



Claremont

GCSE CURRICULUM



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Introduction	4
GCSE Programme	7

COMMUNICATIONS

Ⓢ English Language	12
Ⓢ English Literature	14
EAL	16
French	18
Spanish	20

CREATIVE

Dance	24
Design & Technology	26
Drama	28
Fine Art	30
Music	32
Photography	34

ENTERPRISE

Business	38
Computer Science	40
Ⓢ Mathematics	42

HUMANITIES

Geography	46
Global Perspectives	48
History	50
Religious Studies	52

SCIENCE

Physical Education	56
Ⓢ Science (combined)	58
Ⓢ Science (separate)	60
Learning Support	62

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- Ⓢ Core subjects that all students will take.
 - Ⓢ Separate science will add an additional GCSE for students with a record of achievement in Science.
-

Students pick four other options from those listed above.

Introduction

ED DICKIE, SENIOR SCHOOL HEADTEACHER

Choosing GCSE subjects is the first big fork in the road in your educational journey. Up to now you will have been blessed (or cursed) to take whatever subjects your school, in its wisdom, felt were important in delivering a rounded and broad education. You have been exposed to the Creative Arts, a range of Humanities, the world of STEM and a number of different languages. Some of these will have lit the fire inside you, inspiring you to dream of future study or even careers. Other subjects might have been endured rather than embraced, tolerated rather than celebrated. The time has now come for you to choose which of those many subjects you wish to take forward. It is both exciting and, perhaps, confusing in equal measure.

The pages ahead will hopefully help guide you in your decision-making. There is a great deal to choose from. For some of you the choice might be easy, for others it will be hard. On one level it is a really important decision, in that your future choices may be impacted by failure to take particular subjects. On the other

hand, we hope it will be a relatively straightforward decision for you - pick things you love to do as, invariably, students tend to be successful when they are enjoying their studies. Try to get some balance in your programme, listen to those who have already been through the process (older students, teachers and even your parents!) and don't be shy about asking questions.

At Claremont we are committed to ensuring that every individual has the opportunity to follow their own individual pathway. This is what we are about. 'Be Yourself' is about ensuring that you are able to make academic choices that suit you, that reflect your strengths and passions, and give you the best chance to fulfill your individual aspirations. We are not in the business of forcing square pegs in round holes - but are determined that every one of our students has a programme that reflects their talents, whatever they might be. We look forward to guiding you through this exciting process.



WELCOME TO
CLAREMONT
SENIOR SCHOOL

SCAN TO WATCH



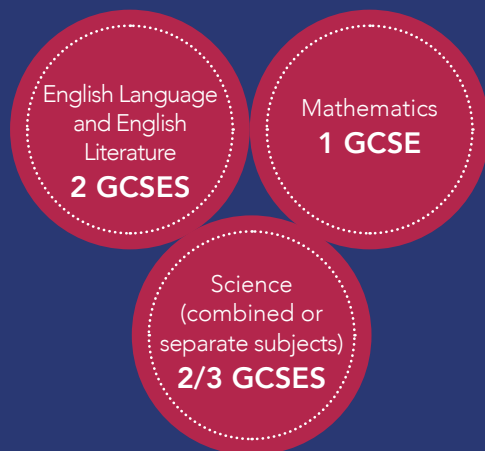


MEET
CLAIRE MARTIN

SCAN TO WATCH

Core Subjects

Every student will take the following subjects, which will give them a minimum of five GCSE qualifications:



Optional GCSE Subjects

Students will then select an additional **four** options from the list below:

Subjects Available

Art	Global Perspectives
Business	History
Computer Science	Music
Dance	PE
Design Technology	Photography
Drama	Religious Studies
French	Spanish
Geography	

Academic Support

Extra Core
Learning Support



GCSE Programme

At Claremont, our aim is to enable students to choose a programme of study in which they can excel. It is important that students choose subjects that they enjoy, find interesting, and will keep their options open for future studies.

For academic rigour we recommend that, alongside English, Mathematics and Science, wherever possible students should select a Language (French or Spanish) and a Humanity (History or Geography). Research has shown that studying these additional subjects can help improve a student's performance in English and Mathematics. They also provide greater opportunities in further education and for some degrees they are considered essential.

However, as a proudly non-selective school we acknowledge that this may not be appropriate for all our students. One of our key tenets is "Become your best at Claremont" and this is echoed in our approach to GCSE option choices. Our primary concern is that students choose a programme that is right for them.

The majority of students will take Combined Science and up to 4 option subjects giving them a total of 9 GCSEs. Students doing separate Sciences will have 10 GCSEs.



CHOOSING YOUR OPTIONS

At Claremont we build option blocks around the subjects that our students want to do. Our process starts in Year 9 with a GCSE options evening in the Lent term when students and parents can speak to the teachers about the subjects we offer and what the courses entail. An interactive GCSE options content hub is also hosted on the website to help students make informed decisions. Following this event, students submit their four main subject choices along with two reserve subjects.

Starting in early March, we start to construct timetables for the new academic year using option blocks. We aim for as many students as possible to be able to do the subjects they have chosen, but occasionally some subjects will not run due to a lack of numbers and some subject combinations are not possible. This will be discussed with students and parents on a case-by-case basis, so we can find suitable alternatives for the student.

Any students who wish to change their GCSE selections after the deadline, or students joining the year after this process, will choose their subjects from the fixed option blocks.



SCIENCE (COMBINED OR SEPARATE)

At Claremont we offer both combined Science GCSE (2 GCSE's worth) as well as separate GCSEs in Biology, Chemistry and Physics. As a minimum, all students will automatically be entered for the combined Science option. Students who have a proven academic record in Science, as well as an appetite for the subject, will be able to do separate Science GCSEs. Please read the Science pages for more information.

HIGHER TIER OR FOUNDATION TIER

In **Mathematics, Science and Languages**, students will be entered for either Foundation tier (in which they can achieve grades 1 to 5) or Higher tier (in which they can achieve grades 4 to 9). The foundation tier papers usually have a more accessible style of questioning, but students will be limited to a maximum of a grade 5. However, if students sit a higher tier paper and do not achieve the minimum marks required for a grade 4 then they will not get a grade. We make the final decision of which tier to enter students at in Year 11, based on a system of ongoing assessment throughout the course.



CREATIVE SUBJECTS

Art, Dance, Drama, Music and Photography at GCSE all require a large commitment in time outside of lessons. We therefore recommend that students pick no more than two of these subjects to study for GCSE in order to ensure that they have sufficient time to devote to them, as well as their other subjects.

EXTRA-CURRICULAR QUALIFICATIONS

Qualifications such as the Higher Project Qualification (HPQ), Lamda, Sports Leaders and Duke of Edinburgh's Award are also offered. They provide students with skills that enhance their chances to access future study options. Students access these opportunities during our Co-Curricular time and further information is available in our Co-Curricular booklet, which students will receive when they need to make their activity choices at the beginning of the school year.



ACADEMIC SUPPORT OPTIONS

Additional academic support is available for students who choose to take fewer GCSEs.

Extra Core: For students selecting a reduced number of option GCSEs, the Extra Core classes provide supplementary lessons in the core subjects: English, Science and Mathematics. A usually small group of students, the Extra Core classes provide extra focus on core skills, a chance to revisit core subject content and to develop exam technique through practising answering sample exam questions.

Learning Support: Available on either a one-to-one basis or in small groups (maximum of 4 students). Students are supported in their literacy, mathematical and learning skills. Learning Support is by arrangement with our SENDCo and incurs an additional cost. For students requiring learning support, we recommend that they also choose Extra Core as an option. Please see the Learning Support pages (at the end) for more information.





COMMUNICATIONS



“Studying English Language allows us to discover new techniques influenced by other writers and develop our vocabulary.”

EXAM BOARD: Edexcel

ASSESSMENT: 2 exams at the end of Year 11 and a recorded Spoken Language Endorsement

SUBJECT OVERVIEW:

English Language GCSE is one of the core subjects at GCSE, along with Mathematics and Science which all students study. Achieving a good pass grade in English Language is a requirement for entry into many sixth form courses. English Language is co-taught to all students alongside English Literature (apart from those taking EAL) until the end of Year 11. It develops the necessary skills students need to communicate in a clear and structured way. They learn to interpret the written word and compare how writers express viewpoints and perspectives on issues or themes that are important to the way we think and live our lives.

Our classes are mixed ability, not governed by setting and our course aims to be inclusive to all learners. At the end of the course, students are tested in their skills analysis of previously unseen fiction and non-fiction texts in the reading sections and in creative writing and transactional writing (everyday text types such as letters, speeches, articles and reviews).

ASSESSMENT:

Paper 1: Non-Fiction Texts

50% of the marks. It tests analysis and comparison of 19th Century non-fiction and writing skills.

Section A: Analysis and comparison of two thematically linked 19th Century non-fiction texts.

Section B: Transactional writing for a specified audience, purpose and form.

Paper 2: Contemporary Texts

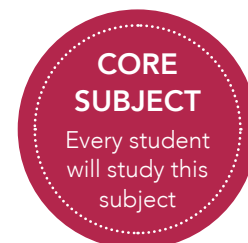
50% of the marks. It tests analysis and comparison of 19th Century non-fiction and writing skills.

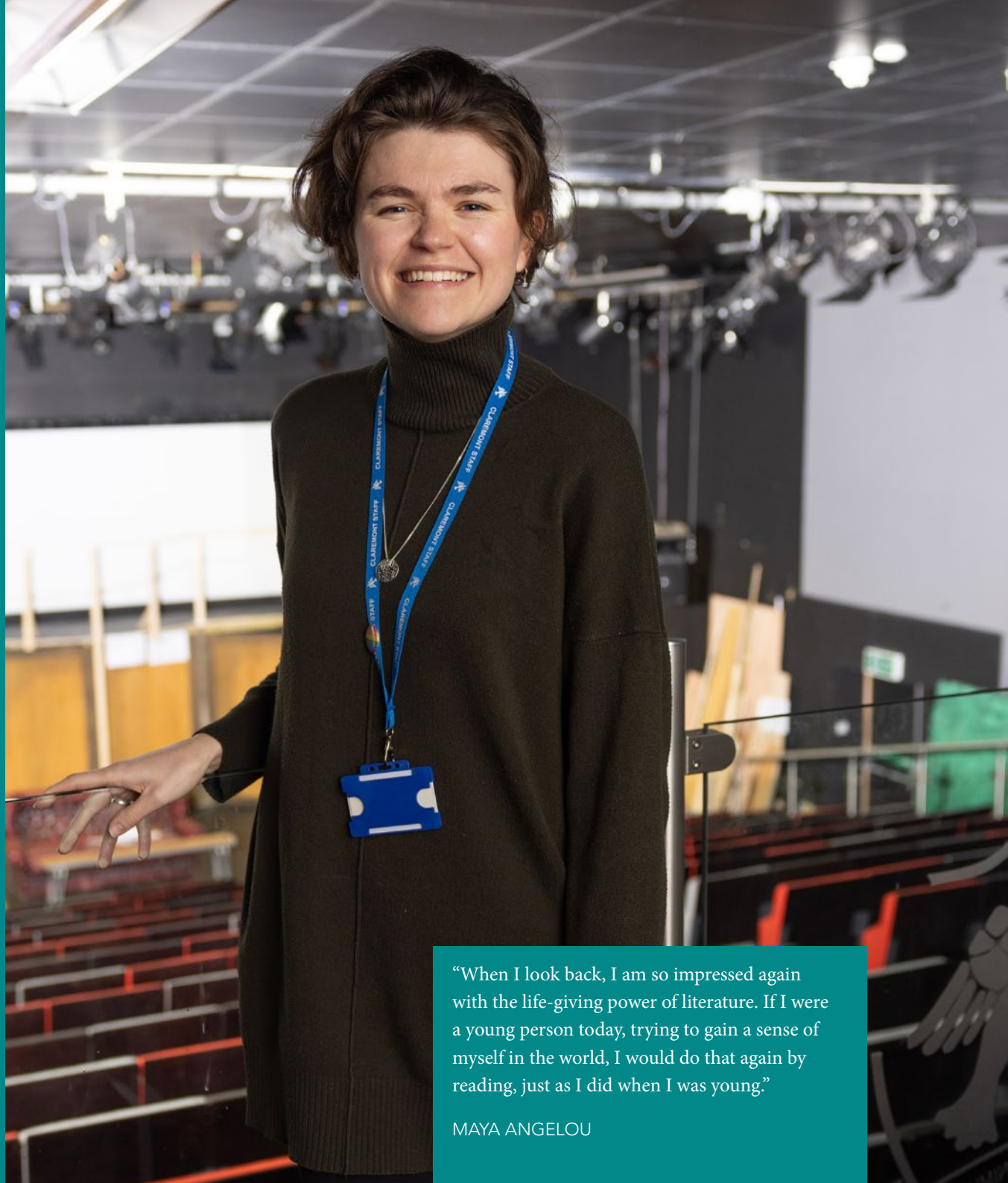
Section A: Analysis and comparison of two thematically linked 20th and 21st Century non-fiction texts.

Section B: Creative writing inspired by photos or a short written stimulus.

Spoken Language Endorsement:

This mandatory unit is assessed separately and does not form part of the overall grade for English Language. Candidates present to the class a presentation in a formal context, respond appropriately to questions and to feedback using spoken Standard English.





“When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young.”

MAYA ANGELOU

EXAM BOARD: Edexcel

ASSESSMENT: 2 exams at the end of Year 11

SUBJECT OVERVIEW:

English Literature is co-taught with English Language to all students in Years 9 to 11 and the vast majority of our students take both English Language and English Literature at GCSE.

The English Literature texts have been selected in order to be as varied and inclusive as possible, whilst covering all the required texts for GCSE. The Year 9s study a curriculum marked against GCSE standards and in line with the GCSE content in terms of range and challenge. This makes the move into Year 10 texts familiar though a step up. Across the two years of the GCSE course, students study a Shakespeare play, a 20th Century play, a 19th Century novel and an anthology of themed poetry from across time. As a department we inspire and motivate our students to take opportunities to stretch and challenge their vocabulary and writing skills, as well as develop a love of reading.

ASSESSMENT:

Two papers, each 50% of the marks.

Shakespeare and Post-1914 Literature

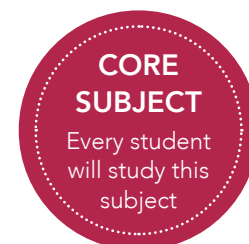
Section A: Students answer two questions about Shakespeare's play 'Macbeth', writing in detail about a short extract from the play and then about a theme or character from the play as a whole, relating it to the social and historical context of the time.

Section B: Students write an essay about a theme or character in the 20th Century play 'An Inspector Calls' by J.B. Priestley, relating it to the social and historical context of the time of the play.

19th Century Novel and Poetry

Section A: Students answer two questions about the 19th Century novel 'A Christmas Carol' by Charles Dickens, writing about a short extract from the novel and then about a theme or character looking at the novel as a whole.

Section A: Students answer one question comparing a poem provided in the paper and a poem of their choice from a themed collection they have studied, and one question comparing the treatment of a theme in two previously unseen contemporary poems.





“EAL lessons have really helped my English and without the lessons it would have been more difficult for me. When I arrived I did not know English very well. In these lessons I have improved a lot which also helps with my other subjects.”

ASSESSMENT: Externally assessed by arrangement

SUBJECT OVERVIEW:

International students bring a rich, cultural diversity to learning at Claremont Senior School. EAL students who need to improve their English and access other subjects effectively follow EAL classes. Some students who already have excellent English can follow English rather than EAL programmes.

For Years 9 - 11, the principal aim of EAL is to ensure students are able to access both learning in other subjects and integrate into the social and cultural life in the UK. In addition, Years 9 - 11 are building their skills in English: grammar, spelling, punctuation, vocabulary, speaking, listening, reading and writing. Year 9 also covers important British and international festivals and important themes delivered in assemblies, such as Black History Month (October), Remembrance Day (November), New Year traditions, the Abolition of Slavery, Disabled People's Rights and World Kindness Day. In Years 10 - 11, students start a pre-Academic IELTS foundation course using the textbook: Expert IELTS 5 in Year 10 (suitable for level 4+ starting level) and Expert IELTS 6 in Year 11 (suitable for level 5+ starting level). Students are expected to have a minimum Academic IELTS 4 level at entry. In EAL classes, the only factor that students have in common is that English is not their first language.

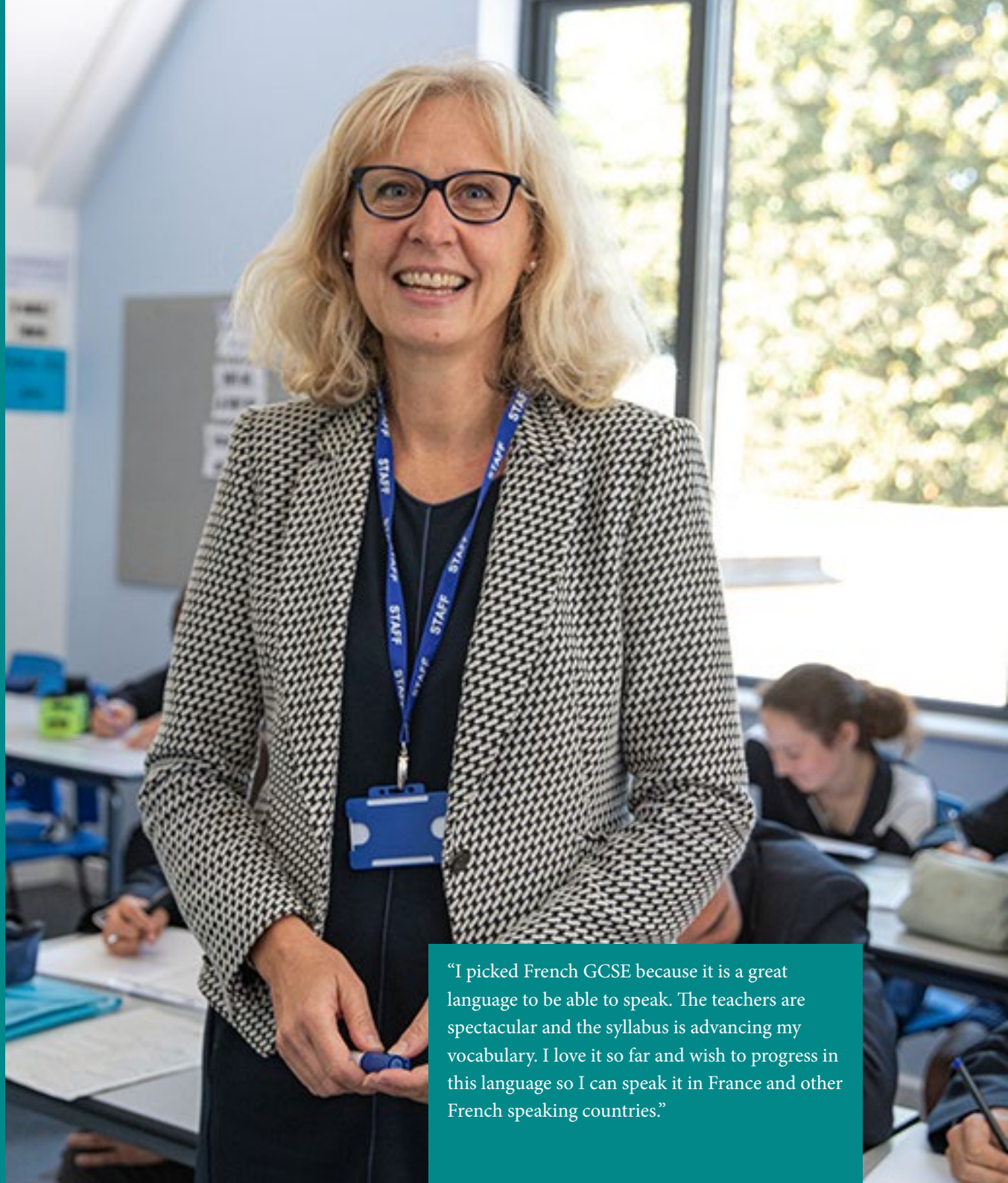
For Years 12 and 13 the focus shifts, in that the candidates are being prepared solely for their Academic IELTS (International English Language Testing System) exam - a grade 6 or above is required for international students to attend universities in an English speaking university.

ASSESSMENT:

The EAL courses are designed to ensure that students are ready to sit the IELTS qualification in Sixth Form.

Students have a rigorous EAL Initial Assessment when joining the school and each half term they are assessed focusing on one of the key IELTS skills of reading, writing, speaking or listening. At the end of the academic year, students in Year 9 and 10 are assessed on general English skills as well as the skills required for the IELTS test appropriate to their level. In Years 11 and 12 the end of year assessment is based on IELTS skills.

In the Sixth Form, students have regular opportunities to travel to London to sit the IELTS UKVI exam. In Years 9 to 11 this can be arranged by request if formal certification of proficiency in English is required, however please note that the IELTS qualification is only valid for two years, so students would need to sit it again in Sixth Form to facilitate university applications.



“I picked French GCSE because it is a great language to be able to speak. The teachers are spectacular and the syllabus is advancing my vocabulary. I love it so far and wish to progress in this language so I can speak it in France and other French speaking countries.”

EXAM BOARD: Edexcel

ASSESSMENT: Exams at the end of Year 11 split into 4 papers: listening, reading, speaking (internally recorded) and writing. Each skill is equally weighted and worth 25% of the overall GCSE.

SUBJECT OVERVIEW:

If you enjoy communicating with other people, finding out how languages work and learning about different countries and cultures, studying GCSE French is an excellent choice for you!

As part of your studies you will:

- Learn about countries where French is spoken;
- Add an international dimension to your choice of GCSE subjects (something many employers and higher education providers seek);
- Learn soft skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in public and using problem-solving strategies;
- Create greater opportunities to work abroad, or for companies in the UK with international links.

People with language skills and knowledge are highly valued in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Taking French GCSE means you will be able to study the A Level French course, adding an extra dimension to your personal skills profile.

FIVE MAIN TOPIC AREAS

Local area: Holidays, Weather, Places to see, Things to do, Travel and tourist transactions

Identity and culture: Who am I?, Daily life, Cultural life

International and global dimension: Sports and music events, Campaigns, Good causes, Environmental issues

School: Subjects, rules, activities

Future aspirations study and work: Languages and ambitions

ASSESSMENT:

The new qualification promotes culture, communication and connection. From the design of speaking tasks, where communication is privileged, through to the use of images to provide cultural context, students understand that words are a springboard to discovering much more.

- **Language learning for today's world** - vocabulary has been carefully selected and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.
- **Compassionate assessments in a clear and familiar structure** - rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. Listening test will be at a slower pace and everything will be repeated 3 times; students will have a wider choice of pictures to describe orally

HIGHER TIER OR FOUNDATION TIER

Students will be entered either for Foundation Tier (grades 1–5) or Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All students follow the same Programme of Study and the final decision of which tier to enter is made in Year 11, based on ongoing assessment throughout the course.



“I wanted to learn more about the culture of Spain, as the festivals sound really amazing! It’s much more challenging than in Year 9, but I am learning so much about grammar and understanding my own language more because of it.”

EXAM BOARD: Edexcel

ASSESSMENT: Exams at the end of Year 11 split into 4 papers: listening, reading, speaking (internally recorded) and writing. Each skill is equally weighted and worth 25% of the overall GCSE.

SUBJECT OVERVIEW:

Knowledge of any foreign language enriches your life forever, but knowledge of Spanish will open doors to another world. Around half a billion people speak Spanish as their first or second language.

If you are interested in food, film, art, history, natural history or literature, Spanish will enhance your interest. If you are keen to travel in search of such things or just to have a fun holiday, Spanish will be the most important item in your suitcase. Or if you just love learning languages, Spanish provides a highly accessible gateway to a range of other Latin languages, such as French, Italian, Portuguese and Romanian. If, in addition to all this, you can add 'Spanish speaker' to your CV, you will dramatically increase your job prospects both at home and abroad.

At Claremont, a three-part strategy consists of the learning of grammar, the acquisition of vocabulary and the development of an authentic accent. This enables the student to be fully involved in the comprehension and use of real, practical Spanish. Grammar is essential to understand how the language works and to be able to use the language effectively, but equal importance is given to the four skills of listening, reading, speaking and writing, which each count equally for the final GCSE. Lessons are taught in the target language as much as possible.

The specification covers three distinct themes:

- **Theme 1:** Identity and culture: Me, my family and friends, Technology in everyday life and Free-time activities
- **Theme 2:** Local, national, international and global areas of interest: Home, town, neighbourhood and region, Social issues and Travel and tourism
- **Theme 3:** Current and future study and employment: My studies, Life at school/college, Education post-16 and Career choices and ambitions

ASSESSMENT:

The new qualification promotes culture, communication and connection. From the design of speaking tasks, where communication is privileged, through to the use of images to provide cultural context, students understand that words are a springboard to discovering much more.

- **Language learning for today's world** - vocabulary has been carefully selected and assessment content to reflect and represent diverse student experiences, so that all students feel included and will be able to speak and write about the things that interest them most.
- **Compassionate assessments in a clear and familiar structure** - rooted in testing what students know and ensuring they can attempt the whole assessment confidently, with no surprises. Listening test will be at a slower pace and everything will be repeated 3 times; students will have a wider choice of pictures to describe orally

HIGHER TIER OR FOUNDATION TIER

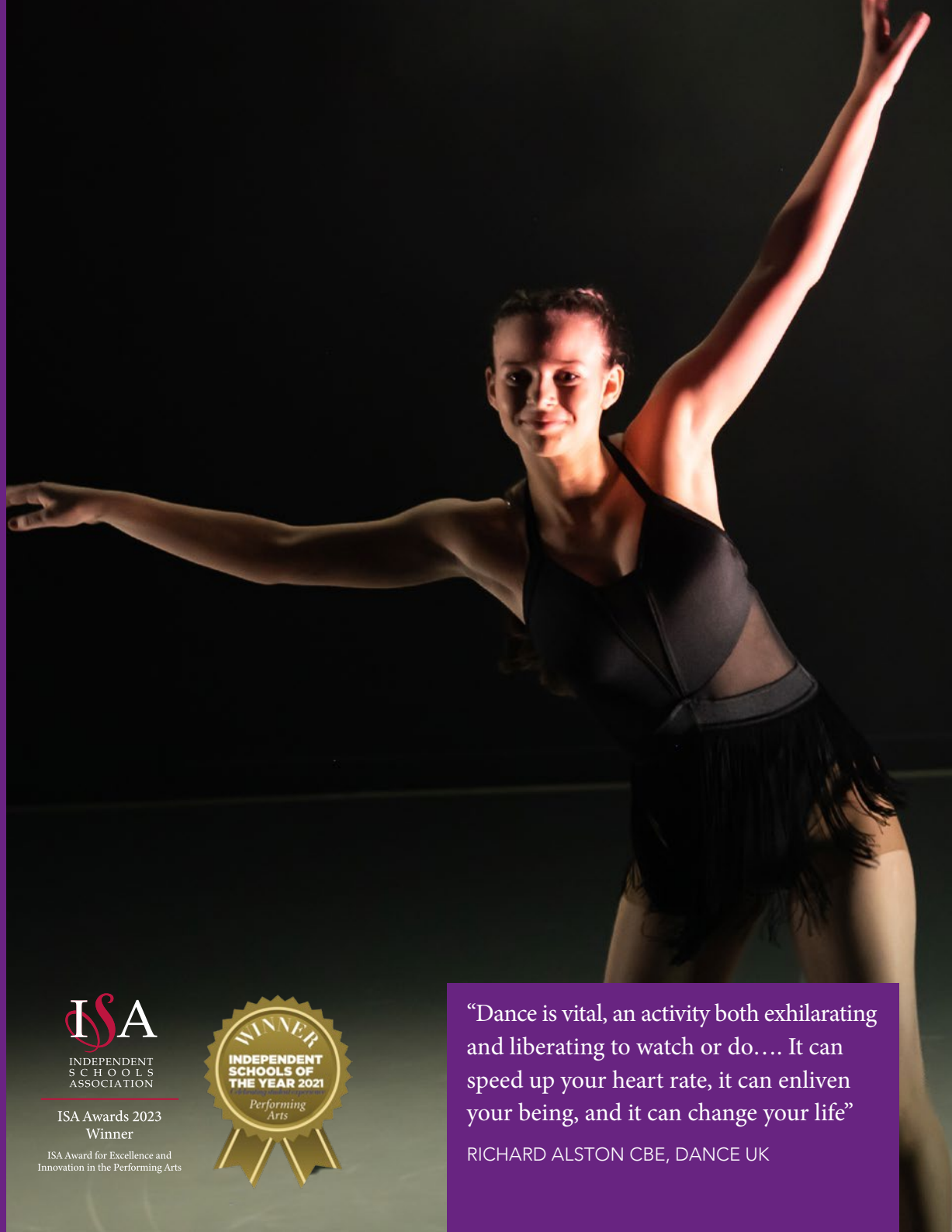
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Scratchy detail with dip pen
wash background



CREATIVE



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“Dance is vital, an activity both exhilarating and liberating to watch or do.... It can speed up your heart rate, it can enliven your being, and it can change your life”

RICHARD ALSTON CBE, DANCE UK

EXAM BOARD: AQA

ASSESSMENT: 40% based on a written exam at the end of Year 11 and 60% practical assessment.

SUBJECT OVERVIEW:

Students will develop movement as a medium of expression and communication in the performance, creation and appreciation of dance. Students who opt for GCSE Dance need to demonstrate the potential to involve themselves in the study and application of dance. The course will require commitment and energy but in return the rewards will be exciting. Confidence as both a choreographer and performer will increase as skills develop and transfer into their day-to-day skill set.

Both the theory and practical aspects of dance are studied. Students will develop a deeper understanding of what it is like to be a dancer and the art and craft of choreography.

A variety of choreographers and professional dances will be studied throughout the course.

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject.

GCSE Dance will:

- Provide a strong foundation for progression to further courses in dance, such as BTEC Dance;
- Enable students to further develop their interpersonal and communication skills. As critics, students make informed decisions about opinions and preferences. Viewing professional dances fulfils students' cultural entitlement and broadens artistic experience.

ASSESSMENT:

Students will be expected to write critically about dance and perform phrases set by the exam board, as well as those they have created themselves. There is one written exam so the students are predominantly assessed on their practical ability. The practical assessment pieces are to perform two contemporary dance solos, a duo/trio and their own choreographic creation.

The course is 60% practical and 40% theory, based upon students' own practical work and the work of professional current choreographers: 30% of this requires choreography of students' own pieces and 30% will be examined on students' own dance technique and performance skills.

Students need to be confident when performing in front of others.

The assessment for GCSE Dance comprises two components:

Component 1 (60% of marks)

- Two Solo performances (both 30-40 seconds each)
- Duo/Trio performance piece (3.5mins)
- Choreography: can be Solo (2.5mins) or Group choreography (3.5mins)

Component 2 (40% of marks)

- Dance Appreciation – Written exam (1hr 30mins)



“Design and technology is a phenomenally important subject. Logical, creative and practical, it’s the only opportunity students have to apply what they learn in maths and science - directly preparing them for a career in engineering.”

SIR JAMES DYSON

EXAM BOARD: OCR

ASSESSMENT: 50% based on an exam at the end of Year 11 and 50% coursework

SUBJECT OVERVIEW:

Design & Technology is an inspiring modern subject helping students prepare to live in and contribute to the world around them. This course provides opportunities to develop capability in designing and making high quality, sustainable products that serve genuine purposes in society. GCSE Design & Technology introduces increasingly sophisticated resources within our dedicated teaching area, with computer-aided design and manufacturing equipment and the support of an experienced, specialist teacher.

If you can see yourself as an architect, engineer, product designer, fashion designer, technician or working in any creative or STEM-related career, this course could be for you. In Design & Technology, we believe that learning is best achieved by doing. This means applying your literacy, numeracy, Art, Science, Geography, Computing, Business Studies and other knowledge in a range of contexts to gain genuine understanding. This is an entry level course designed for students who have not studied D&T before in any detail. Having an eagerness to learn about design, the world around us and a 'have a go' attitude is all that is required. Problem solving is an important aspect of the course. We will teach you the skills you need, and we have options of computer-aided design and manufacture as well.

In Design & Technology GCSE you will:

Understand users, learn about materials, analyse products, learn how things work and evaluate your own and others' work. Students will also design, including using Computer Aided Design (CAD) and make, including Computer Aided Manufacture (CAM).

It is important to note that there will be an additional termly charge when opting to study D&T at GCSE. This covers all equipment use and materials etc.

ASSESSMENT:

The course is assessed at the end of Year 11, providing ample time for personal development and learning. There are two parts to the assessment:

Coursework (50% of final grade)

This is based upon a design and make project in Year 11 where students investigate, design, make and evaluate a prototype product. Students can choose their project from a selection of challenges and themes issued by the Exam board. Students are allowed to seek advice during this project, as well as regularly receiving guidance and mentoring.

Examination (50% of final grade)

In the in exam students combine their knowledge, skills and understanding from the course to answer questions in a range of contexts. This includes D&T-related maths questions, technical drawing, sustainability issues, materials and processes.



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“I chose GCSE Drama as it is a chance to perform regularly, to become more confident within myself and have an amazing time on stage! It allows you to create and explore brand new ideas without any limits.”

EXAM BOARD: Edexcel

ASSESSMENT: 40% practical and written assessment in Year 10, 20% practical exam midway through Year 11, 40% written exam at the end of Year 11

SUBJECT OVERVIEW:

GCSE Drama is an excellent course for developing confidence, self-expression and an enquiring mind. It is a course that supports students in valuing their own ideas and opinions and learning to develop and support their creative decisions. It encourages collaboration as well as a sense of individual responsibility. Through practical and theoretical study students learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. The course examines diverse approaches in theatre and encourages students to be self-motivated, disciplined, methodical and open to new explorations.

Through the practical coursework, students study a wide variety of theatrical styles and conventions; they are expected to plan, perform and reflect upon their own works in order to make informed choices in process and performance. The course is designed to get students to generate, develop and communicate ideas – skills that are vital in all areas of study and life beyond school and to ignite and develop a passion for theatre, performing and play reading. Drama demands full commitment from students but the rewards are plentiful and the positive and varied experiences over the two-year course will continue to enrich students for years to come.

Culturally, socially and throughout history, dramatists have had a great effect on so much of our world. Dramatists can be seen as controversial and political. From the birth of performance, theatre has reflected and changed our cultural perceptions and social boundaries. Through studying GCSE Drama, you too will explore 'life' through creative means and gain an insight into characters from a multitude of origins and backgrounds.

ASSESSMENT:

The assessment for this specification comprises three components:

Component 1: Devising

- Practical (performance) and Written (portfolio of the devising process)
- 40% of the total marks
- Internally marked and externally moderated

Component 2: Performance from Text

- Practical Performance - either two groups pieces, monologues or duologues or a combination performed to a live audience and visiting examiner
- 20% of the total marks
- Externally marked

Component 3: Theatre Makers in Practice

- 1hr 45mins written paper based on practical explorations of a prescribed play text. It also includes a review as a Performer, Director and Designer, as well as an evaluation of a live piece of theatre
- 40% of the total marks



“I think that taking GCSE Art really lets you be creative. Unlike other subjects, Art lets you experiment and research before taking your exam in Year 11. Although Art is more of a challenge in Year 10, I find experimenting with new Art mediums very rewarding.”

EXAM BOARD: OCR

ASSESSMENT: 40% based on an externally set task at the end of Year 11 and 60% portfolio.

SUBJECT OVERVIEW:

Studying GCSE Art is more intense than Art in Year 9. There is more time to develop your skills and experiment with a range of new materials and techniques. You learn how to work on one project for a number of weeks, research independently and present a final outcome.

Year 10s create two projects which include sketch books and final pieces. For example, the project 'Organic' takes students through a journey of drawing, painting, sculpting, and researching relevant artists. All students produce individual responses to all of their projects ranging from clay sculptures to mixed media paintings.

In order to take GCSE Art you will require the following:

- A positive attitude to creatively challenging tasks
- A willingness to think 'outside of the box'
- A desire to visit art galleries and research artists of your own accord
- An enjoyment of drawing, taking photographs, painting and expressing your own artistic opinions
- Patience and good time management, particularly when producing art work outside of lesson time

Studying GCSE Art can lead to studying Fine Art A level and other creative A levels, such as Photography. Beyond A Levels, there are a range of creative possibilities to study at degree level, such as Graphic Design, Illustration, Costume Design, Product Design, Interior Design, Fashion Design and Architecture. GCSE Art is relevant no matter what other subjects you are taking, as it emphasises independence, self-directed learning and how to improve your skills with practice and drive.

It is important to note that there will be an additional termly charge when opting to study Fine Art at GCSE. This covers all equipment use and materials such as sketchbooks, canvases and A1 folders.

ASSESSMENT:

The Assessment of Fine Art includes two components, both of which are internally assessed and externally moderated.

- **Portfolio** (60% of GCSE) built up throughout the course
- **Externally set task** (40% of GCSE) including a 10-hour exam.

In all their work, including the set task, students must ensure that they show evidence of all assessment objectives, each of which are given equal weight in their final grade.

The four assessment objectives are:

- **AO1 DEVELOPMENT** of ideas, thoughts and your analytical understanding;
- **AO2 REFINE AND EXPERIMENT** with a variety of art mediums, resources and materials;
- **AO3 RECORDING** of ideas, observations and insights;
- **AO4 PRESENTING** personal, informed and meaningful responses to a set creative brief.

In the Summer term of Year 11 an external moderator will visit the school to moderate the artwork of the students. All artwork (both portfolio and externally set task) will be displayed in an exhibition. After the moderator visit, family and friends are invited to a private view of the exhibition to celebrate the hard work of the GCSE Fine Art students.



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“I have always had a passion for music and wanted to continue learning. I wanted to get better at songwriting and this subject has certainly helped.”

EXAM BOARD: Eduqas

ASSESSMENT: Performing coursework (30%), Composing coursework (30%), Appraising examination (40%)

SUBJECT OVERVIEW:

At Claremont, GCSE Music is taught in small groups where we can cater for the most musically gifted students, as well as those who love music but may not have reached high levels of performance or have little prior knowledge of music theory. We expect GCSE music students to contribute fully to the musical life of the School by singing in choir or playing in an ensemble. Students are given opportunities to attend trips and participate in workshops throughout the two-year course.

We take an integrated approach to the three distinct disciplines of performing, composing and appraising. In Year 10, students develop composition and appraising skills through the completion of short projects linked to the four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. Two set works are studied in detail: *Badinerie* by J.S. Bach and *Africa* by Toto. Students are also required to perform every half term, informally to their class or in a more formal setting.

Students are supported throughout the course not only by the Head of Music, but also by our team of peripatetic specialist music teachers who offer instrumental, vocal and theory tuition.

ENTRY REQUIREMENTS:

Ideally: Grade 2 (or equivalent) on an instrument or voice, basic keyboard skills, and a secure understanding of basic music theory. If you are unsure about your instrumental/vocal level, please speak to the Head of Music.

ASSESSMENT:

The GCSE Music qualification is made up of three units:

Component 1: Performing 30%

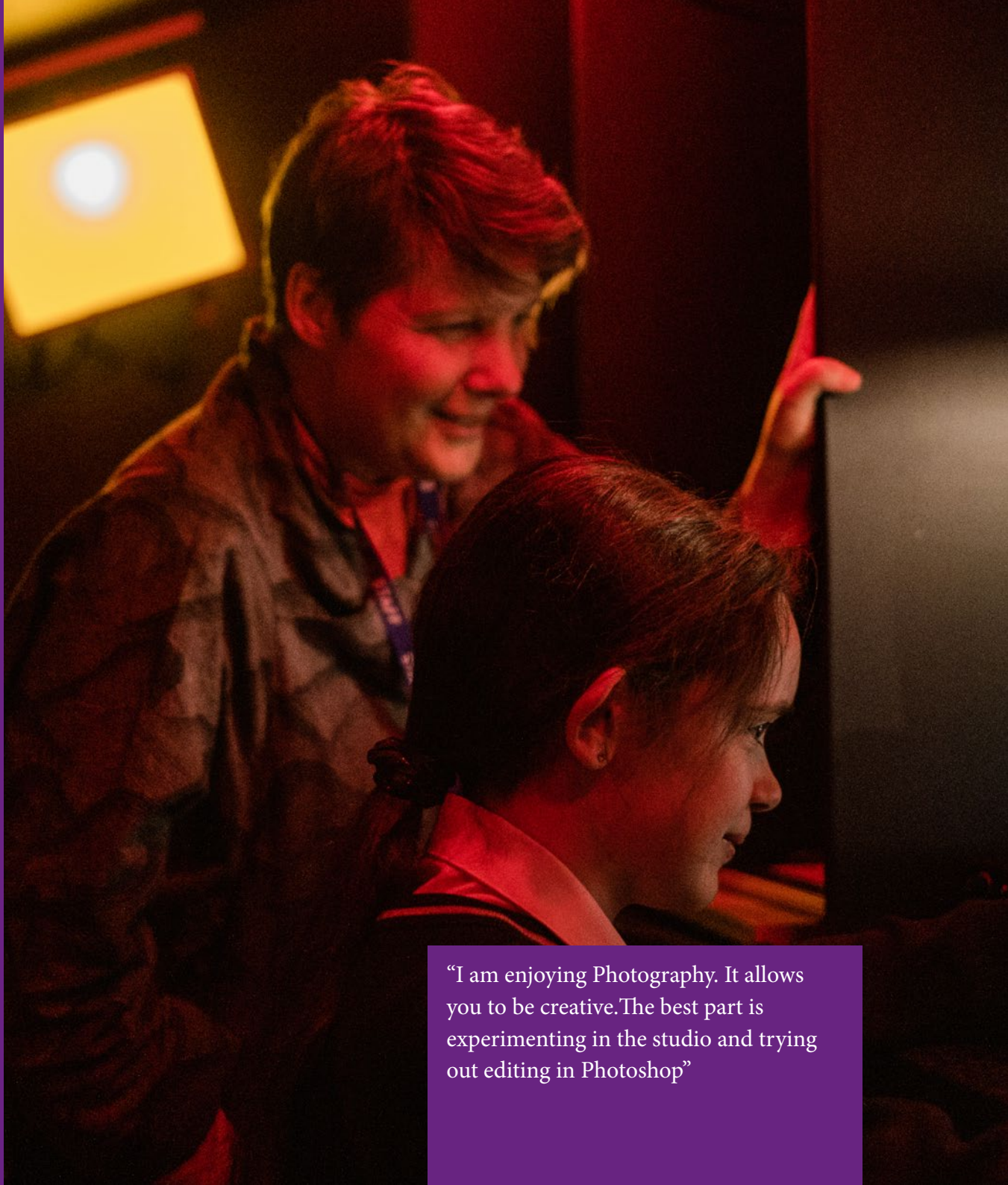
A minimum of two pieces, one of which must be an ensemble performance. The other piece(s) may be either solo and/or ensemble. Performances can take the form of a realised sequence using music technology, with a live recorded element. The 'standard' grade for performances is Grade 3, and the total duration of performances must be 4-6 minutes.

Component 2: Composing 30%

Two compositions, one of which must be in response to a brief set by the exam board. There are four briefs to choose from, each one linked to a different area of study. The second composition is a free composition for which students set their own brief. The compositions must have a combined duration of 3-6 minutes.

Component 3: Appraising (Examination) 40%

Students sit a listening examination in which they answer eight questions in total, two on each of the four areas of study. Two of the eight questions are based on the set works: *Africa* by Toto and *Badinerie* by J.S. Bach.



“I am enjoying Photography. It allows you to be creative. The best part is experimenting in the studio and trying out editing in Photoshop”

EXAM BOARD: OCR

ASSESSMENT: 40% based on an externally set task at the end of Year 11 and 60% portfolio.

SUBJECT OVERVIEW:

GCSE Photography (Lens and Light-Based Media) is for creative students who enjoy playing with imagery, and love taking photographs! The photography course is very similar to the Art GCSE. You will be required to research photographers and develop your own ideas. You will be taught how to experiment with cameras, studio lighting and editing. Finally, you will aim to improve the quality of your work and make professional looking final pieces for display.

In Year 10, students will cover two projects to include sketchbooks, research and final pieces. For example, the project 'Sequences and Segments' takes students on a journey of experimental photography, exploring shutter speed.

In order to take GCSE Photography, you will require the following:

- A positive attitude to creatively challenging tasks
- A willingness to think 'outside of the box'
- A desire to visit art galleries and research artists of your own accord
- An enjoyment of taking photographs, editing in Photoshop and expressing your own artistic opinions
- Patience and good time management

GCSE Photography is good preparation for progression to A level in Art and Design, A level Photography or studying at degree level. There are career opportunities in fine art, fashion, journalism, new media and games development, as well as digital photography and video. GCSE Photography is relevant no matter what other subjects you are taking as it emphasises independence and self-directed learning.

It is important to note that there will be an additional termly charge when opting to study Photography at GCSE. This covers all equipment use and materials such as photobooks, darkroom chemicals, foam board and A1 folders. Students will also need to purchase their own Digital SLR camera.

ASSESSMENT:

The Assessment of Photography includes two components, both of which are internally assessed and externally moderated.

- **Portfolio** (60% of GCSE) built up throughout the course
- **Externally set task** (40% of GCSE) including a 10-hour exam.

In all their work, including the set task, students must ensure that they show evidence of all assessment objectives, each of which are given equal weight in their final grade.

The four assessment objectives are:

- **AO1 DEVELOPMENT** of ideas, thoughts and your analytical understanding.
- **AO2 REFINE AND EXPERIMENT** with a variety of art mediums, resources and materials.
- **AO3 RECORDING** of ideas, observations and insights.
- **AO4 PRESENTING** personal, informed and meaningful responses to a set creative brief.

In the Summer term of Year 11, following the external moderators visit, students' photography work will be exhibited. Family and friends are invited to a private view to celebrate the hard work of the GCSE Photography students.

Législation





ENTERPRISE



“I’m convinced that about half of what separates successful entrepreneurs from the non-successful is perseverance.”

STEVE JOBS, CO-FOUNDER, APPLE

EXAM BOARD: AQA

ASSESSMENT: 2 exams at the end of Year 11

SUBJECT OVERVIEW:

Are you thinking of a career one day in Business or Finance? Do you want to learn some of the skills you need to succeed in the business world? Business provides a fascinating insight into the commercial world. Getting a job is becoming increasingly competitive for both school and university-leavers. Choosing Business as a GCSE option demonstrates to future employers that you have a real-world interest from an early stage! If you are interested in current affairs, in finding out more about different types of businesses, are keen to develop your opinions and learn how to argue a case, then Business is the subject for you.

Business GCSE teaches transferable skills useful for many students, regardless of what career they decide to pursue. These include: writing and delivering presentations, problem-solving, debating, analysing and concluding on financial data, teamwork and collaboration, summarising and picking out core information given a business scenario and how to make effective decisions.

The course involves written and practical exercises, writing and delivering presentations, case study work, discussion and group work and using the internet to relate theory to real-world businesses.

Here are some of the questions we will be considering on the course:

- Should footballers be allowed to earn £300,000 a week when some people in poorer countries earn only £1 a day?
- What skills do successful entrepreneurs, like the founders of Innocent Smoothies, have in common?

Maybe you already have an idea for a business. Ask yourself these questions:

- What will your target market be?
- How will you finance your project?

ASSESSMENT:

The Business GCSE exam has two parts:

Paper 1: Business Activity – Operations and Human Resources

Paper 2: Business Activity – Marketing and Finance

Each paper comprises 50% of the final grade. The papers are made up of some multiple choice questions and also structured written response questions.

Some of the written questions will be based around “case studies”, which require students to read a paragraph, or more, of writing about a company and answer questions about the scenario. Some of the written answers in the exam will be written as essays. There are also marks available for working with numerical data, involving calculations and also interpretation of business financial information. The exam will use examples of real companies, such as Apple.



“Taking computer science has broadened my perspective of the computer world and it has allowed me to understand the importance of cyber security... and gain good experience on how to write and read code”

EXAM BOARD: AQA

ASSESSMENT: 2 exams at the end of Year 11

SUBJECT OVERVIEW:

Computer Science develops logic, rigour and problem solving. It is a continually evolving and exciting field with huge potential for the future. Studies in Computer Science can lead to a wide range of potential careers and further studies such as software engineering, AI, cyber security, data analyst, computer game developers and testers. Students also develop transferable skills for further study and industries such as medical, legal and creativity.

Students will study the following topics: algorithms, programming, data representation, computer systems and networks, cyber security, relational databases, structured query language (SQL) and ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.

COURSE OBJECTIVES:

- Develop knowledge and understanding of the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms and data representation;
- Develop and apply computational thinking skills to analyse problems through practical experience of solving such problems, including designing, writing and debugging programs;
- Develop the ability to think creatively, innovatively, analytically, logically and critically;
- Develop the ability to reason, explain and evaluate computing solutions;
- Understand the components that make up digital systems, and how they communicate with one another and with other systems;
- Develop awareness of the impacts of computing to the individual and the wider society;
- Apply maths skills relevant to Computer Science;
- Communicate concepts and explain computational solutions using appropriate terminology.

ASSESSMENT:

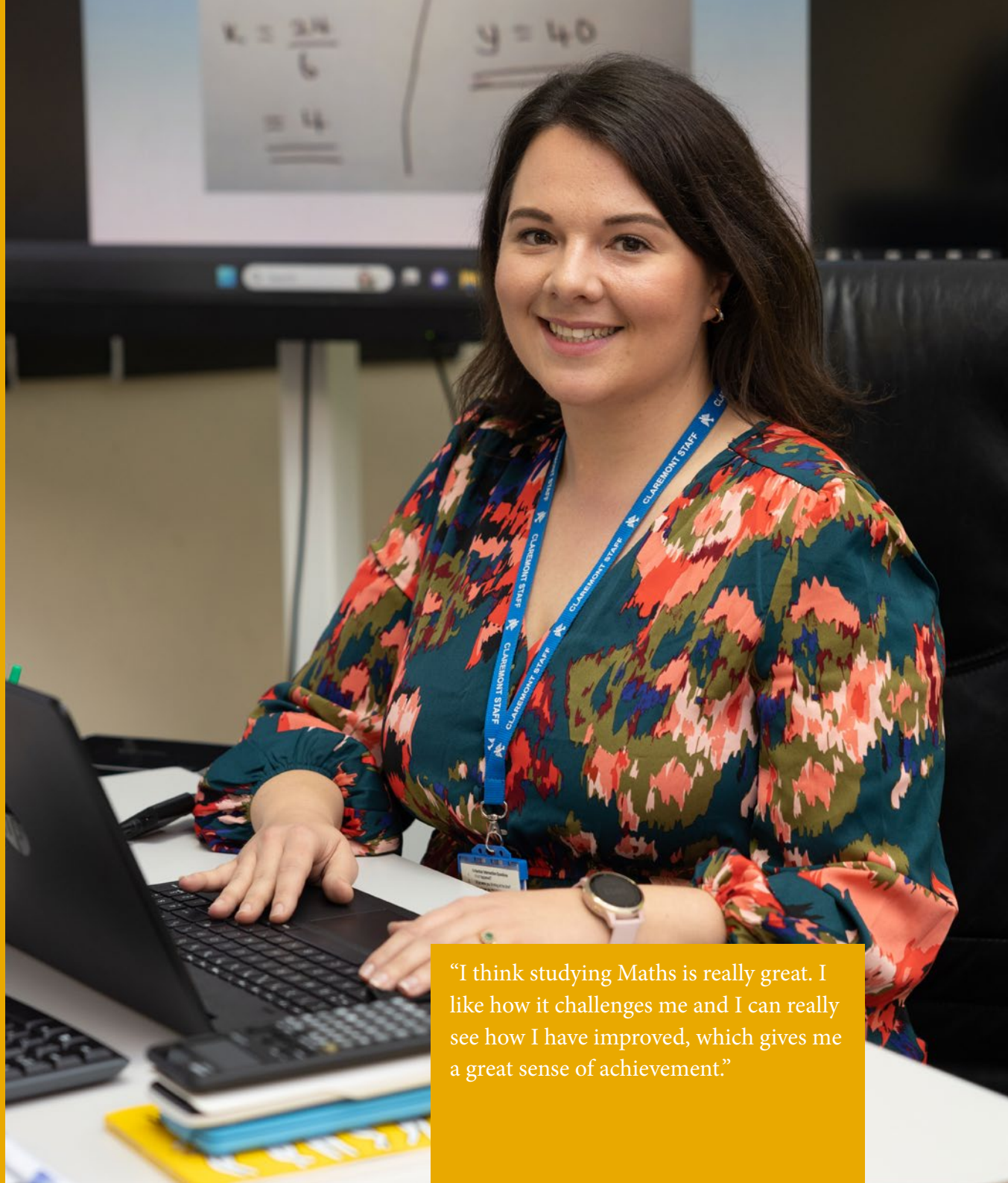
The Computer Science GCSE assessment has two papers, each of which are worth 50% of the final grade. The papers contain a mixture of multiple choice, short answer, longer answer and extended response questions.

Paper 1: Computational Thinking and Programming Skills (2hrs written paper)

The focus of this paper is computational thinking, code tracing, problem-solving and programming concepts, including the design of effective algorithms and the designing, writing, testing and refining of code.

Paper 2: Computing Concepts (1hr 45 minutes written paper)

This paper assesses theoretical knowledge from the topics of computer systems, computer networks, cyber security, relational database, SQL and ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy.



“I think studying Maths is really great. I like how it challenges me and I can really see how I have improved, which gives me a great sense of achievement.”

EXAM BOARD: Edexcel IGCSE

ASSESSMENT: 2 exams at the end of Year 11

SUBJECT OVERVIEW:

Students start the Mathematics IGCSE course when they join the Senior School in Year 9. We test students at regular intervals to check progress and we have the flexibility with sets to enable students to develop their confidence and progress at a pace that best suits their needs.

The course itself is designed to enable students to develop fluent knowledge, skills and understanding of mathematical methods and concepts. Students will acquire, select and apply mathematical techniques to solve problems and be taught to reason mathematically, make deductions and inferences, and draw conclusions. By the end of the course, students will be able to comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The Mathematics IGCSE content comes from the following areas:

A01 Number and Algebra (57-63%)

- Numbers and the number system calculations
- Solving numerical problems
- Equations, formula and identities
- Sequences, functions and graphs

A02 Shape, space and measures (22-28%)

- Geometry and trigonometry
- Vectors and transformation geometry

A03 Handling data (12-18%)

- Statistics
- Probability

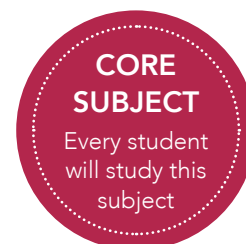
Studying Mathematics will enable students to develop a range of transferable skills to enable them to respond with confidence to the demands of further education and the world of work. For those students who want to go beyond the curriculum, we offer training for the United Kingdom Mathematics Trust's Individual and Team Challenges.

ASSESSMENT:

The Mathematics IGCSE assessment has two papers, each 2 hours long and counting for 50% of the final grade. For each paper students must demonstrate knowledge, understanding and skills in the three areas mentioned above. Students may be required to use mathematical instruments, e.g. pair of compasses, ruler, protractor and they will be expected to have access to a suitable electronic calculator for all examination papers.

HIGHER TIER OR FOUNDATION TIER

Students can be entered for Foundation Tier (grades 1 to 5) or Higher Tier (grades 4 to 9). Throughout the first two years of the course, all students follow the same Programme of Study and we make the final decision of which tier to enter students at in Year 11, based on a system of ongoing assessment throughout the course.







HUMANITIES



“Geography connects me with the world around me, the UK’s place in the global community and the challenges facing us as we push further into the 21st Century”

EXAM BOARD: AQA

ASSESSMENT: 3 exams at the end of Year 11

SUBJECT OVERVIEW:

Geography is a great choice of subject to study as it ties together Art and Sciences and, at a time of growing concern about climate change, shrinking energy resources and global poverty; it is one of the most relevant courses people could choose to study in our times. People who choose Geography will gain a deeper understanding of how the world works and how the people in it interact. Fieldwork is a vital part of Geography; students will have the opportunity to take part in trips to complement their studies.

Geography equips students for a range of careers and degrees. The combination of practical and analytical skills is valued and feeds into a diverse range of any number of careers but distinctly into possibilities such as Environmental work, Law, Development Studies, Agriculture, Land Management and Government.

Geography is a strong, traditional subject that can be of use to students when taking up a variety of further educational courses, as well as in the world of work. It also gives students an excellent platform and skills base to move on to A level studies and beyond in a wide range of subject areas.

ASSESSMENT:

Three exam papers:

Paper 1: Physical Geography.

90 minutes, worth 35% of the grade.

This paper focuses on the challenge of natural hazards including volcanoes, earthquakes and tropical storms. Weather and climate change is also a focus, followed by physical landscapes of the UK including coasts and rivers. Finally, the living world, which includes ecosystems such as tropical rainforests and cold environments.

Paper 2: Human Geography.

90 minutes, worth 35% of the grade.

This paper covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy and, in particular detail, the demand and use for energy resources globally are also a focus.

Paper 3: Geographical Applications and Skills.

75 minutes, worth 30% of the grade.

This section involves undertaking two different fieldwork tasks that are then assessed in the exam. Pre-released material is received 12 weeks prior to the examination and is studied in lesson time and at home in preparation for the exam.



“Every lesson Global Perspectives blows me away! I am learning so much about the world and how it is governed. I can’t believe how varied the topics we study are.”

EXAM BOARD: iGCSE Cambridge Assessment

ASSESSMENT: 35% based on an exam at the end of Year 11 and 65% coursework.

SUBJECT OVERVIEW:

IGCSE Global Perspectives provides opportunities for enquiry into, and reflection on, key global issues from different perspectives. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the complexity of the world and of human thought, and encouraging empathy for the diversity of human experience. Students explore stimulating topics that have global significance. They learn to collaborate with those from other cultures, communities or countries. They assess information critically, exploring lines of reasoning, they direct their own learning and develop an independence of thought. The course emphasises the development and application of skills rather than just the acquisition of knowledge.

Global Perspectives is a ground-breaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including teamwork, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

There are a wide variety of topics that can be studied as part of the Global Perspectives course and teachers and students choose topics that have the most relevance for them.

ASSESSMENT:

Component 1: Written Examination (35% of grade)

Written Examination topics - Demographic change, Education for all, Employment and business, Fuel and energy, Globalisation in the 21st century, Law and criminality, Migration, Transport systems.

Students answer four compulsory questions based on a range of sources provided with the paper. Sources will present a global issue from a range of perspectives (personal, local and/or national, global), and will be drawn from a list of eight topics.

Component 2: Individual Report (30% of grade)

Individual Report must be based upon the topic of digital technology. Students research an area of digital technology that has a national and global significance and submit one report based on their research.

Component 3: Team Project (35% of grade)

Team Project topics - Conflict and peace, Disease and health, Human rights, Language and communication, Poverty and inequality, Sport and recreation, Tradition, culture and identity, Water, food and agriculture.

Students devise and develop a collaborative project on an aspect of one topic. This choice of project must allow for the exploration of different cultural perspectives. The project has two parts: a team element (10 marks) and a personal element (70 marks). For the team element, students produce as a team one Outcome and one 200–300 word Explanation as a Collaboration. For the personal element, students each write a Reflective Paper on their research, contribution and personal learning. The paper must be 750–1000 words. This component is internally assessed and externally moderated.



‘Study the past if you would
define the future’

CONFUCIUS

EXAM BOARD: AQA

ASSESSMENT: 2 exams at the end of Year 11

SUBJECT OVERVIEW:

History is a popular choice at GCSE and is acknowledged as a rigorous academic subject. It is one of the subjects that the top universities in the UK recommend students study. Students who choose History are often inquisitive people. They like asking questions and want to understand why events happened, what effects people or events had and why our world looks the way it does today. Students enjoy lively debates and offer their opinions on the significance of events or people. It gives pupils a valuable understanding of the world that they live in.

You will also learn to:

- gather, read and understand different kinds of information.
- produce balanced arguments.
- communicate clearly and have learned how to express yourself verbally on paper.
- understand how people tick, and what motivates them, what they think and feel.

BUT most importantly History is a fascinating, engaging and an enjoyable subject!

The roots of so many of today's news stories can be found in the past and the insights gained may shed light on the solutions to many of the issues that face us both now and in the future. This course will provide you with a deeper understanding of important social issues, encourage you to think independently and to develop opinions based on evidence. The course covers almost 1,000 years of history.

Where can it lead?

History is recognised as one of the more highly regarded subjects for colleges and universities and is viewed very favourably during the admissions process. Employers also value the study of History. Careers related to History include: Finance, Law, Journalism, the Police, Politics, Medicine, Media, Public Relations, Advertising and Marketing.

ASSESSMENT:

Exam Paper 1: Understanding the modern world

A. Germany 1890-1945: Democracy and Dictatorship

This explores political developments in Germany after the First World War, leading to the rise of Hitler. Some key focus questions are: How did he manage to gain mass support in Germany? Why was there so little resistance to Hitler?

B. The Cold War 1945-1972: The conflict between the East and West

This focuses on the causes and events of the Cold War and highlights how close humanity came to total destruction!

Exam Paper 2: Shaping the British nation

A. Britain, Health & the people. c1000 to present day

From the superstitions of Medieval England to the modern wonders of DNA & genetic medicine. We will be studying how medicine changed, and what individuals made this possible. It will make you glad you weren't a patient 100 years ago!

B. British depth studies – Elizabethan England, c 1568 – 1603

The Elizabethan era in the 16th century was one of adventure, intrigue, personalities, spies, plots, scandals, executions and power! This is a fascinating topic, with many parallels to our own society.



“I can’t imagine another GCSE in which we get to deal with things like the death penalty and life after death. I really recommend this to anyone! It was one of my highlights in the school week!”

EXAM BOARD: Edexcel

ASSESSMENT: 2 exams at the end of Year 11

SUBJECT OVERVIEW:

Religious Studies is an excellent Humanities subject for those students who would like to be challenged academically but also deal with contemporary ethical issues. It is a subject which truly opens your mind to a range of belief systems. Students who choose Religious Studies are often people who are very curious about issues of social justice and how to define right and wrong (Is murder ever justified? What makes a truly good person?). You may already have a Faith, be unsure, or a convinced atheist, but this does not matter in the context of this course, because you will learn that even apparently clear-cut issues have different ways of looking at them. This course is a really good foundation for A level and university study, as well as for many roles in the ever-changing workplace. Students also enjoy lively debates and are asked to justify, dispassionately, their beliefs and opinions.

Students will also learn to:

- gather, read and understand different kinds of information.
- produce balanced arguments; weigh up the pros and cons of situations.
- communicate clearly and express themselves verbally and on paper.
- understand how people tick. What motivates them, and what they think and feel.

BUT most importantly Religious Studies is a fascinating, challenging and an enjoyable subject!

Religious Studies is arguably even more relevant in a society where there are so many fluid beliefs and people are encouraged to 'find themselves' and have to face difficult personal choices in life. Although this is a spiritual subject, it is also intensely practical and teaches people to have respect for one another in an increasingly multicultural society and to justify their viewpoints logically.

ASSESSMENT:

Exam Paper 1: Understanding Ethics through Islam

Focussed on the main beliefs of Islam both throughout the world and in the UK. You will also learn about what the Quran really says (not what the media tells you!) and what it practically means to be a Muslim, as well as the difficulties Muslims may face in an overwhelmingly non-religious society. You will also learn about Islamic teachings on matters relating to family life, euthanasia and the occult. There are four modules being: Islamic Beliefs; Marriage & the Family; Living the Muslim Life and Matters of Life and Death.

Some of the bigger questions we ask are: Is there life after death? What is the real meaning of Jihad? Why are there misunderstandings about Islam in this country? How can science be compatible with the Holy Quran? Why is Mohammed still a key figure in the world today?

Exam Paper 2: Understanding Peace & Conflict through Christianity

Focussed on the beliefs and teaching of Christianity and issues around peace and conflict and crime and punishment. There are four modules: Christian Beliefs; Crime & Punishment; Living the Christian Life and Peace and Conflict.

Some of the bigger questions we ask are: How do good people do bad things? Is there such a thing as a just war? To what extent should criminals be punished or should even the worst criminals be forgiven? What is the true meaning of Christmas? Why is Jesus an important world figure even today?

Suggest

Apply relevant scientific knowledge and understanding to a new situation.

Compare

Describe the similarities and/or differences between things (don't just write about one).

Evaluate

Use the information given as well as your own knowledge to consider information for and against an idea. Make a judgement and give evidence.





SCIENCE



“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity”

JOHN F KENNEDY

EXAM BOARD: Edexcel

ASSESSMENT: 60% based on 2 exams at the end of Year 11 and 40% on Practical Performance

SUBJECT OVERVIEW:

Physical Education (PE) is a predominantly theory based GCSE during which students will:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance;
- Understand how the physiological and psychological state affects performance in physical activity and sport;
- Perform effectively in different physical activities by developing skills, techniques and selecting and using tactics, strategies and/or positional ideas;
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport;
- Understand the contribution that physical activity and sport make to health, fitness and well-being;
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Students will learn about the impact of physical activity and exercise on the cardiovascular, respiratory, muscular and skeletal systems (over short and long term) and how lifestyle choices (such as exercise, diet, rest and drugs) affect those systems, fitness levels and the mind and body in general. This course is a perfect stepping stone for future studies and will be useful in preparing candidates for careers in Sport and Exercise Science, Physiotherapy, Coaching, Sports Management or Teaching.

As part of PE GCSE, students must develop their skills in a team sport, as well as an individual one.

Team Activities: Badminton, Basketball, Cricket, Dance, Handball, Hockey, Netball, Rowing, Rugby Union, Squash, Table Tennis, Volleyball.

Individual Activities: Amateur Boxing, Athletics, Track or Field, Cycling, Golf, Gymnastics, Equestrian, Skiing, Snowboarding, Swimming.

ASSESSMENT:

There are two exams which, taken together, are worth 60% of the GCSE grade. The final 40% comes from assessment of Practical Performance.

Component 1: Fitness and Body Systems Exam - 36% 1 hour 45 minute

This exam assesses students on the topics of Applied Anatomy and Physiology, Movement Analysis, Physical Training and Use of Data.

Component 2: Health and Performance Exam - 24% 1 hour 45 minutes

This exam assesses students on the topics of Health, Fitness and Well-Being, Sport Psychology, Socio-cultural Influences and Use of Data.

Component 3: Practical Performance - 30%

Assessment consists of students completing three physical activities from a set list. One must be a team activity, one must be an individual activity and the final activity can be a free choice.

Component 4: Practical Performance - 10%

Students must plan, execute, monitor and evaluate a personal exercise programme to improve performance.



“What I love about Science at Claremont is that we do lots of practicals that deepen my understanding of what we are learning, and the teachers use lots of different resources that help me make progress.”

EXAM BOARD: AQA

ASSESSMENT: 2 exams in each of the 3 Sciences (6 exams in all) at the end of Year 11

SUBJECT OVERVIEW:

GCSE Science is a compulsory course for all students and is started at the beginning of Year 9. Our most able Scientists, usually those in Set 1, will do Separate Sciences (see following page) but for the majority of our students Combined Science is the best choice. The course still involves studying all three of the main fields of Science; Biology, Chemistry and Physics but is limited to two thirds of the content and is therefore more manageable when it comes to revision at the end of Year 11. Many students have gone on to successfully study A level Science after choosing Combined Science at GCSE, so it will not limit any future choices.

At Claremont, all three sciences are taught in separate dedicated lessons by subject specialists. Practical work is embedded in the course and students will experience a wide range of experiments, not just those that are mandated by the exam board. This ensures that students can see what they are learning put into practise, which helps them with a broader understanding of the concepts being taught.

Biology Topics:

Paper 1 - Cell biology, Organisation, Infection and response and Bioenergetics

Paper 2 - Homeostasis and response, Inheritance, variation and evolution and Ecology

Chemistry Topics:

Paper 1 - Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes and Energy changes.

Paper 2 - The Rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

Physics Topics:

Paper 1 - Energy, Electricity, Particle model of matter and Atomic structure

Paper 2 - Forces, Waves, Magnetism and electromagnetism and Space physics

ASSESSMENT

Assessment is at the end of Year 11 via six exam papers, two from each Science.

Each paper is 75 minutes long and includes multiple choice, structured, closed short answer and open response questions.

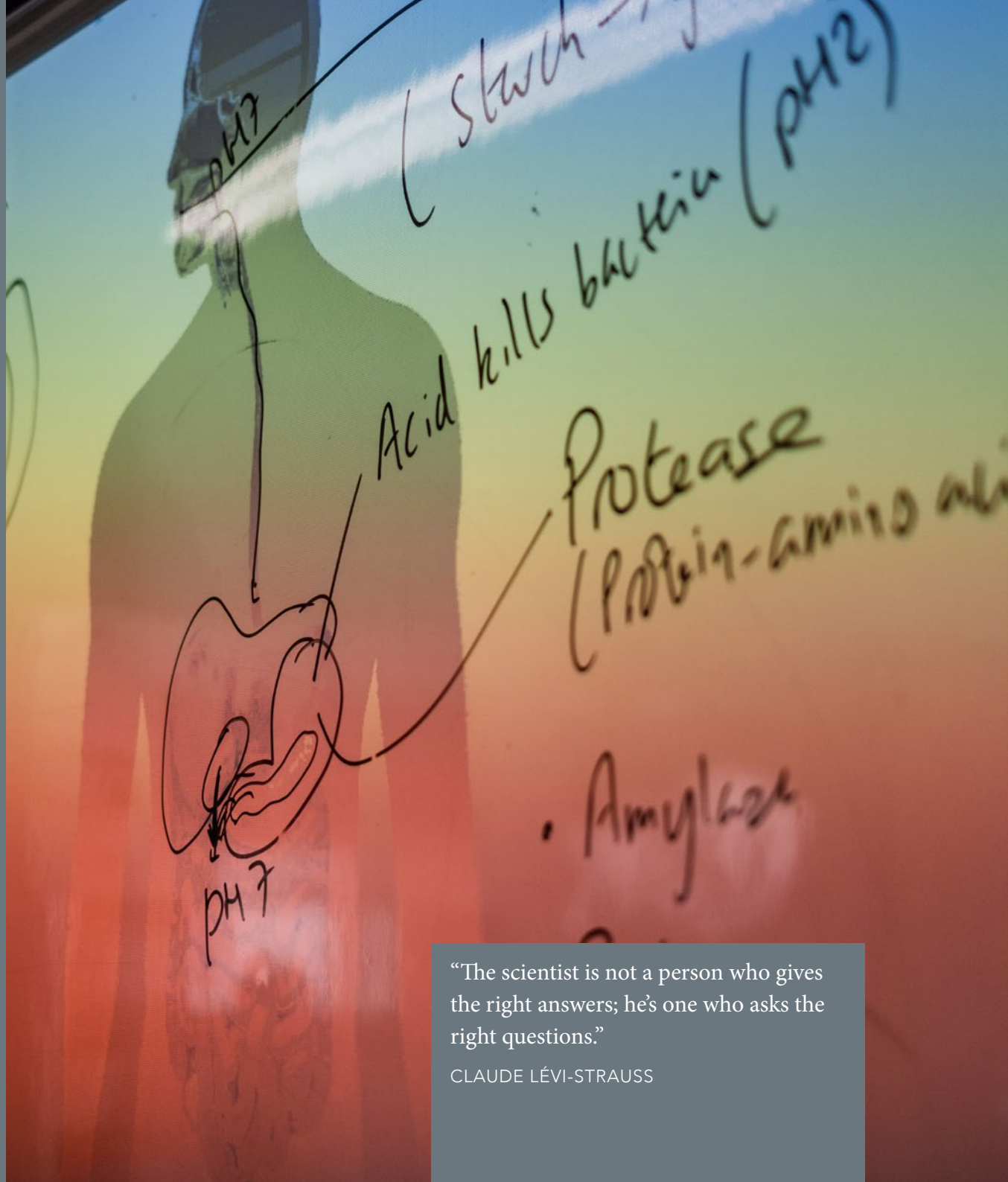
Each Combined Science paper has equal weighting towards the final grade. Students' marks are added up from all six papers and a double grade is awarded (e.g. 6 6) which is worth two GCSEs.

HIGHER TIER OR FOUNDATION TIER

Students can be entered for Foundation tier (grades 1 to 5) or Higher tier (grades 4 to 9). The foundation tier papers have a more accessible style of questioning, but students will be limited to a maximum of a grade 5 5. However if students sit a higher tier paper and do not achieve the minimum marks required for a grade 4 4 then they will not get a grade, so it is important to make the right decision. We make the final decision of which tier to enter students at in Year 11, based on a system of ongoing assessment throughout the course.

CORE SUBJECT

Every student
will study this
subject



“The scientist is not a person who gives the right answers; he’s one who asks the right questions.”

CLAUDE LÉVI-STRAUSS

EXAM BOARD: AQA

ASSESSMENT: 2 exams (1 hour 45 mins) in each of the 3 Sciences (6 exams in all) at the end of Year 11

SUBJECT OVERVIEW:

Studying separate sciences is preferable if a student is enthusiastic about all three science subjects and is already thinking about studying one or more of them in the Sixth Form. It is the desired (although not essential) route towards A level in Biology, Chemistry and/or Physics. It enables students to show higher level thinking skills and the ability to understand some very challenging concepts. However, it is important to understand that it is an accelerated course, in which students complete more content in the same amount of time as for Combined Science students, so it is not the right choice for everyone.

From the start of the GCSE course in Year 9, students' progress is internally assessed via end of unit GCSE level tests. These assessments are used to make a judgement as to whether the separate Science or the Combined Science course is most suitable for the student.

The topics covered in separate Science GCSEs are the same as those covered in Combined Science, but the course will often go into more detail and focus on some of the more challenging concepts.

Biology Topics covered: Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution and Ecology.

Chemistry Topics covered: Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes, The rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere and Using resources.

Physics Topics covered: Energy, Electricity, Particle model of matter, Atomic structure, Forces, Waves, Magnetism and electromagnetism and Space physics.

ASSESSMENT:


Assessment is at the end of Year 11 via six exam papers, two from each science.

Each paper is 1 hour and 45 minutes long and contributes 50% towards the final GCSE grade. Students will be awarded separate standalone grades in each of Biology, Chemistry and Physics.

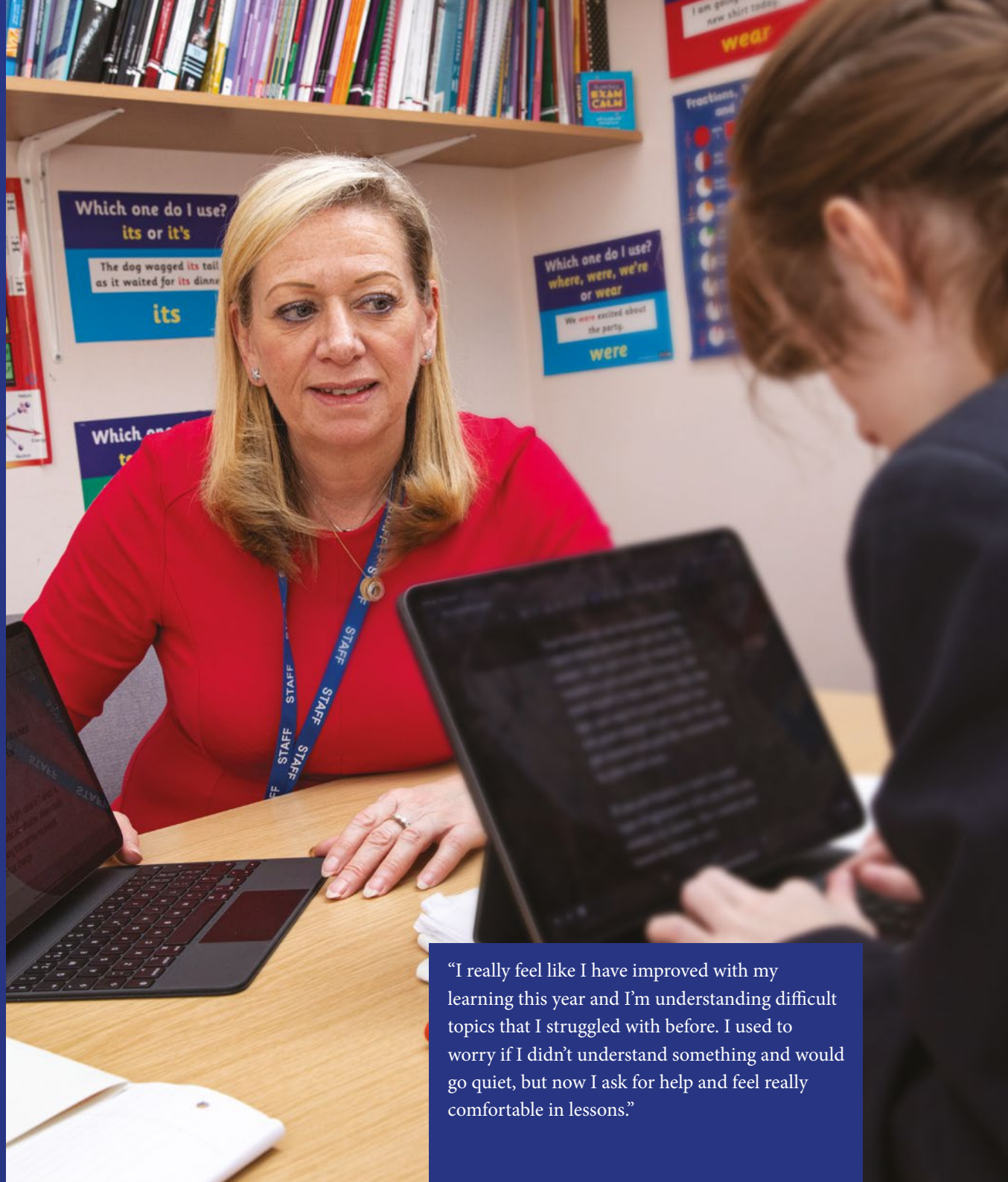
Each paper includes multiple choice, structured, closed short answer and open response questions.

As for Combined Science, the exams also test the key science concepts of:

- Knowledge and understanding of scientific ideas, techniques and procedures;
- Analysing information to interpret, evaluate, make judgements and draw conclusions;
- Developing and improving experimental procedures.
- Practical skills are encouraged through a programme of set experiments in each subject, which are then assessed via the written exam papers.



Triple Science
is determined
by a student's
academic record
of achievement.



"I really feel like I have improved with my learning this year and I'm understanding difficult topics that I struggled with before. I used to worry if I didn't understand something and would go quiet, but now I ask for help and feel really comfortable in lessons."

THE LEARNING SUPPORT OPTION IS SUITABLE FOR PUPILS WITH SPECIFIC LEARNING DIFFICULTIES (SPLD)

Students choose to do one less GCSE and select Learning Support as an option. Students will have a maximum of six, 50 minutes lessons over a fortnight, in small groups no larger than four in which they will be supported in their literacy, mathematical and learning skills. They may need support with study/revision techniques, or they may need to go over topics that they have encountered in a subject lesson and just need more time to understand and process it. These will be taught by a fully qualified Specialist SEND Teacher, who works closely with teachers, pupils and parents, so that information can be shared to build a structured and bespoke learning support programme that enables all students to engage with, and maintain, their love of learning.

One-to-one lessons for a more individualised approach are also available; this support is tailored to the specific needs of the individual. During these Learning Support lessons the student is engaged, challenged, and motivated to take ownership of their learning. The student develops the skills they need to succeed in their studies. Parents are involved in discussions at all stages of learning support from raising initial concerns, through the assessment processes and to implementation of a variety of support strategies and programmes. There are additional costs for the learning support lessons – please contact SENDCo for further details.

LITERACY

PowerUp® helps address gaps in fundamental literacy skills, while helping students build the higher-order skills they need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts. It targets pupils who lack the basic reading, academic vocabulary and the comprehension skills necessary to fully access and engage in the secondary curriculum.

NUMERACY

Maths is supported with additional use of the programs on the network as well as picking apart and putting together again the various topics.

STUDY SKILLS

Knowing how to study to suit your learning style – and your subject – is crucial. We explore multisensory methods to determine what suits each student. We encourage the use of colour, of drawings and of oral rehearsal, where appropriate, to ensure pupils are using both left and right sides of their brains to access visual, auditory and kinaesthetic memory.

MEMORY ACTIVITIES

During the Learning Support lessons, memory activities and techniques are used and taught to improve the student's memory skills.

ACCESS ARRANGEMENTS

Assessments for exam concessions should not be carried out earlier than the start of Year 9. Claremont Senior School offers in-house assessments for access arrangements, as the SENDCo is a qualified Specialist Assessor. These assessments would be carried out during school time. These assessments are to see if the pupil would need access arrangements for their exams such as extra time, computer reader/reader, scribe etc. They allow pupils with specific needs, such as Additional Educational Needs, disabilities or temporary injuries to access the exams and show what they know and can do without changing the demands of the exam. The intention behind access arrangements is to meet the particular needs of an individual without affecting the integrity of the exam.

Students who qualify for a reader/computer reader are encouraged to use our online program, Read & Write or use the Exam Reader Pen, which they can use in exams. Some students qualify to use speech to text/scribe, so they are encouraged to use suitable software, which is allowed in exams.



“Being able to prepare young people for Maths degrees at Harvard as effectively as for Fashion courses in London is something all our staff are deeply proud of”

ED DICKIE, HEAD OF SENIOR SCHOOL

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