medicine.

Examination Information

Exam Board: OCR

Exam: Exam 40% | Non Exam 60%

Mandatory Unit R180 written examination 70 marks (80 UMS)

Centre assessed tasks: Units R181 and R182 these will be centre assessed tasks, including a range of coursework and practical tasks (fitness testing, training program)

What Key Skills will I gain by taking Sports Studies?

- | | |
|---|--|
| <input type="checkbox"/> Analysing | <input checked="" type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Verbal | <input type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input checked="" type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input checked="" type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

Contact Person: Miss J Cahill

Contact Email: JCahill@nailseaschool.com

Course Outline:

The following themes areas are studied in Year 10 and 11

- People and lifestyle
- Popular culture
- Communication and the world around us

Skills/attributes developed/required:

During this course, students will gain the linguistic skills to communicate with people speaking a different language and discover different ways of thinking, as the lessons embed cultural aspects of language learning. Authentic material from target language countries will be used in every day teaching.

Students who study a foreign language are encouraged to become better writers, speakers and conversationalists, so the skills they acquire in their Modern Languages lessons will also support them in their other subjects. Furthermore, scientific studies demonstrate that studying another language has a positive impact on brain development and functioning. It enhances creativity, memory, problem solving skills and ambiguity tolerance.

Examination Information

Exam Board: AQA

Course outline: Exams can be taken at a foundation (grades 1-5) or higher tier (grades 4-9). Each skill is worth 25% of the final grade.

- Listening Test – to test the understanding and responding to different types of spoken language
- Speaking Test – to test the ability to communicate and interact effectively in speech for a variety of purposes. The speaking exam consists of three parts: (i) Conversation about a photo card (ii) Role play (iii) Reading aloud and a short conversation.
- Reading Test – to test the understanding and response to different types of written language. This test also includes a short translation task (target language to English).

Writing Test – Communicating effectively in writing for a variety of purposes. This exams consists of the following tasks: (i) Sentences to describe a photo (ii) Multi-choice grammar gap fill (iii) Translation from English into target language (iv) A structured writing task.

Where can it take me?

Next Steps: Modern Languages graduates are very employable. Even if you do not continue to A-level or university, employers place considerable importance on a foreign language for GCSE.

Future career opportunities that this subject may lead to: Interpreter, Journalist, International Aid/ Development Worker, Logistics/ Distribution, Marketing, Engineer, Law, Tour Manager, Publishing, Hospitality, Air and Sea Transport Manager, Tourism, Diplomatic Service, Telecommunications, Finance.

What Key Skills will I gain by taking Spanish?

- | | |
|---|--|
| <input type="checkbox"/> Analysing | <input checked="" type="checkbox"/> Independent Learning |
| <input checked="" type="checkbox"/> Communication - Verbal | <input checked="" type="checkbox"/> Independent Thinking |
| <input checked="" type="checkbox"/> Communication - Written | <input checked="" type="checkbox"/> Listening Skills |
| <input type="checkbox"/> Creative Thinking | <input type="checkbox"/> Presentation Skills |
| <input type="checkbox"/> Debating | <input type="checkbox"/> Problem Solving |
| <input type="checkbox"/> Decision Making | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> Evaluating | <input type="checkbox"/> Research |
| <input type="checkbox"/> Hands-On / Technical Skills | <input type="checkbox"/> Team Work |

