



CLAREMONT HIGH SCHOOL  
ACADEMY

**KS4 Curriculum Guide**

**Key Stage 4  
Curriculum Guide  
2017**

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## 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. 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 and 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 2017

- You are asked to choose **one subject from each column**.
- In the Humanities column, all pupils **must** choose either History or Geography.
- In Option A, pupils will either continue with their current chosen option or move to Triple Science.
- 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.

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

*\* 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 2<sup>nd</sup> 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 9<sup>th</sup> 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>grade 6 or better in Science and at least a grade 5 in Maths</b> 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	Continuation from year 9 Options Pupils must demonstrate via pre-existing instrumental grades or an aptitude for a musical instrument or singing.
Drama	Continuation from year 9 Options 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	Continuation from year 9 Options 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 & Design	Continuation from year 9 Options Keen, hardworking students who have shown an interest in Art & Design and have an interest in all forms of Art work.
Product Design	Continuation from year 9 Options Teacher recommendation based on your Year 9 progress and grades.
Graphic Products	Continuation from year 9 Options Teacher recommendation based on your Year 9 progress and grades.
Food	Continuation from year 9 Options Organised students who have shown an interest in the subject and are willing to work hard.



## 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



### Is this the right subject for me?

If you enjoy:

- ✓ communicating and explaining your ideas
- ✓ thinking creatively and making decisions
- ✓ working with numbers to solve business problems
- ✓ learning about the world of business through real and relevant local and international brands

then the GCSE Business course is the right subject for you.

### What do I need to know, or be able to do, before taking this course?

It doesn't matter if you haven't studied business prior to taking this course. You might have an interest in business, and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more.

### What will I learn?

You'll start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? You'll learn how to develop an idea, spot an opportunity and turn it into a successful business. You will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then you'll move on to investigating business growth. How does a business develop beyond the start-up phase? You'll learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. You'll learn about meeting customer needs, making marketing, operational, financial and human resourcing decisions and you'll explore how the wider world impacts the business as it grows.

### How will I be assessed?

The qualification will be assessed in two equally weighted exam papers. There is no coursework.

<b>Paper 1 - Theme 1: Investigating small business</b>	<b>Paper 2 - Theme 2: Building a business</b>
Written exam: 90 minutes, 90 marks	Written exam: 90 minutes, 90 marks
50% of the total GCSE	50% of the total GCSE
Multiple choice, calculation, short-answer and extended-writing questions	Multiple choice, calculation, short-answer and extended-writing questions
There are three sections in the paper.	There are three sections in the paper.
Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.	Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing.
Sections B and C are based on real life, relevant business contexts and examples	Sections B and C are based on real life, relevant business contexts and examples

**What can I do after I've completed the course?**

After this qualification you'll understand the world of business and have developed skills in:

- ✓ making decisions and developing persuasive arguments
- ✓ creative and practical problem solving
- ✓ understanding data, finance and communication.

It's also a great step preparing you for further and higher education such as A levels and BTEC courses. A GCSE Business course could help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

**Next steps**

- ✓ Talk to a Business teacher about taking GCSE Business.
- ✓ Visit the Pearson qualifications website for more information about what you will be studying and how you will be assessed. <http://qualifications.pearson.com/en/home.html>

## **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. All students explore texts practically and work on two text-based performances.

**The GCSE Drama course is in three parts:**

### **Component 1 – Understanding Drama**

Written examination: 1 hour 45 min

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

The written paper comprises three sections:

**A** – Multiple choice (4 marks)

**B** – Four questions on a given extract from the set play chosen (44 marks)

**C** – One questions (from a choice) on the work of theatre makers in a single live production (32 marks)

**Externally set and marked.**

### **Component 2 – Devising Drama (Practical)**

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

Students are assessed on the process of creating and performing devised drama as well as their analysis and evaluation of work produced.

- Devising log (60 marks)
- Devised performance (20 marks)

**Internally assessed and externally moderated.**

**Component 3 – Texts in practice (practical)**

20% of the total marks (marked out of 40)

Students are assessed in their performance of two extracts from one play. The play will contrast from the set text in component 1.

- Performance of extract 1 (20 marks)
- Performance of extract 2 (20 marks)

**Externally assessed.**

**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 a Post-16 qualification in Drama and Theatre Studies or 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 law, media, retail, travel and tourism, sales and marketing or any career that involves meeting people face to face and.

***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

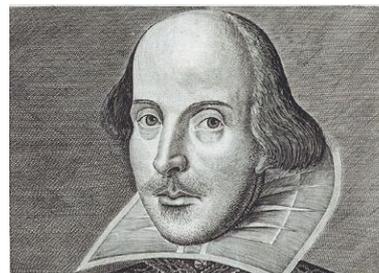
Written exam: 1 hour 45 minutes

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: AQA**

**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. They should develop a greater understanding of grammar and communicate more spontaneously and independently.

**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 45 mins –Higher 60 mins

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 is it changing now and how might it be in the future?
- Develop skills that will help me in other subjects and in employment: such as ICT skills, analysis, problem solving and research?
- Complete practical geography work away from the classroom – an exciting residential fieldtrip?
- Learn how to work in a team with other students?
- Learn in a variety of ways: investigating, diagrams and animations, study in depth, current events and documentaries?

### Assessment

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

<p style="text-align: center;"><b>Unit 1</b> <b>Living with the Physical Environment (35%)</b></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;"><b>Unit 2</b> <b>Challenges in the Human Environment (35%)</b></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;"><b>Unit 3</b> <b>Geographical Application (30%)</b></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 in various topics 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 the sciences, arts and humanities. A GCSE in Geography is excellent preparation for a career in business, sciences, planning, resource and urban management, tourism, recreation, environmental management & development, journalism or even teaching! Where in the world would you be without Geography?!



## 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 three 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 50% 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 50% 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): Migrants to Britain, c.1250 to present**

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

Some key questions:

- Medieval Britain: Why were Jews expelled from England in 1290?
- Early Modern Britain: How did the empire and industrialisation impact migration?
- Britain since 1900: What contributed to the rise of racist political movements after WW2?

**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 30 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, cyber security and web related industries and this specification has been designed with this in mind.

Students will...

- Gain an understanding of the fundamental concepts around creating software applications
- Develop their own software applications using computational thinking techniques
- Learn about the workings of computer hardware and networks
- Learn about the legal and ethical implications of computer systems

### Exam Board: AQA

The course is split between a controlled assessment and 2 exams.

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?

20% of the marks will be from a practical controlled assessment.

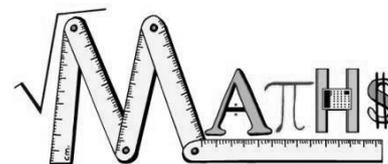
80% of the marks will be from 2 exam papers.

The practical will be internally assessed and externally moderated.



### Course content

- |  |   |
|--|---|
| 1. Fundamentals of algorithms          | 7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy |
| 2. Programming                         | 8. Aspects of software development  |
| 3. Fundamentals of data representation | 9. Non-exam assessment  |
| 4. Computer systems                    |   |
| 5. Fundamentals of computer networks   |   |
| 6. Fundamentals of cyber security      |   |



## Exam Board: Edexcel - GCSE in Mathematics

Students continue to study Mathematics at Key Stage 4, 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.

The Subject content is formed from the Edexcel Mathematics syllabuses and the National curriculum programmes of study. 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** which is a key focus within our schemes of work.

### Grading Systems

The qualification of grades using the standard 9-1 grading with 1 being the lowest and 9 being the highest.

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'. **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 is not essential. If in doubt, please speak to Mrs Blsazak, Mr Aston or Mr Rudd about your suitability for the course.

### The Three Components of the GCSE Music Course:

#### 1. Performance (coursework/controlled conditions - 30%)

For your coursework you will perform as both a soloist (15%) and as part of an ensemble (15%). Performances can be completed on any traditional instrument.

#### 2. Composition (coursework/controlled conditions - 30%)

For your coursework you will compose two pieces of music in different styles using music technology software (Sibelius and/or Cubase).

#### 3. 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 set works that will be studied in class beforehand. For this area you will explore four different areas of study:

- Instrumental Music (Bach and Beethoven)
- Vocal Music (Purcell and Queen)
- Music for Stage and Screen (Wicked and Star Wars)
- Fusions (Afro Celt Sound System- Release and Esperanza Spalding- Samba Em Preludio)

### 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 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 (see timetable below).

**Music Department's Extra-Curricular Timetable 2016-2017**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Before School</b> 8.00 am		<b>Dhol Drumming</b> MU01	<b>Cantabile Singers</b> MU01		<b>Brass Ensemble</b> MU12
<b>Lunch Time</b> 1.30 – 2.00	<b>Music Technology Club</b> L14	<b>Djembe Drumming</b> MU01	<b>Chamber Strings</b> L14 <b>Flute Ensemble</b> MU01 <b>Steel Pan Ensemble</b> MU12 (1-2pm)		<b>Band Time</b> MU12
<b>After School</b> 3.15-4.15		<b>Samba Drumming</b> 3.15-3.45 MU01 <b>Guitar Ensemble</b> MU12	<b>Choir</b> MU01 <b>Jazz Band</b> MU12	<b>String Ensemble</b> MU01	

## **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.

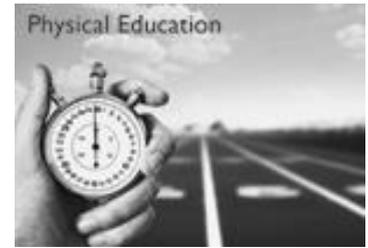
Pupils are encouraged to bring class work and homework from any subject for assistance, so this is an ideal opportunity to improve overall grades by receiving additional help with their work. They can also receive help with coursework and examination technique at this time and there are opportunities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

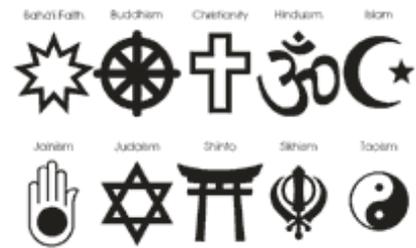
## PHYSICAL EDUCATION - CORE

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.





## GCSE RELIGIOUS EDUCATION



**Exam Board: Edexcel Spec B**

R.E. is compulsory in Years 9, 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 2 exams totalling 3.5 hours.

Content overview:

**Religion and Ethics:** Learners study the fundamental beliefs and practices of Christians, Marriage and the Family and Matters of life and Death according to the Christian faith.

This unit is assessed as 1 separate 1 hour 45 exam.

**Religion Peace and Conflict:** Learners study the fundamental beliefs and practices of Islam, Peace and Conflict and Crime and Punishment according to the Muslims faith.

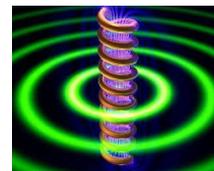
This unit is assessed as 1 separate 1 hour 45 exam.

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: Pearson GCSE (9-1) Combined Science

The Science Specifications changed in September 2016.

#### Assessment:

The exams are now all linear.

- **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. Instead schools will need to assess practical skills continuously.
- Questions assessing students' use of **mathematical skills** make up 15% of the assessments. **There will also be some recall of equations required in physics.**
- Specifications I 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

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
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) is now 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

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

### 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.*

*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)

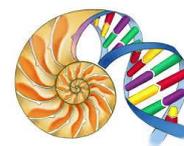
*What if by the end of year10 I am not doing well in Combined Science?*

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: Pearson GCSE (9-1) Biology/Chemistry/Physics



### 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		

These assessments will be different from those set for the Combined Science Qualification.

### Core practical tasks

Controlled Assessment Tasks (coursework) are 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 5) or better in Maths.

### Grading

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

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

### Who can study Triple Science at GCSE?

We recommend that students who have been consistently working at grade 6 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 5 grade in one of my Science subjects but 7 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.