YEAR 10

Curriculum Information Booklet

A warm welcome to Year 10

Dear Parent / Carer

As we continue along this very unusual but exciting two year journey we expect our students to make the best possible progress towards their destination of examination success in the summer of 2022. As a Year group they have the potential to achieve an amazing set of GCSE results that can take them anywhere they want to go in the future. The staff at The Clere School are dedicated to doing everything we can to help students make progress and achieve success, and are certain that parents will play their part too.

Of course, a great deal of work is required from each student. It is vital that every student arrives in school every day, prepared to work hard, complete all homework, hand it in on time and respond to advice offered by staff on how to improve in the future.

This Information Booklet sets out details about the courses studied. They include details of examination boards and exam schedules, timings of controlled assessments and expectations of homework for each subject. We hope this will help staff, students and parents work in partnership to ensure success in the future. Please do not hesitate to contact your child's tutor or me should you have any questions.

You will have the opportunity to meet each of your child's subject teachers at the Year 10 Consultation Evening on **Thursday, 29th April 2021**. We look forward to seeing you there.

Yours sincerely

Heidi Fowler
Head of Year 10

Curriculum Information Sheets

The Clere School Curriculum

The Clere School curriculum is highly academic, decidedly challenging and uniquely personalised.

Designed to ensure that all pupils' make exceptional progress and become **respectful**, **responsible** and **resilient** citizens, our curriculum is both traditional and innovative. Despite the relatively small size of our school, we offer a substantially broader academic curriculum than most larger schools.

Students follow a broad, balanced, relevant and differentiated curriculum which will prepare them for the opportunities, responsibilities and experiences of adult life.

The curriculum enables students to:

- Develop their knowledge, skills and understanding;
- Appreciate human achievement;
- Gain understanding of social, economic and political issues;
- Be aware of the spiritual and aesthetic dimensions of life;
- Develop attitudes, values and beliefs that are reasoned and acceptable within society;
- Develop a willingness to learn and apply themselves to study;
- Develop a sense of self-respect;
- Develop independence of learning fostering the skills and attributes for lifelong learning;
- Be aware of, and be engaged with, local, national and international communities;
- Be aware of their own health and safety and to appreciate the benefits and risks of the choices they make;
- To acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation;
- Prepare for life in modern Britain. The curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths;
- Achieve and experience success; to establish sound, constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and for the world as a whole.

Therefore, we follow the statutory national curriculum which sets out in programmes of study, based on key stages, subject content for those subjects that should be taught to all pupils. This significant aspect of our curriculum consists of English, Maths, Science, Technology, Computing, Modern Foreign Languages, History, Geography, Art, Music, PSHE and Citizenship, PE and RS.

In Years 10 and 11, all pupils follow a common core of examination courses in English, Mathematics and Science. These consist only of high quality GCSEs and qualifications. The Clere School does not lower its standards and expectations by delivering inferior qualifications for the sake of league tables. There are additional core courses in Financial Education, Physical Education and Personal, Social and Health Education (which includes Religious Studies and Citizenship). In addition to this, pupils can choose four optional courses covering Modern Foreign Languages, Humanities, Technology and the Arts, as well as a free choice. We also offer twilight GCSEs.

English Language and Literature GCSE

In Years 10 and 11 we teach both English Language and English Literature GCSE courses. We follow the AQA English Language and English Literature GCSE courses with examinations at the end of Year 11. All students will complete both GCSEs. Both Language and Literature courses are 100% exam-based, with no Controlled Assessments or coursework involved.

The English Language GCSE includes the study of both fiction and non-fiction texts, with a particular emphasis on being able to write well. Technical accuracy (spelling, punctuation and grammar) is worth 20% of the overall Language GCSE; therefore, we will be teaching these skills explicitly throughout Years 10 and 11. Students will practise reading and writing a variety of genres and build on the skills learned in Key Stage 3.

The English Literature GCSE encompasses the study of a nineteenth century novel (*Dr Jekyll and Mr Hyde* by R.L. Stevenson), a play by Shakespeare (*Romeo and Juliet)*, an anthology of poetry, and a modern text (*An Inspector Calls* by J.B. Priestley) as well as the study of unseen poetry. Students will learn how to write analytically and to evaluate a range of texts, focussing particularly on detailed language analysis. All Literature examinations are closed book (i.e. the students are not allowed copies of the texts in the examination).

The GCSE programme of study is broken down as follows:

GCSE English Language	**GCSE English Literature**
Examinations	
Paper 1 – Explorations in Creative Writing (50%) ▪ Section A – reading and answering questions on an excerpt from a fiction text. ▪ Section B – writing creatively. Paper 2 – Writers' Viewpoints and Perspectives (50%) ▪ Section A – reading and answering questions on two non-fiction texts. ▪ Section B – writing a non-fiction text.	Paper 1 – Shakespeare and the Nineteenth Century Novel (40%) ▪ Section A – answering a question on a studied Shakespeare play. ▪ Section B – answering a question on a studied 19th century novel. Paper 2 – Modern Texts and Poetry (60%) ▪ Section A – answering a question on a studied 20th or 21st century text. ▪ Section B – comparing two studied poems. ▪ Section C – one question on an unseen poem and one question comparing two unseen poems.

All classes will study the Power and Conflict cluster of poems from the AQA Anthology.

In addition to this, all students are expected to complete a single Speaking task which will be filmed. This usually takes place in the Summer term of Year 9. A separate Speaking and Listening mark will appear on their GCSE certificate, but the mark does not comprise any part of the actual English GCSEs.

Assessment

Students in Years 10 and 11 will complete regular class assessments as part of each unit. We use the GCSE mark schemes to assess these pieces of work before asking students to review, re-draft or improve their writing. The mark schemes for each question are shared with students beforehand so that they know the requirements of the task before beginning. As GCSE grade boundaries will change year on year, students will be awarded Levels from the mark scheme (1-4 for Language with 4 being the best, and 1-6 for Literature with 6 being the best) rather than specific grades. Practice examinations are completed at the end of Year 10 and are crucial in determining how well a student is working towards their target grade.

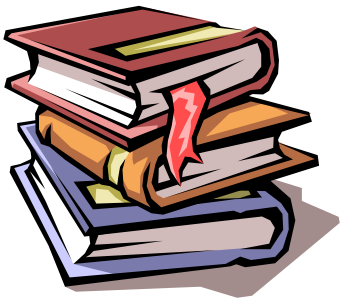
Support, Challenge and Revision

Booster clubs and revision sessions will be held on a weekly basis in the English department to provide homework and revision support for all students in Years 10 and 11. If a student needs help with completing a piece of homework, they can drop in to En1 for quick advice and support on designated lunchtimes with Mrs Street. A full revision calendar will be distributed with dates and topics in September.

Revision at Home

We expect all students to complete a minimum of one piece of English homework per week, along with regular reading of the Literature texts. It is **essential** that parents encourage reading at home as the new GCSE examinations require a reading age of 14 years and 6 months to fully comprehend the texts. You can support your child by:

- Giving them access to online support materials such as Edmodo (if the child's class is signed up to an Edmodo group) and encouraging them to use this on a weekly basis;
- Helping them to read non-fiction on a daily basis – there are free newspapers and magazines online (such as www.theday.co.uk) which cater for a range of interests and reading abilities;
- Reading their Literature texts with them and discussing them.



Mathematics GCSE

Examination Board: AQA
Specification: GCSE Mathematics 100% examination (three papers – 33.3% each)

This specification commenced in September 2015. The grades for the subject are 9-1 with grade 9 being the highest. Grade 9 will only be awarded to the top 2.5% nationally.

Setting

Students will be grouped by ability across the whole year group based on their progress during Years 7 and 8. It is expected that they will be studying at the following levels

Set 1 Higher;
Set 2 Higher;
Set 3 Higher/Foundation;
Set 4 Foundation,

Tiers of entry may change. These tiers reflect the fact that 50% of the higher paper will be aimed at Grades 9, 8 and 7 only.

Programme of Study

This is based on the criteria set down in 'The Mathematics National Curriculum for England'. The teaching programme is organised in 5 strands:

- Number;
- Algebra;
- Geometry and measures;
- Handling Data and probability;
- Ratio and proportion.

Assessment

There is no coursework/controlled assessment in Mathematics at GCSE level. All examinations are taken in the summer of Year 11. 33.3% non-calculator and 66.6% calculator.

Equipment

All students must bring basic writing equipment plus a scientific calculator to all maths lessons.

Suggested Enrichment and Extension

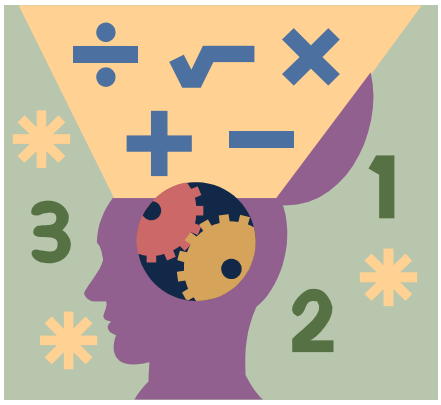
Can we suggest that Year 10 parents encourage their children to use the following online resources to support revision and reviewing of topics:

https://corbettmaths.com/

https://www.bbc.com/bitesize/examspecs/z8sg6fr

https://www.kerboodle.com

All students will be provided with a personal login to 'Kerboodle' which will provide access to all materials used in the course, such as a digital copy of the textbook.



Science

Qualification Aims and Objectives

At The Clere students will be taught either the Combined Science course (Double award) or the Single Sciences where they will attain a GCSE in Biology, Chemistry and Physics. The reasons for studying Science, however, has not changed, indeed if anything the world is influenced more and more by problems with solutions that lie in Science. We believe it even more important that students have a grounding in Science to enlighten them for what lies ahead. GCSE study in the Sciences provides the foundation for understanding the material world.

Scientific understanding is changing our lives and is vital to the world's future prosperity. All students will learn essential aspects of the knowledge, methods, processes and uses of Science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the Sciences and that are both inter-linked and of universal application.

These key ideas include:

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena;
- The assumption that every effect has one or more cause;
- That change is driven by differences between different objects and systems when they interact;
- That many such interactions occur over a distance without direct contact;
- That science progresses through a cycle of hypothesis, practical experimentation, observation, Theory development and review;
- That quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

These key ideas are relevant in different ways and with different emphases in the three subjects.

All students are grouped by ability across the year group based on their progress and ability in Year 9. Students in set 1 and 2 will complete the higher tier Single science course, whereas those in set 3 will take the higher/foundation single science course and those in set 4 will take foundation combined sciences. Exams are sat in all three subjects. There is no longer a practical element, so all marks are gained in the final exams which are outlined below.

The three GCSE Science qualifications enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics;
- Develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries that help them to answer scientific questions about the world around them;
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments;
- Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Students should study the Sciences in ways that help them to develop curiosity about the natural world, that give them an insight into how Science works and that enable them to appreciate its relevance to their everyday lives. The scope and nature of the study should be broad, coherent, practical and satisfying. It should encourage students to be inspired, motivated and challenged by the subject and its achievements.

The key ideas specific to the Biology content include:

- Life processes depend on molecules whose structure is related to their function;
- The fundamental units of living organisms are cells, which may be part of highly adapted structures, including tissues, organs and organ systems, enabling living processes to be performed effectively;
- Living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways;
- Living organisms are interdependent and show adaptations to their environment;
- Life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen;
- Organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life;
- The chemicals in ecosystems are continually cycling through the natural world;
- The characteristics of a living organism are influenced by its genome and its interaction with the environment;
- Evolution occurs by a process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees.

The key ideas specific to the Chemistry content include:

- Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements;
- Elements show periodic relationships in their chemical and physical properties;
- These periodic properties can be explained in terms of the atomic structure of the elements;
- Atoms bond by either transferring electrons from one atom to another or by sharing.

Electrons:

- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave;
- There are barriers to reaction so reactions occur at different rates;
- Chemical reactions take place in only three different ways:
  - proton transfer;
  - electron transfer;
  - electron sharing;
- Energy is conserved in chemical reactions so can therefore be neither created nor destroyed.

The key ideas specific to the Physics content include:

- The use of models, as in the particle model of matter or the wave models of light and of sound;
- The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions;
- The phenomena of ‘action at a distance’ and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects;
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change;
- That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science;
- That physical laws and models are expressed in mathematical form.

Content and Assessment Overview

The Pearson Edexcel (9–1) in Combined Science consists of six externally examined papers. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

Paper 1: Biology 1
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 2: Biology 2
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 3: Chemistry 1
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 4: Chemistry 2
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Paper 5: Physics 1
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 –Radioactivity.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 6: Physics 2
Written examination: 1 hour 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

BIOLOGY
Single Award (3 GCSEs)

The Pearson Edexcel (9–1) in Biology consists of two externally examined papers. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

Paper 1
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 2
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts in biology
- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

CHEMISTRY
Single Award (3 GCSEs)

The Pearson Edexcel (9–1) in Chemistry consists of two externally examined papers. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

Paper 1
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

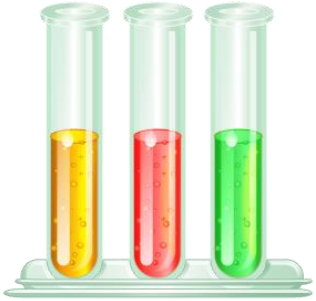
Content Overview
- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 2
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.



PHYSICS
Single Award (3 GCSEs)

The Pearson Edexcel (9–1) in Physics consists of two externally examined papers. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

Paper 1
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity
- Topic 7 – Astronomy

Paper 2
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

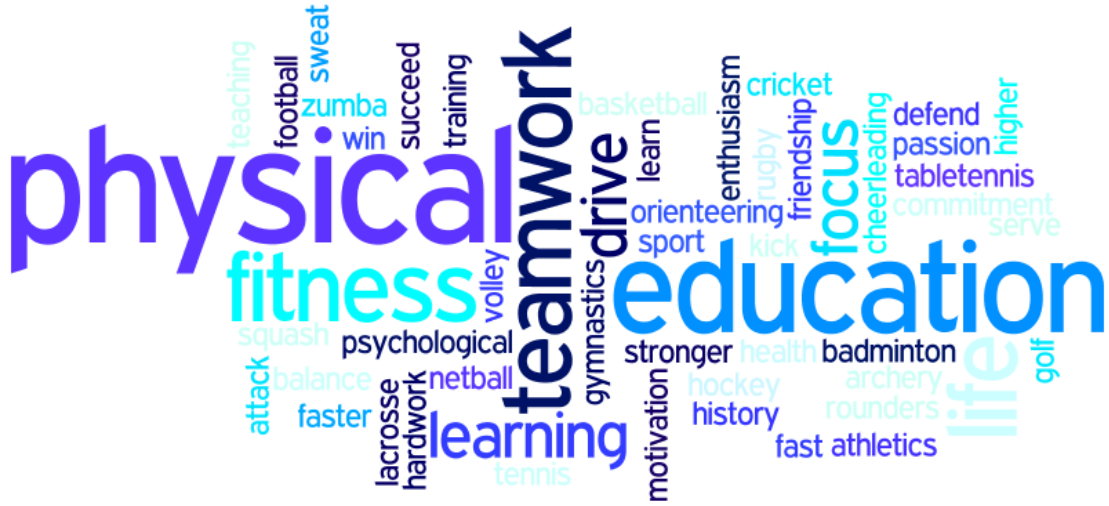
Content Overview
- Topic 1 – Key concepts of physics
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

CORE PE

All students in Years 10 and 11 participate in a CORE PE curriculum. This curriculum allows students to have the opportunity to participate in a variety of sports. Student's sign up for the sport that they wish to take part in.

Through all of the activities offered, the PE Department aims to encourage all students to adopt and understand the need for a healthy lifestyle in order to develop skills, co-ordination, self-awareness, self-esteem and also co-operation, team play and sportsmanship.



Extra-Curricular Opportunities

All students who are interested in sport and those who have the ability to perform beyond the expectations of the Key Stage are welcomed to take part in extra-curricular activities. The PE department organise a wide range of extra-curricular clubs, which run at lunchtimes and after school.

Regular weekly competitive fixtures are available throughout the year. We compete in local leagues and are involved in competitions that can take the students up to county and national levels of performance.

The department also lead Ski Trips as well as a Netball and Football Tour. We also offer the opportunity for students to go and watch national and international events in certain sports.

GCSE PE

Course Outline

Students who choose to study GCSE PE will develop a well-rounded skill set and prepare them for progression to further studies.

The course is assessed in three areas:

Paper 1 - The human body and movement in physical activity and sport

- 30% of overall GCSE;
- 1 hour 15 minutes exam paper in Year 11,

Paper 2 - Socio-cultural influences and well-being in physical activity and sport

- 30% of overall GCSE;
- 1 hour 15 minutes exam paper in Year 11.

Non-exam assessment (NEA) - Practical performance in physical activity and sport

- 40% of overall GCSE;
- Assessment in three different sports, at least one of which must be either a games or an individual activity;
- Moderation in Year 11.

Design Technology: Design Technology GCSE

Examination Board: AQA
Syllabus: 8552
Title of Qualification: GCSE Design and Technology
Mark Allocation: 50% Coursework Project, 50% Theory Exam

Course Outline

This is a new and refreshed GCSE course. The new qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Programme of Study

Autumn Term:

After an introduction to the course pupils will study core technical principles. This will involve

- New and emerging technologies;
- Energy generation and storage;
- Developments in new materials;
- Systems approach to designing;
- Mechanical devices;
- Materials and their working properties.

Spring Term:

Students will study specialist technical principles during this term. This will involve

- Selection of materials or components;
- Forces and stresses;
- Ecological and social footprint;
- Sources and origins;
- Using and working with materials;
- Stock forms, types and sizes;
- Scales of production;
- Specialist techniques and processes;
- Surface treatments and finishes.

Summer Term:

This term we will look at the need to demonstrate and apply knowledge and understanding of designing and making principles in relation to the following areas:

- Investigation, primary and secondary data;
- Environmental, social and economic challenge;
- The work of others;

- Design strategies;
- Communication of design ideas;
- Prototype development;
- Selection of materials and components;
- Tolerances;
- Material management;
- Specialist tools and equipment;
- Specialist techniques and processes.

Assessments

Exam paper 50% of GCSE

Core technical principles
Specialist technical principles
Designing and making principles

How it's assessed

Written exam: 2 hours
100 marks

Questions

Section A – Core Technical Principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist Technical Principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and Making Principles (50 marks)

A mixture of short answer and extended response questions.

Non-exam assessment (Coursework) 50% of GCSE

Practical application of:

- Core technical principles;
- Specialist technical principles;
- Designing and making principles;
  How it's assessed;
- Non-exam assessment;
- 100 marks.

Task(s)

- Substantial design and make task
- Assessment criteria:

- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- In the spirit of the iterative design process, the above should be awarded holistically where they take place and not in a linear manner
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA
  Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

Homework

Students will be set a variety of homework tasks. Homework will be based on what has been discussed during lesson time to reinforce knowledge learnt.

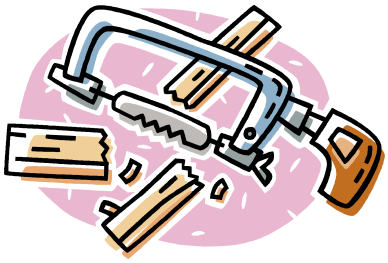
Equipment

It is the policy of the Design Technology Department to ask parents for a one off contribution of £15.00 towards the cost of materials used during the two year GCSE course. This contribution helps cover the cost of materials used and allows you to keep the products your child has made.

Enrichment

As part of teaching pupils to design products we ask them to evaluate the design of existing products. It would be a great enrichment activity for you to encourage them to look critically at the design of products they use or encounter in their daily lives, whether it is a simple object such as a mug or a pen, or a complex piece of furniture or machinery. Encourage them to consider questions such as: Does it work well? Is it comfortable/safe/easy to use? Is it attractive? How can it be improved?

It is possible for you to give your child some help with their coursework. Designing is not a mysterious process and the contents of a folder should appear reasonably logical and make sense. If it doesn't then the student has not explained their work clearly enough and you could help them to do this. However, this is coursework and although students are guided the project must be their own work and the majority of it is carried out in school.



Level 1 & 2 Award in Hospitality and Catering

Examination Board: Eduqas

Aim:

The Eduqas Level 1 & 2 Award in Hospitality and Catering has been designed to support learners in school who want to learn about this vocational sector and the potential it can offer them for their careers or further study.

It provides learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education.

By studying Level 1 & 2 Hospitality and Catering learners will be able to:

1. Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment;
2. Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks;
3. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health;
4. Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices;
5. Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food;
6. Understand and explore the Hospitality and Catering industry, the job roles and the different types of equipment use to support the industry.

Summary of Assessment:

Unit 1: The Hospitality and Catering Industry

- **40% (90 Marks)** are through assessment by a written examination – ***1 hour 30 mins.***

Unit 2: Hospitality and Catering in Action

- **60%** Non Examination assessment: internally assessed, externally moderated.
- 9 hours which includes a 3 hours practical exam.
- Practical exam is a two course meal for two people with accompaniments.

Practical Cooking Lessons will include the following:

Savoury dishes that meet the guidelines of the Eatwell guide.

Nutritionally balanced multicultural foods.

Use of high risk ingredients including fish filleting and de-boning poultry.

Producing suitable dishes for a wide range of special dietary requirements.

Use of local and seasonal foods and learning more about environmental concerns in food production.

Geography GCSE

Exam Board	**:**	**AQA (9-1)**
Syllabus	**:**	**Syllabus A**
Components	**:**	**Paper 1: Living with the physical environment (35%)**
		Paper 2: Challenges in the human environment (35%)
		Paper 3: Geographical Applications (30%)

All exams will be taken at the end of Year 11 in accordance with the linear requirements. Mock Exams will be taken in both Year 10 and Year 11 to familiarise students with exam techniques and timings. Geography encompasses a variety of skills, from ICT and mapping (GIS), to numeracy, critical analysis and written communication. Geography is a diverse subject which is relevant to all who live on Earth. The subject supports learning in a variety of other curriculum areas and can feed into an endless number of career choices. As Michael Palin says "Geography is the subject which holds the key to our future".

Paper 1: Living with the physical environment

Section A: **The challenge of natural hazards**
This section focuses on geographical hazards including tectonic hazards, weather hazards and climate change.

Section B: **The living world**
The focus is on Rainforests and one other environmental feature either Hot Deserts or Cold Environments.

Section C: **Physical landscapes in the UK**
UK major landscapes, UK coastal, fluvial and glacial landscapes.

Paper 2: Challenges in the human environment

Section A: **Urban issues and challenges**
Urban growth, Rio case study, urban challenges and solutions.

Section B: **The changing economic world**
Economic development, globalisation, case study, UK future economic development.

Section C: **The challenge of resource management**
Food, water, energy demand and management.

Paper 3: Geographical applications

Section A: **Issue Evaluation:**
Decision making activity where students analyse a geographical problem and support their solution to the problem through demonstrating their geographical skills.

Section B: **Fieldwork**:
Gathering geographical data on field trips and then presenting the data in a series of graphs and charts. The data is then analysed and a conclusion is made. Exam questions are on the methods used and the student's contribution.

Resources

We do use textbooks at times in class, work is also put online through students class notebooks.

Homework

This will be set each week. Types of homework could include research, making notes on particular topics or answering GCSE style questions.

Assessment

Students will be regularly assessed through completing GCSE practice questions. Students will record their progress and compare it to their GCSE target grade. This will enable us to identify students who require support or intervention in order to make progress towards their targets.

History GCSE

Exam Board: Edexcel
Syllabus: History 9-1
Components:

Exam Paper	Mark Allocation	Topic
Paper 1 Thematic Study and Historical Environment	52 marks 30% of total qualification	Medicine in Britain 1250-present The British Sector of the Western Front 1914-18
Paper 2 Period Study and British Depth Study	64 marks 40% of total qualification	Anglo-Saxon and Norman England 1060-88 Superpower Relations and the Cold War 1941-91
Section 3 Modern Depth Study	52 marks 30% of total qualification	Weimar and Nazi Germany 1918-39

All exams will be taken at the end of Year 11 in accordance with new linear requirements. Mock Exams will be taken in both Year 10 and Year 11 to familiarise students with exam techniques and timings.

History encompasses and develops a wide range of skills:

- ✓ **People Skills**: Understand how certain people think and feel and what motivates them.
- ✓ **Interpretation and Evaluation Skills:** Look at information objectively and identify bias.
- ✓ **Research Skills:** Find key information and organise it into a structured analysis.
- ✓ **Communication Skills**: Express yourself clearly both verbally and in writing and are able to offer supported opinions on important issues.

Textbooks

Textbooks will be in some lessons, and will be provided in these cases. Online resources are also used, including working in OneNote and accessing online articles and documentary resources.

Homework

This will be set each fortnight. Types of homework could include research, making notes on particular topics or answering GCSE style questions. Students should expect to spend approximately 45 minutes on this.

Assessment

Students will be regularly assessed through completing GCSE practice questions. Students will record their progress and compare it to their GCSE target grade. This will enable us to identify students who require support or intervention in order to make progress towards their targets.

RS GCSE

Exam Board: Edexcel – Specification B: Beliefs in Action
Syllabus: RS 9-1
Components:

Exam Paper	Mark Allocation	Topic
Paper 1 Religion and Ethics (Christianity)	102 marks 50% of total qualification	Section 1 – Christian Beliefs Section 2 – Marriage and the Family Section 3 – Living the Christian Life Section 4 – Matters of Life and Death
Paper 2 Religion, Peace and Conflict (Islam)	102 marks 50% of total qualification	Section 1 – Muslim Beliefs Section 2 - Crime and Punishment Section 3 - Living the Muslim Life Section 4 - Peace and Conflict

All exams will be taken at the end of Year 11 in accordance with new linear requirements. Mock Exams will be taken in both Year 10 and Year 11 to familiarise students with exam techniques and timings.

Homework

This will be set each week. Types of homework could include research, making notes on particular topics or answering GCSE style questions. Students should expect to spend approximately 45 minutes on this.

Assessment

Students will be regularly assessed through completing GCSE practice questions. Students will record their progress and compare it to their GCSE target grade. This will enable us to identify students who require support or intervention in order to make progress towards their targets.

Citizenship GCSE

Exam Board	**:**	**Edexcel**
Syllabus	**:**	**Citizenship 9-1**
Components	**:**	**Paper 1: Themes A, B & C (50%)**
		Paper 2: Theme D & E (50%)

All exams will be taken at the end of Year 11 in accordance with the linear requirements, in the form of two 1 hour 45 minute exam papers.

Mock Exams will be taken in both Year 10 and Year 11 to familiarise students with exam techniques and timings.

Citizenship encompasses a variety of areas of study and you will also learn transferable skills which will help you in your other GCSE subjects and in your future education career such as structuring an argument, research, team-work, debate and analysis.

The GCSE Citizenship Course is divided in to 5 key areas of study:

Year 10:

Theme A: Living Together in the UK.

Theme B: Democracy at Work in the UK.

Theme C: Law and Justice.

Year 11:

Theme D: Power and Influence.

Theme E: Taking Citizenship Action.

Revision and Exam Practice.

Modern Foreign Languages – French & German GCSE
Examination Board: AQA

Course Content:

The themes and topics on which the course is based:

- Identity and Culture;
- Local, National, International and Global Areas of Interest;
- Jobs, Current and Future Study and Employment.

Course Objectives:

The principal objective of the course is to develop each student's ability to use the French or German language effectively for purposes of practical communication through both the spoken and written word. There is a focus on grammar, and students are expected to translate into and out of the target language. In lessons students are encouraged to speak the target language at every opportunity and there are weekly learning home-works to improve their vocabulary. Students are also taught about the culture of France or Germany and are encouraged to take an interest in European current affairs. The GCSE course begins in Year 10 and we will be using text books, alongside supplementary resources for topic areas, grammar and translations.

Key Subject Aims:

To enable students to:

- Develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy.
- Express and develop thoughts and ideas spontaneously and fluently.
- Listen to and understand clearly articulated, standard speech at near normal speed.
- Deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts.
- Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts.
- Develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken.
- Be encouraged to make links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge.
- Develop language strategies, including repair strategies.

Assessment:

Final assessment for the GCSE course comprises four elements:

Skill	Level	Assessment	Percentage
Listening and Understanding	Foundation or Higher	Examination	25%
Speaking	Foundation or Higher	Examination	25%
Reading and Understanding	Foundation or Higher	Examination	25%
Writing	Foundation or Higher	Examination	25%

Students will be entered at one tier of entry - Foundation or Higher - for all 4 skills. There is no provision for "mixing and matching" tiers of entry for the different skills.

The new 9-1 grading system will replace A*-G, and there will no longer be any controlled assessment. All papers will be set and marked by the awarding organisation.

Papers will include:

- Short translations from and into the target language;
- Some target-language questions in the reading and listening paper;
- Authentic stimuli in the reading paper, including literary texts.

Listening and Understanding

Students are assessed on their understanding of standard spoken French/German by one or more speakers in a range of public and social settings. Students will respond to multiple-response and short-answer open response questions based on a recording featuring male and female native speakers.

There is no requirement for students to produce written responses in the target language, although there will be a mixture of questions in English and the target language.

Speaking

Students are assessed on their ability to communicate and interact effectively through speaking in the target language for different purposes and in different settings.

There are three tasks:

- A role-play;
- Questions based on a stimulus card;
- Conversation based on two themes. The first theme is based on the topic chosen by the student in advance of the assessment, whilst the second theme is allocated by AQA.

Reading and Understanding

Students are assessed on their understanding of the written language across a range of different types of texts, including advertisements, emails, letters, articles and literary texts. Students are required to respond to multiple-response and short-answer questions based on these texts. Questions will be in both the target language and English. There will also be a translation passage from the target language to English.

Writing

Students are assessed on their ability to communicate effectively through writing in the target language for different purposes and audiences. Students are required to produce extended responses of varying lengths and types to express ideas and opinions in the target language. The instructions to students are in the target language and word counts are specified for each question. There will also be a translation task from English into the target language.

Equipment

We recommend the purchase of an **Oxford School French or German** bi-lingual dictionary. These are the dictionaries used in MFL lessons at The Clere School. The dictionaries are simplified for secondary school students with headwords clearly set out in colour and definitions which are well presented and easy to understand. There is no small print and there are no superfluous or confusing entries. Importantly, all verbs are clearly cross-referenced to a section of verb tables in the centre of the dictionary.

Students will be provided with an A4 class book in which they will do classwork, homework and vocabulary tests. They will also be given an A5 vocabulary/grammar book for recording useful information. There will be access to textbooks in lessons, and the Active Learn materials.

Home Study

Students can expect to receive up two pieces of homework totalling 60 minutes home study per week. This will be in the form of one learning (vocabulary or grammar) and one written homework, which may be research, reading activities, preparation for spoken tasks, or some written work.

How you can support study at home

A wide vocabulary is vital for success in language learning and students will be expected to spell all words accurately. We will continue our phonics work so that students are able to pronounce words accurately and there will be a strong emphasis on grammar. We will expect students to use verb tables and dictionaries independently; students may have practise exercises for homework to consolidate their learning. Please continue to talk to your son/daughter about their language work and support them with vocabulary learning.

To encourage our students to read for pleasure as well as enhance their language skills, we will be offering the chance to purchase a magazine subscription. Mary Glasgow magazines are published quarterly and are accompanied by online audio and visual activities. The articles are appropriate for the level of learning and contain contemporary material. Letters will be sent home in September.

There are many podcasts available that help to develop listening skills, but we find that listening to foreign radio stations is most beneficial. We will demonstrate to students how to find the best stations on the internet. (Most of these stations play English music too!) Additionally, it is great practise if students use the recommended MFL websites to consolidate and extend their learning.

As well as useful tips, students receive resources and study packs to use at home.

We have participated in the MFL Consortium Challenge every year: two years ago, we won the Challenge Cup. We hope to enter a winning team again this year.

Art & Design GCSE

Exam Board: Eduqas
Syllabus: GCSE Art & Design
Mark Allocation: Coursework 60% Examination 40%

Course Outline

Art and Design is a subject that is suitable for artistic students of all abilities. However, to be successful students must be prepared to work hard, both in class and at home. Students who have opted for Art and Design:

- Have an interest in the subject and can use their imagination;
- Enjoy experimenting with materials and exploring new ideas;
- Can work independently;
- Wish to consider a career in some aspect of art, craft or design.

The course is designed to allow you to develop their own ideas as much as possible within the framework of a chosen theme such as "Structures" or "A Sense of Place". This could involve them using a whole range of different materials and ways of working including painting, photography, ceramics, sculpture, collage, information technology, textiles, printing or graphic design. Throughout the course students are encouraged to think for themselves, and taught how to independently develop original ideas for practical work.

The syllabus requires students to study a range of art, craft and design processes in both two and three dimensions, including the use of ICT. Students are also expected to study the work of different artists and designers. This will involve them in examining, discussing and writing about the history and context in which artists and designers have worked.

In Year 10 and 11 pupils will complete one unit of coursework (portfolio) and a Terminal Examination. Each unit of work has a theme, which is meant to be the starting point and stimulus for the development of their own ideas. The theme is always very broad and can be widely interpreted to incorporate students' own ideas, and preferred ways of working. Detailed guidance and help from your teacher on researching the theme and developing ideas will be given. Students will also receive instruction in the use of new materials, equipment, processes and techniques. In the first few weeks of the course students will have the opportunity to examine and discuss examples of coursework which will help them to understand everything discussed here much more clearly.

As part of the course students are required to submit a sketchbook for each unit, which includes evidence that they have:

- Made observation drawings from primary and secondary sources;
- Undertaken research in preparation for each unit of work;
- Developed alternative ideas;
- Experimented with different media, techniques and materials;
- Examined and evaluated the work of relevant artists and designers;
- Evaluated their own work.

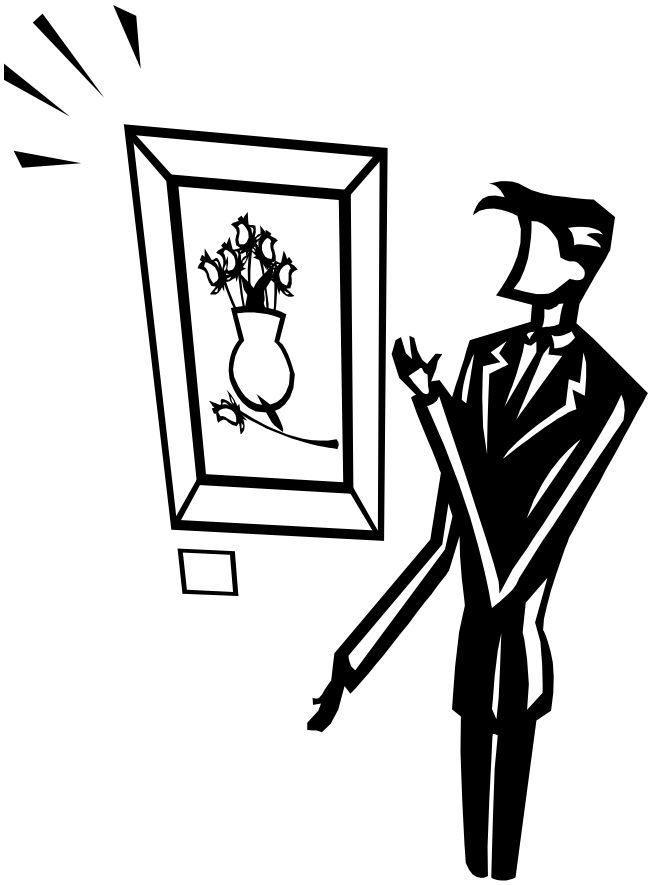
At the end of the course students will mount a display of their work, before it is assessed.

Visits

Students will have the opportunity of visiting the Tate Galleries in London and other possible gallery visits during the course.

Future Courses and Careers

Art and Design can lead to career options in a variety of areas including fashion, architecture, photography, graphic design, interior design, theatre arts and teaching.



GCSE Art & Design : Photography

Exam Board: Eduqas
Title of Exam: Art & Design (endorsed) Photography
Mark Allocation: Coursework 60% Examination 40%

Course Outline

Photography is a subject that is suitable for artistic students of all abilities. However, to be successful you must be prepared to work hard, both in class and at home. You should consider opting for Photography if you:

- Have an interest in the subject and can use your imagination;
- Enjoy experimenting and exploring new ideas;
- Can work independently;
- Wish to consider a career in some aspect of photography or film.

The course is designed to allow you to develop your own ideas as much as possible within the framework of a chosen theme such as "reflections" or "natural forms". This could involve you using a whole range of light based processes. Throughout the course you will be encouraged to think for yourself, and taught how to independently develop original ideas for practical work. The syllabus requires you to study a range of techniques and processes with both still and moving images, including the use of ICT. You are also expected to study the work of different photographers, artists and film-makers. This will involve you in examining, discussing and writing about the history and context in which artists and photographers have worked.

In Year 10 and 11 you will complete one unit of coursework (portfolio) and a Terminal Examination. Each unit of work has a theme, which is meant to be the starting point and stimulus for the development of your own ideas. The theme is always very broad and can be widely interpreted to incorporate your own ideas, and preferred ways of working. You will be given detailed guidance and help from your teacher on researching the theme and developing ideas. You will also receive instruction in the use of new materials, equipment, processes and techniques. In the first few weeks of the course you will have the opportunity to examine and discuss examples of coursework which will help you to understand everything discussed here much more clearly.
As part of your course you are required to submit a sketchbook for each unit, which includes evidence that you have:

- Undertaken research in preparation for each unit of work;
- Developed alternative ideas;
- Experimented with different media, techniques and materials;
- Examined and evaluated the work of relevant artists and photographers;
- Evaluated your own work.

At the end of the course you will mount a display of your work, before it is assessed.

Future Courses and Careers

Photography can lead to career options in a variety of areas including film, advertising and television as well as still photography and even teaching others.

All students must have their own digital camera which should be brought to lessons.

Drama GCSE

Examination Board: AQA

Course Objective

The AQA GCSE Drama specification engages and encourages students to become confident performers and designers with the skills they need for a bright and successful future. You will learn to collaborate with others, think analytically and evaluate effectively as well as gaining the confidence to pursue your own ideas, reflect and refine your efforts.

The subject content for GCSE Drama is divided into three components:

- Component 1: Understanding Drama;
- Component 2: Devising Drama;
- Component 3: Texts in Practice.

Course Content and Assessment Pattern

Controlled Assessment is worth 60% of the overall grade and is split into two sections:

Component 2: Devising Drama - practical (40%)

What's assessed:

- Process of creating devised drama;
- Performance of devised drama (you may contribute as performer or designer);
- Analysis and evaluation of your own work.

Component 3: Texts in Practice – practical (20%)

What's assessed:

- Performance of two extracts from one play (you may contribute as a performer or designer);
- Free choice of play but it must contract with the set play chosen for Component 1.

Examinations

Component 1: Understanding Drama (40%)

This is a 1-hour and 45 minute exam taken at the end of Year 11. It is in three sections: Section A is multiple choice (4 marks), Section B contains four questions on a given extract from the chosen set play (44 marks) and Section B contains one question on the work of theatre makers in a single live theatre production (32 marks).

What's assessed:

- Knowledge and understanding of drama and theatre;
- Study of one set play from a choice of six;
- Analysis and evaluation of the work of live theatre makers.

AQA Technical Award in Performing Arts

Awarding Body: AQA

Course Objective

This course is for students who wish to develop applied knowledge and practical skills in the performing arts. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in performing arts, drama, dance, music, media studies and film studies.

During the course you will complete three mandatory units (one externally and two internally assessed) spread across 120 guided learning hours (GLHs).

The focus of learning is split across three units:

- Unit 1: Unlocking creativity (30%)
- Unit 2: The performance / production (30%)
- Unit 3: The performing arts experience (40%)

Course Content and Assessment Pattern

Controlled Assessment is worth 60% of the overall grade and is split into two sections:

Unit 1: Unlocking creativity (30%)

- This unit (internally assessed) assesses the theoretical content of your chosen discipline (performance or production).
- You will plan and deliver the activities required to put on a successful performance including business planning and pitching.
- It is a practical unit of 35 guided learning hours - at the end of the GLHs you will produce a presentation, performance and portfolio worth 60 marks (30% of your final grade).
- In groups (minimum of 2 and maximum of 5) you will create, develop and present an initial proposal for a performance / production.

Unit 2: The performance / production (30%)

- This unit (internally assessed) provides the opportunity for you to be assessed on the theoretical content of a holistic performance or production, both as an individual and as a member of a group.
- It is a practical unit of 36 guided learning hours - at the end of the GLHs you will produce a performance or production worth 60 marks (30% of your final grade).
- You will work collaboratively as a member of an ensemble to create and deliver a live performance from a selection of 5 given Briefs and you will complete three self-assessments.
- You will focus on at least one performance skill (acting, dancing, musician) but will broaden your understanding of all aspects of the performing arts.

Exam - Unit 3: The performing arts experience (40%)

This unit is externally assessed.

It is a written exam of 1 hour 30 minutes worth 80 marks (40% of your final grade).

Throughout the course your focus will be on research and development of skills through experience of practical workshops and performances.

Pre-requisites to take Performing Arts

- A commitment to the Performing Arts that goes beyond your timetabled lessons (studying and rehearsing in your own time).
- A willingness to perform for a live audience.
- Be willing to get involved in school events and other performances - either as a performer or behind the scenes.
- Be able to meet deadlines by completing your assignments and Controlled Assessments within the specified timeframes.

Music GCSE

Examination Board: Eduqas

Course Objective

During the course you will develop your interest and understanding of how music is created and developed, including developing your music skills in composing and performance. Music also helps to develop broader life skills and attributes including critical and creative thinking, self-confidence and self-motivation.

Four Areas of Study provide the focus of learning in the GCSE Music course:

- Area of Study 1: Musical Forms and Devices;
- Area of Study 2: Music for Ensemble;
- Area of Study 3: Film Music;
- Area of study 4: Popular Music.

Course Content and Assessment Pattern

Controlled Assessment is worth 60% of the overall grade and is split into two sections:

Composition Task (30%)

- You will explore a range of compositional starting points, investigate a range of techniques to develop and manipulate ideas, and turn them into two pieces of music, one of which must be linked to the Strand of Learning as specified by the exam board and a free choice for the second.
- You can use your instrument to create your composition or Music Technology (e.g. GarageBand, Logic, Sibelius, Musescore etc.) or a combination. If your instrumental skills are not as accomplished as your compositions, someone else can perform them.
- Your composition can be ANY style of music (including Blues, Jazz, Pop, Rock, Dubstep etc.)

Performance Task (30%)

- You will submit one solo performance piece and one ensemble performance piece both worth 15%.
- Your SOLO PERFORMANCE can be any of the following:
    - A solo performance of ANY instrument;
    - A sequenced performance – a piece of music input into a MIDI sequencer (Garageband, Logic, Sibelius or Musescore can be used for this);
    - A realisation e.g. performing with DJ decks/turntables,
- Your ENSEMBLE PERFORMANCE
    - Performing on ANY instrument as part of an ensemble,

Examinations

Listening Paper – worth 40% of the overall grade

The listening paper takes place at the end of Year 11 and is a 1-hour 30 minute paper. You will listen and respond to questions based on short musical excerpts drawing on music from all Areas of Study and Set Works as well as unfamiliar music.

Computer Science

Examination Board : OCR

Syllabus : J277

Content Overview	Assessment Overview
J277/01: Computer systems This component will assess: • 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology	**Written paper: 1 hour and 30 minutes** **50% of total GCSE** **80 marks** This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.
J277/02: Computational thinking, algorithms and programming This component will assess: • 2.1 Algorithms • 2.2 Programming fundamentals • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environments	**Written paper: 1 hour and 30 minutes** **50% of total GCSE** **80 marks** This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using **either** the OCR Exam Reference Language **or** the high-level programming language they are familiar with.

Progression

This course leads directly to A-Level Computing. Computer Science and Software Design are obvious career paths, however programming is a sought after skill in many fields of science, business and finance.

Some useful links:

Exam board specification
Exam board endorsed resources
Python
GCSE Pod
Craig n Dave GCSE Computer Science
BBC Bitesize GCSE Computer Science
Seneca Learning