



# Westcliff High School for Boys

## UNLOCK YOUR POTENTIAL

### Careers across the curriculum

in MFL

Soft Skills Development (these are the skills we are committed to developing in the Careers Department)	
<b>All Years</b>	We develop <b>communication</b> by giving equal weight to the four skills required for competence in Modern Foreign Languages: Speaking, Listening, Reading and Writing. We develop <b>teamwork</b> by providing opportunities for students to work together on role-plays, conversations, surveys, cultural projects and display work.
<b>Years 8, 9, Middle School and Sixth Form</b>	We develop <b>time management</b> skills by giving students time limits for class work and assessments, and strict deadlines for homework. Sixth Form students must balance independent research and preparation for speaking examinations, with longer written assignments.  Students across all Key Stages develop the ability to meet deadlines.
<b>Year 9, Middle School and Sixth Form</b>	We develop <b>creative thinking</b> by giving pupils in Key Stages 3 and 4 the opportunity to write creatively on a range of topics studied, such as disastrous holidays, free time, lifestyle and wellbeing, careers and school life, the environment and global issues.  At A Level, students engage in debates with authentic materials and develop original viewpoints and express nuanced arguments.
<b>In Middle School</b>	We develop <b>problem solving</b> by decoding unfamiliar language, making links between grammatical pattern and meaning, and applying prior knowledge to new contexts. Activities such as translation, comprehension of authentic texts and grammar investigation encourage pupils to think logically and persevere through challenge.
<b>In Sixth Form</b>	We develop <b>networking</b> by interacting with native speakers, our Foreign Language Assistants, thereby fostering confidence in initiating and sustaining conversations. Alumni are also invited back to the School, and these links are used to support next steps for our other students.



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#### Development of Subject Specific Skills which are Relevant to Next Steps / the Workplace

In MFL, students develop a range of subject-specific skills that directly support progression to further study and future careers, including careers abroad. The core linguistic skills, which are Speaking, Listening, Reading and Writing, are nurtured through regular practice with increasingly authentic and challenging materials as students progress through the School. They learn to manipulate grammar, broaden their vocabulary, and communicate with clarity and accuracy, all of which prepare them for higher-level language study, should they wish to continue to expand their linguistic skills at University.

Cultural awareness is developed through exposure to traditions, social issues, current affairs, film and literature from French, Spanish or German-speaking countries. Understanding other cultures enhances students' empathy, adaptability and global awareness. These are qualities sought after in international business, tourism, diplomacy, media, law, hospitality, aviation, education and many other sectors which value linguists.

Analytical skills are strengthened through tasks such as translation and interpreting meaning in unfamiliar contexts. These activities teach students to think critically, pay attention to detail, and problem-solve under time constraints. In the Sixth Form, students refine their ability to form arguments, synthesise information from multiple sources, and present ideas coherently. They find that these skills are essential for university study and a wide range of professional roles.

Finally, learning a language develops resilience and independence. Students regularly encounter challenge and must take intellectual risks, reflect on feedback, and improve over time. These attributes are invaluable in any modern workplace. Languages are increasingly sought after and make a candidate stand out from the crowd.

#### Extra-curricular Opportunities

The Anthea Bell Prize	Students develop translation skills, which directly relate to the job of translator, but which also encourage the most able to consider applying for the most prestigious universities for modern language courses.
The Stephen Spender Prize	Similar to The Anthea Bell Prize, a world-renowned translation competition that is highly prized and promotes cultural awareness and ambitious, creative translation. This could lead to a career in translation.
Sixth Form MFL trips to the British Film Institute	These encourage understanding of authentic media and build cultural literacy, which is useful for Arts, Media and Creative industries. Film studies are often an integral part of any MFL university degree.



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Returning Alumni to give talks to students, along with Sixth Form enrichment lectures and university outreach events	Students are inspired and motivated to apply to top universities and to consider studying Modern Foreign Languages as all or part of their degree.
Languages trips overseas	Students are given the chance to visit and experience life in another country. They are immersed in real life situations and some are inspired to plan a life abroad. They build confidence and intercultural empathy, skills which are highly valued by employers.



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##### All Years

In the Lower School, pupils work together in small groups to create compositions and performances. They must **communicate** with each other to make creative decisions and develop **teamwork** skills when working in ensemble contexts. Communication and teamwork is further developed in the Middle School, where pupils must record an ensemble performance as part of their NEA. Discussion tasks are a regular aspect of every Music lesson across all year groups, often related to analysis and evaluation tasks.

##### Years 8, 9, Middle School and Sixth Form

We develop **time management** skills not only in the long term but the short term. Long term time management is developed by setting clear deadlines for NEA performances and compositions in Middle School and Sixth Form which allows for students to allocate the appropriate amount of time across a matter of months. Short term time management is developed in Year 8 and Year 9 by setting goals for each lesson and allowing the pupils the space to organise their rehearsal and composition time, often in pairs or small groups.

##### Year 9, Middle School and Sixth Form

We develop **creative thinking** as pupils in Year 9, Middle School and the Sixth Form are taught various composition skills, and are expected to create music within a given framework. These frameworks become broader and more stylistically nuanced as pupils progress through the subject: for example, in Year 9, pupils are expected to write a fanfare using a limited number of notes and just a couple of instruments, using a given structure.

In the Middle School, pupils are provided with a composition brief explaining the audience and the purpose of the music to enable pupils to compose in a contemporary style.

A Level students will be taught the more complex stylistic traits of the Classical and Romantic eras and be expected to compose within that style, as well as another of their choosing.

##### In Middle School

We develop **problem solving** by providing feedback to Middle School pupils in reference to their NEA coursework, harnessing self-reflection as to how to solve the issues presented. This can be seen through iterative creative problem solving in compositional work or real time problem solving in performance preparation. The analytical and evaluation skills gained across Middle School and Sixth Form ensure that students make informed decisions based on musical evidence.

##### In Sixth Form

We develop **networking** as A Level Music requires students to work more closely with their teachers, accompanists and instrumental/vocal tutors. There is an expectation for students to take responsibility for initiating contact with these adult helpers, communicating and maintaining contact in a professional manner. Alumni are also invited into School.



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Music develops the skills of performance, creativity and lateral thinking which are unique to the subject. Regular performances across all year groups develop confidence and allow pupils to communicate through the language of music. Composition tasks begin in Year 7 and develop in complexity through broadening musical vocabularies and focussing on specific musical styles and contexts. These composition tasks also require students to think outside the box, leading to creative and abstract solutions. The skills developed by music are particularly valuable in a workforce where automation is becoming the norm.

#### Extra-curricular Opportunities

Performing in an ensemble:

- Sinfonia
- Big Band
- Jazz Band
- String Ensemble
- Brass Ensemble
- Choir
- Treble Choir

Performing within an ensemble promotes collaboration by developing communication and teamwork in rehearsals and performance. There is an element of time management in rehearsals, especially if it is a student-led ensemble.

The ensembles also allow for creative thinking in relation to the different ways to play the music and express the emotion of the piece. For Sinfonia specifically, the students have the opportunity to perform with adult musicians, promoting good networking skills.

Conducting an ensemble

- Sinfonia
- Choir
- String Ensemble

Conducting and rehearsing an ensemble requires excellent leadership skills, as well as strong communication. Rehearsing requires conductors to listen to the performance while following a score, evaluating the accuracy of what is played. Creative thinking is required to both deliver a unique vision of how the piece should sound, as well as how to address issues with aspects of the performance.

Termly Trips to London Performances

- Orchestral performances
- Opera
- Musical Theatre

Students attending one of the regular trips run by the department experience a live performance given by professional musicians, usually of the highest international standard. Experiencing the communication and leadership skills of a professional conductor, or the powerful performances of an opera singer, can be inspirational and very instructive.



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