

GCSE



CLAREMONT
FAN COURT SCHOOL

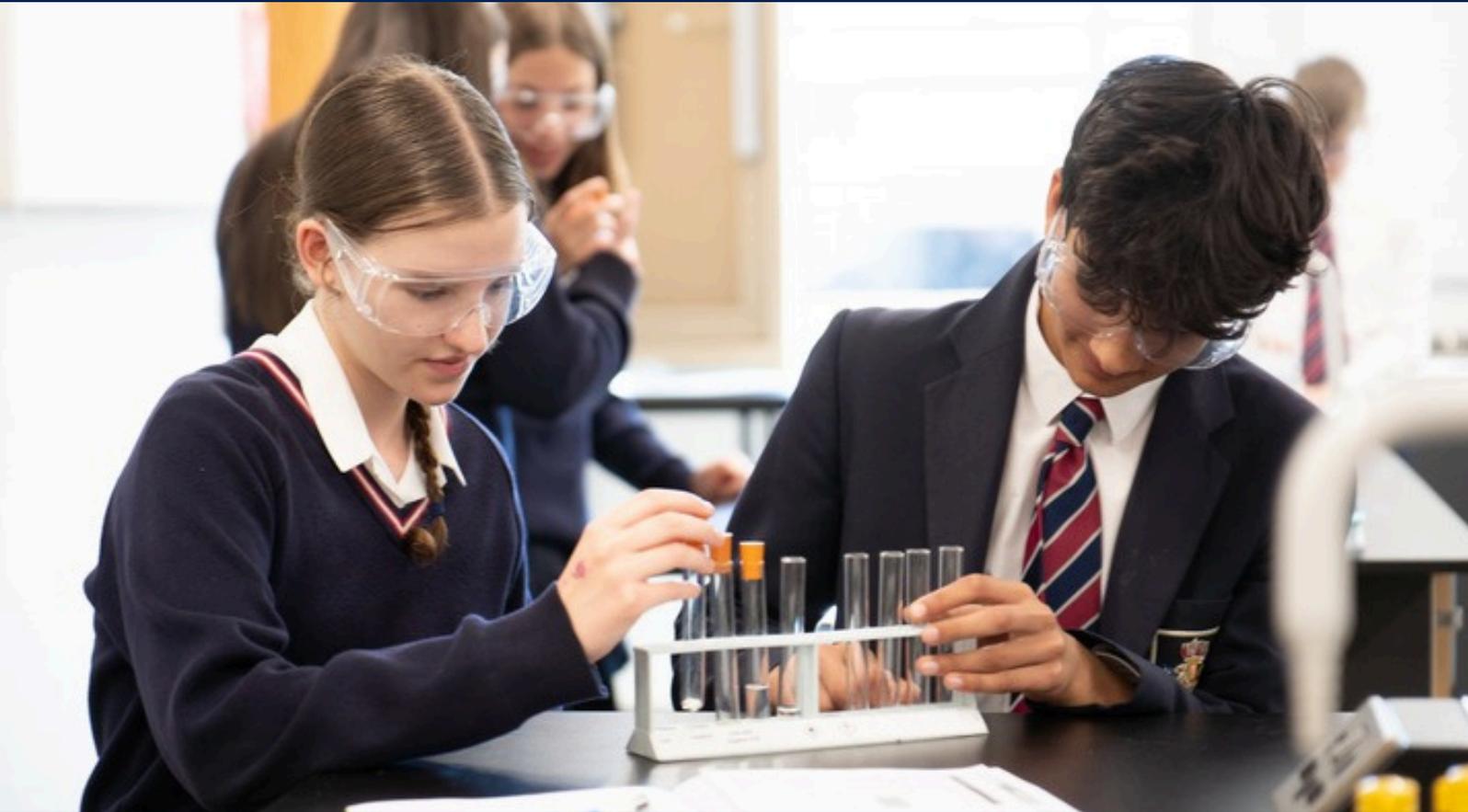


**CURRICULUM GUIDE
2026-2029**

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 - o Art and Design: Fine Art
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 - o Citizenship Studies
 - o Classical Civilisation
 - o Computer Science
 - o Design and Technology (Resistant Materials)
 - o Drama
 - o English Language*
 - o English Literature* (a core subject unless otherwise advised by the head of English)
 - o Food Preparation and Nutrition
 - o Geography
 - o History
 - o Languages:
 - French
 - German
 - Latin
 - Spanish
 - o Mathematics*
 - o Media Studies
 - o Music
 - o Physical Education
 - o Religious Studies (religion and philosophy)
 - o Science, either:
 - Combined Science* (2 GCSE awards) or
 - Separate Sciences - Biology, Chemistry, Physics (3 GCSE awards)
 - o Core plus

OUR APPROACH TO GCSEs



At Claremont, we want every pupil to be happy, engaged and successful. That is why our GCSE curriculum offers a wealth of choice, allowing pupils to select subjects that suit their strengths and future aspirations. From Year 9, pupils begin their GCSE studies on a three-year journey, giving them more time to enjoy the subjects they love, build knowledge steadily and flourish at a pace that supports both achievement and wellbeing.

Our extended GCSE structure means optional subjects can be studied in depth, without feeling rushed. There is more time for enrichment, stretch and challenge and space to embed essential skills. Pupils can take advantage of new subjects, new teachers and new teaching groups, making the start of this academic journey exciting and engaging.

We encourage pupils to discuss their subject choices carefully with teachers and family. Do not worry if friends choose different options; this is an opportunity to identify the subjects in which individuals can truly excel. With a kinder, more thoughtful approach to GCSEs, our curriculum allows pupils to study what they love, achieve their best outcomes and enjoy a rich and rewarding learning experience.

THINGS TO CONSIDER WHEN MAKING CHOICES

Number of GCSEs

The GCSE curriculum is flexibly designed to facilitate our pupils taking between 8 to 11 GCSEs, depending on the individual circumstances.

Core

There are some core subjects pupils have to study as part of a full curriculum - English literature, English language, mathematics, and science (either separate science or combined science (trilogy) - see page 41-42 for further information). Sport and PSHEE also remain core elements of the curriculum.

Optional

Typically, pupils choose four to five optional subjects from a choice of more than twenty subjects. Pupils are expected to be performing at least at a grade B in their chosen subjects throughout Year 7 and 8 (or similar) in order to study these at GCSE.

Core plus

Some pupils elect "core plus" support in place of one option choice (please see page 43 for further information).

Joyce Grenfell Pathway

We offer optional lunchtime curriculum sessions through our Joyce Grenfell Pathway for pupils in Years 9, 10 and 11. These sessions are designed to enrich the curriculum and strengthen pupils' academic profiles, supporting informed sixth form choices and future pathways. This pathway extends the Joyce Grenfell Programme already available to students in the sixth form (please see pages 11-13 for further information).

OUR ADVICE TO PUPILS

We believe that there are three clear objectives you should keep in mind when making your choices:

1. Create 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. Create a GCSE curriculum that you will genuinely enjoy, where learning is engaging, fulfilling and fun. Pupils are always most successful when they are studying subjects they love.
3. Ensure 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.

WHAT DO UNIVERSITIES SAY?

There isn't an overall minimum number of GCSE passes you need, however the more you have at good grades the better.



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



Most students will do 9 or 10 subjects depending on how your school organises its curriculum. To secure the best grades, it's best not to overload students - more than 10 can be counterproductive.

Equally, unless there are specific educational or health circumstances involved, fewer than 8 leaves little scope for choices and narrows experience. It would also need to be explained if and when a student applies for university.

The logo for UCAS, with the letters 'UCAS' in a bold, black sans-serif font, where the 'A' is red.

At the heart of connecting people to higher education

KEY DATES

<i>13 November 2025</i>	Parents evening
<i>Spring term 2026</i>	Some curriculum and option talks take place in form time including new subjects
<i>W/C 28 January 2026</i>	Grade card
<i>11 February 2026</i>	Year 8 options evening
<i>3 March 2026</i>	Full report
<i>16 March 2026</i>	Submit options form via SIMS
<i>Start of the summer term 2026</i>	Email via School Post confirming options

INSTRUCTIONS FOR SUBMITTING GCSE CHOICES

1. You will receive an invitation to join the SIMS parent app if you don't already have an old account. Please use the activation code given in the invite and use the SIMS icon to log in.
2. If you have an old account, please log in using the link below. If you have any problems logging in please email data@claremont.surrey.sch.uk.
3. Log in to SIMS options <https://www.sims-options.co.uk/>

2025 GCSE RESULTS

Average grade
awarded

7

57%

Grades 7-9

34%

Grades 8-9

Best ever
set of GCSE
results at
Claremont

14%

Grade 9

"I AM SO PROUD OF MY SON, HE SMASHED HIS GRADES TODAY, WE ARE SO PLEASED HE CAME TO CLAREMONT! I GENUINELY BELIEVE THE OUTCOME TODAY IS THROUGH THE CARE AND ATTENTION THE SCHOOL HAS GIVEN HIM. HE IS GOING TO BE IN A VERY SAFE PAIR OF HANDS AS HE GOES INTO HIS NEXT STAGE OF EDUCATION AT CLAREMONT SIXTH FORM. WE WOULDN'T HAVE HIM GO ANYWHERE ELSE!"

Current parent

DESTINATIONS

Our 2025 A level students headed off to study inspiring subjects at leading institutions. Explore the map to see where their Claremont journey has taken them.



**LANDER UNIVERSITY,
SOUTH CAROLINA (USA)**
Golf Scholarship

**SPECIALIST
INSTITUTIONS**

**RUSSELL GROUP
UNIVERSITY**

UNIVERSITY OF ST ANDREWS
Social Anthropology

**LEEDS BECKETT
UNIVERSITY**
Sport
Business Management

NEWCASTLE UNIVERSITY
Business Management
Mechanical Engineering (two places)
Combined Honours
Fine Art

UNIVERSITY OF MANCHESTER
Management Politics and International Relations
Politics and Modern History
Fashion Marketing

MANCHESTER METROPOLITAN UNIVERSITY
Business Management

DURHAM UNIVERSITY
Theology and Religion
Geography

UNIVERSITY OF NOTTINGHAM
Geography
Management (two places)
Sociology
Architectural Environment Engineering

NOTTINGHAM TRENT UNIVERSITY
Photography
Business Management and Entrepreneurship
Sport Science, Health and Nutrition

**UNIVERSITY OF CENTRAL
LANCASHIRE**
Forensic Science

UNIVERSITY OF WARWICK
Mathematics
Psychology

LIVERPOOL JOHN MOORES UNIVERSITY
Sport and Exercise Science

UNIVERSITY OF LIVERPOOL
Communication and Media

**LONDON SCHOOL OF ECONOMICS &
POLITICAL SCIENCE**
International Social & Public
Policy with Economics

UNIVERSITY OF BIRMINGHAM
Mechanical Engineering
Law with Business Studies

LOUGHBOROUGH UNIVERSITY
Product Design
Engineering
Economics and Finance
Management
Criminology (two places)

**UNIVERSITY OF
CAMBRIDGE**
Natural Sciences

**BIRKBECK,
UNIVERSITY OF LONDON**
Business Psychology

**ST GEORGE'S,
UNIVERSITY OF LONDON**
Business Management

**CARDIFF METROPOLITAN
UNIVERSITY**
Fashion Buying and Brand
Management

SWANSEA UNIVERSITY
Economics and Finance

UWE, BRISTOL
Games Technology

OXFORD BROOKES UNIVERSITY
Children's Nursing

CARDIFF UNIVERSITY
Media and Communications

UNIVERSITY OF BATH
Modern Languages
Management with Marketing
International Management and Modern Languages
Business

**UNIVERSITY OF
READING**
Business & Management

IMPERIAL COLLEGE LONDON
Medical Biosciences

**QUEEN MARY
UNIVERSITY OF LONDON**
Politics
Materials Science and Engineering

UNIVERSITY OF EXETER
Flexible Combined Honours
Economics and Politics
Mechanical Engineering
Finance: Investment Banking
Psychology
Film and Television Studies
with Modern Languages

**BOURNEMOUTH
UNIVERSITY**
Physiotherapy
Law
Media Production

**ARTS UNIVERSITY
BOURNEMOUTH**
Animation Production

UNIVERSITY OF SOUTHAMPTON
Computer Science
Fashion Marketing with Management
Film & English
Business Management
Environmental Geoscience

KINGSTON UNIVERSITY
Fashion Promotion & Communications

**UNIVERSITY CAMPUS
OF FOOTBALL BUSINESS**
International Football Business

UNIVERSITY OF THE ARTS LONDON
Fashion Styling and Production

OPTION CHOICES: YOUR QUESTIONS ANSWERED

Q

Can I take Level 2 further mathematics?

A

Level 2 further mathematics is taught to all pupils in set 1 mathematics as part of the curriculum. It is available to all pupils in set 2 and 3 as a lunchtime lesson as part of the Joyce Grenfell Pathway.

Q

What if I need help in making my choices?

A

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 Wigley (student futures co-ordinator). If you need advice about which package of GCSEs is right for you then please speak to your tutor or head of house. If you need further guidance, then please speak to Mr Jones (deputy head academic).

Q

If my friend and I both choose the same subjects, will we be together?

A

Not necessarily. You could be in different teaching groups. Never choose a subject just because your friend is choosing it!

Q

Separate science v combined science (trilogy)

A

On the one hand...
Studying separate sciences is explicitly better preparation for science A levels (but only if you enjoy and are good at science!)

On the other...
The third separate science is one of the five optional subjects and might then limit future pathways in other subject areas of interest

Q

What if I don't like a subject after a few weeks?

A

It may be possible to change options once the course has begun. However, pupils are strongly advised not to make changes after the October half term of Year 9, and no changes should be made after Christmas.

OPTION CHOICES: YOUR QUESTIONS ANSWERED

Q

What about coursework?

A

Coursework is now referred to as Non-Examination Assessment (NEA) and can either be completed at school under teacher supervision (Controlled Assessment) or with teacher guidance at home and in the classroom.

On the one hand...

A high level of NEA breaks up assessment, gives you lots of opportunities to succeed and rewards those who work continuously.

On the other...

Too many subjects with high NEA content can create a series of important deadlines in the spring term of Year 11 which won't be a problem if you are self-disciplined.

Q

What happens if I do not do well in an assessment?

A

We hope all pupils achieve their potential at GCSE. If a pupil is significantly underperforming, the tutor, head of house, or senior staff may meet with the family to put in place an academic support plan. This could include reviewing independent learning, accessing support from the individual needs team, or adjusting the pupil's curriculum, including the possibility of discontinuing a subject. Open dialogue ensures pupils understand how to improve and have a clear pathway to success.

Q

How will I cope with all the work in Years 9, 10 and 11?

A

We carefully phase the increase in workload from Year 9 through to Years 10 and 11, and we embed independent learning skills within PSHE in Year 9 to support pupils' studies.

Q

What if I want to take similar subjects?

A

We want pupils to feel empowered to choose subjects they are passionate about and our flexible timetable is designed to make this possible.

On the one hand:

- Taking several similar subjects (for example, creative subjects like photography, art and textiles) could limit the variety of options available at A level.

On the other hand:

- Related subjects can complement each other, reinforcing skills and knowledge. If a pupil enjoys them and performs well, this is a positive choice and it is likely to align well with their future A level options.

Q

Are there any conditions on studying a subject?

A

Pupils are expected to be performing at at least a grade B in their chosen subjects throughout Year 7 and 8 (or similar) in order to study these at GCSE.

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. While the vast majority of pupils will sit the higher tier, if we feel it may be more appropriate for a pupil to sit the foundation tier, the head of department will discuss this directly with families.

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. 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 may 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.



LEVEL 2 HPQ (7992)

Teacher in Charge : Ms L Harper

Exam board: AQA

An HPQ (Higher Project Qualification) is similar to an EPQ (Extended Project Qualification), studied as an option in the sixth form, but is a level 2 qualification available to pupils in Years 9 and 10, designed to support preparation for GCSE study and to act as a stepping stone to the EPQ. Participation is optional and the HPQ is delivered as a lunchtime lesson, forming part of the school's wider commitment to enriching learning beyond the core curriculum. As with the EPQ, pupils are expected to develop independent research skills, keep a production log, deliver a presentation on their research and evaluate the process. The qualification is graded from A* to C and typically involves around 60 hours of work. The HPQ is often used to challenge and extend more able pupils, allowing them to explore interests beyond their timetabled subjects.

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 transferable skills which are vital for independent work in a range of subjects.



ICM LEVEL 2 PSYCHOLOGY

Teacher in Charge : Ms S Afsar

Are you curious about what makes people think, feel, and behave the way they do? The ICM Level 2 Award in psychology offers an exciting opportunity for pupils in Years 10 and 11 to explore the science behind human behaviour and apply it to real-world situations. This course is perfect for those who enjoy asking questions, solving problems and understanding the world from a new perspective. Participation is optional and the course is delivered as a lunchtime enrichment lesson. Lessons are interactive and engaging, combining videos, quizzes, group activities and hands-on research tasks. You will work on real-world applications, analyse case studies and develop practical skills through investigations. The course is supported by high-quality online resources and structured weekly plans to guide your learning. This course builds essential skills for life and future study, including critical thinking, problem-solving, data analysis, communication, debating, ethical awareness and scientific reasoning.

COURSE OUTLINE

The course covers three fascinating areas of psychology:
Social Psychology – Learn how groups influence behavior, why prejudice exists, and how it can be reduced.

Biological Psychology – Investigate the science of sleep and biological rhythms. Understand how our bodies and brains regulate daily cycles and what happens when these rhythms are disrupted.

Research Methods – Become a researcher! Learn how psychologists design experiments, collect data, and analyse results. You'll even conduct your own practical investigation, applying ethical guidelines and scientific principles.

ASSESSMENT

Assessment is through a single one-hour exam in May, set and marked externally by ICM. The exam includes short-answer and extended-response questions, testing your ability to:

- AO1: Demonstrate knowledge and understanding (40%)
- AO2: Apply psychology to real-life scenarios (30%)
- AO3: Evaluate theories and evidence critically (30%)

TARGET GROUP

If you are curious about people, enjoy discussion and debate and want to understand the science behind everyday behaviour, this course is for you. It suits students who like practical work, independent thinking, and applying ideas to real-world issues.

PROGRESSION TO A LEVEL

The skills you gain from this course are highly transferable to a range of A level subjects and will give you a nice introduction to psychology. A level psychology has an entry requirement of 666 in GCSE biology, English language and mathematics. Whether you dream of becoming a psychologist, working in healthcare, or simply want to understand people better, this course gives you a strong foundation.



LEVEL 2 FURTHER MATHEMATICS

Teacher in Charge : Ms L Honnor
Exam board: AQA

The AQA Level 2 certificate in further mathematics is an enrichment qualification designed for high-achieving mathematicians in Year 10 and 11 who are ready to extend their learning beyond the GCSE curriculum. This course deepens pupils' understanding of key mathematical ideas, introduces more advanced concepts, and provides excellent preparation for GCSE success as well as A level mathematics. Pupils in the top set will study this in their timetabled mathematics lessons along side the GCSE from the start of Year 10. Participation is optional for pupils in sets 2 and 3 where extra lessons are delivered as weekly lunchtime sessions from Year 10. These offer a valuable opportunity for pupils who enjoy mathematics to broaden and strengthen their skills. The qualification is graded from 9 to 4, with content deliberately aimed at pupils working towards the top end of GCSE. It is an ideal challenge for pupils who relish mathematical problem-solving and wish to explore topics that go beyond their mainstream lessons.

COURSE OUTLINE

Pupils study a range of higher-level mathematical topics. These include algebraic manipulation, quadratics, simultaneous equations, coordinate geometry, matrices, calculus introduction (such as differentiation) and advanced number and shape work. The course emphasises reasoning, fluency and problem-solving, enabling pupils to apply techniques in unfamiliar and challenging contexts.

ASSESSMENT

Assessment is through two written examinations at the end of Year 11, alongside the other GCSE exams. One paper is non-calculator and the other requires a calculator. Both are equally weighted and test mathematical understanding, application of skills and the ability to reason and interpret more sophisticated problems. There is no coursework component.

TARGET GROUP

This qualification is suited to pupils in Year 10 sets 2 or possibly 3 who are strong, enthusiastic mathematicians working securely at the top of the GCSE course. It is ideal for those who enjoy tackling rich, challenging problems and who are motivated to attend additional lunchtime lessons. The course particularly benefits pupils considering A level mathematics or further mathematics.

PROGRESSION TO A LEVEL

The AQA Level 2 certificate in further mathematics provides a foundation for pupils who choose to study A level mathematics or further mathematics, giving early exposure to key algebraic and problem-solving skills. However, it is not a requirement for entry onto A level mathematics or A level further mathematics. Entry to A level mathematics is based solely on the school's standard A level entry criteria, and pupils can, and do, succeed at A level without having taken this qualification. The further mathematics certificate simply offers pupils additional stretch, confidence and preparation should they wish to deepen their understanding before moving on to advanced study.

SUBJECT LIST

- 15 ART AND DESIGN: FINE ART**
- 16 ART AND DESIGN: PHOTOGRAPHY**
- 17 ART AND DESIGN: TEXTILE DESIGN**
- 18 BUSINESS**
- 19 CITIZENSHIP STUDIES**
- 21 CLASSICAL CIVILISATION**
- 22 COMPUTER SCIENCE**
- 23 DESIGN AND TECHNOLOGY:
RESISTANT MATERIALS**
- 24 DRAMA**
- 25 ENGLISH LANGUAGE**
- 26 ENGLISH LITERATURE**
- 27 FOOD PREPARATION & NUTRITION**
- 28 GEOGRAPHY**

- 29 HISTORY**
- 30 LANGUAGES - FRENCH**
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- 32 LANGUAGES - LATIN**
- 33 LANGUAGES - SPANISH**
- 34 MATHEMATICS**
- 35 MEDIA STUDIES**
- 36 MUSIC**
- 38 PHYSICAL EDUCATION**
- 39 RELIGIOUS STUDIES (RELIGION
& PHILOSOPHY)**
- 40 SCIENCE**
- 42 CORE PLUS**



ART AND DESIGN: FINE ART

ART AND DESIGN: FINE ART GCSE (1FA0)

Head of department: Mrs E Williams
Exam board: Pearson Edexcel

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
Exam board: Pearson Edexcel

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

Visits to relevant exhibitions will take place in Year 9 and 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.

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 GCSE (ITEO)

Teacher in charge: Ms M Ritchie
Exam board: Pearson Edexcel

LINK TO SPECIFICATION

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Art%20and%20Design/2016/specification-and-sample-assessments/specification-gcse-art-design-2016-spec.pdf>

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

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 experimenting with a range of textiles processes such as fabric manipulation, surface pattern, printmaking, design skills and mood board production.

From Year 10: Project 1: The theme for this project can vary each Year but pupils will develop skills in fabric manipulation, surface pattern, printmaking, dyeing and construction. They will then focus on an area for a final outcome 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 theme and research, analyse, annotate and develop a practical body of coursework and a final outcome.

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 textile artist and designers' work

EXAMINATION

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.

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.

VIEWING TEXTILES IN CONTEXT

Visits to relevant exhibitions will take place in Year 9 and 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.

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

BUSINESS GCSE (1BS0)

Head of department: Mr N Rocca
Exam board: Pearson Edexcel

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 mathematics 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 three years and distinguishes between the issues that face a small business versus those that a large business may need to consider. The first unit, Theme 1, 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 10 and 11 pupils will build on the knowledge acquired thus far and complete the second unit, Theme 2, 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 the GCSE.



CITIZENSHIP STUDIES

CITIZENSHIP STUDIES GCSE (8100)

Head of department: Mrs R Heard

Exam board: AQA

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

CLASSICAL CIVILISATION GCSE (J199)

Teacher in charge: Mr L Gardiner
Exam board: Cambridge OCR

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:

Thematic study: Myth and religion	1 hour, 30 minutes	50%	This written component involves a comparative study of ancient Greece and Rome, and a combined response to literary and visual/ material sources.
Literature and Culture: The Homeric World	1 hour, 30 minutes	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

COMPUTER SCIENCE GCSE (J277)

Teacher in charge: Mrs G Cox

Exam board: Cambridge OCR

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 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

DESIGN & TECHNOLOGY IGCSE (0979)

Head of department: Mr P Gladstone

Exam board: Cambridge International Education

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.

Paper 1: Product Design (1 hour, 15 minutes)

Paper 3: Resistant materials (1 hour)

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

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.

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

DRAMA GCSE (1DR0)

Head of department: Mr I Williams

Exam board: Pearson Edexcel

LINK TO SPECIFICATION

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 (1 hour, 45 minutes)

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

ENGLISH LANGUAGE GCSE (8700)

Head of department: Ms C Fabregas
Exam board: AQA

LINK TO SPECIFICATION

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

COURSE OUTLINE

This 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 written 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 Language, as well as equipping pupils with essential life-skills and the best progression route to future employment.

ENGLISH LITERATURE

ENGLISH LITERATURE GCSE (8702)

Head of department: Ms C Fabregas

Exam board: AQA

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 19th 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 19th-century novel

- Shakespeare play: Macbeth
- The 19th century novel: A Christmas Carol

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 19th-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 and drama: An Inspector Calls
- 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 & NUTRITION

FOOD PREPARATION AND NUTRITION GCSE (J309)

Teacher in charge: Mrs C Anderson

Exam board: Cambridge OCR

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:

- **Food, nutrition and health** - Macronutrients, Micronutrients, Nutritional Needs and Health.
- **Food science** - Cooking of Food, Heat Transfer, Functional and Chemical Properties of Food.
- **Food safety** - Food Spoilage, Contamination and the Principles of Food Safety.
- **Food choice** - Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
- **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

GEOGRAPHY GCSE (8035)

Head of department: Mr A Pinks
Exam board: AQA

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.

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.



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

HISTORY

HISTORY GCSE (1H10)

Head of department: Mrs R Webber
Exam board: Pearson Edexcel

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 20th century.

EXAMINATION (100% WRITTEN EXAMINATION AT THE END OF YEAR 11)

- **Thematic study and historic environment (1 hour, 20 minutes):** 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).
- **Period study and British depth study (1 hour, 50 minutes):** Superpower relations and the Cold War, 1941-91; Henry VIII and his ministers, 1509-40 (40% of GCSE).
- **Modern Depth Study (1 hour, 30 minutes):** 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.



LANGUAGES - FRENCH

FRENCH GCSE (1FR1)

Head of department: Mr S Woolnough
Exam board: Pearson Edexcel

LINK TO SPECIFICATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/french-2024.html>

COURSE OUTLINE

This course is for pupils who have taken French as their foreign language so far. 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:

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 8, and who are achieving an average of at least grade B, are encouraged to opt for this GCSE course.



1. Speaking (NEA)	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.
2. Listening (1 hour)	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.
3. Reading (1 hour)	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.
4. Writing (1 hour, 20 minutes)	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.

LANGUAGES - GERMAN

GERMAN GCSE (1GN1)

Head of department: Mr S Woolnough
Exam board: Pearson Edexcel

LINK TO SPECIFICATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/german-2024.html>

COURSE OUTLINE

This course is for pupils who have taken German as their foreign language so far. 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:

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 in Year 8, and who are achieving an average of at least grade B, are encouraged to opt for this GCSE course.



1. Speaking (NEA)	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.
2. Listening (1 hour)	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.
3. Reading (1 hour)	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.
4. Writing (1 hour, 20 minutes)	25%	Pupils write two short texts in German, 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 German.



LANGUAGES - LATIN

LATIN GCSE (C990QS)

Teacher in charge of Classical Civilisation and Latin:
Mr L Gardiner
Exam board: Eduqas

LINK TO SPECIFICATION

<https://www.eduqas.co.uk/media/10nbdiyb/eduqas-gcse-latin-spec-from-2016-e-170925.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:

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. Those students who enjoy mathematics and science will enjoy the logical challenge and cracking the grammatical code. 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.



Latin Language (1 hour, 30 minutes)	(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.
Latin Literature and Sources (Themes) (1 hour, 15 minutes)	(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. Themes to be examined in 2027, 2028 and 2029 are Heroes and Villains - a selection of Latin texts and sources on Romans good and bad and Come Dine with me! - a selection of Latin texts and sources on food and dining in the Roman world.
Latin Literature (Narratives) (1 hour)	(20%)	This is an 'open book' assessment where pupils are asked comprehension and stylistic questions on a pre prepared narrative. Authors to be examined in 2026 and 2027 are Livy (Hannibal crosses the Alps, in Latin and English) and Virgil (Hercules and Cacus, in Latin and English)

LANGUAGES - SPANISH

SPANISH GCSE (1SP1)

Head of department: Mr S Woolnough
Exam board: Pearson Edexcel

LINK TO SPECIFICATION

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/spanish-2024.html>

COURSE OUTLINE

This course is for pupils who have taken Spanish as their foreign language so far. 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:

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 in Year 8, and who are achieving an average of at least grade B, are encouraged to opt for this GCSE course.



1. Speaking (NEA)	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.
2. Listening (1 hour)	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.
3. Reading (1 hour)	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.
4. Writing (1 hour, 20 minutes)	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.



MATHEMATICS

MATHEMATICS GCSE (8300H)

Head of department: Mrs L Honnor

Exam board: AQA

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 (1 hour, 30 minutes)
80 marks (33⅓% of GCSE)

Paper 2: Calculator

One written paper (1 hour, 30 minutes)
80 marks (33⅓% of GCSE)

Paper 3: Calculator

One written paper (1 hour, 30 minutes)
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, as well as giving an insight into other areas of mathematics like calculus and matrices. There is no coursework element. It is available to all pupils in set 2 and 3 as a lunchtime lesson as part of the Joyce Grenfell Programme.



MEDIA STUDIES

MEDIA STUDIES GCSE (J200)

Teacher in charge: Ms B Johansson
Exam board: Cambridge OCR

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

MUSIC GCSE (1MU0)

Teacher in charge: Mr D Jameson

Exam board: Pearson Edexcel

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

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 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, 45 minutes) 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 Pathetique 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 pupils 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

PHYSICAL EDUCATION GCSE (J587)

Head of department : Mrs G Cosgrove
Exam board: Cambridge OCR

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.

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.

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

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 nutrition. More traditional pathways include coaching, teaching, elite sport support or perhaps even playing.



RELIGIOUS STUDIES (RELIGION & PHILOSOPHY)

RELIGIOUS STUDIES GCSE (8062A)

Head of department: Mrs E Robinson

Exam board: AQA

LINK TO SPECIFICATION

https://cdn.sanity.io/files/p28bar15/green/e743211e3d3cc945057c101e7f967c99cef_ef_95f.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: Mr A Boothe

Head of biology: Mr A Boothe

Head of chemistry: Mrs R Michael

Head of physics: Miss A Jackson

Exam board: AQA

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, (16.7% of GCSE - written exam 1 hour, 15 minutes)	Cell biology; Organisation; Infection and response; and Bioenergetics.	Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.	Energy; Electricity; Particle model of matter; and Atomic structure.
Paper 2 (16.7% of GCSE - written exam 1 hour, 15 minutes)	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>
<p>Paper 1: Topics 1 - 4: Cell biology; Organisation; Infection and response; and Bioenergetics. (50% of GCSE - written exam - 1 hour, 45 minutes)</p>	<p>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 hour, 45 minutes)</p>	<p>Paper 1: Topics 1 - 4: Energy; Electricity; Particle model of matter; and Atomic structure. (50% of GCSE - written exam - 1 hour, 45 minutes)</p>
<p>Paper 2: Topics 5 - 7: Homeostasis and response; Inheritance, variation and evolution; and Ecology. (50% of GCSE - written exam - 1 hour, 45 minutes)</p>	<p>Paper 2: Topics 6 -10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. (50% of GCSE - written exam - 1 hour, 45 minutes)</p>	<p>Paper 2: Topics 5 - 8: Forces; Waves; Magnetism and electromagnetism; and Space physics. (50% of GCSE - written exam - 1 hour, 45 minutes)</p>

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.



CORE PLUS

CORE PLUS is a targeted support programme delivered by subject specialist teachers in English, mathematics and science. Pupils are invited to join CORE PLUS if they are identified as being at risk of achieving below a grade 6 in any of these core subjects. The lessons take place within one of the GCSE option blocks, meaning pupils follow four GCSE option subjects alongside their CORE PLUS provision.

The structure of CORE PLUS is flexible and responsive to individual need. Pupils who require support in only one core subject attend CORE PLUS for that subject and use the remaining lessons within the block for structured and supervised private study. This ensures that the timetable remains balanced while allowing personalised intervention that addresses specific areas where further development is needed.

The intent of CORE PLUS is to strengthen the attainment of pupils who would benefit from additional, small-group teaching. Lessons focus on consolidating prior learning, revisiting key concepts and — particularly for younger pupils — pre-teaching upcoming content to build confidence and readiness. By reducing curriculum pressure and providing focused, high-quality support, CORE PLUS aims to secure strong outcomes and meaningful progress for each learner.





CLAREMONT

FAN COURT SCHOOL