



CLAYESMORE

GCSE Information Booklet

2019

# Introduction

Welcome to your GCSE courses booklet.

It is designed to show you what courses are available in Years 10 and 11, and to tell you a little bit about each of them.

Choosing your GCSE subjects is hugely exciting. You can begin to do the subjects you really want to do and to develop your interests to prepare for the Sixth Form and eventually university or a career. It is important, though, to think about how to keep open plenty of options.

## *Decisions*

You have no choice about English Language, Maths and Science, and almost everyone takes English Literature. The number of Science exams you take will depend on your set but you will all study all three of Biology, Chemistry and Physics.

1. The first decision to make is about which modern language(s) you wish to take. Almost everyone takes one or two.
2. You can then choose up to 3 more subjects, or 4 more if you take Latin. The most important thing is to choose subjects you like as you will do better in these. We do not put any restrictions on your choices – in some schools you would be required to take History or Geography and this might be a good idea. Other schools would limit you to one creative subject. We want you to choose what works for you and we will advise you if we think your choice is risky.

In this booklet, we describe what work you will cover in each academic subject.

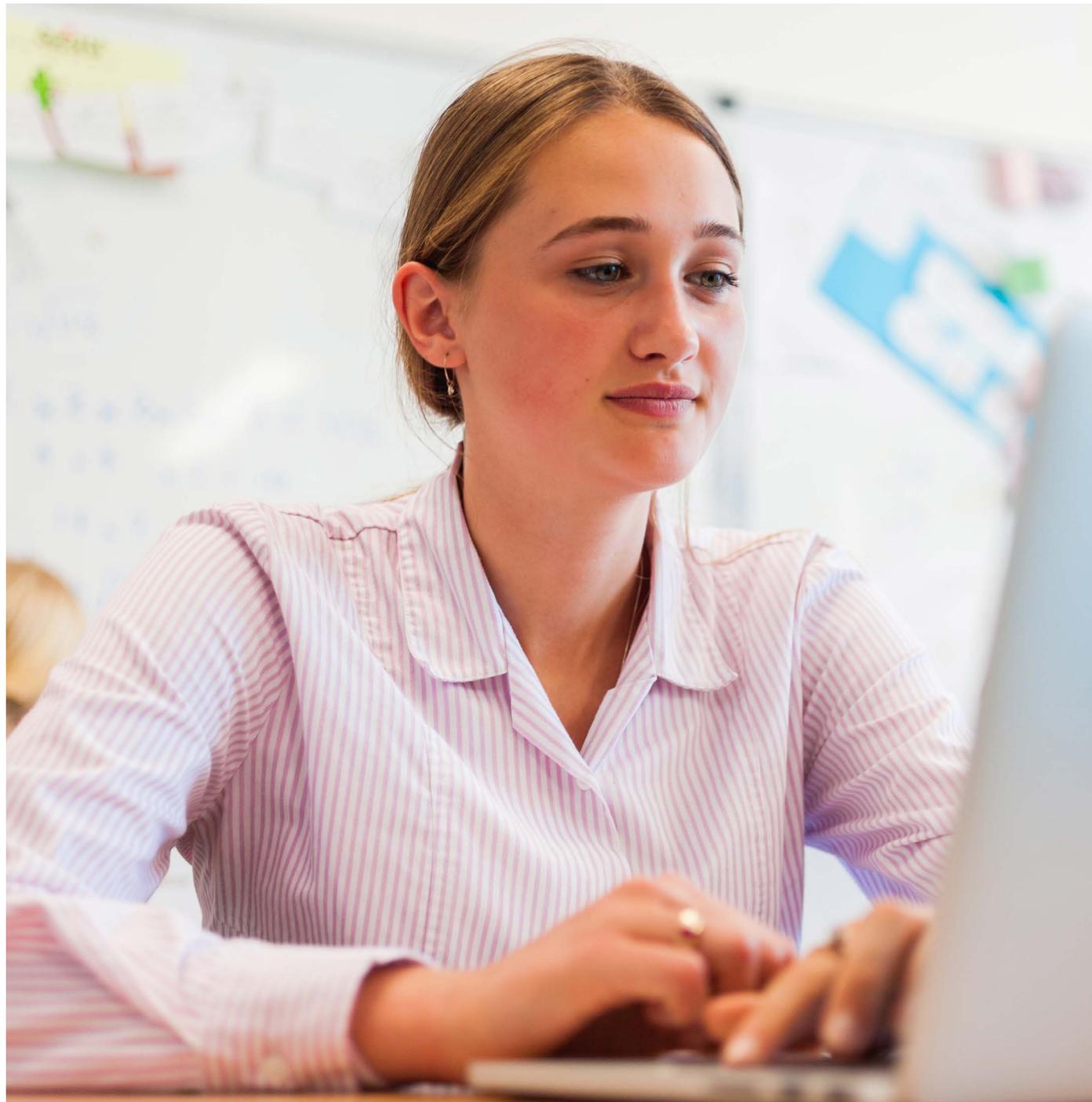
I am sure that you will enjoy your GCSE courses and then A Levels and BTECs after that, but please let me know if I can help you with making your choices—I would very much enjoy talking things through with you if you would like to meet.

It is important, too, to think of your other interests – sport, drama, music, CCF, Duke of Edinburgh Award – and to realise these are every bit as important in helping you become the person you are destined to be. We want you to have a wide variety of activities and challenges that you really enjoy and think that what is on offer here is as good as you would find anywhere. If there are things you would like to do but can't do let us know.

## Mrs Jo Thomson

Head of Clayesmore

February 2019



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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, Maths, Science, and either a modern language or learning support of some kind.

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

## Latin

You can take Latin in addition to your other subjects as a 9th, 10th or 11th subject. If you take Latin you will not do what is called core PE.

## Choices

You then choose up to four subjects from the list below:

Art, Computer Science, Design & Technology, Drama, Geography, History, Food Preparation & Nutrition, ICT, Music, Physical Education, Religious Studies and Supported Study (TLC/EAL lessons), or German, Spanish, French as your second foreign language.

Classical Civilisation – we cannot yet offer this subject but are considering doing so and have included some information about it in this booklet. If you think you might be interested in taking it then do let us know.

## Oxford, Cambridge and other top universities

If you think you might wish go to one of the most selective universities then you should consider continuing with Latin and taking one or two modern foreign languages.

However, it is a good thing for you to choose 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. You will have individual music lessons and practice for each instrument to fit in as well as ensemble practices and concerts. You will probably be in the choir too. It is fine for you to take one fewer GCSE to allow you time to do your music well. It is important you do not feel stressed by your programme and do actually really enjoy it! You do not need to decide this now but can talk about it anytime. 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 Mr McKeown about this.

## Non-Examined Assessments

Many subjects have some element of non-examined assessment (NEA). These used to be called coursework. However, they now have to be much more closely supervised than coursework in previous years. 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 April of Year 10, and mock GCSEs in 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.

The GCSE exams usually begin in the middle of May and end around the 20 June. Results are published on the third Thursday in August. After GCSE exams is a very good time to do some work experience.

## 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, German and Spanish. Foundation papers are easier but the highest grade you can get is a 5. Higher tier papers are harder. We will recommend to people who struggle a bit in a subject that they take the lower tier papers and 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 foundation tier paper counts the same as one gained on the higher tier.

## Assessments and Target Grades

When you look on SMI 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 SMI 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 database built up over many years. They are less accurate in the practical subjects like Art, DT, or Drama. Often with our good teaching and small classes Clayesmore pupils do better than expected and better than they would elsewhere – according to the government's data for the 2018 results.

## Parents Meetings

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

## Key people who can help you

**Mr James Carpenter** 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. He is the person to approach if you have questions about any of our policies or the way in which we do things.

**Mr Michael McKeown** has the overall responsibility for the academic life of students in Years 9 – Year 11. He can help you and your parents with all the questions that arise about subject choices. He has an office in the TLC and would always be pleased to speak with you.

**The Heads of Department.** 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 Anne Cowley** is responsible for all learning support, 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.

# English Language

Your ability to read and write accurately is the most important factor in your success in every academic subject you take.

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 nonfiction 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: Poetry and prose texts

One 30-mark essay question based on any two poetry or prose texts from Part 2 of the Pearson Edexcel International GCSE English Anthology, including a 6-mark commentary on why these texts were selected.

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.

**BOARD:**  
IGCSE EDEXCEL  
**SPECIFICATION:**  
A (4EA1)

If you require any further information, please speak to **Mrs Harriet Perrett**

# English Literature

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

## 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.

Kipling: *If*; MacNeice: *Prayer Before Birth*; Dharker: *Blessing*; Bhatt: *Search For My Tongue*; Fanthorpe: *Half-past Two*; Lawrence: *Piano*; Scannell: *Hide and Seek*; Shakespeare: *Sonnet 116*; Keats: *La Belle Dame sans Merci*; Walker: *Poem at Thirty-Nine*; Duffy: *War Photographer*; Blake: *The Tyger*; Browning: *My Last Duchess*; Agard: *Half-caste*; Thomas: *Do not go gentle into that good night*; Rossetti: *Remember*.

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 - NEA

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*.

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

**BOARD:**  
IGCSE EDEXCEL  
**SPECIFICATION:**  
(4ET1)

If you require any further information, please speak to **Mrs Harriet Perrett**

# Mathematics

The IGCSE course covers a wide range of basic mathematical knowledge and skills. These are grouped into six areas: number and the number system; equations, formulae and identities; sequences, functions and graphs; geometry and trigonometry; vectors and transformation geometry; 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 groups 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 6 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

**BOARD:**  
IGCSE EDEXCEL  
**SPECIFICATION:**  
4MA1

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

# Further Mathematics - Level 2

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

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 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 the L2FM might be suitable. There will be the opportunity for parents to discuss this with the teacher.

## Method of Assessment

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

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

**BOARD:**  
AQA  
**SPECIFICATION:**  
8365

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

# Science

All students study all three sciences but depending on their aptitude for the subject follow different routes.

Students in the top two sets take 3 separate GCSEs one in each of Biology, Chemistry and Physics.

Students in the other sets study 3 sciences but cover slightly less content and gain a GCSE in Combined Science worth 2 GCSEs. This is the normal route through GCSE for most UK students nowadays. Doing well in this course is good preparation for A Level in any of the sciences.

## Combined Science - worth 2 GCSEs and given 2 grades

- 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
- There are 6 papers, each lasting 1 hour 15 minutes (two per science)

## Separate GCSEs in Physics, Chemistry & Biology

Four lessons a week are allocated to each science course for this option. These are demanding courses and are taken by the top two sets only.

All work is assessed by external written exam papers at the end Year 11.

There are 6 papers, each lasting 1 hour 45 minutes (two per science).

BOARD:  
AQA

If you require any further information, please speak to **Mr Steve Smith**

## Topics Covered

### 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
- magnetism and electromagnetism

## 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 Science 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 to enter is generally taken in June of Year 10 but can be taken as late as March of Year 11.

# Modern Languages: French, German & Spanish

All students should take at least one modern foreign language. You can choose to continue with two languages.

Our aim is to help you become a mobile, global citizen, ready to take advantage of a myriad of enriching opportunities to study, work, live and make new friends around the world. In all three languages, we offer study weeks and exchanges which are great fun, and we will encourage you to join these if you can do so.

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

The GCSE topic areas for French, Spanish and German 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, German and Spanish are assessed by four exams 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 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 final decision about which tier to enter is taken in March of Year 11.

## BOARD:

AQA

## SPECIFICATION:

FRENCH - 8658

GERMAN - 8668

SPANISH - 8698

If you require any further information, please speak to **Mr Cédric Didier (French), Mr Howard Smith (German), Mrs Helen Forster (Spanish),**



# Art & Design

“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 our students with the ability to think creatively, problem solve and experiment. The course is broad and covers practical and contextual themes.

Students are encouraged to produce both 2D and 3D work, through processes that include drawing, painting, print-making, photography, sculpture and ceramics.

Gallery trips and workshop days are built into the curriculum in both Year 10 and 11. Students are encouraged to be curious and receptive to traditional techniques, as well as being open to contemporary approaches.

## Work

Each student is 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.

Students will need to have their own 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 of 10 hours.  
40% of the total mark, externally moderated

**BOARD:**  
AQA  
**SPECIFICATION:**  
8201

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

# Classical Civilisation

This course aims to provide students with an understanding of various aspects of the classical world, both Greek and Roman, such as literature, art, archaeology and history.

All material is read in English, and no knowledge of ancient languages is required. Classical Civilisation combines well with almost all combinations of GCSE subjects, and encourages students to develop analytical and evaluative skills, which are highly regarded by universities and employers.

There are two components in the GCSE

### Component 1:

Greek and Roman mythology and religion (J199/11)

A comparative study of ancient Greece and Rome, and combining literary and visual/material sources.

Students will study myths regarding the role of the gods and heroes in the founding of Athens and Rome; and the importance of Hercules to both the Greek and Roman world. Myth as a symbol of power will also be explored, as will ever-popular myths about the underworld.

Students will also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world.

### Component 2:

The Homeric world (J199/21)

The Greeks themselves recognised the world of Homer's poems as the beginning of Greek literature and civilisation, and this component provides the opportunity for the study of a fascinating period of history and a work of literature with great enduring appeal.

The Culture section involves a study of life in Mycenaean times.

This course is not currently on offer. However, if you are interested in it please let us know.

If you require any further information, please speak to **Miss Sinéad Symons**

The literature component will cover a selection of books from Homer's Odyssey. The selection of books chosen for study in this component combine the fantastical and enjoyable tales of Odysseus' journey, with those which give learners a possible insight into everyday life; including aspects such as palace life and the lives of women; and pose interesting questions about revenge and punishment.

## Methods of Assessment

Two 90 minute written papers, one for each component, each worth 50% of the total GCSE.

# Computer Science

The course prepares students for real-world computer challenges as it develops their ability to think computationally.

## Content

- Algorithms: what they are used for and how they work; the ability to interpret, amend and create algorithms.
- Writing program code. You will learn Python.
- Binary representation, data representation, data storage and compression, encryption and databases.
- Components of computer systems;
- Truth tables, logic statements and pseudo-code.
- Computer networks, the internet and the worldwide web.
- Emerging trends in computing technologies, the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.
- Develop program code and constructs, data types, structures, input/output, operators and subprograms.

## Methods of Assessment

Component 1: Principles of Computer Science

Examination - 50% of total - June of Year 11 - 1 hour 40 minutes

Component 2: Application of Computational Thinking

Examination – based on a scenario. 50% of the total - June of Year 11 - 2 hours

Component 3: Computer Science Project

Design, test and refine a program, and a written report.

This is a compulsory supervised assessment that does not contribute to the final grade. You will take it in February of Year 11 and it takes about 20 hours to complete.

**BOARD:**  
EDEXCEL  
**SPECIFICATION:**  
GCSE (9-1) (1CP1)

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

# Design & Technology

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:

## 1. For those interested in Graphic Design / Architecture

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

## 2. For those interested in 3D Materials

The course will develop students' ability to design and make 2D and 3D products using a variety of materials and techniques with specific emphasis on wood, metal, polymers and composite materials and associated industrial techniques. Students will learn to work with a range of machinery and manufacturing techniques, and they will also learn how Computer Aided Design software is used to produce high quality artefacts including 3D printing.

## 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.

**BOARD:**  
AQA  
**SPECIFICATION:**  
8552

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

## 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

Drama is an exciting 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.

BOARD:  
EDUQAS  
SPECIFICATION:  
601/8420/6

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

# Geography

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 & 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.

BOARD:  
AQA  
SPECIFICATION:  
8035

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

# History

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 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 students for the study of A Level History. There are four units in the GCSE examined in two papers each of 1 hour 30 minutes each.

## Paper 1 - Depth Studies

- Germany: development of dictatorship, 1918 - 1945
- A world divided: superpower relations, 1943-72

## Paper 2 – Investigation and Breadth Studies

- The origins and course of the First World war, 1905-18
- The changing role of international organisations: the League and the UN, 1919-c2011

## Methods of Assessment

There are two papers each worth 50% of the marks.

**BOARD:**  
EDEXCEL  
**SPECIFICATION:**  
4HI1

If you require any further information, please speak to **Miss Laura Thomas**

# Food Preparation & Nutrition

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.

**BOARD:**  
AQA  
**SPECIFICATION:**  
8585

If you require any further information, please speak to **Mrs Kathryn Gallagher**

# Information & Communications Technology

The aim of this specification is to develop a student's understanding of ICT giving them confidence to use a diverse range of technology independently and apply their skills and knowledge to other subject areas. To this end students will be encouraged to:

- acquire and apply ICT skills, knowledge and understanding in a range of contexts
- develop ICT-based solutions to address challenges and solve problems
- develop an understanding of ICT systems
- develop an understanding and awareness of current and emerging technologies
- develop an awareness of the legal, social, ethical and environmental consequences of the use of ICT systems for individuals, organisations and society
- recognise potential risks when using ICT and develop safe, secure and responsible practice.

## Methods of Assessment

The Edexcel IGCSE in Information and Communication Technology (ICT) is assessed through:

### Paper 1: Written paper

This written examination, lasting one hour and 30 minutes, will consist of multiple-choice and short-answer questions.

### Paper 2: Practical paper

This practical 3 hour computer-based examination, taken under controlled conditions, will consist of structured activities taken during 1 week interval in May.

Here you will demonstrate your practical application skills typically developing a spreadsheet model, DTP brochure, database and web site.

**BOARD:**  
EDEXCEL  
**SPECIFICATION:**  
IGCSE 41T0

If you require any further information, please speak to **Mr Harvey Gibbons**

# Latin

By studying Latin you connect yourself with the finest minds of the last two thousand years and develop linguistic and analytical skills which will last you a lifetime.

GCSE Latin combines study of the Latin language with an introduction to Roman literature. As well as enhancing students' appreciation of their own language and of the great literature of the past, Latin remains an immediate point of interest on a CV. This subject is highly regarded by universities and employers alike.

The aims of the course are to help you learn to read Latin and to appreciate the work of some of the great Roman writers. In the process you will learn a sensitive and precise approach to language generally, and analytical and evaluative skills as critical and reflective thinkers.

You will learn about the classical world and its influence on later times. The literature gives students a taste of some of the greatest Roman literature, poetry and historical writings.

There are three units in the GCSE, as follows:

### Unit 1: Latin Language

Comprehension and translation of unseen Latin passages testing knowledge of a prescribed vocabulary list. A short section of the exam also tests students' understanding of grammar.

### Unit 2: Latin Prose Literature

Questions on a prescribed prose text (approx 135 lines), which will require understanding of the meaning of the text; understanding of the cultural context; appreciation of literary effects; and personal responses to the text. The prose literature specification for 2021 is *Germanicus et Piso*.

### Unit 4: Latin Verse Literature

Questions on a prescribed verse text (approx 135 lines), which will require understanding of the meaning of the text; understanding of the cultural context; appreciation of literary effects; and personal responses to the text. The verse literature specification for 2021 will be taken from Virgil's *Aeneid Book II*.

**BOARD:**  
OCR  
**SPECIFICATION:**  
J282

If you require any further information, please speak to **Miss Sinéad Symons**

## Methods of Assessment

Language - 50% of the total - 90 minute written paper

Literature - 50% of the total - 2 x 60-minute written papers

# Music

This course is designed for anyone with an interest in music, though probably you will be having lessons on an instrument.

Our aim is to help you:

- develop your interest and enjoyment in music. The course is broad, coherent, satisfying and worthwhile
- develop your own musical interests and skills including an understanding of how to make music individually and in groups
- evaluate your own and others' music
- 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.
3. Rhythms of the World. The traditional rhythmic roots from four geographical regions of the world.
4. Film music. A range of music used for films.
5. Conventions of Pop. A range of popular music from the 1950s to the present day.

## Prior Learning

It is recommended that pupils choosing to study music GCSE 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.

## Methods of Assessment

There are three units in the GCSE

1. Integrated portfolio - 30% (coursework). This is a solo performance, and you will also compose a short piece of your own choosing.
2. Practical component - 30% (coursework): You participate in an ensemble performance, and you will also compose a short piece to a brief set by the examination board.
3. Listening and appraising - 40%. Written exam. Candidates will be required to answer questions relating to a range of audio extracts. This is taken during the summer term of Year 11.

BOARD:

OCR

SPECIFICATION:

J536

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

# Physical Education

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 do and to understand three sporting activities in three sports.

The sports you will work on will be swimming (individual) and the two team sports played for the school during normal games time in the autumn and spring terms.

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.

BOARD:

WJEC EDUQAS

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

# Religious Studies

This is your chance to think carefully about a range of issues which face humanity. You don't need to be religious, you just need to be open-minded, interested in discussing ideas and be ready to defend what you think to be true.

Some people will choose RS because they want to find out more about their faith, and some people won't have a faith at all – all you need is to be ready to think seriously about the big questions that have always puzzled humanity. This is the basis for developing your own viewpoint, being able to argue for it and explaining why you think that other people are wrong!

The course consists of two components:

Component 1 - The study of religions – Christianity and Islam.

- a) Christianity – beliefs & teachings, and practices. This will include thinking about the nature of God, the concept of God as a Trinity of persons, Biblical accounts of creation, and the problem of evil and suffering
- b) Islam – beliefs & teachings, and practices. This will include: the nature of Allah, Prophethood (Risalah), Books (Kutub), Angels (Malaikah), Life after death (Akirah), Worship – public and private, Hajj, Zakah, Sawm, Festivals and special days, Jihad

Component 2 - 4 thematic studies

- a) Religion and Life
- b) The existence of God and revelation
- c) Religion, crime and punishment
- d) Religion, human rights and social justice

## Methods of Assessment

Component 1: 1 hour 45 minute paper - 50%

Component 2: 1 hour 45 minute paper - 50%

**BOARD:**

AQA

**SPECIFICATION:**

(A) - 8062

If you require any further information, please speak to **Mr Andrew West**



# Non-examined Compulsory Subjects

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## 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 Latin. 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, tennis and softball.

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.

## Reading

Almost all students in Year 10 have a dedicated Reading lesson. This takes place in the library and is led by the School Librarians. All students are enrolled in a reading scheme which encourages and supports their interest in fiction. Literacy is a central focus at Clayesmore and is an academic pivot for all subjects and disciplines, so this reading is not seen as an adjunct to the students' academic activities, but as part of the core. Pupils' reading abilities are assessed in Year 10 (or at entry) and then the scheme suggests novels which they can access and which will also stretch and develop their vocabulary and understanding of text. When they have finished reading the book, the pupils take a short quiz on-line which enables the Librarians and English teachers to track progress. The data produced by the scheme also informs the English curriculum. Parents have access to the scheme so that they are aware of what books have been read and can support what the Librarians and English department are doing.

## Careers

The careers programme builds on the work started in Year 9. This is largely organised by tutors in Year 10 and is timetabled with the careers staff in Year 11.

The programme has two complementary components: education and guidance. Education develops the knowledge and skills needed to make successful choices later on and to manage the transition from learning into work. Guidance enables young people to make decisions that are right for them.

You will begin to develop your own CV, which will be updated regularly as your skills and achievements develop. You will be introduced to the significance of the interview process that is an essential part of any job application and will develop interview skills through role-play.

We will help you use UNIFROG, an online platform, to develop your knowledge of careers and to build and record your evidence of competencies such as leadership, teamwork and independence. All this will help you write your CV and develop the skills needed for writing a good personal statement for employers and universities.

At the beginning of Year 11, you will have the opportunity to benefit from a professional careers test run by Cambridge Occupational Analysts. For those interested in a career in the armed services, the Forces Liaison Officer visits the school regularly.

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