CLAYESMORE

GCSE INFORMATION



FOR COURSES BEGINNING IN SEPTEMBER 2024-26



CLAYESMORE

INTRODUCTION

This GCSE courses booklet is designed to show you what courses are available in Years 10 and 11 at Clayesmore and to provide a brief overview of each of them.

Choosing your GCSE subjects is very exciting. You can begin to study the subjects you are truly passionate about and develop your interests in preparation for the Sixth Form, university, or a future career. However, it is important to consider how to keep plenty of options open.

In this booklet, we describe the material you will cover in each academic subject. We are very keen to help you make the right choices from the start of Year 10, as it is never easy to change later.

It is also important to consider your other interests—such as sport, drama, music, and the Duke of Edinburgh Award—and to recognize that these are equally important in helping you become the person you are destined to be. Students who take part in a wide range of co-curricular activities or who have extra TLC lessons, may choose to take one fewer GCSE to give them time to study. We would welcome a conversation if you are considering this.

We want you to have a wide variety of activities and challenges that you truly enjoy, and we believe that what is on offer here is as good as you would find anywhere. If there are things you would like to do but cannot, please let us know.

Nicola Jones
Deputy Head Academic

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WHAT WILL YOU BE STUDYING?

You will take the following subjects in the core curriculum:

THE CORE CURRICULUM

Everyone takes English Language, Mathematics, and Science.

Most students also take English Literature. The most capable Mathematicians will be entered for the Certificate in Further Mathematics.

You are strongly encouraged to take a modern language, if you can, but it is not compulsory.

Students in the top set in Science will be able to take 3 separate GCSEs, but most people will take all three sciences leading to Combined Science GCSE, which is equivalent to two GCSEs. The Combined Science qualification has, since 2018, been a good preparation for taking sciences to A Level.

In addition to your academic subjects you will continue to have lessons on PSHE, PE, and Games. There is some information about these subjects at the end of the book.

CHOICES

In addition to English, Mathematics, Science you choose up to 4 subjects from the list below, one from each of the blocks in the timetable.

It is strongly recommended that you take a modern foreign language, and you may take two if you wish.

Further options are; French, Spanish, Art, Business, Computer Science, Design & Technology, Drama, Geography, History, Food Preparation & Nutrition, Creative iMedia, Music, Physical Education and TLC/EAL lessons.

OXFORD, CAMBRIDGE AND OTHER TOP UNIVERSITIES

Even the most academic students should feel comfortable choosing what might seem a creative or less formally academic subject too. Lots of good academics enjoy PE, and you should not worry about doing so. You need to live a balanced life!

MUSIC SCHOLARS

If you are learning two or three instruments your week will be busy. While the most academically capable music scholars can manage all this it is fine for you to take one fewer GCSE to allow you time to do your music well too. You do not need to decide this now but can talk about it anytime later. We will not agree to your giving up games or PSHE.

SPORTS SCHOLARS

Sports scholars should be able to manage the usual range of the academic commitments. However, if you are on the verge of national selection in a sport you, like the musicians, might need us to adapt your programme to suit your needs. Do please talk to Mrs Perret about this.

NON-EXAMINED ASSESSMENTS

Many subjects have some element of non-examined assessment (NEA). These used to be called coursework. The tasks can be discussed at home but students must not be helped to produce their responses. If help is given it will breach the regulations and the student is likely to be disqualified.

EXAMS – SCHOOL AND GCSES

You will have school exams in the Spring term of Year 10, and in November and February of Year 11. All GCSEs are taken in Year 11, except for PE which has GCSE exams in both Year 10 and Year 11.

GCSE GRADES

GCSEs are graded from 9 down to 1. A 4 is a pass acceptable for most universities, though the most selective ones expect you to get a 5 in English Language. An 8 is equivalent to the old A*.

TIERS.

Some subjects have tiered papers – Maths, Science, French, and Spanish. Lower tier papers are easier but the highest grade you can get is a 5. Higher tier papers are harder. We will discuss this with you and your parents at the right time. Afterwards, no one knows which tier you have taken and a 4 or 5 on a lower tier paper counts the same as one gained on the higher tier.

REPORTS AND TARGET GRADES

When you look on iSAMS you will see information about the grades you might be aiming for at GCSE. These are not predictions and you might do better or worse than what iSAMS tells you – depending mostly on how hard you work, particularly in prep. However, the grades shown are what you should be aiming to match or beat.

These grades are set (for almost all students in the UK) by the University of Durham, based on a massive database built up over many years. They are less accurate in the practical subjects like Art or DT. Often with our good teaching and small classes Clayesmore pupils do better than expected and better than they would elsewhere.

PARENTS MEETINGS

Your parents will be invited to meet your teachers in February of Year 10 and again in November and March of Year 11.

KEY PEOPLE WHO CAN HELP YOU

The Heads of Department

All the heads of department will be pleased to help or advise you about their subjects. Their names are included in the subject entries in this booklet.

Mrs Perrett

hperrett@clayesmore.com

has the overall responsibility for the academic life of students in Years 9 – 11. ShHe can help you and your parents with all the questions that arise about subject choices. SheHe has an office in the SpinneyTLC and would always be pleased to speak with you.

Mrs Joy Essex

jessex@clayesmore.com

is responsible for all learning support, and access arrangements for exams but also helping you learn most effectively. If you are ever struggling to make sense of what you have to do she is a good person to talk to. She, too, is based in the TLC

Mrs Nicola Jones

njones@clayesmore.com

is the Deputy Head responsible for all academic work in the school and would be pleased to see you or your parents any time about any questions you might have. SheHe is the person to approach if you have questions about any of our policies or the way in which we do things.

The Head, Mrs Joanne Thomson

headspa@clayesmore.com

is always very interested to hear how things are going for you and would also always be pleased to hear from you or your parents any time about any issues you are struggling with.



ENGLISH LANGUAGE

If you require any further information, please speak to Miss Becky McCall.

BOARD: IGCSE EDEXCEL Specification A (4EA1)

Your ability to read and write accurately will affect how well you do in every GCSE subject. It is the most important factor in your success in every academic subject you take, even the sciences.

But sometimes words mean what they say and sometimes they mean the opposite! In this course, you will learn how to decode the meanings of what you read and develop an understanding of the purposes that lie behind different uses of language.

You will explore the power of words in the media, fiction, journalism and in other non-fiction.

You will learn how to construct arguments, write persuasively and analyse a range of unseen material – all valuable skills for the future. You will have the opportunity to write creatively and use your imagination as well as analyse and explore the techniques used by great writers and orators today and throughout history.

METHODS OF ASSESSMENT

Component 1: Non Fiction Texts and Transactional writing – 60 % – exam 2 hour 15 Minutes.

Section A - Reading – a mixture of short- and long-answer questions related to a non-fiction text from Part 1 of the Pearson Edexcel International GCSE English Anthology and one previously unseen extract.

Section B – Transactional writing – one 45-mark writing task, from a choice of two involving a given audience, form or purpose.

Component 3: Poetry and Prose Texts and Imaginative Writing – 40% – NEA.

Assignment A: One 30-mark essay question based on any three poetry or prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology.

Owen: Disabled; **Frost**: Out, Out; **Alvi**: An Unknown Girl; **Harrison**: The Bright Lights of Sarajevo; **Angelou**: Still I Rise; **Chopin**: The Story of an Hour; **de Maupassant**: The Necklace; **Tremain**: Significant Cigarettes; **Hill**: Whistle and I'll Come to You; **Munro**: Night.

Assignment B: Imaginative writing – one 30-mark imaginative writing task.



ENGLISH LITERATURE

If you require any further information, please speak to Miss Becky McCall.

BOARD: IGCSE EDEXCEL (4ET1)

We all learn to read in a functional way but studying English Literature takes this to a much higher level.

Through looking at language you can become a psychologist analysing the motives and style of writers and characters. Reading literature opens up a window onto other worlds and other people, and in so doing helps us understand ourselves better too.

In lessons you will discuss some of the most exciting and interesting questions we face: about life and its purpose, about love and emotions, about death and how we feel about it, about how we think and about our freedom to think for ourselves. You will read some Shakespeare, some poetry and some novels – all chosen with you in mind. And you will learn to articulate your views and appreciate those of others.

If you require any further information, please speak to any of the English teachers.

METHODS OF ASSESSMENT

Component 1: Poetry and Modern Prose – 60% – 2 hour Exam

Section A – Unseen Poetry
One 20-mark essay exploring the meaning and effects created in a poem you have not read before.

Section B – Anthology Poetry
One 30-mark essay comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology.

Section C – Modern Prose
One 40-mark essay question on ONE of the following: **Lee**: To Kill a Mockingbird, **Steinbeck**: Of Mice and Men, **Ihimaera**: The Whale Rider, **Tan**: The Joy Luck Club, **Achebe**: Things Fall Apart.

Component 3 – Non Examined Assessment

Modern Drama and Literary Heritage Texts. 40% internally assessed.

Assignment A – Modern Drama
One essay response on the studied text. Texts available include: **Miller**: A View from the Bridge; **Priestly**: An Inspector Calls; **Haddon**: The Curious Incident of the Dog in the Night-time; **Samuels**: Kindertransport; **Soyinka**: Death and the King's Horseman.

Assignment B – Literary Heritage Texts
One essay response on the studied text. Texts available include: **Shakespeare**: Romeo and Juliet, Macbeth, The Merchant of Venice; **Austen**: Pride and Prejudice; **Dickens**: Great Expectations; **Hawthorne**: The Scarlet Letter.



MATHEMATICS

If you require any further information, please speak to Mr Jamie Reach.

BOARD: EDEXCEL 4MA1

The IGCSE course covers a wide range of basic mathematical knowledge and skills, these are grouped into five areas: number; algebra; ratio, proportion and rates of change; geometry and measures; and statistics & probability.

Within these five topic areas the course aims to enable students to:

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

You will be taught in classes organised by your underlying ability and your understanding of the mathematics you have covered so far. Progress is reviewed regularly with pupils moving between classes if necessary. Each group has six lessons of mathematics per week.

In Mathematics we will help you develop the ability to think clearly and logically with independence of thought and flexibility of mind. This is achieved through relating appropriate mathematical problems to life itself, developing understanding through enquiry and experience and learning to express problems in mathematical terms as an aid to their solution.

Tiers: there are tiers of entry at IGCSE. The Higher Level IGCSE course (grades 4 – 9) provides an appropriate foundation for the study of A Level Mathematics if passed with grade 7 or above. The Foundation Level IGCSE course (grades 1 – 5) does not provide an appropriate basis for the study of A Level Mathematics. A final decision about which tier to enter is taken in March of Year 11.

METHODS OF ASSESSMENT

Paper 1F or 1H (calculator)
Written paper – taken in May/June of Year 11.
50% of the total marks.
2 hours

Paper 2F or 2H (calculator)
Written paper – taken in May/June of Year 11.
50% of the total marks.
2 hours

FURTHER MATHEMATICS
LEVEL 2 CERTIFICATE

If you require any further information, please speak to Mr Jamie Reach.

BOARD: AQA 8365

For those students with a keen interest in Mathematics, and who are likely to achieve grade 8 or 9 at IGCSE, we offer the opportunity to sit the AQA-Level 2 certificate in Further Mathematics [L2FM] as well as the IGCSE.

This qualification places an emphasis on higher order technical proficiency, rigorous argument and problem-solving skills.

It also gives high-achieving students an introduction to one or two A Level topics that will help them to develop skills in algebra, geometry, calculus, matrices, trigonometry, functions, and graphs. Taking this qualification can make the transition to A Level Mathematics a little easier but it is not essential to do so.

Early in the Spring term of Year 11, we contact the parents of those students for whom we feel this qualification is suitable. There will be the opportunity for parents to discuss this with the teacher.

METHODS OF ASSESSMENT

Paper 1 (non-calculator):
Written paper. 50% of the total marks.
1 hour 45 minutes.
Taken in June of Year 11.

Paper 2 (calculator):
Written paper. 50% of the total marks.
1 hour 45 minutes.
Taken in June of Year 11


CLAYESMORE

SCIENCE

If you require any further information, please speak to Mr Robbie Winnearls, Mr Karl Samoluk or Mrs Maxine Crawshaw.

BOARD: AQA

All students study all three sciences but depending on their aptitude for the subject may follow different routes to GCSE. Most students will take the Combined Science qualification, worth 2 GCSEs. Students in the top set will be given the opportunity to take 3 separate GCSEs.

Since Michael Gove reformed the curriculum the Combined Science is much more valuable a qualification than it was. Unlike its predecessor it is a reasonable basis for moving onto A Level. There is marginally less content than the separate qualification but the papers are much more accessible and is the normal route through GCSE for most UK students nowadays. Doing well in this course at higher tier is a good preparation for A Level in any of the sciences.

COMBINED SCIENCE TRILOGY (AQA 8464)

BIOLOGY

Cell biology, organisation, infection and response, bioenergetics, homeostasis and response, inheritance, variation and evolution, ecology.

CHEMISTRY

Atomic structure and the periodic table, the properties of matter, chemical changes, quantitative chemistry, rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

PHYSICS

Forces and Motion, Energy, Waves, the particle model of matter, Atomic structure, Electricity, Space Physics (Separate only), Magnetism and Electromagnetism.

Three lessons a week are allocated to each science course in this option. All work is assessed by external written exam papers at the end of Year 11.

METHOD OF ASSESSMENT

There are 6 papers, each lasting 1 hour 15 minutes (two per science). This is worth 2 GCSEs and given 2 grades based on the average mark of the 6 papers.

Tiers of entry – a note

There are tiers of entry. The Combined Science Higher Level GCSE course (grades 4 – 9) provides an appropriate preparation for the study of any A Level science course, if passed with grade 6 or above. The Foundation Level GCSE course (grades 1 – 5) does not provide an appropriate basis for the study of A Level science. A decision about which tier to enter is generally taken in June of Year 10 but can be taken as late as March of Year 11. One class will follow the Foundation tier route from the start of Year 10.



MODERN LANGUAGES: FRENCH & SPANISH

If you require any further information, please speak to Mr Cédric Didier or Mr Jones.

BOARD: AQA: FRENCH (8658) SPANISH (8698)

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." – Nelson Mandela

All students should take at least one modern foreign language except those who are not studying a language in Y9. You can also choose to continue with two languages.

In both languages, we offer study weeks and exchanges which are great fun, and we will encourage you to join these if you can do so.

Lessons in modern languages are very active. A typical French or Spanish Lesson in Years 10 and 11 will involve the learning of new structures (grammar) and vocabulary, speaking practice (often with a partner), listening practice and writing. Reading and writing tasks are also set for prep.

Native speakers do not need to follow the GCSE course but may do so. With some preparation you will have the option to take the GCSE. You can then continue to A Level, attending classes if and when required.

The GCSE topic areas for French and Spanish are as follows:

Theme 1: Identity and Culture: Me, my family and friends; Technology in everyday life; Free time activities; (sport, music, cinema, food); Customs and Festivals

Theme 2: Local, National and International Issues: Home, town, region; Social issues (health, charity work); Global issues (environment, poverty); Travel and Tourism

Theme 3: Current and Future Study and Employment: My studies; Life at school; Education post 16; Jobs, careers and ambitions

METHODS OF ASSESSMENT

GCSE French and Spanish are assessed by final exam in the summer term of Year 11. Each exam is worth 25% of the marks. There is no coursework

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

Tiers of entry – a note

There are tiers of entry. The Higher Level GCSE course (grades 4 – 9) provides an appropriate foundation for the study of A Level Modern Languages if passed with grade 6 or above. The Foundation Level GCSE course (grades 1 – 5) does not provide an appropriate basis for the study of A Level. A decision about which tier will be entered by each class will be taken at the end of Year 10, although it is possible for individuals to make a much later decision.

ART & DESIGN

If you require any further information, please speak to Mrs Kirsty Mareau-Jones.

BOARD: AQA 8201

"Visual Literacy is essential in the modern world. Art can be the key which opens the door to visual imagination." Sir Nicholas Serota

The Art and Design course aims to equip you with the ability to think creatively, problem solve and experiment. The course is broad and covers practical and contextual themes.

You will be encouraged to produce both 2D and 3D work, through processes that include drawing, painting, printmaking, photography, sculpture and ceramics. Gallery trips and workshop days are built into the curriculum in both Year 10 and 11, and you will be encouraged to be curious and receptive to traditional techniques, as well as being open to contemporary approaches.

WORK

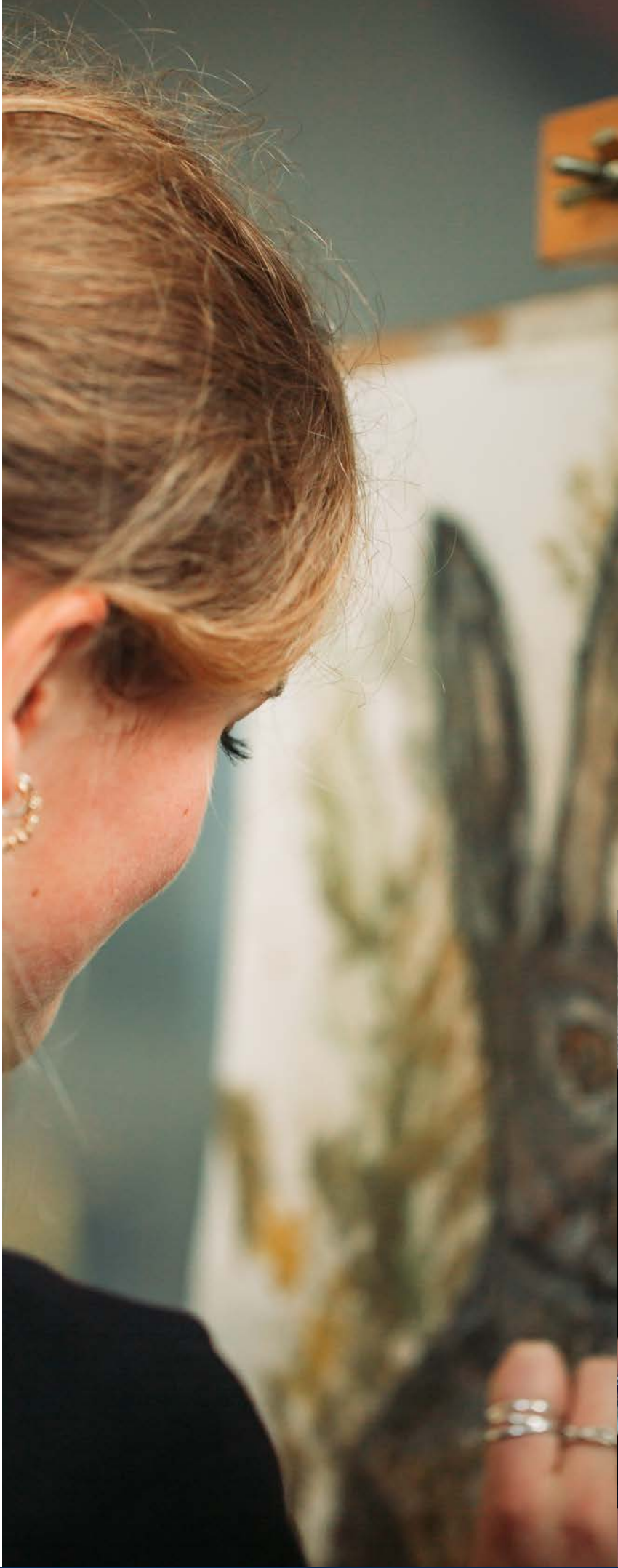
You will be required to produce a portfolio of work. This will include one sustained project and a selection of further work, which must include drawing and some written annotation.

You will need to have a digital camera. We will provide a pack of art materials.

METHODS OF ASSESSMENT

Component 1:
A coursework portfolio, 60% of the total mark, externally moderated

Component 2:
An external assignment consisting of 10 hours of supervised time, 40% of the total mark, externally moderated



BUSINESS

If you require any further information, please speak to Mr Rob Dorey.

BOARD: Edexcel (1BS0)

No prior business knowledge is required to take this course.

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

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

This qualification in business will:

- enable students to understand more about the business world
- provide a strong foundation for employment to a wide range of careers such as banking, sales, product and general management

METHODS OF ASSESSMENT

There are 2 exam papers, each worth 50% of the GCSE and lasting for 1 hour 45 minutes. Each paper will include multiple choice questions, short answer questions and extended writing questions.

Paper 1 – Investigating Small Business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Paper 2 – Building a Business

- Growing the business
- Making Marketing decisions
- Making operational decisions
- Making Financial decisions
- Making Human resource decisions



COMPUTER SCIENCE

If you require any further information, please speak to Mr Karl Samoluk.

BOARD: PEARSON EDEXCEL GCSE (9–1) (1CP2)

Computer Science is a rapidly growing area that is integral to the world we live in today. The course prepares students for real-life programming challenges. It encourages problem solving and offers a practical approach to developing computational skills. This includes an innovative onscreen assessment, which ensures all students develop the programming skills they need for an exciting digital future beyond the classroom.

METHODS OF ASSESSMENT

Component 1:
Principles of Computer Science (1CP2/01)

Written Examination – 50% of the qualification – 1 hour 30 minutes

This paper consists of five compulsory questions, each one focused on one of the following five topic areas.

Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work. Ability to construct truth tables.

Topic 2: Data – Understanding of binary, data representation, data storage and compression.

Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.

Topic 4: Networks – understanding of computer networks and network security.

Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

Component 2:
Application of Computational Thinking (1CP2/02)

Onscreen Examination – 50% of the qualification – 2 hours

This practical paper requires students to design, write, test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment. This assessment consists of six compulsory questions and students answer the questions onscreen using the Python programming language.



CREATIVE iMEDIA

If you require any further information, please speak to Mr Kevin Wagland.

BOARD: OCR Level 1/2 (EQUIVALENT TO ONE GCSE)

Creative iMedia equips students with the wide range of knowledge and skills needed to work in the creative digital media sector. They start at pre-production and develop their skills through practical assignments as they create final multimedia products. It will inspire and equip students with the confidence to use skills that are relevant to the digital media sector and more widely. They'll design, plan, create and review digital media products to meet client and target audience demands.

THE COURSE

There are three components to the course.

Component 1 RO93 :
Creative iMedia in the Media Industry (40%)

Written examination.

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.

Component 2 RO94 :
Visual identity and Digital Graphics. (30%)

This is assessed by completing a set assignment.
In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Component 3 RO97 :
Interactive Digital Media (30%)

This is assessed by completing a set assignment.
In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.



DESIGN & TECHNOLOGY

If you require any further information, please speak to Mr Keith Richards.

BOARD: AQA 8552

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will get the opportunity to work creatively with different materials.

The course will help students to develop their creative skills, their attention to detail and their understanding of the whole design process, from generating initial ideas to the manufacture of products.

There are two routes through the GCSE:

PAPER and BOARDS

This course will develop students' ability to design and make 2D and 3D products using a variety of materials and techniques with specific emphasis on paper, board, wood and polymer production methods. Sketching techniques, use of computers, modelling and practical design problem solving are key elements. Students will have the opportunity to develop skills in a range of areas, including Computer Aided Design packages, computer controlled manufacturing, 3D printing and laser cutting.

Types of practical outcomes produced can include architectural models, board games, high end packaging design, brand identity and promotional merchandise.

RESISTANT MATERIALS TO TIMBERS

The course will develop students' ability to design and make predominantly 3D products using a variety of materials and techniques with specific emphasis on wood, metal, polymers and composite materials. Students will learn to work with a range of machinery and experience a variety of manufacturing techniques including Computer controlled manufacture and hand processes. They will use Computer Aided Design software, hand sketching techniques and will develop their problem solving and communication skills.

Types of practical outcomes produced can include lighting, small furniture items, jewellery, sports / leisure activity aids.

WHAT IS ASSESSED?

Section A – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

METHODS OF ASSESSMENT

Written exam in summer of Year 11 – 2 hours, 100 marks – 50% of total marks. There is a mathematical element to some exam questions.

Non-exam assessment started in June of Year 10 – 50% of total marks. A substantial design-and-make task.



DRAMA

If you require any further information, please speak to Mr Tom Wansey

BOARD: EDUQAS 601/8420/6

Drama is an exciting and challenging course and offers a huge variety of experiences as well as intellectual challenge and a lot of fun!

You will develop your creative skills and have the chance to express your ideas in practical ways, either through performance or design. You will also develop your research skills as well as the ability to respond to a range of texts.

Most of the work is carried out in small groups so you will have the opportunity to demonstrate a strong sense of teamwork and collaboration.

We don't expect that all of the pupils following the course will go on to a career in the theatre (though some will) but you will develop skills that will be useful to you in all walks of life.

METHODS OF ASSESSMENT

There are three components:

Component 1:
Practical – 40%

You will be assessed on either acting or design and you will participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus set by WJEC. You must produce:

- a devised theatre performance
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2:
Practical – 20%

You will be assessed on either acting or design. You study two extracts from the same performance text chosen by the school. You will participate in one performance using sections of text from both extracts.

Component 3:
Written Exam – 90mins – 40%

Section A: Set Text

A series of questions on one set text from a choice of five: William Shakespeare: The Tempest; Brecht: The Caucasian Chalk Circle; Wheeler: Hard to Swallow; Morpugo / Stafford: War Horse; Kelly: DNA.

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of an aspect of a live theatre production seen during the course.



GEOGRAPHY

If you require any further information, please speak to Mr Paul Randall.

BOARD: AQA (8035)

Is this an appropriate subject for you? It could be if you enjoy the following:

- learning about and understanding the world in which you live
- developing skills that will help you in later life, such as ICT and research
- completing practical work away from the classroom
- working in a small team with other pupils
- debating and reflecting on complex issues and problems
- learning through investigating, as well as reading and listening

THE COURSE

There are three components to the course.

Unit 1: Living with the physical environment
Unit 2: Challenges in the human environment
Unit 3: Geographical applications

METHODS OF ASSESSMENT

All three units are assessed through examination at the end of Year 11.

Units 1 & 2

Both exams will be in three sections – Sections A, B and C. You will be required to answer all of the questions in some sections, but will have a choice in others. All sections will feature a mix of question types. Questions will range from multiple choice and resource-based short questions, to longer extended-writing questions. Each exam will be one hour and 30 minutes long.

Unit 3

The exam will be in two sections – Sections A and B.

- The first section is a decision-making exercise based on a pre-released booklet of resources. The questions will ask you to interpret the resources, apply knowledge gained from Units 1 and 2 to the resources, and reach critically reasoned decisions.

- The second section will assess your understanding of the fieldwork and enquiry process. It will do this in two ways:

1. By asking questions based on the use of fieldwork materials from an unfamiliar context.
2. By asking questions based on your individual enquiries.



HISTORY

If you require any further information, please speak to Mr Newland.

BOARD: IGCSE Edexcel (4HI1)

We believe in the importance of learning from history and have chosen a specification and designed a syllabus that will enable you to study many different aspects of the past, so you can begin to explore and understand both what drives change and how the past influences the present.

This course provides the opportunity to study History in both breadth and depth. It builds on Key Stage 3 studies and prepares you for the study of A Level History. There are FOUR units in the IGCSE, examined in two papers.

Paper 1 – Depth Studies

Section A:
Germany: development of dictatorship, 1918–45

- The establishment of the Weimar Republic and its early problems
- The recovery of Germany, 1924–29
- The rise of Hitler and the Nazis to January 1933
- Nazi Germany 1933–39
- Germany and the occupied territories during the Second World War

Section B:
A world divided: superpower relations, 1943–72

- Reasons for the Cold War
- Early developments in the Cold War, 1945–49
- The Cold War in the 1950s
- Three crises: Berlin, Cuba and Czechoslovakia
- The Thaw and moves towards Détente, 1963–72

Paper 2 – Investigation and Breadth Studies

Section A:
The origins and course of the First World War, 1905–18

- The alliance system and international rivalry, 1905–14
- The growth of tension in Europe, 1905–14
- The Schlieffen Plan and deadlock on the Western Front
- The war at sea and Gallipoli
- The defeat of Germany

Section B:
Changes in medicine, c.1848–1948

- Progress in the mid-nineteenth century
- Discovery and development, 1860–75
- Accelerating change, 1875–1905
- Government action and war, 1905–20
- Advances in medicine, surgery and public health, 1920–48

METHODS OF ASSESSMENT

There are two components:

Paper 1: Written paper – 50% of the total marks – 90 mins

Paper 2: Written paper – 50% of the total marks – 90 mins



FOOD PREPARATION & NUTRITION

If you require any further information, please speak to Mr Joel Selleck

BOARD: AQA (8585)

THE COURSE

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to help you develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification will help you cook well and gain a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

Lessons will cover both theory and practice. You will learn about the working characteristics, functional and chemical properties of ingredients and you will learn how to prepare and present food.

METHODS OF ASSESSMENT

1. Food preparation and nutrition – 50%

Assessing theoretical knowledge of food preparation and nutrition from the five sections mentioned above. You will have a written exam – 105 minutes. This will contain multiple choice questions (20 marks) and five written questions each with a number of sub questions (80 marks)

2. Non-exam assessment (NEA) – 50%

Task 1: Food investigation – written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment – written or electronic portfolio including photographic evidence. This includes a 3 hour practical in which students are required to cook three dishes to demonstrate their skills.



MUSIC

If you require any further information, please speak to Mr Ralph Kerr.

BOARD: OCR SPECIFICATION: J536

If you play a musical instrument or are a singer, GCSE music is a good choice for you. Our aim is to help you:

1. Develop your interest and enjoyment in music. The course is broad, coherent, interesting and worthwhile.
2. Develop your own musical interests and skills including an understanding of how to make music individually and in groups.
3. Learn how to compose music and produce two compositions by the end of the course.
4. Understand and appreciate a range of different kinds of music.

AREAS OF STUDY

There are five Areas of Study through which candidates develop their knowledge and understanding of the course:

1. **My Music:** Your own instrument.
2. **The Concerto through time:** The Concerto and its development from 1650 to 1910 through the Baroque Solo concerto and Concerto Grosso, the Classical Concerto and the Romantic Concerto.
3. **Rhythms of the World:** The traditional rhythmic roots from four geographical regions of the world: India and Punjab; Eastern Mediterranean and the Middle East; Africa; Central and South America.
4. **Film and Video Game music:** A range of music used in films and video games.
5. **Conventions of Pop:** A range of popular music from the 1950s to the present day: Rock 'n' Roll of the 1950s and 1960s; Rock Anthems of the late 1970s and 1980s; Pop Ballads of the 1970s, 1980s and 1990s; Solo Artists from 1990 to the present day.

METHODS OF ASSESSMENT

There are three units in the GCSE

1. **Integrated portfolio – 30% (coursework).**

You will record a solo performance, and you will also compose a piece to a brief of your own choosing.

2. **Practical component – 30% (coursework):**

You will participate in and record an ensemble performance, and you will also compose a piece to a brief set by the examination board.

3. **Listening and appraising – 40% (written exam).**

You will be required to answer questions relating to a range of audio extracts based on the areas of study listed above. This written exam takes place during the summer term of Year 11. In the exam, you will listen to pieces of music and answer questions about them.

PRIOR MUSICAL EXPERIENCE

It is recommended that pupils choosing to study music GCSE begin the course at the start of Year 10 having already achieved at least grade 3 in a melodic instrument or singing. It is hoped that by the end of the GCSE course, students will have reached at least grade 5 in their instrument or voice.



PHYSICAL EDUCATION

If you require any further information, please speak to Mr Chris Middle.

BOARD: WJEC EDUQAS

Studying Physical Education allows us to see how taking part in physical activity and sports can lead to a healthy and fulfilling lifestyle. Some of the questions we consider include:

- Why does taking part in physical activity contribute to us leading a healthy lifestyle?
- How do our bodies adapt to long term training?
- How is sport organised in the UK and who pays for it?
- Why do some athletes feel the need to cheat by taking performance enhancing drugs?
- How can I assess my own performance for its strengths and weaknesses?

Answers to these questions are not always clear cut and will often require a deep understanding of a topical issue. You will be required to read widely about sport and think about current issues related to both elite sport and sport for all. There is some written work, but it is always interesting.

There are five components in the GCSE:

Health, Training and Exercise; Exercise physiology; Movement analysis; Psychology of sport and physical activity; Socio-cultural issues in physical activity and sport.

METHODS OF ASSESSMENT

One written examination - 2 hours. This is a combination of short answer and extended writing questions and counts for 60% of the total marks.

Non-examined assessment - 40% of the total marks. In the NEA you will be assessed on your ability to perform competitively in three sports. In addition, you will create and undertake a programme of training as part of a coursework project known as the Personal Exercise Plan (PEP).

All pupils also undertake the Short Course assessment in the summer of Yr 10.

NOTE: The sports you are **required** to develop at Clayesmore include swimming (individual) and the two (team) sports played for the school during normal Games time in the autumn and spring terms (hockey, rugby, netball). By choosing to study GCSE PE, candidates are committing themselves to these activities in years 10 and 11.

As the practical mark consists of 'controlled assessments' we do not generally allow pupils to be assessed in off-site activities. As the work has to be completed by March of Year 11 we use the sports taught at school in the Autumn and Spring terms only.

NOTE: Students playing sport at an 'A' team standard will find it easier to gain good marks, but playing in the 'A' team is not a requirement of the course and you can still study the GCSE without doing so.



NON-EXAMINED COMPULSORY SUBJECTS

PERSONAL, SOCIAL, HEALTH AND RELATIONSHIP EDUCATION

The PSHRE course for Year 10 is designed to help you develop the knowledge, understanding and skills required to manage your lives now and in the future. Together we examine the powerful effects of illegal drugs, alcohol and tobacco and the role of peer pressure in our decision-making. Sexuality is considered and we learn the facts about contraception, sexually transmitted diseases including the HIV virus, abortion and adoption, and LGBTQ+. You will be encouraged to think how actions can have unintended consequences and how each of us has to navigate the challenges we meet while maintaining a sense of our own personal integrity.

PHYSICAL EDUCATION AND GAMES

During Years 9, 10 and 11 you will attend one double period of Physical Education each week. Although not an examined subject, the course followed exceeds the requirements of the National Curriculum at KS4, and any pupil taking GCSE Physical Education will also find this time useful for skill development. We cover a wide range of activities including basketball, volleyball, health-related fitness, swimming, badminton, athletics and tennis.

You will also attend three separate sessions of Games each week chosen from a range of options. These include the major school games; rugby, hockey, cricket, netball and tennis. You can also choose from a list of other sports e.g. fitness, athletics, swimming, squash, soccer, sailing, and cross-country. Riding is also sometimes available, depending on demand.





CLAYESMORE

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