



CLAREMONT FAN COURT SCHOOL

# GCSE CURRICULUM BOOKLET

YEAR 8 | 2025-2028



BE CONFIDENT IN CHARACTER | BE LIMITLESS IN POTENTIAL | BE STRONG IN UNDERSTANDING

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  - **English Language\***
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  - Food Preparation and Nutrition
  - Geography
  - History
  - Joyce Grenfell Programme (to include the Higher Project Qualification – HPQ)
  - Languages:
    - French
    - German
    - Latin
    - Spanish
  - **Mathematics\***
  - Media Studies
  - Music
  - Physical Education
  - Religious Studies (religion and philosophy)
  - Science, either:
    - **Combined Science\* (2 GCSE awards)** or
    - Separate Sciences – Biology, Chemistry, Physics (3 GCSE awards)

# INTRODUCTION FOR YEAR 8 PUPILS

What are you trying to achieve when selecting GCSE options?

We believe that there are three core objectives when making these choices:

1. Creating a GCSE pathway that will allow you to achieve the best possible grades and make the most of your hard work and endeavour - this will in turn facilitate maximum opportunities in terms of further study, career paths and options.
2. Creating a GCSE curriculum where you will love learning those subjects, be happy and have fun studying - pupils are always at their most successful when they are doing what they love.
3. Ensuring that your GCSE choices facilitate future options for further study and professional life - if you have a fixed idea about a future career then it is sometimes necessary to choose particular GCSE options. However, be careful when doing this when it is at the expense of a subject you love or would prefer to study.

Indeed, this philosophy is shared by the University of Oxford:

“We recommend that candidates take those GCSE subjects that they enjoy the most and are confident in achieving good grades in.”

We want all our pupils to be happy and successful. That is why our GCSE curriculum has a huge amount of breadth so that pupils can choose subjects that are right for them, but also so that pupils can flourish on courses that are bespoke to their strengths and future aspirations.

However, please always remember that the school journey at Claremont is about more than the subjects selected for GCSE study. It is about engagement with others, whether your peers, your teachers or the wider community. Sport and PSHEE continue to be core parts of the curriculum, as does the commitment we expect of every pupil to be involved in the wider life of the school: in assemblies; school council; creative performances; or indeed supporting the house or school open events.

Do take care to discuss subject choices with your teachers and family in the coming weeks. Do not worry if your friends are not opting for the same combination as you but instead take this opportunity to identify the subjects in which you can really flourish.

Our Year 8 options evening on Wednesday 12 February 2025 from 6pm–8pm will be invaluable in looking forward towards GCSE in Years 9-11.

We are using PSHEE lessons, tutor time and assemblies this term for further discussion about the move towards GCSE and the introduction of new subjects.

Option forms should be submitted using the SIMS parent app after Wednesday 12 February and by Monday 24 March 2025. Early submission of options is not necessary as we will not start processing them until Tuesday 25 March 2025. Please see the instructions for doing this below.



William Brierly  
Head



Huw Jones  
Deputy head, academic

### Instructions for submitting GCSE choices on the SIMS parent app

- Simply log in to the SIMs parent app in the same way you currently access grade cards and reports.
- Click on SIMs options – you may then be asked to log in again – use your normal login details.
- Choose 5 subjects
- Put them in priority order by following the on-screen instructions.
- Click the box to give parent/carer approval.
- Add an optional comment if needed.
- Click 'Save' at the top left of the screen.

If you wish to make amendments to your child's choices, this will still be possible **until 4pm on Monday 24 March**, at which point the system will be locked. Requests for changes after this date will need to be sent by email to the relevant head of house for consideration.

If you have any difficulties logging into the SIMs parent app, please contact our data manager, Ms J Cornwell, on [simsparent@claremont.surrey.sch.uk](mailto:simsparent@claremont.surrey.sch.uk) who will be able to assist you during school working hours.

## TIMETABLE OF DATES

<i>Spring term</i>	Some curriculum and option talks take place in form time including new subjects
<i>Monday 24 March 2025</i>	Last date for submitting options via SIMS parent app
<i>Tuesday 25 March 2025</i>	Options will be collated from this date
<i>Start of the summer term 2025</i>	Letter from school confirming options

## OPTION CHOICES: YOUR QUESTIONS ANSWERED

<p>1. What subjects are compulsory and how many options do I take?</p>	<p><i>Compulsory Subjects:</i> English language, English literature, mathematics and science (minimum of combined science equivalent to two GCSE awards).</p> <p><i>Options:</i> Pupils will choose <b>five</b> other options.</p> <p>We will do our best to meet your requests.</p> <p>The deputy head academic and head of individual needs may recommend a reduced curriculum of <b>four</b> options for certain pupils. These pupils will be placed in a study support group for the fifth curriculum slot. It is normally advised that you should be performing at a grade B or above to continue that subject through to GCSE.</p>
<p>2. What if I need help?</p>	<p>There is a huge amount of support available. If you want information about a specific subject, talk to your own subject teacher or the contact teacher. If you need guidance about how your GCSE choices may impact further study and professional options, then please speak to Mrs Elbourn (head of student futures). If you need advice about which package of GCSEs is right for you then please do speak to your tutor or head of house. If you need further guidance, then please speak to Mr Jones (deputy head academic).</p>
<p>3. What should I do if my teacher encourages me to do a subject because I am good at it, but I am not sure that it is right for me?</p>	<p>Listen to everybody's advice, especially that of teachers and parents. Choose subjects you know you will enjoy, and you are confident that you can succeed in.</p>
<p>4. If my friend and I both choose the same subjects, will we be together?</p>	<p>Not necessarily. You could be in different sets depending on your choices. Never choose a subject just because your friend is choosing it!</p>
<p>5. What if I don't like a subject after a few weeks?</p>	<p>It may be possible to change your options once you have started the course. It is better that you choose the right ones in the first place! Remember that the school may not be able to give every pupil the choices they want.</p>
<p>6. How has coursework changed?</p>	<p>Coursework is now referred to as <b>non-examination assessment (NEA)</b> and will be completed at school under teacher supervision. Different subjects have different weightings of NEA – look at the</p>

	course structure section of each subject page for more information.
7. How much homework will I get?	You should expect at least 45 minutes of homework per week for each full GCSE course you take.
8. Will I get my choices?	The vast majority of choices will be met but it is inevitable that there will be some disappointments. If we cannot meet your choices, we will discuss alternatives with you.
9. How will I cope with all the work in Years 9, 10 and 11?	Time-management is very important and so are good study skills. Think carefully about the range of subjects you are taking. Choosing a mixture of practical and academic subjects may help you to manage your workload more easily. Most importantly, choose subjects you are good at and enjoy.
10. Will I be able to drop a subject?	You will be expected to continue with your options throughout Years 9-11 unless the school advises you differently after you have sat the summer internal examinations in Years 9 and 10 and the mock examinations in Year 11 (November 2027).
11. What happens if I fail a mock or module?	We hope and expect that all students achieve their potential and perform well at GCSE. However, if a pupil is significantly underperforming then it may be necessary for the tutor, head of house or an appropriate member of the senior management team to speak to the pupils and family to put in place an academic support plan. This may include a review of independent learning, the support of the individual needs team and a review of the pupil's curriculum, including the possibility of discontinuing a subject. As always, dialogue with the school is key and pupils should also feel that they have a pathway to success and an understanding about how to improve their performance.



# GCSE GRADING



NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

Since 2019 all GCSE results have been graded as numbers. The minimum grade expected by this school for continuation into sixth form is a 4 but, in keeping with most independent schools, we are keen to see a grade 5 wherever possible, which the government is labelling as a “good pass”. Please note that Claremont operates a different admissions system to its sixth form in terms of grades and details can be found in the A level curriculum booklet which is published in the autumn term ahead of entry the following year.



## TIERING

Tiering is the system of setting examination papers at different levels of difficulty. All examination boards follow the same scheme of assessment.

Some subjects have two tiers (Foundation or Higher) but others have none. If a candidate fails to achieve the mark for the lowest grade of the tier, they will receive an unclassified (U) result. It is important to consider this when decisions about entry levels are made. The final choice of tiering is the responsibility of the head of department.

Tier	Grade Available (9-1)
Foundation (F)	5-1
Higher (H)	9-4

In the Foundation tier option, the maximum grade available is a grade 5. A grade 5 is counted as a good pass and is equivalent to a low B grade (as demonstrated in the table opposite). In tiered subjects candidates take all components at the same tier.

The following subjects are tiered:

- French, German, Spanish
- Mathematics
- Biology, Chemistry, Combined Science, Physics

## NON-EXAMINATION ASSESSMENTS/ MOCK EXAMINATIONS

Incomplete non-examination assessments (NEAs) or an inadequate mock examination will result in the pupil being withdrawn from the examination. The deadline dates for school NEAs will be set at the start of Year 11 and must be adhered to.

# ART AND DESIGN: FINE ART



Art and Design: Fine Art (1FAo)

Head of department

Mrs L Williams

## *Link to specification*

Pearson Edexcel GCSE in Art and Design specification

## *Course outline*

The GCSE Fine Art course includes the study of drawing, painting, printmaking, sculpture and alternative media. Pupils are introduced to the history of art and contemporary art and are taught how to make exciting and ambitious creative outcomes. Pupils will show evidence of trying to extend the way in which they and others see the world. They will learn how to use the language of the subject sensitively and thoughtfully.

The course aims to develop your:

- creative and imaginative ability and the practical skills for communicating and expressing ideas, feelings and meanings in art
- investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds
- personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment

## *Assessment*

The course is fully linear, so pupils' work is officially assessed at the end of Year 11. There will be assessments made throughout the coursework component, so pupils are confident about the levels they are achieving.

## *Prerequisites*

Pupils have to be prepared to work consistently from the start of the course and have a passion for creativity. Pupils are required to have willingness to develop their drawing and making skills and to analyse a wide variety of different artists' work.

## *Course Structure*

Personal portfolio (Component 1)

60% of qualification

Coursework will be generated from the start of year 10. Year 9 will involve workshops and research and focus on building skills and confidence in drawing, painting, print making and three-dimensional processes.

From year 10:

Project 1: The theme for this project can vary each year but pupils will develop drawing, printmaking, painting and sculpture skills then focus on an area for a final outcome response at the end of the spring term in Year 10.

Project 2: Spans from the summer term in Year 10 to January of Year 11. Project 2 will encourage independent creative thinking and is likely to be based on past GCSE exam paper titles in order to prepare pupils for their Externally Set Assignment.

Pupils respond to a given visual theme and research, analyse, annotate and develop a practical body of coursework and a final outcome.

### ESA: Externally Set Assignment (Component 2)

#### 40% of qualification

A controlled unit is set to a theme provided by the awarding body and issued to pupils in January of Year 11. Pupils develop a practical portfolio of work in lessons and for prep and then sit a ten-hour exam in which they produce their final outcome. The unit in its entirety is worth 40% of the final grade.

### *Viewing art in context*

A visit to a relevant exhibition will take place in Year 10. Further visits to art galleries will help with ideas and project development. It is expected that pupils carry out several gallery visits independently throughout the two-year course.

### *Target group*

Any pupil with an enquiring and analytical mind who enjoys drawing and painting or 3-D work would enjoy this course. The study of fine art at GCSE is relevant to pupils considering most subjects at A level and has links with history, literature, mathematics, science, religion, politics and philosophy. It is suitable for pupils interested in pursuing all kinds of careers including architecture, engineering and medicine, photography, graphic design, product design, illustration, advertising, interior design, theatre set design, fashion design, game design and animation to name but a few.

### *Progression to A level*

The skills learned during the GCSE course are a foundation for studies at A level and therefore pupils must complete the GCSE Art course if they wish to continue onto A level Art. Skills are also transferrable to the A level Textile Design course.

# ART AND DESIGN: PHOTOGRAPHY



Art and Design: Photography GCSE (1PY0)

Teacher in charge

Mrs H Bradshaw

## *Link to specification*

Pearson Edexcel GCSE in Art and Design specification

## *Course outline*

The GCSE Photography course encompasses the study of lens and light-based media. This could include work created using film, video, digital imaging or light sensitive materials. Pupils will study both contemporary and historical sources of photography and will be taught how to use the photographic mediums to explore and create a body of work in response to their exploration. Pupils will learn how to develop and refine both the photographic process and the concept as well as how to communicate their ideas through the use of appropriate visual language.

The course aims to develop pupils' ability to:

- apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically their own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes.

## *Assessment*

The course is fully linear so pupils' work is officially assessed at the end of Year 11. There will be assessments made throughout the coursework component so pupils are confident about the levels they are achieving.

## *Prerequisites*

Pupils have to be prepared to work consistently from the start of the course and have a passion for creativity. Pupils are required to have willingness to develop their own image making skills and to analyse a wide variety of different photographers' work.

## *Course structure*

Personal portfolio (Component 1)

60% of qualification

Coursework will be generated from the start of year 10. Year 9 will involve workshops and research and focus on building skills and confidence in studio lighting, dark room processes and digital editing skills.

**From year 10:**

**Project 1:** The theme for this project can vary each year but pupils will develop skills in a variety of processes such as digital imaging, lighting, light sensitive materials, montage, studio and location photography and then focus on an area for a final outcome response at the end of the spring term in Year 10.

**Project 2:** Spans from the summer term in Year 10 to January of Year 11. Project 2 will encourage independent creative thinking and is likely to be based on past GCSE exam paper titles in order to prepare pupils for their Externally Set Assignment. Pupils respond to a given visual theme and research, analyse, annotate and develop a practical body of coursework and a final outcome.

**ESA: Externally Set Assignment (Component 2)**

**40% of qualification**

A controlled unit is set to a theme provided by the awarding body and issued to pupils in January of Year 11. Pupils develop a practical portfolio of work in lessons and for prep and then sit a ten-hour exam in which they produce their final outcome. The unit in its entirety is worth 40% of the final grade.

### *Viewing photography in context*

A visit to a relevant exhibition will take place in Year 10. Further visits to art and photography galleries will help with ideas and project development. It is expected that pupils carry out several gallery visits independently throughout the two-year course.

### *Target group*

This course is aimed at pupils who are passionate about the visual world, have an analytical mind and want to develop observational skills to record and communicate ideas. The study of Photography at GCSE is relevant to pupils considering most subjects at A level and has links with history, literature, mathematics, science, religion, politics and philosophy. It is suitable for pupils interested in pursuing all kinds of careers including photography, graphic design, product design, illustration, advertising, interior design, architecture, theatre set design, fashion design, game design and animation to name but a few.

### *Progression to A level*

GCSE Photography is designed to allow progression to A level Art and Design: Photography and other Level 3 qualifications.

# ART AND DESIGN: TEXTILE DESIGN



Art and Design: Textile Design (8204)

Teacher in charge

Ms M Ritchie

## *Link to specification*

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8204/specification/specification-at-a-glance>

## *Course outline*

GCSE Textile Design will prepare pupils to participate confidently and successfully in the fashion, art and design industries. Pupils will develop awareness and learn from wider influences on design including historical, contemporary, cultural and environmental factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

## *Non-examination assessment:*

### Component 1 Portfolio (8204/C) (60% of final grade)

Coursework will be generated from the start of year 10. Year 9 will involve workshops and research and focus on building skills and confidence in experimenting with a range of textiles processes such as fabric manipulation, surface pattern, printmaking, design skills and mood board production.

From year 10: Coursework will include a selection of experimental and creative work produced in skills-based workshops. It will also include work inspired by exhibition visits. There will be two main coursework projects which requires the development of a response to a subject or a theme. This preparatory work will be developed into final outcomes which could either be a fashion outcome, an interior outcome, an installation or a wall hanging. These projects will be undertaken in Year 10 and the autumn term of Year 11.

## *Examination:*

### Component 2 (8204/X) Externally Set Assignment (40% of final grade)

Pupils respond to one of the seven set starting points. Pupils prepare for the exam by producing a range of textile ideas and responses in a sketchbook. Pupils use their prepared ideas to produce a creative response during a 10-hour exam. Component 2 will be undertaken between January and May in Year 11.

## *Target group*

The course is aimed at any pupil who is interested in art and design in general and particularly: textile design, fashion, accessories, interior design, wall hangings and installations or soft furnishing design.

Pupils interested in a career in fashion design, buying and magazine production should also consider this course. Pupils should have enthusiasm and good organisational skills.

### *Co-curricular*

We visit exhibitions and attend workshops in Year 10 to gain an insight into the textile and fashion industries and visit college and university exhibition stands. Previous trips have included the Royal College of Art, to see the work of MA design pupils, the Business Design Centre to see design graduates' work, exhibitions at the Design Museum, V&A Museum and the Barbican Centre, attending workshops at the Saatchi Gallery and talks at the Fashion and Textile Museum.

### *Progression to A level*

The creative skills learned during the GCSE Textile Design course form a very good foundation for A level Textile Design. The GCSE Textile Design course is similar in structure to the A level Textile Design course. Skills are also transferable to the A level Fine Art course.



# BUSINESS



Head of department

Business GCSE (1BSo)

Mr N Rocca

## *Link to specification*

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>

## *Introduction*

Understanding business is a vital life skill. It is how the world functions; it is about making things happen. Business drives the UK and worldwide economy, creates wealth and employment and generates income and tax for governments everywhere. Business combines very well with many subjects and disciplines e.g. humanities such as geography and history, or with sciences such as maths or biology.

This course is aimed at both pupils with an entrepreneurial spirit and those pupils who are interested in exploring how the real world operates. It is an interactive course and pupils should be able to communicate their ideas and explain their decisions. Pupils will gain a thorough understanding of the techniques and practices that lie behind making informed business decisions; an invaluable life skill. They will learn why some businesses fail and others grow. Irrespective of whether or not pupils go on to study business at a higher level this course will equip them very well for the future as they will all, at some point, come into contact with the business sector. GCSE Business is therefore an excellent starting point.

## *Course outline*

The business course is divided into two units over two years and distinguishes between the issues that face a small business versus those that a large business may need to consider. The Year 10 unit entitled **Investigating small business** includes analysis of how to set up and run a small business from the initial market research to the importance of completing cash flow forecasts and the significance of dealing with initial staffing issues. In Year 11 pupils will build on the knowledge acquired thus far and complete the second unit called **Building a business**. The focus of this unit is larger organisations, particularly the role and significance of the core business functions of accounting and finance, marketing, operations and human resources. Pupils will also consider the impact of the wider world and the role and influence governments can have on their success or failure and appreciate the issues and potential problems that are associated with growing a business.

## *Prerequisites*

An interest in and enthusiasm for current affairs and the world of business is important as is an ability to problem solve.

## *Non-examination assessment*

There is no NEA for this course.

## *Examination*

There are two examinations, one for each of the above units. Both examinations are ninety minutes, each accounting for 50% of the qualification and follow the same structure. Each paper consists of three sections which range from calculations, multiple-choice, short-answer and extended-writing questions. The extended-writing questions are based on short business case studies.

## *Progression to A level*

GCSE Business provides a strong foundation for those pupils who wish to either continue with Business at A level or to study Economics A level both of which are offered in the sixth form at Claremont. However, pupils can also study Business A level without completing a GCSE.

# CITIZENSHIP STUDIES



Head of department

Citizenship Studies GCSE (8100)

Mrs R Heard

## *Link to specification*

<https://www.aqa.org.uk/subjects/citizenship-studies/gcse/citizenship-studies-8100>

## *Course outline*

Citizenship is at the heart of everyday debates about the kind of society we are striving to build and our role in the process. During this GCSE course, pupils will learn about their rights, roles and responsibilities as a citizen in Britain and in the world. They will develop their knowledge of democracy, government, law and the media and their understanding of how different communities and society operate and function. Pupils will also develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. They will gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

During the course pupils will:

- Learn about power, democracy, the operation of government and the legal system and the role of the UK in the wider world.
- Explore different controversial and topical issues with political, social, ethical, economic and environmental dimensions in local to global contexts.
- Experience taking citizenship action and learn from trying to make a difference in society.

There are 4 units in total with each looking at different aspects of UK society.

**Life in Modern Britain** – the key values and identity of British society today, migration to and from the UK, the UK's diverse society and multiple identities of the UK population. This topic also includes the role and rights of the media in influencing public opinion and press regulation. The UK's role in international organisations (such as the UN, NATO and the WTO), how the UK resolves international conflict and responds to humanitarian crises.

**Rights and Responsibilities** – the principles of law, rights and responsibilities in the legal system, the powers of the police, judiciary, legal representatives, the court system and dispute resolution. The type of criminality today including types of crimes, crime profiles and forms of punishment. Our universal human rights and the protection of these through the Human Rights Act.

**Politics and Participation** – the concept of and values of democracy, the powers of local and devolved government, our voting systems and voter apathy. How public taxes are raised and spent and varying viewpoints on the provision of welfare, health and education in the country. How Parliament works including the roles of the Prime Minister, the cabinet and MPs.

**Active Citizenship** – how citizens can make a difference in society, how people can bring about change in the legal and political system. There is also a group investigation into a citizenship issue which involves doing some form of social action and evaluating it.

### *Assessment*

There are two final written examinations which are taken at the end of Year 11:

Paper 1	1 hour, 45 minutes	50% of GCSE	Active citizenship & Politics & Participation
Paper 2	1 hour, 45 minutes	50% of GCSE	Life in modern Britain & Rights and Responsibilities

### *Target group*

Any pupil is welcome to study this course, but it really helps if you have an enquiring mind and a real interest in current affairs. The active citizenship unit requires a responsible and proactive approach to an individual enquiry. Pupils will gain most from the course if they participate actively during discussion and debate.

### *Non-examination assessment*

There is no NEA for this course.

### *Progression to A level*

There are numerous courses that pupils may choose to pursue with GCSE Citizenship Studies. This may include A levels in social sciences such as politics, economics, psychology, sociology and history. A good GCSE grade in Citizenship Studies provides the backbone and skills necessary for any career in life. It will allow you to progress to A levels and a degree that can lead to various careers including those in the public sector (e.g. police or nursing), law, journalism and politics. A good qualification in citizenship also demonstrates your character as a responsible, aware and active citizen in society.

# CLASSICAL CIVILISATION



Head of Classical Civilisation and  
Latin

GCSE Classical Civilisation (J199)

Mr L Gardiner

## *Link to specification*

<https://www.ocr.org.uk/Images/315240-specification-accredited-gcse-classical-civilisation-j199.pdf>

## *Course outline*

Classical civilisation provides pupils with a classical education but without the linguistic aspect of Latin and Greek. Studied entirely in English, the course has been designed to provide learners with a broad, coherent and rewarding study of the culture of the classical world. The course does not require previous study in years 7-9.

## *Component 1: Thematic study – myth and religion*

Learners study myths regarding the role of gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to the Graeco-Roman world. Myth as a symbol of power will also be explored.

The study of temples, sacrifice, festivals, death and beliefs in the afterlife will give a broad overview of religion in the ancient world and provides opportunity for the study of a wide variety of material remains and works of art. Pupils are required to make informed comparisons between Greek and Roman ideas and the impact of the different cultural contexts on the theme.

## *Component 2: Literature and culture – the Homeric world*

This section involves a study of life in Homer's Mycenaean world. This is a very diverse topic, involving the study of archaeological sites and the role they play in our understanding of the age. The Mycenaean era is also rich in sculpture, frescos and jewellery and learners study a wide range of fascinating materials.

The exploits of the epic hero Odysseus form the literature half of this component. The selection of books chosen for study in this module combines the fantastical and enjoyable tales of Odysseus' journey with those which give learners a possible insight into everyday life, including aspects such as the lives of women and systems of power. The final books, which focus on the battle between Odysseus and the suitors, also pose important social questions about revenge and punishment.

## *Assessment*

There will be two exam papers, all taken in the summer of Year 11:

<b>Thematic study: Myth and religion</b> (50%)	This written component involves a comparative study of ancient Greece and Rome, and a combined response to literary and visual/ material sources.
<b>Literature and Culture: The Homeric World</b> (50%)	This written component contains two elements; one in-depth cultural study and one study of related literature.

### *Target group*

Pupils who wish to study classical civilisation do not need to have studied the subject before, as the skills are largely transferable from English, history and other humanities subjects. There is no linguistic component, and all texts are studied in English. Pupils who enjoy history, literature and philosophy and religion would thrive in the subject.

### *Progression to A level*

Classical Civilisation is offered as an A level at Claremont and pupils can develop and expand upon their understanding from the GCSE course during the sixth form. A classical education has significant worth in cultural currency and the legacy of the classical world, and its impact is felt across many disciplines.

# COMPUTER SCIENCE



Teacher in Charge

Computer Science GCSE (J277)

Mrs G Cox

## *Link to specification*

<https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf>

## *Course outline*

The course provides an introduction both for pupils who are interested in Computer Science as a discipline itself and for aspiring scientists, or engineers, for whom Computer Science is increasingly important as an ‘underpinning’ subject. The content has been designed to establish a solid basis of understanding and to engage learners and get them thinking about real world applications. Computer science is a creative subject that encourages pupils to develop their own ideas and pursue their interests. The course values computational thinking and helps pupils to develop the skills to solve problems and design systems.

The qualification encourages pupils to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to Computer Science.

## *Assessment summary*

The assessment consists of two written examinations: Component 01 and Component 02. Pupils’ ability to write or refine algorithms is assessed in Component 02.

### **Component 01: Computer Systems (50%)**

External examination 1 hour 30 minutes:

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- System software
- Ethical, legal, cultural and environmental impacts of digital technology



## Component 02: Computational Thinking, Algorithms and Programming (50%)

External examination 1 hour 30 minutes:

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and integrated development environments

All pupils will be given the opportunity to undertake a programming task(s), either to a specification or to solve a problem (or problems), during their course of study. Pupils may draw on some of the content in both components when engaged in practical programming.

### *Progression to A level*

The skills developed are excellent preparation for pupils who want to go on to study Computer Science at A level and beyond. The qualification also provides a good grounding for other subject areas that require computational thinking and analytical skills.

# DESIGN AND TECHNOLOGY (RESISTANT MATERIALS)



Cambridge International School

Head of department

Design and Technology IGCSE (0979)

Mr P Gladstone

## *Link to specification*

<https://www.cambridgeinternational.org/Images/597100-2023-syllabus.pdf>

## *Course outline*

Cambridge Design and Technology IGCSE (9-1) enables learners to identify, consider and solve problems through creative thinking, planning and design and by working with different media, materials and tools to produce a made product.

Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop the communication skills central to the design process.

Cambridge IGCSE Design and Technology (9-1) is designed to accommodate a wide range of interests, materials and resources. It provides an ideal basis for further study and equips learners with technical knowledge and practical designing and making skills for the world of work.

## *Non-examination assessment (NEA)*

One major design and make project manufactured using chosen specialist material (resistant materials) completed in Year 11 (50% of final grade).

## *Examination*

Final examination: Two papers (25% each of final grade) taken at the end of Year 11.

## *Useful Skills*

You should have an appreciation of the world around you, an interest in design, enthusiasm, drive, good organisational skills, creativity and accuracy in presentation and layout.

## *Target group*

The course is aimed at anyone who is interested in 3D-design work such as product design, transport design, furniture, interior design, architecture, exhibition design, set design, advertising, marketing, graphics and computer aided design.

## *Co-curricular activities*

We will visit the Design Museum and the Royal College of Art in Year 10 to see the work of MA Design students which will enable pupils to begin planning their major project.

## *Progression to A level*

This qualification is a recognised part of the National Qualifications framework. As such, IGCSE DT provides progression from Key Stage 3 through Key Stage 4 to post-16 studies. It lays an appropriate foundation for further study of Design and Technology at A level.

# DRAMA



Head of department

Drama GCSE (1DR0)

Mr I Williams

## *Link to specification*

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016\\_L12\\_Drama\\_Issue\\_2\\_Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Drama/2016/Specification%20and%20sample%20assessments/GCSE2016_L12_Drama_Issue_2_Specification.pdf)

## *Course outline*

Each pupil will normally undertake:

1. A general introductory unit.
2. Practical workshops on a set text.
3. A devised performance – teacher examined – awarding body moderated.
4. A portfolio on the devising process and performance – teacher examined – awarding body moderated.
5. A written examination.

### **Component One - Devised**

The devised component is divided into two parts:

1. A devised performance/design realisation
2. A portfolio covering the creating and developing process and analysis and evaluation of this process

Throughout the practical work, pupils will be expected to complete associated written work. This will form an important part of the portfolio which is internally marked and externally moderated.

In addition, everybody will be given the opportunity to work on technical and design aspects of theatre if they wish. Pupils can choose to study one of following technical and design skills:

1. Costume
2. Set design
3. Lighting
4. Sound

### **Component Two – Performance from a Text**

Students will either perform in and/or design two key extracts from a performance text.

### **Component Three – Theatre Makers in Practice**

The written examination involves pupils answering questions on a play text they have practically explored in lessons and a theatre production they have seen. Pupils will be expected to take part in a variety of drama activities including showcases and visits to the theatre.

## *Target group*

Taking GCSE Drama offers a unique opportunity to develop a wide range of skills that are highly valued in both academic and professional settings. Not only does it enhance creativity and self-expression, but it also builds confidence through performance and public speaking.

Drama encourages teamwork, as students collaborate to bring stories to life, fostering communication, empathy, and problem-solving skills. Moreover, studying GCSE Drama allows students to explore different perspectives and cultures, enhancing their understanding of human behaviour.

This subject also develops critical thinking and analysis, as students evaluate plays, characters, and performance techniques, making it a well-rounded choice for those interested in the arts but also developing transferable skills for various future careers.

# ENGLISH LANGUAGE



Head of department

English Language GCSE (8700)

Mrs B Clarke

## *Link to specification*

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-8700-SP-2015.PDF>

## *Course outline*

The course is compulsory and must be studied by all pupils in Years 9, 10 and 11. This specification will enable pupils of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century time periods as well as to write clearly, coherently and accurately using a range of vocabulary and sentence structures. The course offers a skills-based approach to the study of English language in an untiered context. Questions are designed to take pupils on an assessment journey through lower tariff tasks to more extended responses.

## *Assessments*

There are **two** examinations and **one** non-examination assessment (NEA).

All texts in the examination will be unseen.

**For the award of the GCSE in English language pupils must complete all three assessments.**

## *Examination*

There are two examinations, each worth 50% of the English language GCSE.

### Paper 1: Explorations in Creative Reading and Writing

#### Section A: Reading

- one literature fiction text

#### Section B: Writing

- descriptive or narrative writing

#### Assessment

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

#### Questions:

**Reading (40 marks) (25%);** one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## Paper 2: Writers' Viewpoints and Perspectives

### Section A: Reading

- one non-fiction text and one literary non-fiction text

### Section B: Writing

- writing to present a viewpoint

### Assessment

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

### Questions:

#### Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

## *Non-examination assessment (NEA)*

The aim of the assessment is to allow pupils to demonstrate their speaking and listening skills.

## Spoken Language

### What is assessed?

- presenting
- responding to questions and feedback
- use of standard English

### Assessment

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

## *Progression to A level*

This course offers excellent preparation for A level English, as well as equipping pupils with essential life-skills and the best progression route to future employment.



# ENGLISH LITERATURE



Head of department

English Literature GCSE (8702)

Mrs B Clarke

## *Link to specification*

<https://filestore.aqa.org.uk/resources/english/specifications/AQA-8702-SP-2015.PDF>

## *Course outline*

This course will be taught alongside English Language GCSE to most pupils in Years 9, 10 and 11 and should encourage pupils to develop knowledge and skills in reading, writing and critical thinking. Through literature, pupils have a chance to develop culturally and acquire knowledge of the best that has been created and written. Studying GCSE English Literature should encourage learners to read widely for pleasure and acts as preparation for studying literature at a higher level. The specification takes a skills-based approach to the study of English literature that is consistent across the genres in an untiered, closed book context using extract-based questions in the assessment of the 19<sup>th</sup> century novel and the Shakespeare plays.

## *Examination*

There are **two** compulsory examinations, one worth 40% and one worth 60% of the English Literature GCSE.

Both examinations are closed book: any stimulus materials required will be provided as part of the examinations.

### Paper 1: Shakespeare and the 19<sup>th</sup>-century novel

- Shakespeare plays
- The 19<sup>th</sup>-century novel

#### Assessment

- Written paper: 1 hour, 45 minutes
- 64 marks
- 40% of GCSE

#### Questions:

**Section A Shakespeare:** pupils will answer one question on the play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19<sup>th</sup>-century novel:** pupils will answer one question on the novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

### Paper 2: Modern texts and poetry

- Modern prose or drama texts

- Poetry
- Unseen poetry

### Assessment

Written paper: 2 hours, 15 minutes

96 marks

60% of GCSE

### Questions:

**Section A modern texts:** Pupils will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B poetry:** Pupils will answer one comparative question on one named poem printed on the paper and one other poem from the Power and Conflict cluster.

**Section C unseen poetry:** Pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

### *Progression to A level*

The study of English Literature GCSE offers excellent preparation for A level English Literature as well as giving pupils a grounding in a wide variety of literature that will stay with them for life.

# FOOD PREPARATION AND NUTRITION



Teacher in Charge

Food Preparation and Nutrition GCSE (J309)

Mrs C Anderson

## *Link to specification*

<https://www.ocr.org.uk/Images/234806-specification-accredited-gcse-food-preparation-and-nutrition-j309.pdf>

This is an exciting course which has replaced Food Technology qualifications. This course is much more creative with more focus on practical cooking skills, nutrition and food science.

## *Course outline*

The GCSE specification in Food Preparation and Nutrition will equip pupils with the knowledge, understanding, skills and encouragement they need to cook. It will give them the ability to apply the principles of food science, nutrition and healthy eating.

Pupils will be able to make informed decisions about a wide range of further learning opportunities and career pathways and develop vital life skills so that they can feed themselves and others affordably and nutritiously.

Food preparation skills are integrated into five core topics:

1. **Food, nutrition and health** – Macronutrients, Micronutrients, Nutritional Needs and Health.
2. **Food science** – Cooking of Food, Heat Transfer, Functional and Chemical Properties of Food.
3. **Food safety** – Food Spoilage, Contamination and the Principles of Food Safety.
4. **Food choice** – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. **Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

## *Non-examination assessment 1 (NEA 1)*

**Task 1: Food investigation task (15%)**

Pupils will demonstrate an understanding of the working characteristics, functional and chemical properties of ingredients. Pupils will submit a written report (1500-2000 words) including photographic evidence of the practical investigation.

## *Non-examination assessment 2 (NEA 2)*

**Task 2: Food preparation task (35%)**

Pupils will be assessed on their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Pupils will prepare, cook and present a final menu of three dishes within a single period of three hours, planning in advance how this will be achieved. Pupils will submit a written portfolio (20 A4 pages) including photographic evidence.

## *Exam: Paper 1: Food preparation and nutrition (50%)*

Written exam: 1 hour 30 minutes

### Co-curricular activities

- Lunchtime clinics and clubs to extend practical skills and subject knowledge
- Visits from experienced chefs/food workshops
- Trip to develop ideas for non-examination assessment

## *Target group*

We welcome any pupil who has a real interest in the vital and essential world of food and nutrition, how it is prepared and the need for an understanding of how this knowledge underpins the world we live in today.

# GEOGRAPHY



Head of department

Geography GCSE (8035)

Mr A Pinks

## *Link to specification*

<https://filestore.aqa.org.uk/resources/geography/specifications/AQA-8035-SP-2016.PDF>

## *Course outline*

Geography encourages flexible thinking and independent thought and is an essential subject in understanding our ever-changing world. This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them.

Pupils will travel the world from their classroom, exploring case studies in the United Kingdom, higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, changing urban environments, global shifts in economic power and the challenge of sustainable resource use. Pupils are also encouraged to understand their role in society by considering different viewpoints, values and attitudes.

The subject of geography is wide ranging and has links with many other subjects. It is constantly changing and highly regarded by many employers as a result of the transferable skills geographers possess. Nationally, geography has one of the best graduate employment records in the country.

## *Fieldwork*

Pupils undertake two geographical enquiries, each of which include the use of primary data, collected as part of a fieldwork exercise. The two enquiries are carried out in contrasting environments and show an understanding of both physical and human geography. Pupils' understanding of the enquiry process will be assessed in Paper 3 (see below for more details)

## *Examination*

There are three final written examinations. Geography is a linear course so written exams will be taken at the end of Year 11.

Paper 1	1hr 30 minutes	35% of marks - Living with the Physical Environment
Paper 2	1hr 30 minutes	35% of marks - Challenges in the Human Environment
Paper 3	1hr	30% of marks - Geographical Applications

## *Target group*

We welcome any pupil who has a real interest in the subject and the world around them and who is willing to work hard to achieve results. An enquiring mind and an open approach to understanding, and solving, some of today's biggest problems is highly recommended.

# HISTORY



Head of Department

History GCSE (1H10)

Mrs R Webber

## *Link to specification*

<https://qualifications.pearson.com/content/dam/pdf/GCSE/History/2016/specification-and-sample-assessments/gcse-9-1-history-specification.pdf>

## *Course outline*

Pupils will study a wide range of content and consider key political and social themes. These will help demonstrate the relevance of the past in understanding the present. By seeing these connections pupils can develop their sense of self and their place in the modern world.

The course and awarding body have been chosen to make the study of history accessible and enjoyable for pupils of a range of abilities and interests. From the very local (Whitechapel) to the global (superpower relations and the Cold War), there is geographical range; with Crime and Punishment being studied starting in 1000, alongside Henry VIII and the rise of Nazi Germany, there is a range of eras as well, leading through to the 20<sup>th</sup> century.

## *Examination (100% written examination at the end of Year 11)*

1. **Thematic study and historic environment:** Crime and punishment in Britain from around 1000 – present. Also a case study on Whitechapel, 1870-1900, including the Jack the Ripper case (30% of GCSE).
2. **Period study and British depth study:** Superpower relations and the Cold War, 1941-91; Henry VIII and his ministers, 1509-40 (40% of GCSE).
3. **Modern Depth Study:** Weimar and Nazi Germany, 1918-39 (30% of GCSE).

Teaching methodologies include use of visual and audio sources, presentations, group work, discussion, personal research projects and trips.

## *Prerequisites*

A successful pupil of history will be someone who is keen to expand their knowledge of the past, has an enquiring mind and is ready to work hard, as well as being able to express themselves effectively using the written word.

## *Target group*

Pupils with a curiosity about and an interest in the modern world, those who want to explore history further and who like thinking for themselves will enjoy this course. They should be ready to work hard and be excited to learn essential life skills of analysis, debate and argument construction.

## *Progression to A level*

History is offered at A level and is a highly regarded academic subject by universities. It is not a necessity to study history at GCSE to progress to A level, but it is a huge advantage.



# JOYCE GRENFELL PROGRAMME

## HIGHER PROJECT QUALIFICATION (HPQ)



Teacher in Charge

Level 2 HPQ (7992)

Ms V Oulitskaia

### *Link to specification*

<https://filestore.aqa.org.uk/subjects/AQA-W-7992-SP-19.PDF>

### *Course outline*

Pupils will study a range of skills supporting academic research such as close reading, critical thinking, source analysis, project management and logical reasoning. These skills will be used to produce a 2,000-word report written by the pupils on a question which they have identified and researched themselves.

### *Assessment*

Pupils are assessed through coursework. They are expected to produce a portfolio of evidence which must include a production log, supporting evidence of project management and research, a presentation, a report and (if selected) a physical artefact. These are assessed holistically against AQA's four assessment objectives: managing, using resources, developing and realising and reviewing.

### *Target group*

This is a good qualification for anyone who enjoys reading beyond their courses of study and has an inquisitive approach. There is a significant written component to the qualification, so this would suit pupils who are confident writing essays. This course suits those who are willing to work hard and organise themselves.

### *Progression to A level*

The Extended Project Qualification (EPQ) is offered as part of the Sixth-form JGP programme of study and the HPQ provides an introduction into this research-based approach. Many universities value the EPQ as the skills developed reflect those used at university-level study. The HPQ is also useful for developing a range of transferrable skills which are vital for independent work in a range of subjects.

# LANGUAGES - FRENCH



Head of department

French GCSE (1FR1)

Mr S Woolnough

## *Link to specification*

<https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2024/specification-and-sample-assessments/gq000023-gcse-french-specification-2024-issue-1-1.pdf>

## *Course outline*

This course is for pupils who have taken French as their foreign language so far. Pupils follow the course Pearson Edexcel for GCSE. Pupils expand all aspects of their knowledge of French, learning to write short pieces of spontaneous French and also to translate short texts, to answer questions orally on a range of topics, and also prepare for comprehension tests in reading and in listening. The course covers topics such as myself, my friends and my family; free time and festivals; talking about where you live and life in the city and countryside; holidays and travel; school, study, future employment; the environment.

## *Examination*

There will be four exam papers, all taken in the summer of Year 11:

- |                  |       |  |
|------------------|-------|--|
| <b>Listening</b> | (25%) | There is a listening comprehension test, with questions and answers in English. There is also a task where pupils hear a text read aloud and then write it down in French.   |
| <b>Speaking</b>  | (25%) | There are three tasks in the speaking test. There is a passage to read aloud; there is a role-play; there is a photo-card and conversation based on the card.  |
| <b>Reading</b>   | (25%) | There is a reading comprehension test, with questions and answers in English on passages of written French. There is also a short translation from French into English.  |
| <b>Writing</b>   | (25%) | Pupils write two short texts in French, and there is also a short translation from English into French. There are two short essays to write, one in an informal context and one in a more formal context, and then a translation from English to French. |

## *Target group*

The school advises most pupils to continue with their foreign language at least to GCSE level, so pupils who have taken French as their foreign language in Year 9 are encouraged to opt for this GCSE course.

# LANGUAGES - GERMAN



Head of department

German GCSE (1GN1)

Mr S Woolnough

## *Link to specification*

<https://qualifications.pearson.com/content/dam/pdf/GCSE/German/2024/specification-and-sample-assessments/gcse-9-1-german-specification.pdf>

## *Course outline*

This course is for pupils who have taken German as their foreign language so far. Pupils follow the course Pearson Edexcel for GCSE. Pupils expand all aspects of their knowledge of German, learning to write short pieces of spontaneous German and also to translate short texts, to answer questions orally on a range of topics, and also prepare for comprehension tests in reading and in listening.

## *Examination*

There will be four exam papers, all taken in the summer of Year 11:

- |                  |       |  |
|------------------|-------|--|
| <b>Listening</b> | (25%) | There is a listening comprehension test, with questions and answers in English. There is also a task where pupils hear a text read aloud and then write it down in German.   |
| <b>Speaking</b>  | (25%) | There are three tasks in the speaking test. There is a passage to read aloud; there is a role-play; there is a photo-card and conversation based on the card.  |
| <b>Reading</b>   | (25%) | There is a reading comprehension test, with questions and answers in English on passages of written German. There is also a short translation from German into English.  |
| <b>Writing</b>   | (25%) | Pupils write two short texts in French, and there is also a short translation from English into German. There are two short essays to write, one in an informal context and one in a more formal context, and then a translation from English to French. |

## *Target group*

The school advises most pupils to continue with their foreign language at least to GCSE level, so pupils who have taken German as their foreign language so far are encouraged to opt for this GCSE course.

# LANGUAGES - LATIN



Head of Classical Civilisation and  
Latin

Latin GCSE (C990QS)

Mr L Gardiner

## *Link to specification*

<https://www.eduqas.co.uk/media/rtxljaox/eduqas-gcse-latin-spec-from-2016-e-11-05-2022.pdf>

## *Course outline*

Latin GCSE provides a foundation in linguistic and cultural competence, enabling learners to gain knowledge and understanding of the Roman world and its legacy through reading and responding to language and literature. The course encourages pupils to deploy their knowledge of the ancient language to deepen their understanding of English and other languages, relate their understanding of the ancient world to other disciplines and develop research and analytical skills which will empower them to become independent learners, equipping them for further study in the arts, humanities and sciences.

## *Examination*

There will be three exam papers, all taken in the summer of Year 11:

<b>Latin Language</b>	(50%)	This consists of a range of short comprehension questions testing understanding of a story in Latin, typically from mythology or Roman history, and a translation from Latin to English.
<b>Latin Literature and Sources (Themes)</b>	(30%)	This is an 'open book' assessment where pupils are asked comprehension and stylistic questions on several pre-prepared sources which relate to a broader thematic study of Roman civilisation and culture. The theme for 2027/2028 is yet to be released, but recent themes involve topics such as: "Love and Marriage", Chariot racing "A day at the races" and "Youth and Education" in ancient Rome.
<b>Latin Literature (Narratives)</b>	(20%)	This is an 'open book' assessment where pupils are asked comprehension and stylistic questions on a pre-prepared narrative. The exact narratives for 2027/2028 are yet to be released, however recent narratives featured have been: Pliny the Younger - The Eruption of Vesuvius, Livy - Hannibal crosses the Alps, Ovid - The adventures of Perseus.

## *Target group*

The course appeals to pupils with a ravenous intellectual curiosity, especially those who enjoy languages. Typically, students who enjoy and excel in Latin are those who have an interest in history,

myth and literature and an appreciation for Rome's lasting impact on the western world. A grounding in Latin has strong benefits for future careers in the legal and medical professions. In recent years, Latin has proved extremely attractive to employers in the fields of coding, programming and software design due to the analytical and methodical patterns of thought which are trained in the study of the language.

# LANGUAGES - SPANISH



Head of department

Spanish GCSE (1SP1)

Mr S Woolnough

## *Link to specification*

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2024/specification-and-sample-assessments/gq000027-gcse-spanish-specification-2024-issue-1.pdf>

## *Course outline*

This course is for pupils who have taken Spanish as their foreign language so far. Pupils follow the course Pearson Edexcel for GCSE. Pupils expand all aspects of their knowledge of Spanish, learning to write short pieces of spontaneous Spanish and also to translate short texts, to answer questions orally on a range of topics, and also prepare for comprehension tests in reading and in listening.

## *Examination*

There will be four exam papers, all taken in the summer of Year 11:

- |                  |       |   |
|------------------|-------|---|
| <b>Listening</b> | (25%) | There is a listening comprehension test, with questions and answers in English. There is also a task where pupils hear a text read aloud and then write it down in Spanish.   |
| <b>Speaking</b>  | (25%) | There are three tasks in the speaking test. There is a passage to read aloud; there is a role-play; there is a photo-card and conversation based on the card.   |
| <b>Reading</b>   | (25%) | There is a reading comprehension test, with questions and answers in English on passages of written Spanish. There is also a short translation from Spanish into English.   |
| <b>Writing</b>   | (25%) | Pupils write two short texts in Spanish, and there is also a short translation from English into Spanish. There are two short essays to write, one in an informal context and one in a more formal context, and then a translation from English to Spanish. |

## *Target group*

The school advises most pupils to continue with their foreign language at least to GCSE level, so pupils who have taken Spanish as their foreign language so far are encouraged to opt for this GCSE course.

# MATHEMATICS



Head of department

Mathematics GCSE (8300H)

Mrs L Honnor

## *Link to specification*

<https://filestore.aqa.org.uk/resources/mathematics/specifications/AQA-8300-SP-2015.PDF>

## *Course outline*

The course is a compulsory part of the curriculum and must be studied by all pupils in Years 9, 10 and 11. It covers five distinct areas:

- number
- algebra
- ratio, proportion and rates of change
- geometry and measures
- probability and statistics

Mathematics is an important thinking skill in everyday life. We would all be lost without the basic arithmetic involved in cooking, shopping, decorating, travel planning and scheduling. Learning mathematics trains you to think logically and clearly. It shows you how to organise information and how to reason effectively and efficiently. It can also be a lot of fun. Most people gain great satisfaction from cracking a problem or succeeding in understanding a difficult concept.

## *Syllabus and Examination*

The AQA awarding body offers only one linear mathematics syllabus for GCSE with two tiers of entry: foundation and higher. At the higher tier, all grades from 4 to 9 are available. At the foundation tier, by contrast, the material is much more accessible to all candidates but the highest grade available is a 5. We expect most pupils at Claremont to be entered at the higher tier, although some pupils in lower sets may be entered at the foundation tier.

The examination consists of three examination papers covering content from any part of the specification. All exams are taken at the end of Year 11.

- Paper 1: Non-calculator  
One written paper (1½ hour) 80 marks (33⅓% of GCSE)
- Paper 2: Calculator  
One written paper (1½ hour) 80 marks (33⅓% of GCSE)
- Paper 3: Calculator  
One written paper (1½ hour) 80 marks (33⅓% of GCSE)

Following the mock examination at the end of the first term in Year 11, the decision will be made to enter pupils at higher or foundation level. Although it is likely that all the pupils in a given set will be entered for the same examination, the decision will be an individual one for each pupil.

## *Coursework Requirements*

There is no coursework element in GCSE Mathematics. Assessment is based purely on examination performance.

## *Further Mathematics*

In addition to the GCSE Mathematics course, pupils in the top set will study for the AQA Level 2 Certificate in Further Mathematics (specification no 8365) during Years 10 and 11. The syllabus for this examination has a very large overlap with the GCSE Mathematics syllabus and is particularly useful for gaining a deeper understanding of algebra and trigonometry. It provides pupils with opportunities to practise higher order skills, thus enhancing their opportunity of a high grade at GCSE, as well as giving a head start to those going on to take Maths A level. There is no coursework element.



# MEDIA STUDIES



Teacher in Charge

Media Studies GCSE (J200)

Ms B Johansson

## *Link to specification*

<https://www.ocr.org.uk/qualifications/gcse/media-studies-j200-from-2023/>

## *Course outline*

You will develop a deeper understanding of the modern mass media - newspapers, online, magazines, advertising, music video, video games, radio, film and television - through studying the institutions that produce them and the audiences that consume them. You will investigate relevant and interesting case studies that will introduce you to some key ideas of current debates in the mass media. You will make your own productions after practice in a range of technical skills that develop your creativity and knowledge of technology.

Teaching methods include the use of audiovisual material, discussion, presentations, group work and individual investigation. All pupils record their work on Teams. You will learn to film and edit using Adobe Premiere Pro and design in Illustrator and Photoshop. This year pupils have made music videos and magazines in their production work.

## *Course Content*

**J200/01 Television and Promoting Media - written exam (1 hour, 45 minutes) 70 marks, 35% of total GCSE**

In this module, you will explore how media products (specifically, contemporary and historical television crime drama) follow generic conventions, use media language, represent events, issues, places, individuals and social groups, address audiences and reflect their industrial context. As television crime drama is our case study, you will view an extract from a television crime drama and answer questions about genre conventions under examination conditions; you will analyse its film language and the representation of people and places; and you will explain the differences between television channels and their audiences. You study how a major Hollywood studio advertises and markets its films using posters, advertising campaigns and video games.

**J200/02 Music, News and Radio - written exam (1 hour, 15 minutes) 70 marks, 35% of total GCSE**

This module will introduce you to a wide variety of contemporary media forms and industries - newspapers, magazines, radio, online media and music videos - through a specific case study designated for each of these mass media. In the exam, you will demonstrate your knowledge and understanding of aspects of each industry, its language, its audiences and the ways in which it creates representations. You prepare in-depth case studies for exam questions about products intended for different audiences:

- Music videos and music magazines
- BBC Radio

- Newspapers and online news (historical and contemporary)

### **J200/03/04 Creating Media - non-examination assessment, 60 marks, 30% of total GCSE**

You will create your own original production and will be assessed on your work individually although you may use other people as actors and assistants to operate light, sound and recording in your video work or to feature in your print production. Past briefs have included making the two-minute opening sequence from a new television soap opera, drama or music video (video brief), the front cover and double page spread for a music magazine aimed at an audience of young people (print brief) and a news website (online brief). Briefs change every year.

### *Co-curricular activities*

Film and Editing Club and clinics run during lunch breaks during which time you will have access to the media studio's suite of Mac computers with the full Adobe software suite. You have the freedom to practise film editing and Photoshop skills as well as pre-production skills such as storyboarding and screenwriting. You may enter film production competitions. We usually have a study day at the British Film Institute.

### *Target group*

As a recognised part of the National Qualifications framework, the Media Studies course gives you valuable insight into how media is produced for those interested in working in business, marketing, journalism and in the creative industries of television, film, marketing, advertising, design, magazine and radio. You will develop transferable skills in research and new technologies. If you have curiosity about the modern world, love film, television, music, newspapers and radio and want to learn more about how to discuss them and make them, then this is the course for you.

### *Progression to A level*

You will learn a wide variety of transferable skills in technology as well as analytical skills that provide a sound foundation for humanities, design and arts subjects at A level. We offer OCR A level Media Studies and Eduqas Film Studies in the sixth form.

# MUSIC



Head of department

Music GCSE (1MU0)

Miss K Wardil

## *Link to specification*

[https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Pearson\\_Edexcel\\_GCSE\\_9\\_to\\_1\\_in\\_Music\\_Specification\\_issue4.pdf](https://qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Pearson_Edexcel_GCSE_9_to_1_in_Music_Specification_issue4.pdf)

## *Course outline*

The course is divided into testing the three basic musical skills: *Performing* (30%), *Composing* (30%) and *Appraising* (40%). These are integrated through four areas of study that cover a wide range of musical styles from all ages and places.

## *Performing*

One solo lasting a minimum of 1 minute, one ensemble lasting a minimum of 1 minute. Together the total of both performances should be no shorter than 4 minutes. They are internally assessed and then sent off to Edexcel for external moderation.

## *Composing*

Two compositions, one of which is completed to a brief set by Edexcel and lasting a minimum of one minute. A second composition is in a style chosen by the candidate (free choice), again not lasting less than 1 minute. Together, both compositions should last a minimum of 3 minutes. They are internally assessed and then sent off to Edexcel for external moderation.

Pupils must work on their compositions under controlled conditions for at least five hours. This must include the final write up of their compositions and can include any research and development time. The final write up is defined as the time when the final recording and score or commentary of the piece is produced.

As composition is a creative process that cannot be confined to the classroom, pupils will be allowed to research and generate initial ideas outside of the classroom and teacher supervision. However, to ensure the composition is the pupil's own unaided, personal and independent work, teachers must monitor and authenticate preparatory work (development of composition ideas e.g. listening to other music, mulling over a brief, experimenting with suitable melodies or rhythmic ideas on guitar or piano, working out rough drafts) prior to the commencement of the composition recording period. Pupils will be allowed to bring in stimulus and ideas but need to develop ideas within a classroom setting and complete the final recording and write up under controlled conditions.

## Appraising

The appraising (listening) paper (1 hour and 45 minutes in length) consists of:

**Section A:** answering questions on two set works and recorded excerpts drawn from each of the four areas of study.

1. **Instrumental Music 1700-1820** (Brandenburg Concerto No. 5 Movt. 1: J.S. Bach & Sonata Pathétique Movt. 1: Beethoven)
  2. **Vocal Music** (Music for a While: Purcell & Killer Queen: Queen)
  3. **Music for Stage and Screen** (Star Wars: J. Williams & Defying Gravity, S. Schwartz)
  4. **Fusions** (Release: Afro Celt Sound System & Samba em Preludio: Esperanza Spalding)
- Six questions related to 6 of the 8-set works
  - One short melody / rhythm completion exercise (worth 6-10 marks)
  - One question on an unfamiliar piece (skeleton score provided) with questions on its musical elements, musical contexts and musical language.

**Section B:** one question that asks candidates to compare and/or evaluate the musical elements and musical language of one set work with one unfamiliar piece of music.

This paper is sat during the public exam period and marked externally.

## Requirements

The ability to sing or play an instrument and a willingness to develop all aspects of musical experience and knowledge is essential.

## Co-curricular activities

GCSE Music pupils are strongly encouraged to be a member of at least one musical co-curricular ensemble.

## Target group

The Edexcel GCSE Music course is designed for students who have a passion for music in all its forms and wish to deepen their understanding and appreciation of the subject. This course is ideal for

- Those who are eager to explore a wide range of musical genres, from classical to contemporary, and everything in between.
- Those who are interested in developing their performance skills, whether they play an instrument, sing, or use music technology.
- Pupils who enjoy creating their own music and want to learn more about composition techniques and music theory.
- Those who are keen to analyse and evaluate music, understanding its context, structure, and elements.
- Pupils who thrive in group settings and enjoy making music with others, whether in ensembles, bands, or orchestras.

## *Prerequisites*

Minimum level of entry should be an ability to perform (voice or instrument) to a Grade 2 standard (**the exam is not necessary**). A willingness to develop music theory knowledge to support the listening paper element of the course. Enthusiasm and creativity!

# PHYSICAL EDUCATION



Teacher in charge

Physical Education GCSE (J587)

Miss G Harfitt

## *Link to specification*

<https://www.ocr.org.uk/Images/234822-specification-accredited-gcse-physical-education-j587.pdf>

## *Course outline*

### **Theory 60%**

The theory content of the course is in two distinct parts. It is challenging and requires you to apply your knowledge from a number of subjects across the school curriculum. The focus of the theory element is to link physical education to living a healthy, active lifestyle. Theory lessons will be mostly classroom-based, with some practical sessions to support learning when appropriate.

#### **1. Applied Anatomy and Physiology topics (30%):**

- Structure and function of the skeletal and muscular systems
- Movement analysis
- Cardiovascular and respiratory systems
- The effects of exercise on the body systems
- Components of fitness
- Types of training
- Preventing injury in physical activity and training

#### **2. Socio Cultural Influences, Sports Psychology, Health, Fitness and Wellbeing topics (30%):**

- Engagement patterns of social groups in physical activities and sport
- Commercialisation of physical activity and sport
- Ethical issues in physical activity and sport
- Characteristics and classification of skills
- Goal setting
- Mental preparation
- Types of guidance and feedback
- Health, fitness and wellbeing
- Diet and nutrition

## *Non-examination assessment (NEA)*

### **Practical performance (30%)**

You will be assessed in 3 different sports from 2 different activity groups (individual and team activities). These will be pursued through the games programme and outside of curriculum time.

### *Evaluating and analysing performance (10%)*

This element requires pupils to observe and complete a written assessment on a performance in a sport of their choice. They will need to develop a good understanding of the concepts that explain performance and create an action plan to develop the performer in one aspect of performance.

### *Examination*

Pupils will be assessed in two papers for each theory component:

Paper 1:

*Applied Anatomy and Physiology* - 1 hour, 60 marks, 30% of GCSE

Paper 2:

*Socio Cultural Influences, Sports Psychology, Health, Fitness and Wellbeing* - 1 hour, 60 marks, 30% of GCSE

Pupils also undertake practical assessments via video evidence and within school. A select number of pupils will be asked to attend a practical moderation day, where they will perform in one or more of their assessed activities, with pupils from other schools as well as an external examiner.

### *Target group*

The course is suitable for pupils with an interest in a variety of sports and science, particularly biology. Potential careers include medical based careers such as physiotherapy, diet and nutritionist. More traditional pathways include coaching, teaching, elite sport support or perhaps even playing.

# RELIGIOUS STUDIES (RELIGION & PHILOSOPHY)



Head of department

Religious Studies GCSE (8062A)

Mrs E Robinson

## *Link to specification*

<https://cdn.sanity.io/files/p28bar15/green/e74321e3d3cc945057c101e7f967c99cefef95f.pdf>

## *Course outline*

The Religious Studies GCSE course is designed to educate pupils on the two most widely followed religions of the world, Christianity and Islam. It will provide them with a thorough understanding of what it is like to be a follower of the religions and equip them to live in harmony with others in our increasingly diverse society. Pupils will also complete four philosophy and ethics thematic studies, which will give them the opportunity to investigate their own beliefs on a wide range of topics relevant to the modern world and to practically apply what they have learnt about Christianity and Islam. Questions such as ‘*how did we get here?*’, ‘*does God exist?*’, ‘*can war ever be justified?*’ and ‘*should the death penalty be legalised?*’ will be explored in depth, giving pupils a chance to look at controversial issues from a range of perspectives.

## *Course Information*

### **Component 1: The Study of Religions: Beliefs, Teachings and Practices:**

- Christianity: Beliefs and Teachings
- Christianity: Practices
- Islam: Beliefs and Teachings
- Islam: Practices

### **Component 2: Thematic Studies**

- Religion and Life
- The Existence of God and Revelation
- Religion, Peace and Conflict
- Religion, Crime and Punishment

## *Assessment*

Pupils will be assessed through two written exams at the end of Year 11:

Component 1 – 1 hour 45 minutes, 96 marks, 50% of GCSE

Component 2 – 1 hour 45 minutes, 96 marks, 50% of GCSE

## *Progression to A level*

The GCSE course is an excellent preparation for the Religious Studies (theology and philosophy) A level we offer, also with the AQA awarding body.



## SCIENCE



Either  
 Combined Science Trilogy GCSE (8464F/H)  
 or  
 Biology GCSE (8461F/H)  
 Chemistry GCSE (8462F/H)  
 Physics GCSE (8463F/H)

Head of department  
 Head of biology  
 Head of chemistry  
 Head of physics

Mr D Ridings  
 Mr A Boothe  
 Mrs R Michael  
 Miss A Jackson

Pupils have two alternative pathways through science: *either* GCSE Combined Science (Trilogy) leading to two GCSE qualifications *or* separate GCSE subjects in Biology, Chemistry and Physics leading to three GCSE qualifications.

### *Route One: GCSE Combined Science (Trilogy)*

#### *Link to specification*

<https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF>

GCSE Combined Science provides a broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards, science and to recognise its importance in their own lives and to society. All learners are taught essential aspects of the knowledge, methods, processes and uses of science. They are helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked and are of universal application.

This specification is intended to promote a variety of styles of teaching and learning so that the course is enjoyable for all participants. Learners will be introduced to a wide range of scientific principles which will allow them to enjoy a positive learning experience. Practical skills are developed throughout this course and an investigatory approach is promoted.

The course consists of six papers (components):

	<i>Biology</i>	<i>Chemistry</i>	<i>Physics</i>
Paper 1 (16.7% of GCSE – written exam 1 hr 15 mins)	Cell biology; Organisation; Infection and response; and Bioenergetics.	Atomic structure and the periodic table; Bonding, structure, and the properties of	Energy; Electricity; Particle model of matter; and Atomic structure.

		matter; Quantitative chemistry; Chemical changes; and Energy changes.	
Paper 2 (16.7% of GCSE – written exam 1 hr 15 mins)	Homeostasis and response; Inheritance, variation and evolution; and Ecology.	The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources.	Forces; Waves; and Magnetism and electromagnetism

Pupils will achieve two GCSE Combined Science grades at the end of this course and not separate grades in Biology, Chemistry and Physics.

## *Route Two (separate sciences): GCSE Biology, GCSE Chemistry and GCSE Physics*

### *Link to specifications*

<https://filestore.aqa.org.uk/resources/biology/specifications/AQA-8461-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/chemistry/specifications/AQA-8462-SP-2016.PDF>

<https://filestore.aqa.org.uk/resources/physics/specifications/AQA-8463-SP-2016.PDF>

GCSE Biology, GCSE Chemistry and GCSE Physics specifications draw on the teaching modules from the GCSE Combined Science specification with further sections of content specific to each subject.

Each course will be examined via two papers:

<i>GCSE Biology</i>	<i>GCSE Chemistry</i>	<i>GCSE Physics</i>
Paper 1: Topics 1 - 4: Cell biology; Organisation; Infection and response; and Bioenergetics. (50% of GCSE – written exam - 1 hr 45 mins)	Paper 1: Topics 1 - 5: Atomic structure, the periodic table; Bonding, structure, the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. (50% of GCSE – written exam - 1 hr 45 mins)	Paper 1: Topics 1 - 4: Energy; Electricity; Particle model of matter; and Atomic structure. (50% of GCSE – written exam - 1 hr 45 mins)
Paper 2: Topics 5 - 7: Homeostasis and response; Inheritance, variation and evolution; and	Paper 2: Topics 6 - 10: The rate and extent of chemical change; Organic chemistry;	Paper 2: Topics 5 - 8: Forces; Waves; Magnetism and electromagnetism; and Space physics.

Ecology. (50% of GCSE – written exam - 1 hr 45 mins)	Chemical analysis, Chemistry of the atmosphere; and Using resources. (50% of GCSE – written exam - 1 hr 45 mins)	(50% of GCSE – written exam - 1 hr 45 mins)
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Those who wish to take science A levels or pursue a career in the sciences or engineering are advised to take the three separate sciences at GCSE. However, as this route is more demanding, you are strongly advised to have a discussion with, and listen carefully to the professional opinion of the science department staff regarding suitability for this route. It is vital that good communication exists between parent, department and pupils in order that the correct decision is made.