



Newcastle School for Boys

SIXTH FORM SUBJECT GUIDE

Newcastle School for Boys

Senior School

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Introduction

Welcome to this early release of the Newcastle School for Boys Sixth Form subject guide.

The aim of the booklet is to introduce students to Sixth Form subjects and the process of beginning to make subject choices. We are offering the full range of A level subject choices, most of which are introduced here.

Most of our students will study four AS level subjects in Year 12 and three A level subjects in Year 13.

We are currently planning to offer the following subjects:

Art	English	Further
Biology	Language*/ Literature	Mathematics
Business Studies*	French	Music
Chemistry	Film Studies*	PE
Drama and Theatre Studies*	Geography	Physics
Design and Technology	History	Politics*
	ICT	Psychology*
		Religious Studies
		Spanish

Mathematics

* indicates further details of these courses to be announced

We aim to challenge and support each Sixth Form student to achieve their highest possible academic standard and to acquire and demonstrate the skills and personal qualities demanded by universities and employers in an increasingly competitive market place.

Sixth Formers are intended to complete their secondary education as accomplished and well qualified young men with the personal attributes necessary to live happy and productive 21st Century lives.

A baccalaureate option will allow our students to enhance traditional A level study through structured and recognised opportunities for a greater breadth of study, independent learning and personal development, leading to the award of a baccalaureate qualification – the best of both worlds.

The Baccalaureate qualification is built on the solid foundation of students' main A level choices. It is enhanced by:

- extended AS level study
- enrichment activities: community participation, work-related learning and personal development activities
- an Extended Project that develops students' abilities to manage tasks using their own initiative and resources

There is no doubt that this is an exciting time for the School and its students as it launches a brand new Sixth Form.

D J Tickner, Deputy Head
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ART AND DESIGN

'Many creative ideas begin with small sketches'

If you are interested in the visual arts and

wish to develop your skills in this area, or have an interest in drawing and painting, this is the course for you. It will develop

your creative skills particularly in the areas of visual communication and self-expression.

You do not have to be intending to follow a career in fine art, but A2 will give you the opportunity to explore the subject to a greater depth or, if you wish, to further explore and build on areas of interest studied during AS Art.

AS and A Level Art and Design

During the course you will be encouraged to develop intellectual, creative, experimental and practical skills. The course includes practical and critical work in one or more areas such as drawing, painting and sculpture.

Students will complete 2 units of work for AS level and a further 2 for A2.

Unit 1 is a project lasting from the beginning of the first term until after Christmas and carries 80 marks (50% of the total AS marks/25% of the total A Level marks).

Unit 2 is an externally set assignment with the same marks as above. Students will select one of five starting points given at the beginning of February. Candidates may produce preparatory work and a finished piece or pieces or work of a wholly developmental nature.

Unit 3 will be a personal investigation based on an idea, issue, concept or theme of their

choosing. They will also be required to develop a personal investigation based on their idea, concept or theme supported by a piece of writing between 1000-3000 words.

Unit 4 is an externally set assignment and towards the end of the examination period. Students must complete 15 hours of unaided, supervised time. The marking system is the same as for AS level.

For students wanting to take Art and Design onto degree level, the traditional route is via a Foundation Diploma in Art and Design after A levels. This is a one year course that prepares students for choosing a specialist area of art and for building a suitable portfolio.

Mrs G Adcock

Art Subject Leader

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BIOLOGY

Studying A-level Biology will give you a broad understanding

of how the living world functions: from the key biochemical

reactions that maintain all life on Earth to the way in which organisms interact with each other and the environment. You will also discover how biotechnology is in the process of changing the way we think about life and the opportunities and challenges that genetic engineering propose.

A Biology A level will give you opportunities in a wide range of areas. It is a gateway to further scientific study at degree level and life science careers. Since the course requires analytical thought, the ability to see how systems interact, the ethical implications of our actions and statistical analysis, it is does not restrict you to a scientific

career. Securing an A level in Biology will give you skills that are valued in many professional careers.

The course is broken down into the following units and assessments.

AS Level

Unit 1 - Biology and disease

Examination paper - 1 hour 15 minutes

33.3% of the total AS marks and 16.7% of the total A level marks

Unit 2 - The variety of living organisms

Examination paper - 1 hour 45 minutes

46.7% of the total AS marks and 23.3% of the total A level marks

Unit 3 – Internal Assessment:

investigative and practical skills in AS Biology

Internally assessed practical skills assessment; investigative skills assignment

20% of total AS marks and 10% of total A level marks

A2 Level

Unit 4 - Populations and environment

Examination paper - 1 hour 30 minutes

16.7% of the total A Level marks

Unit 5 - Control in cells and in organisms

Examination paper - 2 hours 15 minutes

CHEMISTRY

The boys will be following the AQA Chemistry course for

23.3% of the total A Level marks

Unit 6 – Internal Assessment: investigative and practical skills in A2 Biology

Internally assessed practical skills assessment; investigative skills assignment

10% of the total A Level marks

Further information can be found on the awarding body's website at

www.aqa.org.uk/qual/gce/biology_new.php

Mr M Tucker

Science Subject

Leader

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the AS and A2 level qualifications. This course links well with

the AQA GCSE.

AS Level

At AS level, there are three units to be studied. **Unit 1** (Foundation Chemistry) looks at atomic structure, amount of substance, bonding, periodicity and an introduction to organic chemistry.

Unit 2 (Chemistry in Action) investigates the use of Chemistry in everyday society. The topics studied are: energetics; kinetics; equilibria; redox reactions; the halogens; group 2 metals and extraction of metals.

Unit 3 (Investigative and Practical Skills in AS Chemistry) consists of the coursework element of the qualification. An Investigative Skills Assessment (ISA)

requires candidates to undertake practical work, collect and process data and use it to answer questions in a written test. The other Practical Skills assessment (PSA) is based around ongoing assessment of candidates' ability to follow and undertake practical activities.

A2 Level

There are also 3 units to be studied at A2 level. Synoptic assessment in Chemistry is assessed in all of the A2 units.

Unit 4 (Kinetics, Equilibria and Organic Chemistry) builds on work covered in Units 1 and 2. Candidates study kinetics, equilibria, acids and bases, the fundamentals of organics chemistry

and structure determination.

Unit 5 (Energetics, Redox and Organic Chemistry) looks at the most challenging aspects of A level Chemistry. The candidates will study thermodynamics, periodicity, redox equilibria, transition metals and reactions of inorganic compounds.

Unit 6 (Investigative and Practical Skills in A2 Chemistry) consists of the coursework element of the qualification. The candidates will carry out an ISA (similar to AS) and a number of PSAs that could include carrying out redox titrations, preparing of inorganic complex, or purifying an organic solid.

How Science Works

How Science works is an underpinning set of concepts and is the means whereby students come to understand how scientists investigate scientific phenomena in their attempts to explain the world around us including explaining the origin of the hole in the ozone layer, the benefits and risks of using chlorine in water treatment, the use of hydrogen-oxygen fuel cells as a source of energy and the hazards associated with their use and how the relative biodegradability of polymers affects their disposal or reuse.

A level Chemistry is a challenging course that will provide the boys with a set of practical and analytical skills that

they can use in a wide variety of careers ranging from medicine and forensics to

pharmaceuticals and agriculture.

Miss E Backhouse

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DESIGN AND TECHNOLOGY

Design and Technology is a subject that has the capacity to provide a wide range of skills that are invaluable in our increasingly technological society. It is hoped that the communication, manufacturing, lateral thinking and planning skills that are developed during the course will have a significant and positive impact on students' subsequent work. Demonstrating the value of a designer's approach to solving real problems is a fundamental aim.

Design and Technology AS/A level complements subject such as Mathematics, Physics, Art and ICT and contrasts with English, History, Geography and Modern Foreign Languages. Students who choose Design and Technology together with Mathematics and Physics may progress onto Higher Education courses in some form of engineering or product design. It can also be a useful contributor to further study or work in other related disciplines such as materials science, industrial

design, interior design and architecture.

A level Design and Technology aims to:

- provide an opportunity for students to develop their own creativity and entrepreneurial skills
- apply knowledge and understanding to a range of technological activities
- develop critical thinking and collaborative skills

Design education is about making those taking the course think through the recognition and solution of problems. The emphasis of the course will be the solving of problems

through practical construction and modelling.

The assessment for the A Level course involves examinations and coursework.

Typically, 60% is by examination and 40% through coursework.

There are three units of assessment for AS:

- Industrial and Commercial Products and Practices
- Product Design and Manufacture (project)
- Materials, Components and Systems and CAD/CAM

There are three units of assessment at A2:

- Further study of Materials, Components and Systems and CAD/CAM

- A second Product Design and Manufacture project (Resistant Material or Product Design) is desirable.
- Design and Technology Capability (revision of whole course)

Mr S Newton Design Technology

Subject Leader

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A GCSE in Design and Technology

ENGLISH LITERATURE

A Level English builds on the skills acquired in GCSE. It is useful in a wide range of careers, including journalism, law and publishing.

Studying English Literature at A level encourages students to read a wide range of texts and to develop their interest in and enjoyment of English Literature across the centuries, from 'The Canterbury

Tales' to 'Trainspotting'.

In the Sixth Form we will be following the AQA 'A' course, which recognises the importance of independent reading alongside study of set texts. There is also scope for the students' own creativity.

The course consists of four units of which two are studied at AS level and two at A2.

AS

The AS units are based on a choice from one of the following themes: Victorian Literature, World War One Literature or The Struggle for Identity in Modern Literature.

Unit 1 (assessed by examination)

Students respond to a poetry set text and wider reading from the chosen theme.

Unit 2 (assessed by coursework)

Students write a creative response to the drama and prose texts from the chosen theme.

A 2

Unit 3 (assessed by examination)

Students study at least three texts on the theme of 'Love

through the Ages', including prose, poetry and drama written by both men and women from Chaucer to the present day.

Unit 4 (assessed by coursework)

Students study three texts with a shared theme, one of which will be a Shakespeare play. They will write an extended essay comparing two of the texts and a further essay focusing on the Shakespeare play.

There will be opportunities for theatre visits and to sites of literary interest, such as the First World War Battlefields.

Mrs T Burton-Roberts

**English Subject
Leader**

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FRENCH

What are the benefits of this course?

Students will:

- Develop and build on skills learned at GCSE
- Achieve a sound basis for further study
- Gain an insight into another culture and society
- Widen their employment prospects

Key learning topics

In the first year, students study four topics. These are Media, Popular Culture, Healthy Living/Lifestyle and Family/Relationships. These build on what they have studied at GCSE and cover a wide range of interesting and engaging issues. The common thread amongst these is discovering how people speak at a personal level, and what their individual

views are on these everyday topics.

In the second year, students pursue a further four topics – Environment, Multicultural Society, Contemporary Social Issues... plus they choose two of five cultural topics for in-depth study.

On your marks. . .

In the first (AS) year, assessment is in two parts. There is a two hour examination paper that includes listening, reading and writing. This accounts for 70% of their marks for the year. A 15 minute speaking test accounts for 30% of marks for the year.

The second year is similar in structure. A 2.5 hour listening, reading and writing

examination accounts for 70% of marks for the year. Then, as in year one, the speaking test lasts 15 minutes and accounts for 30% of marks for the year.

Where will success take me?

Apart from being beneficial at a personal level, an A Level in a Modern Foreign Language supports many career paths in commercial and financial sectors, travel and tourism. For those wanting to specialise in language, there is translation work or teaching. Even as an engineer or designer, being proficient in a language broadens career options.

Students find that a Modern Foreign

Language is a natural fit for many subjects, enabling them to use their skills and qualifications to access career opportunities at home and abroad. Anybody who wants to travel for work or pleasure should consider

taking this course.

Mr C Drax

**Modern Foreign
Languages Subject
Leader**

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GEOGRAPHY

Y

By studying Geography, you will learn from the real world, about the real world.

- Learn to protect the environment both at home and abroad. To do this we need to understand the geographical influences and relationships which link people

and their surroundings

- Learn that as international links become closer, easier and faster, we need more than ever to understand the geography of the world
- Learn to understand and appreciate that the cultures and backgrounds of people from all

over the world
help us make the
most of our multi-
cultural society

Geography aims to
develop in its
students the
analytical powers of
scientists and the
descriptive and
interpretative skills of
the humanities. It has
the great advantage
of combining
successfully with a
large number of A
Level subjects.

The A level course
builds on the
foundations laid at
GCSE. It includes
studies of the physical
environment such as
the Challenges
Facing Ecosystems;
Cold Environments;
Plate Tectonics and
Associated Hazards
as well as studies of
the human
environment. The
new unit,

Contemporary
Conflicts and
Challenges, brings a
new dynamic element
to the study of
Geography.

A variety of study
techniques is used,
designed not only to
increase

factual knowledge but
also to train students
in research,
discussion and in the
presentation of
information in a
variety of forms.

Practical skills are
also developed and
students must
complete a fieldwork
investigation or issues
evaluation as part of
their examination
requirements at A2.

Fieldwork is carried
out in both Years 12
and 13 and there are
opportunities for

attendance at a wide variety of conferences and lectures organised by the local Geographical Association and universities.

Geographers use their skills and knowledge in a wide variety of careers including:

- Computing
- Conservation
- Financial Services
- Leisure and Tourism
- Management
- Marketing and Retailing
- Public Services
- Research

HISTORY

“Not to know what happened before you were born; that is to be a child always.” Cicero

History in Years 12 and 13 enables students to develop their skills of

- The Media

“Employers rarely need narrow specialists. They need bright, committed, inquisitive and determined individuals with the ability to draw on what is happening elsewhere in the world. The best Geographers are stars in this respect!”

Professor David Rhind,
Chief Executive,
Ordnance Survey

Mrs C Gilbank

Geography Subject Leader

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analysis and exposition. As History at this level involves evaluating information, forming and articulating opinions, History is, therefore, a useful subject for those thinking of a career in the Civil Service,

Journalism, Law and Teaching.

A typical course would be outlined as follows:

AS (Year 12) (2 units to be studied)

UNIT 1 – one topic to be studied from a list including:

- Britain at various stages of development
- Absolutist States: The Reign of Louis XIV, 1661-1715
- The Development of Germany, 1871-1925
- USA, 1890-1945

UNIT 2 – one topic to be studied from a list including:

- Conqueror and Conquest, c. 1060-1087
- The Church in England: the Struggle for Supremacy, 1529-1541

- The Loss of the American Colonies, 1754-1783
- The USA and Vietnam, 1961-1975

A2 (Year 13) (2 units to be studied)

UNIT 3 – one topic to be studied from a list including:

- The Triumph of Elizabeth: Britain, 1547-1603
- The Emergence of a Great Power: Spain, 1492-1556
- Triumph and Collapse: Russia and the USSR, 1941-1991
- The Making of Modern Britain, 1951-2007

UNIT 4

Students will be required to submit a

Historical Enquiry of approximately 3,500 words based on the investigation of an historical issue chosen from an extensive list. Some example topics are given below:

- The Wars of the Roses, 1377-1487
- India and the British Empire, 1757-1947
- Africa and European Imperialism, 1869-c. 1980
- Case Studies in Modern British Social and Economic History

Assessment – Units 1-3 are each be assessed by written examinations worth a total of 80% of the A Level mark. Unit 4 will contribute 20% of the final mark.

Students will be expected to contribute fully to discussion and read widely round study topics.

Mr R Hutchinson

History Subject Leader

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ICT

Why study ICT?

In today's world, where ICT is constantly changing, individuals increasingly need technological and information literacy. The impact of ICT on society is enormous and as the number of

businesses and households connected to communication networks grows, so does the need for individuals who can master these new technologies. A level ICT encourages pupils to become discerning users of ICT and

allows them to develop a broad range of ICT skills, knowledge and understanding.

A qualification in ICT combines well with many subjects.

What will I study?

The Year 12 AS is made up of **two** mandatory units. AS Unit G061 is externally assessed, and AS Unit G062 is internally assessed through coursework.

Unit G061: Information, Systems and Applications

Data, information, knowledge and processing; components of an ICT system; characteristics of standard applications software and application areas; spreadsheet concepts; relational database concepts; application software used for presentation and

communication; the role and impact of ICT

Unit G062: Structured ICT Tasks

The aim of this unit is to develop practical aspects of the subject using a structured approach. Skills developed cover: design, software development, testing and documentation. Tasks may involve: the design of part of a system; the production of a testing strategy; the use of software for development; the production of user and technical documentation.

The A level course comprises:

Unit G063: ICT Systems, Application and Implications

This unit is concerned with the study of communication between computers, the interaction

between humans and computers and the converging technologies of IT and data communication. Topics studied: the systems life cycle; designing computer-based information systems; networks and communications; applications of ICT; implementing computer-based information systems and the impact of ICT on society, commerce and industry.

Unit G064: ICT Project

This project is a substantial piece of work requiring analysis and design over an extended period of time, which is then organised, evaluated and presented in a

report. The project requires students to identify a well-defined problem, involving a third party user, analyse the problem, design a solution, develop a software solution and test, document and evaluate the solution.

Where will this lead?

With a qualification in ICT you could go on to Higher Education or work in one of the many vocational areas emerging to reflect the importance of information technology in the modern world.

Miss S Given

ICT Subject Leader

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MATHEMATICS

Why study Mathematics?

Mathematics puts logical thought and reason into situations which appear too complex to grasp. It is both an art and a science. It answers questions but can also be appreciated simply for the elegance of its solutions. An A Level qualification can give you many career and further study opportunities including Medicine, Engineering, Physics, Accountancy, Computing, Law, Business Studies, Surveying, Architecture and Management.

How is the course structured?

The School uses the Edexcel framework. The course is modular so it allows you to choose different combinations of Pure Mathematics with Mechanics, Statistics and Decision Mathematics. The courses are assessed by end of year examinations in Years 12 and 13.

There are:

- 3 modules for AS Level Mathematics
- 6 modules for A Level Mathematics
- 9 modules for A level Mathematics together with AS Level Further Mathematics
- 12 modules for A Level Mathematics together with A Level Further Mathematics

The modular system allows for careful monitoring of progress and spreads the load for revision.

Mr J Edwards

Mathematics Subject Leader

MUSIC

Music is a universally spoken language which has the power to move people in many ways. The study of music can be a very rewarding experience as students balance the more creative practices of performing and composing with further understanding.

Students will study a wide range of styles of music supported by appropriate theory

work to support the listening and analysis requirements of the qualification.

There is also a great opportunity within this course to develop music technology awareness and skills. This is a vital part of music education as it most directly links to the music of popular culture.

The ideal A level student will have a keenness for music, but also some good

understanding and experience in playing at least one instrument and/or the use of music technology.

The first three units below are undertaken in Year 12 and comprise an AS with remaining three Year 13 units combining to form the A level qualification.

Unit 1: Performing

The candidate must perform either:

- a) one or more solo pieces lasting 5 – 6 minutes; or
- b) four small performances, one of which must include an own composition.

Unit 2: Developing musical ideas

Candidates submit two of their own compositions.

Unit 3: Listening and Understanding

A two part assessment: a 45 minute listening paper and a response to structured questions on specified areas of study.

Unit 4: Specialist Options

During this unit, students focus on either composition or performance for an individual project.

Unit 5: Performing and Composing

The students will continue their performance by keeping a log of all their performances whilst submitting four for external marking. They will also compose a piece of commissioned music.

Unit 6: Analysing Music

Similar to Unit 3 above; there will also be questions on aural perception and comparison of pieces of music.

Where will this lead?

With this qualification, you will be able to go on to higher education in music or other subjects. There are also many other

occupations that seek music qualifications: the armed services, teaching, therapy and in live practical music also.

Mr E Rush

Music Subject Leader

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PHYSICAL EDUCATION

A level Physical Education (Edexcel) offers students the opportunity to take on the roles of performer, leader and official. Students learn about sport, from grass roots to elite level, and the development of competitive sport. Healthy lifestyles, fitness and training, and the preparation

for sports performance are also covered extensively.

AS Level comprises two units, each worth 50% of the AS, or 25% of the total A level.

Unit 1: Participation in Sport and Recreation is divided into two sections:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Developing knowledge of what constitutes a healthy lifestyle. 2. Developing knowledge of how competitive sport has developed over time and how lifelong involvement in sport is encouraged. | <ol style="list-style-type: none"> 3. Research into provision for sport at a national level 4. Performance analysis |
|---|---|

Assessment is through a 1hr 30min examination set and marked by Edexcel.

Unit 2: The Critical Sports Performer engages students in four tasks:

1. Participating in sport as a performer, leader and official
2. Research into provision for

This unit is assessed internally through a portfolio of evidence.

A2 comprises two units, each worth 50% of the A2, or 25% of the total A level.

Unit 3: Preparation for Optimum Sports Performance

develops a knowledge and understanding of the short and long term physiological and psychological preparations made by elite athletes.

Assessment is through a 2 hour examination which is set and marked by Edexcel.

Unit 4: The Developing Sports

Performer builds on work undertaken in Unit 2 as students specialise in one practical performance role. They then complete three further tasks:

1. Construction of a development plan to further progress their performance as performers, leaders or officials
2. Research one of these roles in an international context
3. Plan their life in physical activity, outlining a sporting timeline through school, college, university,

clubs and future roles

Assessment is through internal marking of the tasks and external moderation.

A level PE provides an excellent foundation for further studies and employment in many areas including: sports science; coaching; sports development; physiotherapy; teaching; sports psychology; leisure management; officiating; sports media; fitness instruction.

Mr L Hogarth

**PE and Games
Subject Leader**

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PHYSICS

A level Physics will give the student an understanding of how a vast range of mechanisms interact and function; relating advanced concepts from the sub-atomic level to a galactic scale. It is an exciting time to study Physics as research and technology continues to break new barriers on a continuous basis.

The course is broken down into the following units and assessments:

AS Level

Unit 1 – Particles, Quantum Phenomena and Electricity

Examination paper – 1 hour 15 minutes

40% of the total AS marks and 20% of the total A level marks

Unit 2 – Mechanics, Materials and Waves

Examination paper – 1 hour 15 minutes

40% of the total AS marks and 20% of the total A-level marks

Unit 3 – Investigative and Practical Skills

Internally assessed
Practical Skills
Assessment and
Investigative Skills
Assignment

20% of total AS marks and 10% of total A-level marks

A2 Level

Unit 4 – Fields and Further Mechanics

Examination paper – 1 hour 45 minutes

20% of the total A-level marks

Unit 5 – Nuclear and Thermal Physics, Astrophysics, Medical Physics, Turning Points in Physics

Examination paper –
2 hours 15 minutes
20% of the total A
level marks

Mr G Alexander
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Unit 6 – Investigative and Practical Skills

Internally assessed
Practical Skills
Assessment and
Investigative Skills
Assignment

10% of the total A
level marks

Further information
can be found on the
awarding body's
website at

[www.aqa.org.uk/qual/gce
/physics_a_new.php](http://www.aqa.org.uk/qual/gce/physics_a_new.php)

RELIGIOUS STUDIES

(PHILOSOPHY AND ETHICS)

*'What would you be willing to do for the greater
good?'*

An exciting investigation into philosophical issues and ethical dilemmas and concepts, this course will enable students to develop insight into areas of knowledge, belief and thought central to an understanding of the modern world. Through a study of philosophy and ethics you will be equipped with a range of knowledge and skills that will help you make sense of contemporary events.

What you would do if there was a man holding a bomb but he also had the cure to cancer? If this is a question that interests you and whets your appetite for discussion then this course is for you. If you have a desire or interest in developing research skills in addition to increasing your ability to sustain a critical line of argument and justify points of view with reasoning skills then Philosophy and Ethics is an ideal course of study for you.

In Year 12 (AS) you would study philosophical arguments and selected problems in the philosophy of religion combined with a study of ethical concepts including: the relationship between religion and morality; Utilitarianism, situation ethics, sexual ethics and issues of war and peace. Two investigations are also undertaken: one into an aspect of Philosophy and one into a study of Ethics.

In Year 13 (A level), you would study further philosophical arguments and ethical concepts including natural moral law, virtue ethics and deontology.

Students who have studied A level Philosophy and Ethics have gone on to work in commerce, law, medicine, dentistry, education, politics, science, the Armed Forces as well as many other areas.

Mrs T Innes

Religious Studies Subject Leader

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SPANISH

What are the benefits of this course?

Students will:

- Develop and build on skills learned at GCSE
- Achieve a sound basis for further

study

- Gain an insight into another culture and society
- Widen their employment prospects

Key learning topics

In the first year, students study four topics. These are

Media, Popular Culture, Healthy Living/Lifestyle and Family/ Relationships. These build on what they have studied at GCSE and cover a wide range of interesting and engaging issues. The common thread amongst these is discovering how people speak at a personal level, and what their individual views are on these everyday topics.

In the second year, students pursue a further four topics – Environment, Multicultural Society, Contemporary Social Issues... plus they choose two of five cultural topics for in-depth study.

On your marks. . .

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Where will success take me?

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Foreign Language supports many career paths in commercial and financial sectors, travel and tourism.

For those wanting to specialise in language, there is translation work or teaching. Even as an engineer or designer, being proficient in a language broadens career options.

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Mr C Drax

Modern Foreign

**Languages Subject
Leader**

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ool.co.uk**