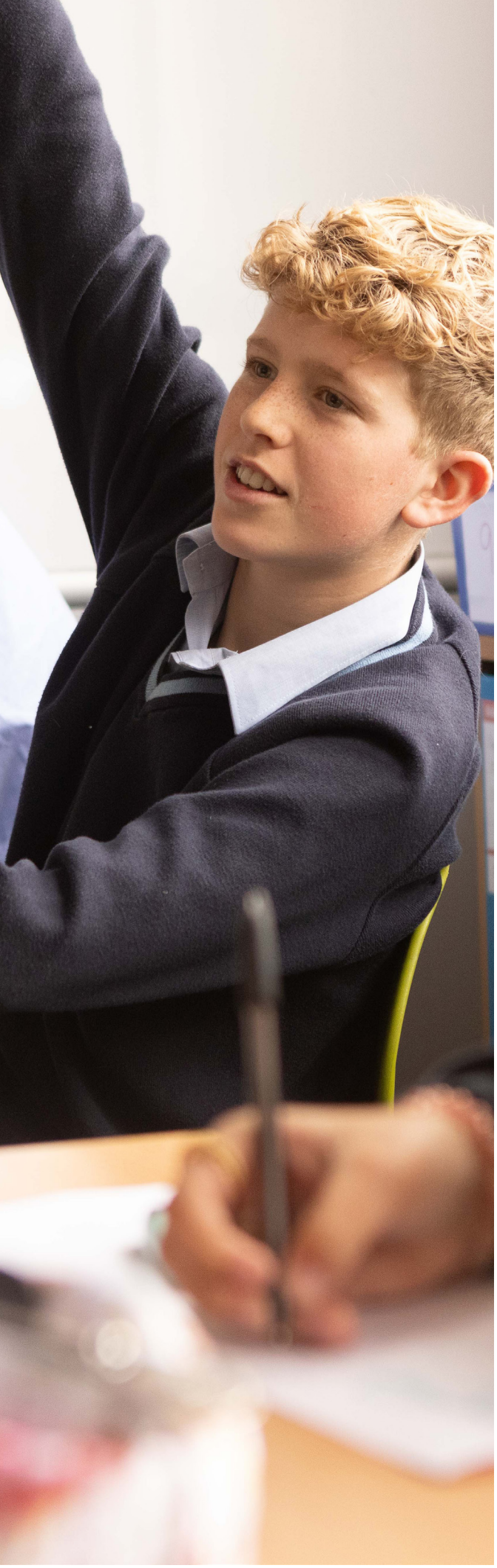
CLAYESMORE



GCSE INFORMATION

FOR COURSES
BEGINNING IN SEPTEMBER

2027 - 29



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 recognise 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
September 2026

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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 AQA Level 2 Certificate in Further Mathematics.

Students must take Science, either a Combined Science Trilogy (worth 2 GCSEs) or Separate Sciences (Biology, Chemistry and Physics for 3 GCSEs). In addition to your academic subjects, you will continue to have lessons in PSHE, PE, and Games. There is some information about these subjects at the end of the book.

CHOICES

In addition to English, Maths and Science, you also choose options from the following subjects.

French, Spanish, Art, Computer Science, Design & Technology, Drama, Geography, History, Food Preparation & Nutrition, Creative iMedia, Music, Physical Education.

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

Some courses will run subject to numbers. Please ask Mrs Jones if you have any questions.

OXFORD, CAMBRIDGE AND OTHER TOP UNIVERSITIES

Even the most academically inclined students should feel comfortable choosing subjects that might seem creative or less formally academic. Many good academics enjoy PE, and you should not worry about doing so. It's important 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 of this, it is perfectly fine for you to take one fewer GCSE to allow yourself time to excel in your music as well. You do not need to decide this now; you can discuss it at any time later. However, we will not agree to you giving up games or PSHE.

SPORTS SCHOLARS

Sports scholars should be able to manage the usual range of 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. Please talk to Mrs Jones 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, or AI detected, 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 6 in English Language and Maths. An 8 is equivalent to the old A*.

TIERS

Some subjects have tiered papers – Mathematics, Biology, Chemistry, Physics, 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 indicates, depending mostly on how hard you work, particularly in prep. However, the grades shown are what you should be aiming to match or exceed.

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 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

Joy Essex (jessex@clayesmore.com) is responsible for all learning support and access arrangements for exams, as well as helping you learn most effectively. If you are ever struggling to understand what you need to do, she is a good person to talk to. She is also based in the TLC.

Nicola Jones (njones@clayesmore.com) is responsible for all academic work in the school. She would be pleased to see you or your parents at any time to discuss any questions you might have. She is the person to approach if you have questions about any of our policies or procedures.

The Heads of Department are available to help or advise you about their subjects. Their names are included in the subject entries in this booklet.



ENGLISH LANGUAGE

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

BOARD:

IGCSE EDEXCEL Specification A (4EA1)

Your ability to read and write accurately will affect how well you perform in every GCSE subject. It is the most important factor in your success in every academic subject you take, even the sciences. However, 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 behind different uses of language.

You will explore the power of words in the media, fiction, journalism, and other non-fiction genres. 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, use your imagination, and 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 hours and 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, chosen from two options involving a given audience, form, or purpose.

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

Assignment A: Poetry and Prose Texts: 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.

International Students - a note

International students may take the Edexcel IGCSE English as a Second Language exam, rather than English Language. This qualification contains four equally weighted papers testing reading, listening, writing and speaking. Learners will study English through immersion into five topics; myself and others, travel and tourism, education, employment and global issues.

For further information please contact Andrea Maistrello, Head of English as an Additional Language (EAL).



ENGLISH LITERATURE

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

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; Priestley: 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 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 and 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.

METHOD 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 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.

METHOD 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

SCIENCE

If you require any further information, please speak to Robbie Winearls, Sarah Rowden or 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.

Combined Science is considered 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. Doing well in this course at higher tier is 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, energy changes, rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources.

PHYSICS
Forces and Motion, Energy, Waves, 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 usually follow the Foundation tier route from the start of Year 10.



MODERN LANGUAGES: FRENCH AND SPANISH

If you require any further information, please speak to Cédric Didier or Martha Gordon.

BOARD:

EDEXCEL: FRENCH (9FR0), SPANISH (9SP0)

"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

We strongly encourage students to take at least one modern foreign language, except those who are not studying a language in Year 9. 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:

Family	Friends
Relationships	Equality
Physical Wellbeing	Mental Wellbeing
Food and Drink	Sports
Places in Town	Shopping
Transport	The Natural World
Environmental Issues	Social Media and Gaming
Future Opportunities (e.g. work, travel)	School
Music	TV and Film
Accommodation	Tourist Attractions

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 David Podger.

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

Art and Design will give you the opportunity not only to look but to see, be curious, question, challenge, understand and reflect, analyse critically and articulate creatively whilst building your confidence and enabling new skills. Art and Design offers an exciting opportunity for you to explore a wide range of different disciplines, including Fine Art, design, sculptures, ceramics, craft, textiles and lens based approaches. You will be taught to develop your own creative portfolio, supported by workshops, studio practice, contextual research and gallery visits. You will have the opportunity to engage with art history and contemporary practice to understand how others' work can inform your own.

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 appropriate written annotation.

You will need to have a digital camera or phone capable of taking high quality imagery. We will provide a pack of art materials.

METHODS OF ASSESSMENT

Assessment objectives:

AO1: Research Artists and contextualise your work

AO2: Refine and develop your approach

AO3: Record using drawings, photography and annotations

AO4: Realise your creative intentions

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.



COMPUTER SCIENCE

If you require any further information, please speak to Adam Tettenborn.

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.

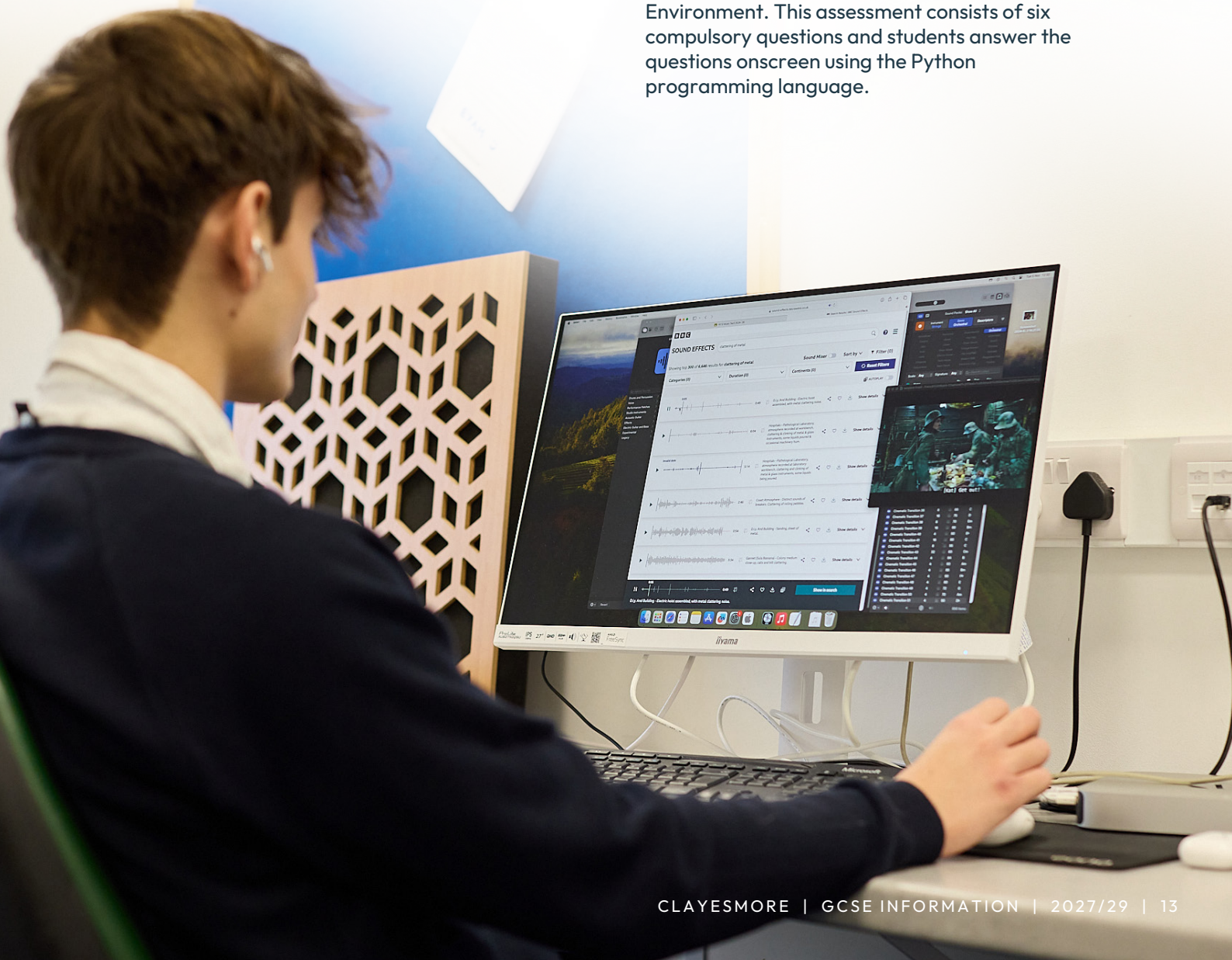
Topic 2: Data – Understanding of binary, data representation, data storage and compression.

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 Adam Tettenborn.

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.

METHODS OF ASSESSMENT

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.

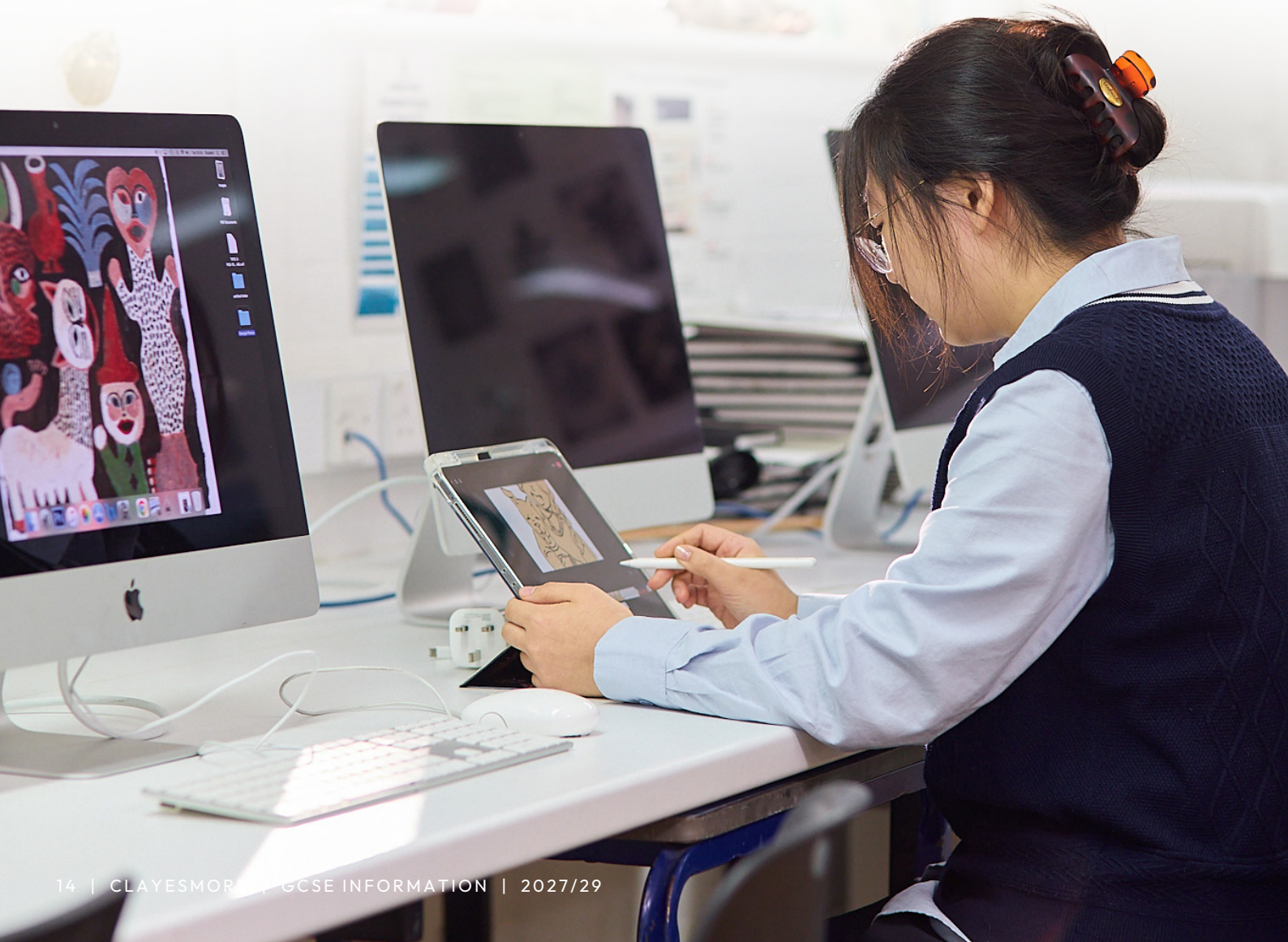
You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products.

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 AND TECHNOLOGY

If you require any further information, please speak to David Blackburn.

BOARD:
AQA 8552

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

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

RESISTANT MATERIALS

The course will develop your 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. You will learn to work with a range of machinery and experience a variety of manufacturing techniques including computer controlled manufacture and hand processes. You will use Computer Aided Design (CAD) software, hand sketching techniques and will develop your problem solving and communication skills.

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

METHODS OF ASSESSMENT

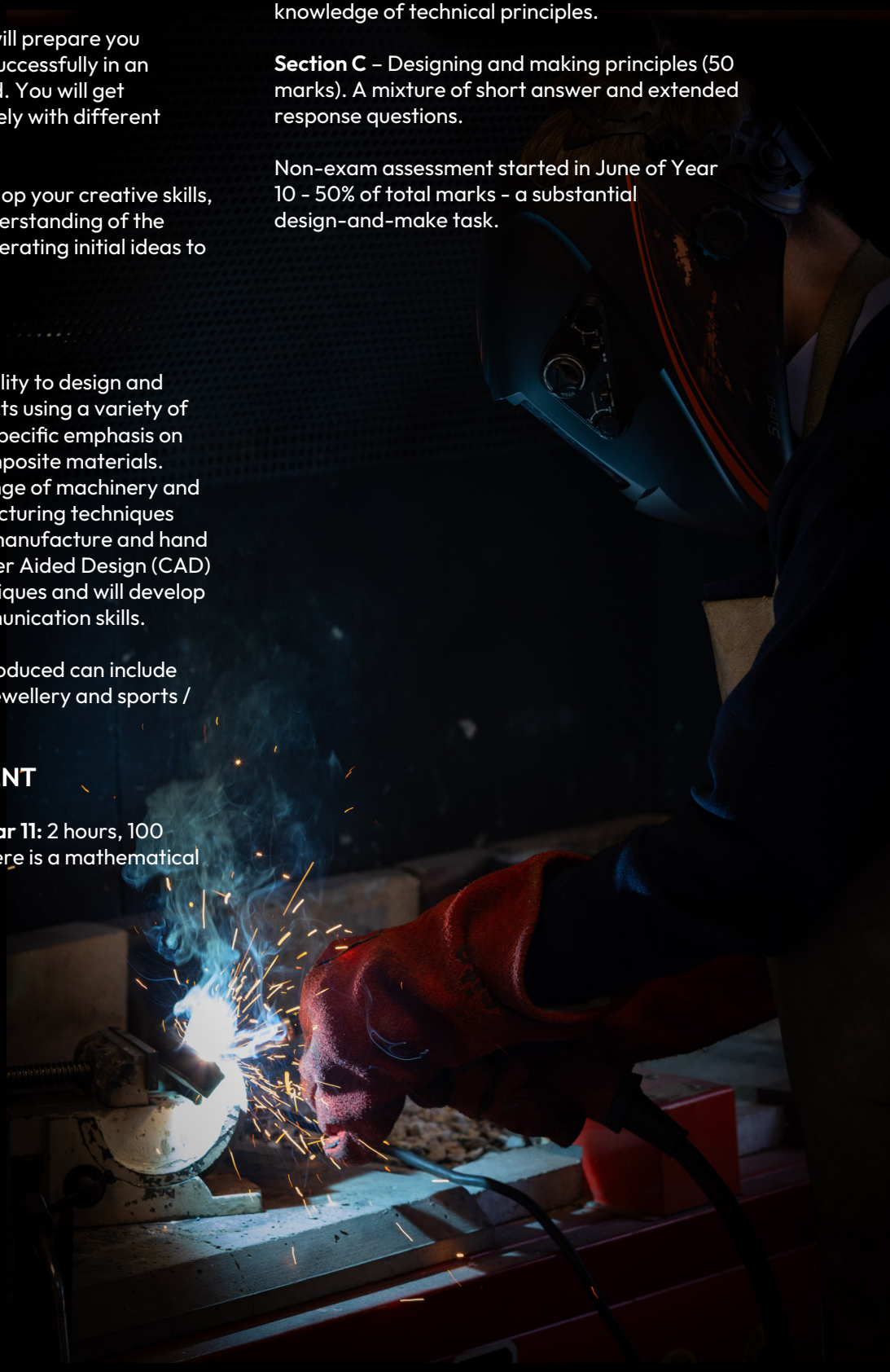
Written exam in summer of Year 11: 2 hours, 100 marks - 50% of total marks. There is a mathematical element to some exam questions.

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.

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 James Carpenter.

BOARD:
EDUQAS 601/8420/6

Why choose GCSE Drama?

You will develop a wide range of skills.

You will gain confidence and have serious fun.

You will learn to work within a team and balance a range of ideas.

You will complete a mixture of practical and written work.

What does GCSE Drama involve?

The GCSE Drama specification is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as Lighting design, Sound design, Set design, Costume, Hair and Make-Up Design.

You will collaborate in devising your own piece of theatre and perform in a performance from a text. You can choose to concentrate on acting or design. You will explore a range of texts and view a variety of live theatre productions. The Eduqas GCSE Drama specification has three components: Devising Theatre, Performing from a Text and Interpreting Theatre.

METHODS OF ASSESSMENT

Component 1: Devising Theatre 40% (Teacher assessed, and externally moderated)

You will participate in the creation, development and performance of a piece of devised theatre. You will produce:

A portfolio of supporting evidence based on the rehearsal process.

A performance lasting between 5-16 minutes (depending on the number of actors in your group). An evaluation of the final performance or design.

Component 2: Performing from a Text 20% (Externally assessed by a visiting examiner)

You will study two extracts from the same text chosen by you or your teacher. You can choose to be assessed on acting or design. You will produce:

A performance lasting between 5-14 minutes using sections of text from both extracts.

Component 3: Interpreting Theatre 40% (Externally assessed, written examination 1 hour 30 minutes)

You will answer:

Section A: Set Text - A series of questions based on the set text that you have studied.

Section B: Live Theatre Review – One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course.



GEOGRAPHY

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

BOARD:
AQA 8552

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 units 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 and 2

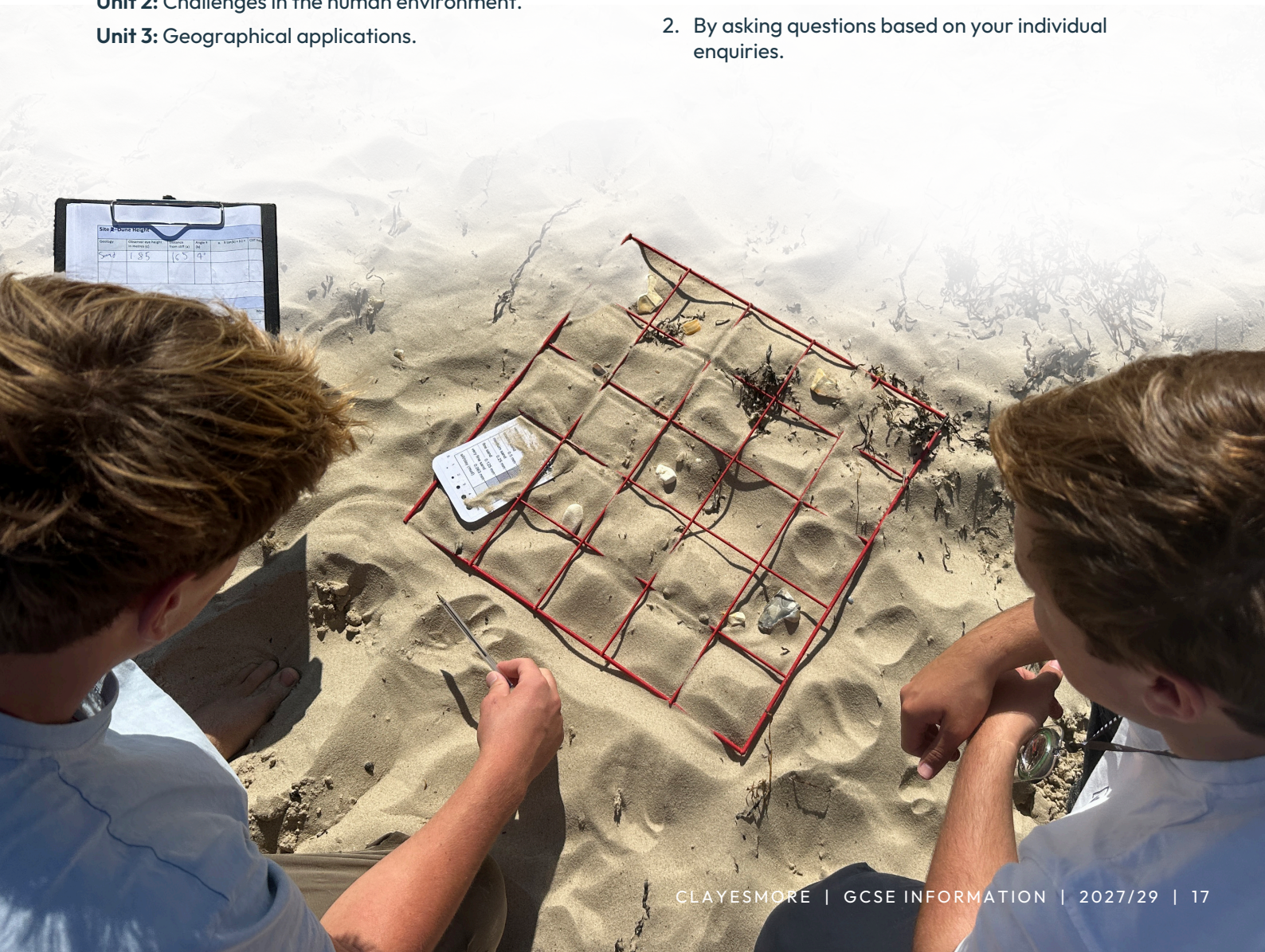
Both exams will be in three sections – Sections A, B, and C. You will be required to answer all of the questions in some sections, but will have a choice in others. All sections will feature a mix of question types. Questions will range from multiple choice and resource-based short questions, to longer 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 Jamie Trezise.

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 AND NUTRITION

If you require any further information, please speak to 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 written examination - 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 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: Develop your interest and enjoyment in music. The course is broad, coherent, interesting and worthwhile. Develop your own musical interests and skills including an understanding of how to make music individually and in groups.

Learn how to compose music and produce two compositions by the end of the course. 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:

My Music: Your own instrument.

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.

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.

Film and Video Game music: A range of music used in films and video games.

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:

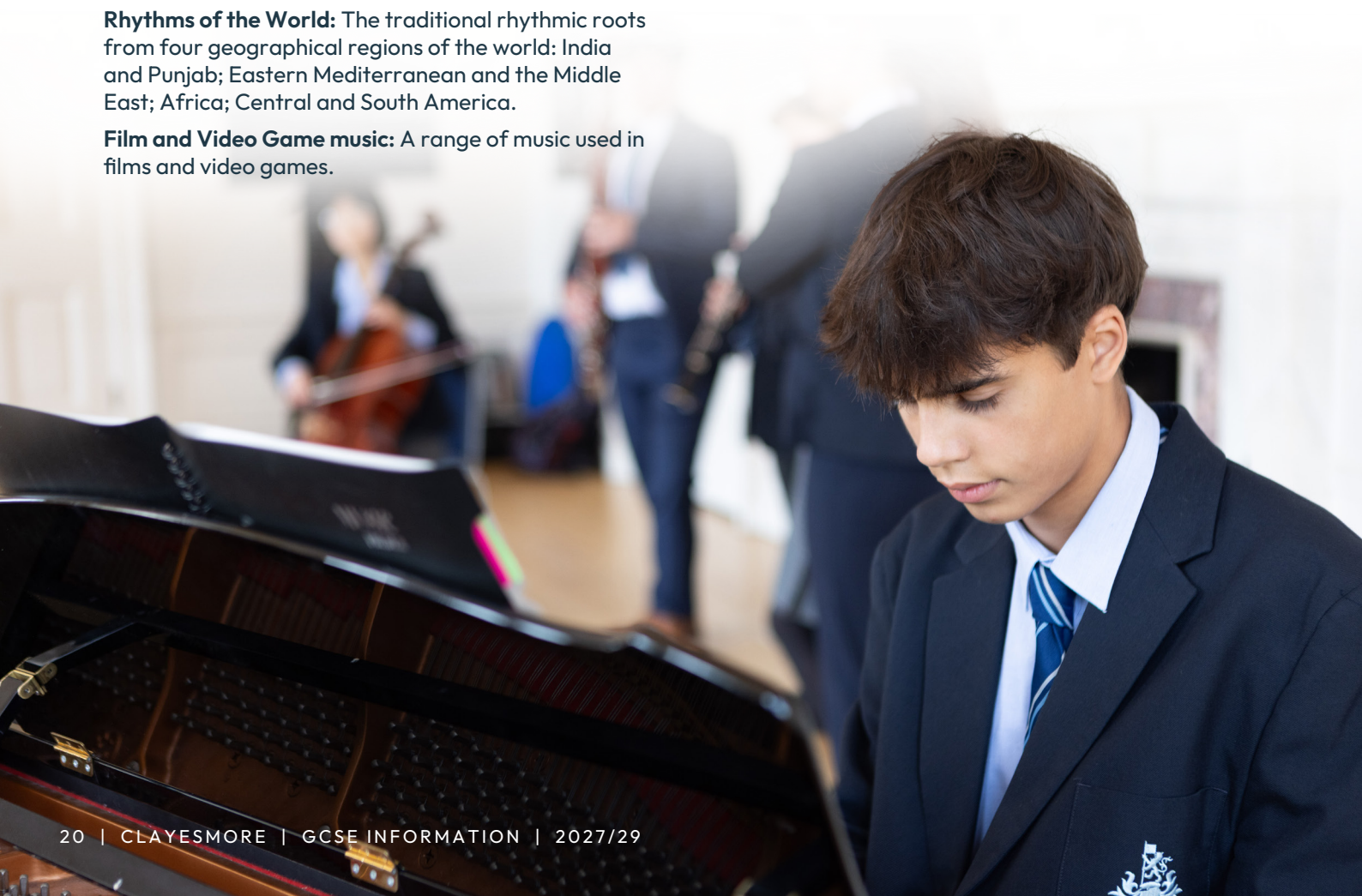
Integrated portfolio - 30% (coursework). You will record a solo performance, and you will also compose a piece to a brief of your own choosing.

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.

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 Chris Middle.

BOARD:

WJEC EDUQAS C550QS

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 Year 10.

NOTE: The sports you are recommended 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 or netball). By choosing to study GCSE PE, candidates are committing themselves to these activities in Years 10 and 11. It might be possible, by arrangement, to offer cross-country instead of swimming but this would involve training each week with the cross-country club outside of lesson time and being competitive in the House cross-country event.

As the practical mark consists of 'controlled assessments' we do not generally allow pupils to be assessed in off-site activities as this involves considerable extra work on the pupil's part. As the work has to be completed by March of Year 11, we generally use the sports taught at school in the autumn and spring terms only.

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 AND HEALTH EDUCATION

The PSHE 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 homosexuality. 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, unless you take Separate Science. Although not an examined subject, the course followed exceeds the requirements of the National Curriculum at Key Stage 4, 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.



NOTES

CLAYESMORE

clayesmore.com