



CLAREMONT HIGH SCHOOL
ACADEMY

KS4 Curriculum Guide

**Key Stage 4
Curriculum Guide
2016**

CONTENTS

• Introduction & Option Columns	Page 3-5
• Art & Design	Page 6
• Business Studies	Page 7
• Drama	Page 8
• English	Page 10
• French	Page 12
• Geography	Page 13
• German	Page 14
• Graphic Products	Page 15
• History	Page 16
• Catering	Page 18
• Computer Science	Page 19
• Mathematics	Page 20
• Music	Page 21
• Option Support	Page 22
• Physical Education	Page 23
• Product Design	Page 24
• Religious Education	Page 25
• Science and Triple Science	Page 26
• Sociology	Page 30

Key Stage 4

During the first two years at Claremont High School Academy all pupils study a broadly based Key Stage 3 curriculum which involves a wide range of subjects. Year 9 is the Foundation GCSE year, while In Years 10 and 11, pupils study fewer subjects with a view to taking and passing GCSE examinations at the end of Year 11.

Now that students have completed their Key Stage 3 curriculum and have had a flavour of where their strengths are they are given the opportunity to specialise in their subject areas. It is at this point that the parent school relationship is at its most important. Please read through all the information in this booklet to ensure that your child makes the right choice.

The Curriculum

At Key Stage 4 all pupils follow GCSE's in English, Mathematics and Science. For science, students study the separate sciences (Biology, Physics & Chemistry) or the Combined Science qualification (two GCSE). All pupils take Physical Education, PSHE and Religious Education and, in the case of Religious Education, pupils will be entered for the GCSE.

Pupils are required to continue a Modern Foreign Language; either French or German unless the Languages department recommends that it is not in their best interest – this is determined by their progress so far. You should also inform the school immediately if your child speaks an additional language and you would like them to have the opportunity to be examined in this subject. If you feel your child would need additional support for either English as an Additional Language we can in some cases provide extra tuition opportunities for them.

There is now a strong emphasis on pupils studying a core range of English Baccalaureate, or EBacc subjects of English, Maths, Science, Languages and History or Geography. Ensuring that your child is taking the whole suite of EBacc subjects means that they will have a broad subject knowledge and allow them greater choices at Sixth Form.

Many pupils will study 10 or more GCSE subjects but it is important to remember that it is the **quality** of the GCSE grades achieved that will keep the options open in later life for A/AS levels and University. High attaining pupils are strongly recommended to think in terms of maximizing their grades over 10/11 subjects – expect universities to count how many A*/A grades you have rather than simply how many GCSE you 'passed'.

The rationale behind the guided choices offered at Key Stage 4

- To allow students to follow a curriculum which is personalised to them
- To ensure that students are inspired by their GCSE Choices
- To raise attainment and open up choices for post 16 education
- To maximise the chances of all students of all abilities

Option Columns for 2016

- You are asked to choose **one subject from each column**.
- In the Humanities column, all pupils **must** choose either History or Geography.
- Pupils are strongly advised to speak to their form tutor / current subject teachers if they are unsure about their choices.
- This is a **directed** choice and the school will make the final choice of subjects allocated.
- We will try to meet all choices so far as is possible, but please note, that classes may be oversubscribed and the school will necessarily select pupils.
- We have included a range of subjects in columns A and B but please note, not all classes will run if insufficient numbers opt for the subject.

HUMANITIES	OPTION A	OPTION B
GCSE History	GCSE Art & Design	GCSE Business
GCSE Geography	GCSE Catering	GCSE Sociology
	GCSE Graphic Products	GCSE Computing
	GCSE Product Design	GCSE PE
	GCSE Drama	Triple Science*
	GCSE Music	
	Triple Science*	
	GCSE History	
	GCSE Geography	

** Triple Science is not suitable for all pupils – pupils who have not made sufficient progress in science will need to select a second subject – such pupils will be informed and seen individually.*

We collect information early in the year to allow time to see a large number of pupils and it is likely that choices will change for some pupils – we also need to arrange the necessary staffing of groups for September. Pupils and their parents / carers are not informed of the allocated subjects until much later in the year in July once timetables are established.

The Year Parents Conference on Thursday 4th February is a chance to discuss your child's progress to date and help decide which subjects to select.

The deadline for return of the Options Form is Thursday 25th February.

Which subjects can you take at Key Stage 4?

Subject	Is this the subject for me? Do I meet these requirements?
Triple Science	Currently working on target to achieve a B or better in Science and at least a C grade in Maths and teacher recommendation based on practical skills and progress.
History	Teacher recommendation based on progress to date.
Geography	Teacher recommendation based on progress to date.
French	Keen, hardworking students who have a good enough ability to progress at GCSE. Teacher recommendation based on progress.
German	Keen, hardworking students who have a good enough ability to progress at GCSE. Teacher recommendation based on progress.
Option Support	Teacher recommendation from the Learning Support Department.
Music	Pupils must demonstrate via pre-existing instrumental grades or an aptitude for a musical instrument or singing.
Drama	Keen, hardworking students who have shown an interest in the subjects in early options, alongside teacher recommendations based on Year 9 progress.
GCSE PE	PE Teacher recommendation to take GCSE, based on Year 9 progress.
Computing	Teacher recommendation based on your Year 9 progress and grades and attendance to period 6 lessons.
GCSE Business	Must have a genuine interest in the subject and have good written communication skills.
Art	Keen, hardworking students who have shown an interest in Art & Design and have an interest in all forms of Art work.
Product Design	Teacher recommendation based on your Year 9 progress and grades.
Graphic Products	Teacher recommendation based on your Year 9 progress and grades.
Catering	Organised students who have shown an interest in the subject and are willing to work hard.
Sociology	Based on your Year 9 progress over a range of core subjects.



GCSE ART AND DESIGN



This is a broad course exploring practical and critical/contextual work through a range of 2D and 3D processes. You will complete 3 substantial projects over the 2 years in more than one of the following disciplines;

- **Graphic Communication**

Communication graphics, computer graphics, typography, poster design, illustration, logo and identity, advertising, packaging design and design for print

- **Applied Art**

Brief based work aimed at product design, graphic design and decorative art

- **Fine Art**

Drawing, painting, sculpture, print making, mixed media and installation

- **3D Design**

Product design, ceramics, model making, jewellery, fashion, body adornment, design for film and theatre and interior design

- **Photography (lens and light based media)**

Portrait, Landscape, still life, documentary, film, reportage, experimental imagery and image manipulation

- **Textile Design**

Costume design, printed and/or dyed fabrics and materials, domestic textiles and constructed and/or stitched or embellished textiles

Progression

We offer the **AQA Art and Design specification** because it allows you to explore whichever specialisms interest you and suit your skills. Giving you the ideal training for any Art and Design field. In recent years we have had students go on from their studies with us to undergraduate courses in; **Graphic Design, Automotive and Transport Design, Fine Art, 3D Design, Model Design and Textiles.**

This course will also help to open doors in a wide range of fields including; **Engineering, Architecture, Film and Television Production and, Media and Communications.**

GCSE BUSINESS STUDIES

Exam Board: Edexcel

By the end of the GCSE Business course learners will be required to demonstrate knowledge and understanding of:

- The dynamic nature of business, including motivations for social enterprise
- Local, national and international contexts
- The integrated nature of business problems and solutions
- Apply a critical perspective to the theory and current practice of business
- Evaluate quantitative and qualitative evidence to make reasoned judgements
- Develop a conceptual framework of business within society

Examination:

Compulsory Unit; Externally Assessed:

Key Topics:

- Showing enterprise
- Spotting a business opportunity
- Putting a business idea into practice
- Making the start-up effective
- Understanding the economic context
- Marketing
- Meeting customer needs
- Effective financial management
- Effective people management
- The wider world affecting business



Controlled Assessment:

Compulsory Unit: Internally Assessed Under Controlled Conditions

Key Points:

- Research/investigation – approximately two curriculum weeks of time.
- Analysis/evaluation of task (final write-up) – approximately one curriculum week of time.
- Same content as above.

GCSE DRAMA

Exam Board: AQA



What is GCSE Drama all about?

GCSE Drama encourages you to explore and actively engage in a wide range of creative and stimulating activities, to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.

It helps you to develop and demonstrate competence in a range of practical, creative and performance skills. The subject also encourages you to work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas.

The GCSE Drama course is in two parts:

Controlled Assessment

60% of the total marks (marked out of 120)

Over the duration of the GCSE course, you will study five controlled assessments:

- Devised thematic work
- Acting
- Improvisation
- Theatre in Education
- Physical Theatre

Your two highest controlled assessment marks are submitted towards your final GCSE grade, each with a weighting of 30% (60 marks each).

Internally assessed and externally moderated.

Written Paper

1 hour 30 min

40% of the total marks (marked out of 80)

The written paper comprises three sections:

A – Practical work completed during the course

B – Study and performance of a scripted play

C – Study of a live theatre production seen.

You must answer Question 1 from Section A and then choose one further question from either Section B or Section C.

Externally set and marked.

**What could I do next with GCSE Drama?**

There are many things you can go on to do with a GCSE in Drama. You could go on to take an AS or Advanced GCE in Drama and Theatre Studies, or a BTEC Level 3 qualification in Performing Arts. You may wish to take a GCSE in Drama for its own sake, perhaps to form the basis of a future interest or as part of a range of other subjects. Or you might wish to go into a job where it is useful to have had experience of drama, or where you will need to use some of the skills developed during this course. These might include careers in such fields as retail, travel and tourism, sales and marketing or any career that involves meeting people face to face. The study of drama can help you develop transferable skills that you can take into any career or job.

For further information please speak to your Drama teacher.

GCSE ENGLISH LANGUAGE

The English Language Curriculum for examination from 2017 is designed to inspire and motivate students, providing appropriate stretch and challenge whilst ensuring that the assessment and texts are, as far as possible accessible to all students. It enables students to develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.



Subject content

Students will draw upon a range of texts as reading stimulus and engage with creative as well as real and relevant contexts. Students will have opportunities to develop higher-order reading and critical thinking skills that encourage genuine enquiry into different topics and themes. This course will ensure that students can read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts.

For GCSE English Language students should:

- ▶ read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- ▶ read and evaluate texts critically and make comparisons between texts
- ▶ summarise and synthesise information or ideas from texts
- ▶ use knowledge gained from wide reading to inform and improve their writing
- ▶ write effectively and coherently using Standard English appropriately
- ▶ use grammar correctly and punctuate and spell accurately
- ▶ acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- ▶ listen to and understand spoken language and use spoken Standard English effectively.

Assessments – reported on the new 1 to 9 Grade Scale

100% examination - All texts in the examination will be unseen

Paper 1

Explorations in Creative Reading and Writing

Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

Paper 2

Writers' Viewpoints and Perspectives

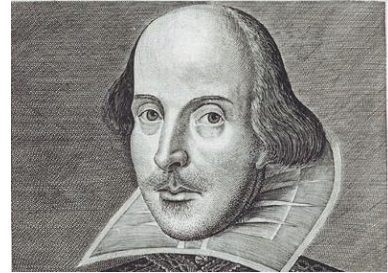
Written exam: 1 hour 45 minutes

80 marks

50% of GCSE

GCSE ENGLISH LITERATURE

English Literature encourages students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Students must read widely for pleasure, and as a preparation for studying literature at a higher level.



Skills Reading comprehension and reading critically

- ▶ literal and inferential comprehension: understanding a word, phrase or sentence in context; exploring aspects of plot, characterisation, events and settings; distinguishing between what is stated explicitly and what is implied; explaining motivation, sequence of events, and the relationship between actions or events
- ▶ critical reading: identifying the theme and distinguishing between themes; supporting a point of view by referring to evidence in the text; recognising the possibility of and evaluating different responses to a text; using understanding of writers' social, historical and cultural contexts to inform evaluation; making an informed personal response that derives from analysis and evaluation of the text
- ▶ evaluation of a writer's choice of vocabulary, grammatical and structural features: analysing and evaluating how language, structure, form and presentation contribute to quality and impact; using linguistic and literary terminology for such evaluation
- ▶ comparing texts: comparing and contrasting texts studied, referring where relevant to theme, characterisation, context, style and literary quality; comparing two texts critically with respect to the above

Writing

- ▶ producing clear and coherent text: writing effectively about literature for a range of purposes such as: to describe, explain, summarise, argue, analyse and evaluate; discussing and maintaining a point of view; selecting and emphasising key points; using relevant quotation and using detailed textual references

Assessments - reported on the new 1 to 9 Grade Scale

100% examination - All assessments are closed book: any stimulus materials required will be provided as part of the assessment

Paper 1

Shakespeare and the 19th century novel

Written exam: 1 hour 45 minutes

64 marks

40% of GCSE

Paper 2

Modern texts and Poetry

written exam: 2 hour 15 minutes

96 marks

60% of GCSE

GCSE FRENCH



Exam Board: Edexcel

Subject Requirements:

If you are currently studying French at Claremont, you will be expected to continue with French to GCSE unless advised by your class teacher that an alternative subject may be more suitable.

Subject Information:

The new French GCSE has put a greater emphasis on developing pupils' communication skills and knowledge of French culture.

All exams listed below will now take place at the end of the GCSE course in Year 11.

A GCSE certificate in French is a useful, additional qualification because it widens employment prospects and is highly regarded by universities.

At GCSE pupils enhance their skills in listening, reading, writing and speaking enabling them to build on knowledge of the topics taught at KS3 in order to discuss and understand a range of themes.

Assessment:

Pupils are entered for either **Higher** or **Foundation** level at GCSE for all 4 of their skills, Listening, Speaking, Reading and Writing.

Unit 1: Listening (25%)

Exam- Foundation 35mins / Higher 45mins

Listening comprehension

Unit 2: Speaking (25%)

Exam – Foundation 7-9 mins / Higher 10-12 mins

Part 1 – Role play

Part 2 – Photo card discussion

Part 3 – General conversation

Unit 3: Reading (25%)

Exam- Foundation 30mins –Higher 50mins

Reading comprehension and translation into English

Unit 4: Writing (25%)

Exam – Foundation 1 hour / Higher 1 hour 15 mins

Extended writing tasks and translation into French



Extra Curricular: As we approach GCSE we offer revision sessions focussed on the 4 skills with their French subject teachers. We also have a DVD film library which pupils may access to practise their listening skills. We do run a small number of trips for pupils who are interested in continuing with languages to A level.

GCSE GEOGRAPHY



Exam Board: AQA

Is this the right subject for me? Ask yourself ... do I want to:

- Learn about and understand the world I live in – how it has been previously, and how it will change in the future?
- Develop skills that will help me in other subjects and in employment, such as ICT, analysis, problem solving and research?
- Complete practical work away from the classroom – based around a residential fieldtrip?
- Learn how to work in a team with other students?
- Learn through investigating, not simply listening and reading?

Assessment

There are three units for the course that students will complete over 2 years:

<p style="text-align: center;">Unit 1 Living with the Physical Environment (35%)</p> <p style="text-align: center;">Topics include:</p> <p style="text-align: center;">‘Natural Hazards’, ‘Living World’ and ‘Physical Landscapes in the UK’.</p>	<p style="text-align: center;">Unit 2 Challenges in the Human Environment (35%)</p> <p style="text-align: center;">Topics include:</p> <p style="text-align: center;">‘Urban Issues and Challenges’, ‘The Changing Economic World’, and ‘The Challenge of Resource management.’</p>	<p style="text-align: center;">Unit 3 Geographical Application (30%)</p> <p style="text-align: center;">Topics include:</p> <p style="text-align: center;">‘Issue Evaluation’, ‘Fieldwork’ and ‘Geographical Skills’.</p>
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All units are assessed by written examinations that will take place at the end of Year 11.

Fieldwork

As well as being an unforgettable experience for the students, the residential fieldtrip is a compulsory part of the course that enables students to collect data for their Unit 3 Geographical Applications exam, whilst also giving them a better understanding of the theory and knowledge required for Units 1 and 2.



What can I do after I have completed the course?

Geography really is an education for life. Employers and universities value the broad range of transferable skills that geography delivers. Geography fits neatly with science, arts and humanities. A GCSE in Geography is excellent preparation for a career in sciences, planning, resource and countryside management, tourism and recreation and environmental management and development.

GCSE GERMAN



Exam Board: Edexcel

Subject Requirements:

If you are currently studying German at Claremont, you will be expected to continue with German to GCSE unless advised by your class teacher that an alternative subject may be more suitable.

Subject Information:

The new German GCSE has put a greater emphasis on developing pupils' communication skills and knowledge of German culture.

All exams listed below will now take place at the end of the GCSE course in Year 11.

A GCSE certificate in German is a useful, additional qualification because it widens employment prospects and is highly regarded by universities.

At GCSE pupils enhance their skills in listening, reading, writing and speaking enabling them to build on knowledge of the topics taught at KS3 in order to discuss and understand a range of themes.

Assessment:

Pupils are entered for either **Higher** or **Foundation** level at GCSE for all 4 of their skills, Listening, Speaking, Reading and Writing.

Unit 1: Listening (25%)

Exam- Foundation 35mins / Higher 45mins

Listening comprehension

Unit 2: Speaking (25%)

Exam – Foundation 7-9 mins / Higher 10-12 mins

Part 1 – Role play

Part 2 – Photo card discussion

Part 3 – General conversation



Unit 3: Reading (25%)

Exam- Foundation 30mins –Higher 50mins

Reading comprehension and translation into English

Unit 4: Writing (25%)

Exam – Foundation 1 hour / Higher 1 hour 15 mins

Extended writing tasks and translation into German

Extra Curricular: As we approach GCSE we offer revision sessions focussed on the 4 skills with their German subject teachers. We also have a DVD film library which pupils may access to practise their listening skills. We do run a small number of trips for pupils who are interested in continuing with languages to A level.

GCSE GRAPHIC PRODUCTS



Exam Board: AQA

What is involved in the GCSE Graphic Products course?

The course runs over two years and sees students undertake a range of different projects which are designed to allow you to explore your creative talents and practical making abilities. In Year 10 you will undertake a range of smaller graphics projects which build key skills and experience in designing and making which you will need in Year 11 when you begin on your Major project.

The Graphic Products course gives you the chance to work with compliant materials, such as card, paper and board, and combine these with Computer Aided Design packages (CAD), such as 2D design, Adobe Photoshop, Google sketch-up and Solidworks (3D CAD) in order to produce high quality, professional looking 2D graphics, virtual 3D images and 3D graphical products.

How will I be assessed?

In Year 10 your projects will be formally marked by your teacher against the marking criteria set by the exam board (AQA). Throughout the Graphics course you will complete your Design portfolios by hand and online, submitting them for marking using FROG and email.

In Year 11 you will begin on your final, major project which is worth 60% of your overall GCSE grade and you will complete this throughout the year. At the end of the year there will be a written exam that makes up the remaining 40% of your grade. The exam comprises of questions relating to your knowledge of materials and processes as well as your ability to design products.

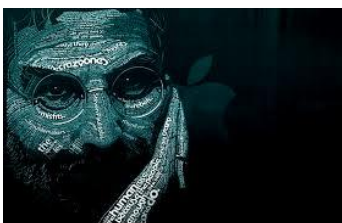
What resources are available?

Whilst studying on this course you will have access to some of the latest cutting edge technology that the Design & Technology department has to offer such as the Laser cutter & computer controlled vinyl /card cutter. You will also have access to the Technology department's new Computer Aided design suite which is equipped with brand new computers fully equipped with the latest computer aided design software such as Adobe Photoshop & illustrator, Solidworks, 2D Design V2 & Sketch- up 8. This software will be used to help aid the design & manufacture of the final product. You will also have access to, scanners, printers & graphic tablets to help aid your designing.

What will I do with a GCSE in Graphic Products?

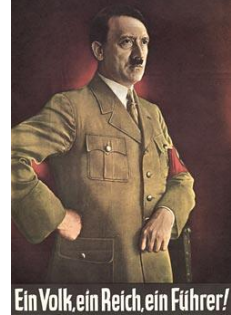
The skills that you will gain from this course will allow you to go on and study a design course at college. If you were to decide to pursue a career in design you will have been taught a vast range of different fundamental skills that colleges, universities and employers will require.

Pupils who study GCSE Graphic products often go on to careers such as Graphic Design, Engineering, Animation, Automotive design, Architecture and more.



GCSE HISTORY

Exam Board: OCR History B (SHP: Schools History Project)



Subject Requirements:

The subject is ideally suited to someone who has a genuine interest in History, who is curious about the world around them and who enjoys the process of analysis and evaluation. Pupils must also be prepared to read widely, contribute to discussion and meet essay deadlines.

Subject Information:

History enables pupils to acquire the abilities to research effectively, think logically, and evaluate and interpret evidence. Pupils also learn to develop a structured argument, and communicate persuasively in both verbal and written form. The new SHP course encourages pupils to become curious, to develop their own opinions based on a respect for evidence, and to build a deeper understanding of the present by engaging with and questioning the past. The specification is based on content that helps pupils to address fundamental issues in human history. It brings together people, events and issues that pupils will find fascinating and that will stimulate a desire to explore the similarities and differences between people's lives in the past and their own lives now.

Where can GCSE History take you in the future?

Many of our high-calibre GCSE pupils study History at A-Level and read History at top universities in the UK, including Cambridge, SOAS and Kings College London. It is also a 'facilitating' subject, which Russell Group universities regard extremely highly. Employers also favour History students and the skills you acquire are especially useful for a wide variety of careers including Law, Journalism, Civil Service (including the Foreign Office), Accountancy, Politics, Banking & Finance, Academia, Business, Management or Teaching.

Extra-Curricular:

Each year we organise an overseas trip to look at the First World War battlefields and trenches in Belgium. This is an extremely popular and long-standing trip, with many pupils citing it as one of their most memorable experiences at Claremont.



Thematic Study (20% of total GCSE): The People's Health, c.1250 to present

This study enables pupils to understand changes and continuities in public health in Britain from c.1250 to the present.

Some key questions:

- Medieval Britain: How did people respond to the Black Death?
- Victorian Britain: How did industrialisation impact public health?
- Britain since 1900: To what extent have new threats like AIDS been dealt with successfully by the government?

British Depth Study (20% of total GCSE): The Elizabethans, 1580–1603

This study enables pupils to understand the complexity of late-Elizabethan society and the interplay of political, religious, economic, social and cultural forces within it.

Some key questions:

- What was the nature and extent of the Catholic threat against Elizabeth?
- How can we explain the persecution of witches in Elizabethan England?
- How significant were England's connections with the wider world at this time?

Assessment: Thematic Study (40 marks) + British Depth Study (40 marks) = 1hr 45 min exam

History Around Us (20% of total GCSE)

This unit requires pupils to understand how the physical features of a chosen historical site and other supporting sources inform their understanding of historical events and developments. In particular pupils will cover:

- The strengths and weaknesses of the physical remains of the site as evidence about its past
- The ways in which additional historical sources, such as artefacts, images, documents, and oral testimony provide further evidence about the site
- How the site fits into its wider historical context.

Assessment: 40 marks + 10 SPaG marks = 1 hour exam

Period Study (20% of total GCSE): The Making of America 1789-1900

This period study follows the unfolding narrative of the making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world's dominant power

Some key questions:

- How and why did America expand between 1789–1838?
- What caused Americans to go to war with each other in 1861?
- How did white Americans exploit Plains Indians?

World Depth Study (20% of total GCSE): Living Under Nazi Rule 1933-1945

This world depth study enables pupils to understand the impact of the Nazi dictatorship on people's lives both within Germany and across occupied Europe.

Some key questions:

- How had Hitler become Fuhrer by 1934?
- How did Nazi policies affect the lives of ordinary Germans?
- What happened during the Holocaust?

Assessment: Period Study (40 marks) + World Depth Study (40 marks) = 1hr 45 min exam

GCSE CATERING

Exam Board: WJEC

This is a practical, hands-on course and is an excellent choice if you have a genuine love of food and cooking. While cooking you will be expected to wear Chef Whites. Parent support is important as ingredients will be needed each week.



How You will be Assessed

Year 10 – Developing practical skills and understanding of catering. In the summer term you complete a controlled assessment piece that is combination of written work and cooking. –This section is worth 20% of your overall mark

Year 11 – Starts with a more in-depth controlled assessment piece, again a combination of written and cooking – This section is worth 40% of your overall mark.

The course concludes with a 1hr 15 min written exam- Which counts for 40% of your overall mark.

Areas covered include:

- The industry – food and drink. Job roles, employment opportunities and relevant training
- Health, safety and hygiene
- Food preparation, cooking and presentation
- Nutrition and menu planning
- Costing and portion control
- Specialist equipment
- Communication and record keeping
- Environmental considerations
- Career Opportunities:

delicious
food
gracious
hospitality

Progression

This specification is intended to offer opportunities for progression through a variety of routes in further education (e.g. Advanced Level GCE, Diplomas), training (e.g. Modern Apprenticeships) or employment.

Skills Developed

Time keeping and organisation; making sure all your tasks are completed on time and remembering all your ingredients.

Team work and co-operation; many tasks require teamwork and good communication with others.

Research and evaluative skills frequently used to improve and develop skills and understanding.

GCSE COMPUTER SCIENCE

Computing is of enormous importance to the economy, and the role of Computer Science as a discipline itself and as an 'underpinning' subject across science and engineering is growing rapidly. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years.

The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals.

This is even more so in the gaming, mobile and web related industries and this specification has been designed with this in mind. Students studying this specification will learn how to create applications that:

- run on mobile devices
- operate in a web enabled environment.

In addition they will:

- learn how to create simple computer games
- gain an understanding of the fundamental concepts around creating software applications
- have opportunities to work collaboratively.

Exam Board: OCR

The course is split between controlled assessments and an exam.

The controlled assessment is the practical part, and uses computer programming skills. The idea is to program a solution to a given problem. The exam will be based around the fundamentals of computing, which will include hardware and software as well as the understanding of computer systems.

How will you be assessed?

60% of the marks will be of practical controlled assessments.

40% of the marks will be of the exam paper.

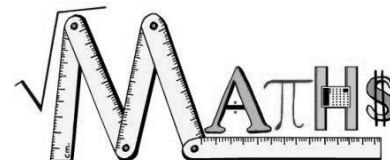
The practical will be internally assessed and externally moderated.

Course content

You will learn lots of different skills such as programming, logic, error handling, algorithms, software development, application testing, networking, database concepts and computer structure including systems, hardware, CPU and storage.



GCSE MATHEMATICS



Exam Board: Edexcel - GCSE in Mathematics Linear A [1MA1]

Students continue to study Mathematics at Key Stage 4, normally working towards a GCSE examination at a level appropriate to their ability and the progress they have made in recent years. In common with all GCSE Mathematics syllabuses this involves tiered levels of entry that limit the possible grades that can be achieved in the final examination. Final decisions on levels of entry are not made until later in the course. However, students continue to work in ability groups that determine their likely entry level.

For all GCSE Mathematics syllabuses the National curriculum programmes of study and associated statements form the subject content. In practice, this involves the study of Mathematics under the headings of Statistics and Probability, Number and Algebra, Geometry and Ratio and Proportion and Rates of Change. In all of these strands, there is now a greater focus on **problem solving**.

Grading Systems

One of the big changes will be the grading system for pupils, which now goes from a Grade 1 (the lowest grade) up to a Grade 9 (the grade awarded to the top 3% of pupils only).

Tiered papers - This is a 2-Tier GCSE Course and can be taken at both Foundation and Higher level. The possible grades for each exam are below. The new grade 5 is equivalent to a 'good pass' – upper C / lower B on current system. **Both tiers mean the pupils have the opportunity to gain a Grade 5.**

The new foundation paper contains more content and difficulty than before, such as reverse percentages and simultaneous equations and will now be suited to a greater number of pupils than before. The higher tier also now contains more content, including functions, Venn diagrams, geometric progressions and gradient of a point on a curve.

Exam entry level	GCSE grades available
Foundation tier	1-5
Higher tier	4-9 (allowed a Grade 3)

Assessment:

Three written papers: each contributes 33.3% of the final grade.

Each paper is worth 80 marks and is 1 hour and 30 minutes.

Paper 1 is a non-calculator paper and Papers 2 and 3 require a calculator.

GCSE MUSIC



Exam Board: Edexcel

Subject Specific Entry Requirements

Students must be able to play an instrument or sing to an elementary standard. The ability to read music would be an asset but this is not essential. If in doubt, speak to Mr Vella or Mr Rudd about your suitability. ***Do not assume Music is not an option for you just because you do not learn an instrument privately or have not chosen it in year 9.***

Performance (coursework/controlled conditions - 30%)

You will perform as both a soloist (15%) and as part of an ensemble (15%). Performances can be completed on any traditional instrument as well as vocals, rapping and beat boxing. This coursework is externally moderated.

Composition (coursework/controlled conditions - 30%)

You will compose two pieces of music in different styles using music technology software (Sibelius and/or Cubase). This coursework is externally moderated.

Listening and Appraising (40%)

You will explore the history of music and develop your listening skills through the study of music across a variety of styles. This part of the course involves responding to questions based on eight given set works that will be studied in class beforehand. The written paper lasts 1 hour 30 minutes and it is marked externally.

Students will explore four different areas of study:

- Instrumental Music
- Vocal Music
- Music for Stage and Screen
- Fusions

The benefits of studying GCSE Music:

GCSE Music will prepare you to study both Music and Music Technology AS Level. There are many opportunities in higher education and many career possibilities for those proficient in handling music and music technology. Music and Music Technology careers include working as a composer, performer, music therapist, teacher, broadcaster, publisher, sound engineer, record producer, as well as other technologically based media industries including film and television.

GCSE Music students are expected to willingly participate in at least one extra-curricular activity whilst they are on the course.

OPTION SUPPORT



Each year a small number of selected pupils are given the opportunity to take one less option at GCSE so that they can concentrate on raising their achievement in their remaining subjects.

Pupils are encouraged to bring class work and homework from any subject for assistance, so this is an ideal opportunity to improve overall grades by receiving additional help with their work. They can also receive help with coursework and examination technique at this time and there are opportunities to improve basic skills.

Apart from teachers with specific subject expertise in English, Maths, and Languages, there is also a well-stocked resource centre and ICT equipment, including the Internet, available to assist pupils with their studies.

Some students have Option Support who also attend college courses. This allows those students to catch up on work that may have been missed.

Option Support will be offered to selected pupils only and does not appear in the Options Columns.

GCSE PHYSICAL EDUCATION



Exam Board: Edexcel

Subject specific entry requirements:

Pupils choosing this course must have an interest in sport, health and fitness. Pupils should have a very good level of practical ability and ideally should have represented the school in at least one sport as well as belonging to a sports club outside school.

30% of the course is practical – students are assessed on their performance in 3 different sports.

10% of the course is a written Personal Exercise Programme (PEP) - Pupils will perform fitness tests before and after carrying out 6 weeks of circuit training. They will then write up their PEP to include aims, monitoring and evaluations linked to their best sport.

60% of the course is theory – students will cover:

Fitness and Body Systems including:

- Anatomy and physiology
- Movement analysis
- Physical training
- Use of data



Health and Performance including:

- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Use of data

There are two written exams consisting of multiple-choice questions, short answer questions and longer style scenario questions.

PHYSICAL EDUCATION - CORE

All students will continue to take part in P.E. for one hour a week. A variety of activities such as football, badminton, netball and basketball will be taught with the emphasis on fitness, team work and participation rather than an end of year examination. PE will remain compulsory for all students.



PRODUCT DESIGN



Exam Board: AQA

What is involved in the GCSE Product Design course?

The GCSE Product design course builds upon & develops the skills pupils were taught in year 9. Pupils will continue to undertake a number of different designing & making projects where they will use a range of manufacturing techniques and designing skills. Each of the projects undertaken is designed to teach pupils the wide range of skills they will need to pursue a career in product design or engineering. Pupils will cover all aspects of Product design from sketching, drawing and communication skills right through to the latest manufacturing techniques.

How will I be assessed?

In year 10 students will undertake several designing & making assignments. Each design and make assignment will have a specific focus and will be designed to cover a chosen topic or set of skills.

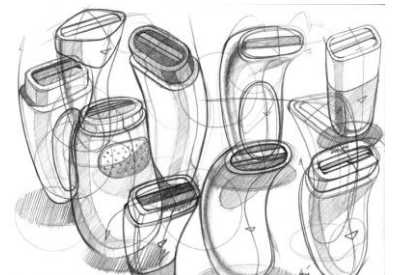
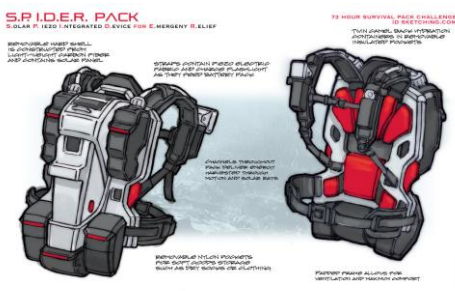
In year 11 they will undertake a final major project. This project will account for 60% of your overall grade. A written exam will make up the remaining 40% of your overall grade which will take place at the end of year 11.

Department Resources:

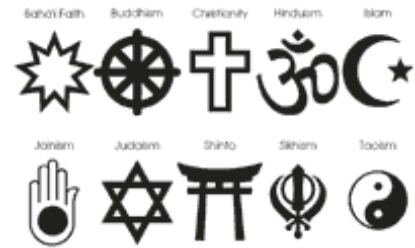
Whilst studying on this course students will have access to a wide range of resources to help them manufacture their final products. Throughout the course they will have access to a all of the Technology departments manufacturing equipment which include two well equipped workshops, a CAD (computer aided design) suite and graphics studio, which is equipped with the latest computer aided design software such as Adobe Photoshop, Adobe illustrator, 2D Design, Pro engineer, Solidworks and Google Sketchup. This range of software will be used to help aid the design & manufacture of the final product

What can I do with a GCSE in Product Design?

There are a vast range of different college courses, jobs & careers available to students who have gained a GCSE in Product design. Many students will move on to a future career in product design, however the skills that you will gain from studying on this course will be transferable between many different disciplines such as architecture, mechanical and structural engineering, industrial design, graphic design, art, game design, animation, fashion and textiles.



GCSE RELIGIOUS EDUCATION



Exam Board: OCR

R.E. is compulsory in Years 10 and 11 where all students follow a GCSE course.

It is aimed at giving the students a greater understanding of the various faiths and cultures on offer in our multi-faith society and an appreciation of the contribution of this diversity of faith and culture in our society.

Learners are encouraged to develop and understand personal values and beliefs with an emphasis on critical analysis and ability to construct balanced informed argument within the context of religious, philosophical and ethical awareness.

Assessment

There is no coursework, however 3 exams totalling 4 hours.

Content overview:

Beliefs teachings and Practices: Learners study the fundamental beliefs and practices of Christians and Muslims. This unit is assessed as 2 separate 1 hour exams one for each religion.

Religion, philosophy and ethics In the modern world from a Christian perspective: This unit covers: Relationships and families, existence of God/Gods ultimately reality. Religion peace and conflict, dialogue between religions and non-religious beliefs and attitudes.

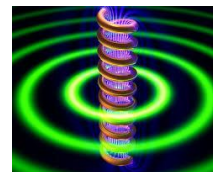
This unit is assessed in a 2 hour exam.

R.E. at GCSE is an interesting subject to take and is accepted by all universities as an academic subject. Many students go on to study R.E. as an A' Level and find the philosophy element both challenging and interesting.

What can I do with RE?

It is useful for a whole range of occupations, e.g. Lawyer, Journalist, Architect, Accountant, Historian, and Teacher. The nature of the subject is such that it makes you question and think about a whole range of subjects. If you are thinking of going on to study science-based subjects then it is a good extra subject, interesting and thought-provoking as a contrast to Science or Technology.

GCSE COMBINED SCIENCE



Exam Board: To be confirmed following accreditation by OfQual

The Science Specifications are changing nationally from September 2016. At this stage we only have draft specifications from the main exam boards in England. The Science Faculty will select a specification that best suits our students. We have been offering the Edexcel specification for over 15 years now with exceptional success across all the three subjects and it is highly likely we will continue to do so.

- There will no longer be a single GCSE Science qualification.
- There will be a new **9–1** grading system, replacing A*–G:
- **Foundation tier** will cover grades 1–5
- **Higher tier** will cover grades 4–9.
- There are **no controlled assessments** in the new qualifications. Ofqual will announce how practical skills will be assessed soon.
- Questions assessing students' use of **mathematical skills** will make up 15% of the assessments. **There will also be some recall of equations required in physics.**
- Specifications will include **new content**, in line with subject criteria outlined by the Department for Education.



KEY FEATURES

Exam structure and content all units will be assessed at the end of year 11

	Biology	Chemistry	Physics
Written assessments	Paper 1 Paper 2	Paper 3 Paper 4	Paper 5 Paper 6
Time	70 min	70 min	70 min
No. of marks	60	60	60
Qualification weighting	Each paper for each subject has a 16.67% weighting of the overall qualification		
Core Practicals weighting	15%	15%	15%
Maths content (%)	10%	10%	10%
Tiers	Both Higher and Foundation tiers available		

Core practical tasks

Controlled Assessment Tasks (coursework) will be replaced by 8 core practical tasks for each of the Sciences and their knowledge and application will be assessed in the written papers. It is therefore imperative that students keep up an exceptional level of attendance in order to develop these skills which will be difficult to learn from textbooks.

Grading students will be graded on a scale of 1 to 9 instead of the current A*-G system

New	U	1	2	3	4	5	6	7	8	9
Current	U	G	F	E	D	C	B	A	A*	
	Foundation									
						Higher				

Why choose Combined Science?

Supporting success in science

Science matters. With the most inclusive GCSE (9–1) courses, every student can enjoy science and succeed in their studies. Every student is different. With the same science and equal number of exams across the tiered qualifications, the best support can be provided and we can stretch our students. There are 17 core practicals to help bring science learning to life.

When it comes to our assessments, they're shaped to encourage all students to best show what they know and can do. Students should study the sciences in ways that help them to develop curiosity about the natural world, that give them an insight into how science works and that enable them to appreciate its relevance to their everyday lives. The scope and nature of the study should be broad, coherent, practical and satisfying. It should encourage students to be inspired, motivated and challenged by the subject and its achievements.

FAQs

Will I still be able to study Biology/Chemistry or Physics at 'A' Level if I choose the Combined Science route?

Of Course. At Claremont we have an excellent record of Dual (Combined) Scientists who have performed exceptionally well at 'A' Levels when they have chosen the Dual science Route. In fact in the recent past, one of our Dual science pupils was selected for Cambridge University.

As Combined Science is a double award, will students get two grades?

Yes, GCSE (9–1) Combined Science (Double Award) students will receive two grades, for example 7–7 or 6–6. In addition, it will be possible for students to achieve two different grades. For example, students may receive a 7–6 or a 6–5. This will not reflect different performance on different papers, but will be a grade at a midpoint. For example a 7–6 would be awarded at midway between 7–7 and 6–6. This would give a 17-point grade scale for GCSE (9–1) Combined Science (Double Award)

What if by the end of year10 I am not doing well in Combined Science?

We have support systems in place to help you keep up with the rest of your peers. These include group intervention or additional Booster tasks as well as mentoring from your teachers.

GCSE TRIPLE SCIENCE



Exam Board: To be confirmed following accreditation by OfQual

The Science Specifications are changing nationally from September 2016. At this stage we only have draft specifications from the main exam boards in England. The content is the same in all three but there are differences in the assessment structures. The Science Faculty will select a specification that best suits our students. We have been offering the Edexcel specification for over 15 years now with exceptional success across all the three subjects and it is highly likely we will continue to do so.



KEY FEATURES

Exam structure and content will be assessed at the end of year 11

	Biology	Chemistry	Physics
Written assessments	Paper1 Paper 2	Paper1 Paper 2	Paper1 Paper 2
Time	1hr 45min	1hr 45min	1hr 45min
No. of marks	100	100	100
Qualification weighting	Each paper for each subject has a 50% weighting of the overall qualification		
Core Practicals weighting	15%	15%	15%
Maths content (%)	10%	20%	30%
Tiers	Both Higher and Foundation tiers available		

For the first time these assessments will be different from those set for the Combined Science Qualification.

Core practical tasks

Controlled Assessment Tasks (coursework) will be replaced by 8 core practical tasks for each of the Sciences and their knowledge and application will be assessed in the written papers. It is therefore imperative that students keep up an exceptional level of attendance in order to develop these skills which will be difficult to learn from textbooks.

Mathematical skills

The assessed content is set by OfQual for each subject. As such it is recommended that students should be on a C (grade 4) or better in Maths.

Grading

Students will be graded on a scale of 1 to 9 instead of the current A*-G system

New	U	1	2	3	4	5	6	7	8	9	
Current	U	G	F	E	D	C	B	A	A*		
	Foundation										
							Higher				

Who can study Triple Science at GCSE?

We recommend that students who have been consistently working at grade B in Science should consider *taking Triple Science, particularly if they have plans to pursue a Science-related career.* They will study all three subjects with equal weighting in teaching time and assessments and gain three GCSE grades at the end of Yr11. *One third of the course, the extension units, provide excellent foundation for KS5 studies in any of the three sciences.*

FAQs

Will I still be able to study Biology/Chemistry or Physics at A Levels if I do not choose the Triple Science route?

Of course. At Claremont we have an excellent record of Dual (Combined) Scientists who have performed exceptionally well at A Levels.

I am on a C grade in one of my Science subjects but A in the other two, will I be able to take Triple Science?

Absolutely. In fact, it is often the case that students who study Triple Science bring up all three subjects to the same standard because of the overarching skills learnt across the subjects and the reinforcement in scientific literacy.

If three of my GCSE grades are for Science, will that count against me when I apply to universities?

No. In fact Triple Science is regarded as a challenging route and getting good grades in the three subjects will demonstrate that you are working at a very high level indeed.

I cannot face doing any of the subjects being offered in the Options column, so I will opt to do Triple Science.

This is the wrong reason for choosing to study Triple Science, because you need to be committed to all three subjects equally and to enjoy your chosen study route. GCSE is tough enough and if you do not enjoy the subjects you choose, it will make your two years at KS4 really challenging.

What if by the end of Yr10 I am not doing well in all three Sciences?

We have support systems in place to help you keep up with the rest of your peers. These include group intervention or additional Booster tasks as well as mentoring from your teachers. If all of these fail then you will be entered for the Combined Science exams, which will reduce the exam preparation load on you, and help you get two good Science GCSE grades instead of three poorer grades. The content of the Combined and Triple Science course is identical for 66% of the course, so you will not need to do any additional work.

GCSE SOCIOLOGY

Exam Board: AQA



Subject Requirements:

The subject is ideally suited to someone who has a genuine interest in understanding the relationship between individuals, groups, institutions and societies, who is curious about the world around them and who enjoys the process of analysis and evaluation. Pupils must also be prepared to read widely, contribute to discussion and meet essay deadlines.

Subject Information:

Sociology is a very interesting subject that looks at wide range of issues and topics about the world we are living in.

Students who choose to study sociology will develop a wide range of knowledge and understanding about society, and how sociologists study and understand its structures, processes and issues. Sociology is exciting, interesting and relevant to students' lives and this specification encourages students to take a questioning approach to evidence and issues, thus developing their critical, evaluation skills, essential for A level study.

Sociology will: encourages an understanding of the individual and social differences in the students' own and other societies

- encourages students to analyse critically the nature and source of information and to form arguments based on evidence.
- encourages students to reflect their own experience of the social world in which they live.
- It will also provide a strong basis for progression to further studies, including A-level, English and Sociology.

Assessment

Unit 1 three compulsory topics	Unit 2 three topic areas from four options
<ul style="list-style-type: none"> • Studying Society; • Education; • Families - Three Compulsory topic areas <p>Written Paper – 1 hour 30 min</p>	<ul style="list-style-type: none"> • Crime and Deviance; • Mass Media; • Power; • Social Inequality - Candidates choose three topic areas from four options <p>Written Paper – 1 hour 30 min</p>