

# **SENIOR BOYS**

CURRICULUM STATEMENT

**YEAR 10** 2023/ 2024

# WELCOME TO YEAR 10

This booklet consists of a collection of curriculum statements, one for each of the subjects your son is studying at GCSE. Each curriculum statement outlines what will be taught in each term, lesson allocation and the amount of homework per week for that particular subject. It also indicates how your son's progress will be assessed. As well as the information in this booklet, you will receive further information about on-going assessments such as common tasks (CT) and summer examinations as well as suggestions relating to higher and foundation examination routes.

## **BASELINE TESTING**

Early in the term all pupils in Year 10, boys and girls, undertake the YELLIS baseline test, which is similar to the MidYIS test sat in Year 7. A word of warning – due to the nature of the tests and because it includes a much bigger cohort of pupils, it is quite possible that pupil performance may vary by as much as 10% between the MidYIS and YELLIS tests, but this is nothing to worry about. The test helps us to learn more about an individual's current capabilities and aptitude for learning against a standardised national background, and may identify factors that could impact upon progress. In addition the YELLIS test has an attitudinal component, which alerts us if a pupil is under aspiring. What these do not do is override a teacher's knowledge of your son, predetermine future success or give a limiting mind-set on what he can achieve. In terms of learning and progression the single most important factor is the motivation and effort that your son puts into his learning, in all its facets. We will be sharing the outcomes of the YELLIS tests, including the chance graphs, at a parents evening.

## **TARGET SETTING**

At the beginning of Year 10 each pupil begins developing their Pupil Action Plan (PAP) with their tutor. This is an on-going document which records achievement and effort grades, individual work targets, aspirational target grades, information about the enrichment activities in which each pupil might be engaged, and as time goes on, a look towards the future 'post sixteen'. The aspirational GCSE target grade is set on the basis of the subject teacher's knowledge of each pupil - based upon work in class, tests, marked homework and the chance graphs from the YELLIS test. They are very much aspirational. They represent a real stretch, and can only be achieved with sustained hard work and commitment. The PAPs are on the Claires Court 'hub' and your son may choose to share it with you – but at the very least please discuss it with him. The target setting process is also enhanced by an opportunity for parents to meet with their son's tutor.

## **ASSESSMENT AND MONITORING**

To enable us to monitor the progress of a whole year group, pupils undertake a series of common tasks (CT) which are identical pieces of work for all pupils in a Year, girls and boys. These are normally taken towards the end of each term, with the summer examinations being the largest. The CT will vary, some will consist of an end of unit test, others will require greater in-depth study and personal research. In addition to identifying how well the whole year group is working, we will be able to identify those boys who are showing genuine scholarship potential as well as those who may be finding the work too challenging. CTs are also used to ensure consistency of marking and teacher response across the whole cohort. Early in the Lent term, parents meet with the boys and their form tutor for an academic mentoring session. This ensures the boys are fully aware of the targets as they approach their GCSE exams.

## **MASTERY**

At Claires Court School pupils acquire a deep, long term, secure and adaptable learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content) which can lead to gaps in knowledge base or understanding. It is teaching and learning so that pupils gain:

- Complete **independence** in using a concept, skills or knowledge
- Fluency in the **application** of a concept, skills or knowledge
- Ability to **apply learning** across subject boundaries
- **Consistency** in application over a period of time
- Ability to **apply without reminders** or pre-teaching
- Ability to **explain connections** with other learning
- Evidence of **resilience in applying** their learning
- Ability to **teach to another**.

A learner has expert knowledge, skills and ability in a subject (or an aspect of that subject) – and they can use and apply it to show a high level of understanding and creativity.

## **DIGITAL TECHNOLOGY SUPPORTING LEARNING**

To support learning and progression we make extensive use of the Claires Court Learning Environment, known as the 'hub'. The 'hub' makes use of G Suite, Google Classroom and other cloud-based software to allow pupils to work collaboratively, share ideas, and to communicate within our own 'walled garden'. It also provides a 'cloud-based' work storage area known as the 'Drive', the great benefit of which is that work is accessible to them anywhere in the world.

## **DISTANCE LEARNING DURING SCHOOL CLOSURE**

During any prolonged periods of school closure, pupils will continue to receive teaching and opportunities to learn through our Google Suite online platforms such as Google Calendar, Classroom, Gmail and Meets video conferencing. Pupils are supported by the [Claire's Court Handbook for Digital Learning](#), remotely by teachers and by parents at home in terms of how to balance work and play.

## **FOOD SCIENCE AND NUTRITION**

One of the stand-out features of our Sixth Form programme is the Level 3 programme (A level equivalent) in Food Science, offered by the Welsh Board. As a consequence, we now offer Food Preparation and Nutrition sitting alongside Design and Technology as GCSE subject options. We plan for the installation of more specialised equipment to support these studies during the current year on the Senior Boys site. Additional after-school activities will also support the subject's introduction, based in the specialist facilities at our Senior Girls school.

## **HOMEWORK**

In September a homework timetable is issued for the coming year. Some homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils will use the homework diary/pupil planners to record their homework on a daily basis which parents will be able to monitor and sign off each week. Form tutors will ensure that the homework diary/pupil planner is being used appropriately and will also sign each week.

## **SUPPORTING LEARNING AT ALL LEVELS**

We strive to make learning enjoyable, challenging and stimulating. Progress is not always even and not always linear, we all know the joy of a 'eureka moment'. We also know that sometimes we all need a little extra support and help. If your son experiences any problems in his learning, and understanding and progress seem to elude him, no matter how hard he strives, please do not hesitate to contact his form tutor who will then pass on your concerns to the appropriate member of staff.

## **WORKING WITH BOYS**

The 'Working with Boys' project was introduced at Senior Boys in 2022 under the title of 'The Best a Boy can Be'. It follows the successful introduction of the 'Girls on Board' initiative at Senior Girls, which is a scheme to help girls in early adolescence navigate the often troubled waters of friendship problems.

Our ISI inspection (November 2022) highlighted our key success factors as follows:

- Pupils' behaviour is consistently strong. Pupils are respectful, diligent and committed to their own learning.
- The strong moral compass shown by pupils reflects the key values of the school.
- Pupils form productive relationships with each other and with their teachers. A strong sense

of a proud community allows the pupils to feel secure.

'The Best a Boy can Be' is focused on developing a culture of mutual respect which promotes an environment in which boys are consistently principled, honourable, noble, dignified, trustworthy and upright. This has become increasingly more important due to the promotion of online misogyny, targeting teenage boys, encouraging them to display toxic attitudes towards girls and women.

For our boys working through their secondary education at Claires Court, the goal is to highlight the high expectations of their behaviour at school, inside and outside of the classroom; further increase the level of respect between boys themselves and towards staff; and build awareness amongst our boys of the need to be respectful to females.

### **FINALLY...**

We have further developed the various opportunities to work with the girls as well, through activity days spread throughout the year, including Duke of Edinburgh award, Combined Cadet Force as well as across their academic studies. We are passionate about learning, in all its forms and manifestations, and we know that our parents value the benefits to their sons of a broad, stimulating, and challenging education. We challenge the boys with trips to support their learning and offer opportunities to perform in major Music and Drama shows. We complete Year 10 with an activity week where they are challenged in a variety of ways, including creating a film, participate in riverside waterway clearing, and understand more about their future career opportunities. We know that we are at our most successful when we are working in partnership together, so if you wish to know more, or have any questions at all, either general or specific to your son, our doors are always open.

A full trips brochure 2023-24 is available covering the various residential opportunities throughout the year.

A handwritten signature in black ink that reads "James Wilding". The signature is written in a cursive style with a prominent underline under the word "Wilding".

James Wilding – Academic Principal and Head of Senior Boys  
September 2023

# The Form Tutor

Each pupil is allocated a form group, which has a form tutor. The form tutor is the first point of contact for you and your son for both pastoral and academic issues. The form group will meet each morning, where registration will take place. Your Form tutor will get to know you well during the course of the year, aiming to assist with any pastoral issues which arise in school, as well as helping to raise your attainment through monitoring your reports.

## **METHODOLOGY**

Pupils meet at 8.40am for registration each morning (following an 8.35am reminder bell), until 9.10am. Pupils should arrive in the specified school uniform with their Chromebook (fully charged), pencil case and books ready for lessons one. The form tutor will register the form, and monitor pupil's organisation and progress, sometimes delivering PSHEE work. They will check if there are any messages from parents. Notices may be read out to the form group, and each Friday the school bulletin is sent home by email.

## **EQUIPMENT NEEDED**

- Chromebook
- Pencil case, books and equipment for lessons one and two.

## **LESSONS PER WEEK**

The pastoral programme for Year 10 pupils is as follows:

- *Monday* – Registration, followed by whole school assembly
- *Tuesday* – Registration, followed by Head of Year assembly
- *Wednesday* – Registration, followed by PSHEE
- *Thursday* – Registration, followed by whole school assembly
- *Friday* – Registration, followed by independent study.

## **HOMEWORK**

No homework is set by the form tutor. However, they may issue reminders for tasks pupils need to do. The boys are also responsible for keeping their KS4 PPA up to date.

## **MARKING AND ASSESSMENT**

Pupils receive grade cards and school reports over the course of the year. The form tutor will scrutinise these carefully, enabling pupils to see how successful they have been across all their subjects. The tutor will comment, in both academic and pastoral matters, before the Head of Year and Head both do the same. When pupils receive their reports they should update their PPAs and fill out a self-assessment sheet, on which they highlight the aspects they are pleased about, as well as those areas they wish to improve.

## **REWARDS AND SANCTIONS**

### **Commendations**

Pupils can be rewarded with commendations for excellence in homework, effort, classwork, helpfulness and demonstrating key values. Earning a commendation provides a chance of winning a prize with the commendation raffle which is held during year group assemblies, and other prizes are given out for pupils with the most commendations at end of term assemblies.

### **Other rewards**

There are a range of other ways in which success is rewarded. Each term academic prizes are awarded by subject heads at the end of term assemblies, and sporting colours and awards are given out at the end of term sports assembly. Prizes are also awarded annually on Speech Day.

Pupils are encouraged to recognise good behaviour in their peers, such as acts of kindness or things observed that have made the school or the life of a person within it better, and for this there is a positive peer recognition Google Form. These nominations are also reviewed when making decisions about key value awards.

### **Key values**

Pupils can be awarded a key values badge, bronze to gold, for displaying respect, responsibility, loyalty and integrity over a sustained period of time, a minimum of three terms. Pupils must apply to their Head of Year for the bronze award and can only do this once you have made certain that you have met a set of criteria.

### **Detentions**

Pupils can receive lunchtime detentions for poor behaviour. If a pupil receives four such detentions in a term they will be liable for a Friday night detention after school with the Deputy Headmaster. Further detentions will lead to Saturday morning detentions and Inset day detentions.

Poor organisation, such as forgotten books or equipment left around the school site, is recorded in the school system. Should this happen four times pupils are expected to attend an organisational coaching session on a Monday lunchtime.

Forgotten or inadequate homework work is also recorded in the school system. Should this happen four times pupils will be expected to attend compulsory academic coaching with their form tutor. Over eight occurrences and pupils will be expected to attend a session with the Head of Year and for over 12 occurrences this will be with a member of the senior leadership team (SLT).

## **HOW PARENTS CAN HELP**

There are many ways in which parents and guardians can help ensure that their son starts the day each morning positively.

### *Responsibility*

We aim for each pupil to become independent and fully responsible for himself while at the school. Please encourage your son to become completely responsible for his Chromebook, school books, kit and personal belongings. Having every item named is essential.

### *Organisation*

Please assist your son by asking him if he has packed everything he may need for the school day. This is best done the night before, and is a good habit for your son to get into.

### *Uniform*

Please assist us by ensuring that your son comes to school in the specified school uniform each day, and encourage high standards of dress.

### *Monitoring homework*

Your son receives homework work on Google Classroom and you can see a summary of work pending or missed. Please encourage your son to meet deadlines and to submit assignments promptly.

### *Notes*

If you have any concerns please contact the form tutor in the first instance.

### *Absences*

If your son is absent, particularly through illness, please send him back to school once he is well again with a note addressed to the form tutor. This is so that the register can be filled in with the appropriate details.

### *Letters*

Please assist us in the collation of data by returning any reply slips (normally on a digital form) to letters promptly.

### *Examinations*

In the summer term, all pupils will take examinations in all their academic subjects. Please encourage your son to take these exams seriously, by ensuring that they revise sufficiently for these. Dates will be provided for these exams, and details of what will be in each exam will be sent home via your son's academic teachers nearer the time.

### *Parent evenings*

Dates for parent evenings are published in the school calendar. These are an excellent



opportunity to discuss progress with your son's teachers and tutor. We are sure that you will take up this opportunity, and we expect all parents to meet when invited to these meetings, whether they be digital or physical.

**FOR FURTHER INFORMATION, PLEASE CONTACT**

10A Miss Lydia Lowry - [lil@clairescourt.net](mailto:lil@clairescourt.net)

10B Mr Richard Beck - [rgb@clairescourt.net](mailto:rgb@clairescourt.net)

10C Ms Laura Cousins - [luc@clairescourt.net](mailto:luc@clairescourt.net)

10D Ms Jen Ging - [jeg@clairescourt.net](mailto:jeg@clairescourt.net)

Head of Year - Mr Steve Young - [spy@clairescourt.net](mailto:spy@clairescourt.net)

# Art and Design

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- Exam board: AQA
- Specification code: 8201

## COURSE STRUCTURE – COMPONENT ONE

Course content	Weighting and marks	Requirements	Method of assessment
<ul style="list-style-type: none"><li>• Personal portfolio in Fine Art (coursework)</li></ul>	<ul style="list-style-type: none"><li>• 100% of qualification</li><li>• 96 marks (24 marks for each of the four AOs).</li></ul>	<ul style="list-style-type: none"><li>• Must show evidence of one year's study.</li><li>• Must show evidence of all AOs.</li><li>• Must contain supporting studies and personal response.</li></ul>	<ul style="list-style-type: none"><li>• Internally set</li><li>• Internally marked</li><li>• Externally moderated</li></ul>

## ASSESSMENT OBJECTIVES (AO)

- A01: Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding
- A02: Refine ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- A03: Record ideas, observations and insights relevant to their intentions in visual and/or other forms
- A04: Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<p>Pupils will create a portfolio of work which is project based, demonstrating their knowledge and understanding of Art and Design.</p> <p><b>Project one – Part one</b></p> <ul style="list-style-type: none"><li>• Initial skills based work to develop ideas</li><li>• Experimenting with media and techniques</li><li>• Learning to critically analyse and document ideas and intentions in sketchbooks</li><li>• Direct observation</li><li>• Developing artistic skills.</li></ul>
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<p><b>Lent term 2024</b></p>	<p><b>Project one – homework</b></p> <p>'My World'; how do artists and you, as an artist, see the world and your environment? Visit to Tate Britain</p> <p>Discovering the development of modern art in the 20th century and learning from artists whose work you can relate to and be inspired by. Producing a large body of preparatory work such as sketchbooks and worksheets.</p>
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<p><b>Summer term 2024</b></p>	<p><b>Project one –Part three</b></p> <p>Continuing to develop preparatory work for 'My World' project with emphasis on selection and refinement of ideas, developing these towards a realisation, understanding composition and documenting intentions.</p> <p>All preparatory work which has been carried out since last term will conclude in a 10 hour exam over two days. This will be after half term, over two days, when pupils will produce a final piece for your 'My World' project.</p> <ul style="list-style-type: none"> <li>• 10 hour examination - Final piece for 'My World' project.</li> </ul>
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### **HOW WILL PUPILS LEARN?**

Emphasis is placed on the processes and procedures by which work is produced with reference to the 'basic elements' of art (line, shape, form, texture, colour and pattern).

Each pupil will be learning several of the following in order to extend and develop their creative and expressive artistic skills. Pupils will learn to work and think like an artist. They will learn many new methods of carrying out personal research, different ways of experimentation into new techniques and methods, and how to develop and refine all of their ideas towards a final piece. Pupils will learn about artists, past and present. They will acquire an adventurous and enquiring approach to Art and will develop the skills to express it. Each pupil will explore their new found imaginative, practical and creative skills and use their greater knowledge to gain an understanding of past and contemporary Art and Design and to try to make connections with their own work. Each pupil will produce a personal practical response, final piece, for their project at the end summer term. Sketchbook must be thoroughly documented detailing to include every aspect of the pupil's work.

### **MASTERY**

In Year 10 students will be taught a wide range of skills relating to the interests of the group. They will attain and demonstrate mastery through the production of final pieces at the end of each project. These will be opportunities for them to bring the taught skills together and link them closely to a chosen theme.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be set in the first term each week and will be expected to take between 1 and 2 hours. After that students will have deadlines they need to meet each half term. They will be expected to continue with at least 1 to 2 hours of homework each week when working on their personal projects.

## **WHAT RESOURCES WILL BE USED?**

The school has well-resourced and equipped Art rooms and all media and equipment is available in the Art room. 'Art packs' and A3 sized portfolios are provided for all GCSE pupils which they will use to carry work to and from school. The packs contain an assortment of media which can be used at home. An A1 portfolio is also provided which is used to store larger completed work over the two years. Each pupil is expected to always have the basic essentials as well as sketchbooks with them in lessons.

## **HOW DO WE MEASURE PROGRESS?**

Continual sketchbook monitoring, ensuring the AOs; AO1, AO2, AO3 and AO4 are being met and that the evidence is fully documented as work progresses.

## **HOW CAN PARENTS HELP?**

At GCSE pupils are taught to work independently and take possession of their project. Parents can help by monitoring their son's sketchbook and by asking them to discuss their artwork in relation to following points;

- Think ahead of each lesson in terms of carrying out and supplying personal research and come to the lesson with a plan of action
- Take photographs and provide images from which they can work and bring them to school for the next lesson
- Reinforce classwork by continuing or completing artwork outside of the lessons.
- At the end of each lesson pupils should leave with a plan of action for homework so they always know what they should do at home, 'no homework set' is never an option
- Pupils must keep sketchbooks updated and documented at all times. They should sort out and stick in loose sheets, photos as they go along so that work is ongoing and not done retrospectively.

Many parents take their children on visits to Art galleries and museums. This is of great benefit to the pupils' developing interest and understanding of the subject and supports all project work.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Rupa Davies - [srd@clairescourt.net](mailto:srd@clairescourt.net)

# Business Studies

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- Exam board: AQA
- Specification code: 8132

## **WHAT IS THE COURSE STRUCTURE?**

This is a two year course and the specification provides our pupils with the opportunity to explore real business issues and how businesses work.

The GCSE combines the use of business terminology with practical business examples including the review of well-known businesses such as Apple Inc. Academic rigour is also required. As the course progresses, pupils will develop analytical and critical thinking skills, by analysing, evaluating and justifying business decisions. These skills are readily transferable and will help each pupil study in other subjects, as well as their future study 'post sixteen'.

## **WHAT IS THE COURSE CONTENT?**

Pupils will apply their knowledge and understanding to different business contexts ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. They will develop an understanding of how these contexts impact on business behaviour.

Pupils will study six key business topics:

- Business in the real world
- Influences on Business
- Business Operations
- Human Resources
- Marketing
- Finance.

## **WHAT ARE THE ASSESSMENT OBJECTIVES (AOS)?**

The qualification is linear with exams taken at the end of the two years. There are two written exams, both worth 90 marks and each worth 50% of the whole GCSE:

- Paper 1: Influences of operations and HRM on business activity
- Paper 2: Influences of marketing and finance on business activity.

Each exam consists of three sections:

- Section A has multiple choice questions (*20 marks*)
- Section B consists of one case study with related questions(*35 marks*)
- Section C consists of one case study with related questions (*35 marks*).

The exams will measure how students have achieved the following AOs:

- AO1: Demonstrate knowledge and understanding of business concepts and issues.
- AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.
- AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions.

### WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn Term 2023</b>	<b>Business in the real world:</b> <ul style="list-style-type: none"> <li>• The purpose and nature of businesses</li> <li>• Business ownership</li> <li>• Setting business aims and objectives</li> <li>• Stakeholders</li> <li>• Business location</li> <li>• Business planning</li> <li>• Expanding a business.</li> </ul>
<b>Lent Term 2024</b>	<b>Influences on business</b> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Ethical and environmental considerations</li> <li>• The economic climate on businesses</li> <li>• Globalisation</li> <li>• Legislation</li> <li>• Competitive environment.</li> </ul>
<b>Summer Term 2024</b>	<b>Human resources:</b> <ul style="list-style-type: none"> <li>• Organisational structures</li> <li>• Recruitment and selection of employees</li> <li>• Motivating employees</li> <li>• Training.</li> </ul> <b>Business operations:</b> <ul style="list-style-type: none"> <li>• Production processes</li> <li>• The role of procurement.</li> </ul>

### HOW WILL PUPILS LEARN?

Much of the learning in GCSE Business Studies is structured around research. We will often ask pupils to select real businesses and research facts, such as the product portfolio of Apple. It could be a collaborative presentation, plan or template which either pairs or groups create and present to their peers after researching a topic or business. We encourage debate and discussion on all topic areas. We do present subject areas, which are always supported by class questioning and answers. Peer teaching forms part of our teaching approach as we would like to develop our pupils to identify and solve problems. Pupils will need to develop competent research and

analysis skills and be prepared to make and justify a decision. Using their Chromebooks, pupils will be given the opportunity to conduct research in order to inform the above mentioned learning experiences. We also make use of video clips, including business programmes, such as Dragons Den, as well as company websites.

## **Mastery**

In Year 10 students will be taught a range of key skills to help develop an understanding of the business world. These include an understanding of how to analyse and interpret both quantitative and qualitative data. Recall exercises are employed throughout the course to help secure their mastery of knowledge. This will aid them in their understanding and ability to evaluate the key influences on businesses and the world around them. Worked examples, teacher modelling and exemplar answers will be utilised to enable students to develop confidence in writing analytically and being able to evaluate the impact of a given situation. GCSE question formats will be used from the start of the year, to enable students to be prepared for their GCSE examinations.

## **HOW WILL HOMEWORK BE ASSIGNED?**

There will be one main piece of homework set each week. This could involve, for example, a research project or, at the end of a topic, answering questions based on a business case study. This will develop the skills required to answer actual GCSE questions.

## **WHAT RESOURCES WILL BE USED?**

We will provide each pupil with a textbook at the beginning of the course. The book supports the specification, entitled 'AQA GCSE (9-1) Business', by SurrIDGE and Gillespie. Most work will be completed in either an exercise book or using folders, which will be provided to keep notes, worksheets and practice papers.

All links to the AQA examination board, teaching resources and homework can be accessed via Google Classroom. All homework and lesson content, including presentation slides, will be placed on Google Classroom.

## **HOW DO WE MEASURE PROGRESS?**

Investigative activities will be qualitatively assessed; at times this will take the form of the groups presenting their findings using various Google applications in terms of the various learning essentials. Quantitative assessment takes place in various ways. Work is reviewed every 2-3 weeks. Progress is monitored by use of homework assignments and common tasks every half term. Pupils will complete three common tasks, with one task each term. These will have a similar format as the final GCSE exams and will be based on multiple choice and quick questions, plus actual GCSE case study questions. There will also be smaller formative assessments throughout the year. All pupils are carefully tracked in terms of correlations between benchmarks and what they are actually achieving. Discussions between teacher and parent will be made as soon as the

teacher feels insufficient progress is being made.

### **HOW CAN PARENTS HELP?**

Parents can support their son's learning by insisting on well organised notes and work space at home as well as monitoring their revision programme. Parents should please check that their son is doing his homework and that they are happy that it is of an acceptable standard. Please show an interest in topics that are being studied, which will allow your son to consolidate what he is learning in class.

Parents can encourage their son to watch television programmes based on business such as 'Dragons Den' and 'The Apprentice'. Watching news items related to the economy and business will help with their learning and interest. This is particularly relevant when a big, well known business, such as Tesco, is in the news. Parents should introduce their son to the business section of newspapers and discuss relevant news items with them.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Huw Buckle - [hdb@clairescourt.net](mailto:hdb@clairescourt.net)



# Design and Technology (D&T)

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- Exam board: Edexcel
- Specification code: 1DT0/F

## COURSE STRUCTURE

This first year of the two year course deals with acquiring the underpinning skills and knowledge that are essential to success in both the written paper and the controlled assessment. The majority of theory topics are covered during Year 10 with a project set in the Lent Term in order to prepare pupils for the Controlled Assessment project. This Controlled Assessment project begins in June and is finished by the February of Year 11. As pupils can only receive limited support during the Controlled Assessment, the Lent Term project is good preparation for the demands of GCSE.

## ASSESSMENT OBJECTIVES (AOS)

Pupils will be assessed on the following:-

- AO1: Identify, investigate and outline design possibilities to address needs and wants
- AO2: Design and make prototypes that are fit for purpose
- AO3: Analyse and evaluate:
  - design decisions and outcomes, including for prototypes made by themselves and others
  - wider issues in design and technology
- AO4: Demonstrate and apply knowledge and understanding of:
  - technical principles
  - designing and making principles

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Core content topics</b> <ul style="list-style-type: none"><li>• Evaluating new and emerging technologies, smart and modern materials, papers and boards, woods, polymers, metals and textiles.</li><li>• Mechanical devices and types of movement, electronic systems, environmental, social and economic challenges.</li><li>• Working with a range of materials and basic electronics.</li></ul>
<b>Lent term 2024</b>	<b>Project and practical skills</b> <ul style="list-style-type: none"><li>• Project in preparation for the Controlled Assessment.</li><li>• Manufacturing processes, scales of production, tools and equipment, assembly, surface treatments and finishes.</li></ul>

<b>Summer term 2024</b>	<b>Timbers topic and beginning the Controlled Assessment project</b> <ul style="list-style-type: none"> <li>• Types and selection of timber and manufacturing processes.</li> <li>• Selecting a contextual challenge and beginning research as the first section of the Controlled Assessment project.</li> </ul>
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## HOW WILL PUPILS LEARN?

A D&T Notebook, based on Google Slides, is used to organise and evidence the theory topics covered in lessons and homework. The Controlled Assessment folderwork is also based on Google Slides where any paperwork or design work is scanned for pupils. In addition to the exam board approved textbook, Google Classroom is used to set homework and share resources with further resources added to the Design and Technology Hub pages. We also have a subscription to Focus Education resources for D&T which include online animations and video content in addition to theory information.

Practical skills, evidenced by photographs taken as they progress, are developed using tools and equipment in the workshop.

## MASTERY

To achieve mastery in GCSE Design and Technology, pupils should demonstrate a deep understanding of the design process, from researching and developing ideas to creating detailed design plans and prototypes. They should also be able to select appropriate materials and tools for their projects, and use these effectively to create products that meet specific criteria for quality, functionality, and aesthetics.

Finally, pupils who have achieved mastery in GCSE Design and Technology should be able to evaluate their own work critically, reflecting on their design choices and identifying areas for improvement. This involves being able to analyse the strengths and weaknesses of their designs and identify opportunities for further development and refinement.

## HOW WILL HOMEWORK BE ASSIGNED?

Homework will be assigned once a week to help reinforce or expand on theory topics taught or to support the timely completion of different sections of the Controlled Assessment project.

## WHAT RESOURCES WILL BE USED?

The workshop is well equipped and includes:-

- eighteen wood benches with vices, pillar drill, vertical sander, two scroll saws, wood lathe, vacuum bag press, portable drills hand sanders and jig-saws
- a brazing hearth, centre lathe, milling machine, small kiln; metal folding machine, guillotine and a variety of hand tools
- a strip heater, vacuum former, 3D printer and a vinyl cutter

For the theory study we will be using the approved textbook: [Edexcel GCSE \(9-1\) Design and Technology Student Book](#), the [technologystudent.com](http://technologystudent.com) website, [BBC](#)

[Bitesize](#) and Focus Education resources. When designing using software we use, but are not limited to, Autodesk Fusion 360, Tinkercad, Focus Designer and Techsoft 2D Design Tools.

### **HOW DO WE MEASURE PROGRESS?**

Progress is measured through the assessment of classwork, homework and other projects. Developmental feedback is given to each pupil both verbally and through the marking of work. Progress is tracked within the department to ensure they are making the expected amount of progress. A mock exam is set during the summer term.

### **HOW CAN PARENTS HELP?**

Parents can assist by encouraging their child to share with them the work they have completed in class and at home. In particular, they should always know what he needs to do in order to improve their work. Since the majority of work completed is online, access should never be a problem.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)

# Drama

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- Exam board: WJEC Eduqas
- Specification code: C690QS

## **WHY IS DRAMA A GOOD SUBJECT CHOICE FOR GCSE?**

The World Economic Forum's Future of Jobs Report predicts creativity, innovation and ideation will be key skills for the workforce of the future. These so-called soft skills, which sit alongside analytical thinking and problem-solving, will replace manual tasks that become automated. When business leaders across the world were surveyed, they voted **creativity** as the most important workplace capability to help their businesses survive and grow. This means that the study of creative subjects, like Drama, is becoming even more important and relevant to young people to give you the chance to succeed – whatever your ambitions! At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

## **WHAT WILL I MASTER THROUGH GCSE DRAMA?**

- You'll develop a wide range of skills.
- You'll gain confidence and have fun.
- You'll learn to work within a team and balance a range of ideas.
- You'll have a mix of practical and written work unlike any other subject.

## **WHAT SKILLS WILL I DEVELOP?**

You will have the opportunity to learn and develop a range of transferable skills and practise applying these to new situations. These include analytical, problem-solving, organisation and time management skills. You will also be able to work collaboratively to generate, develop and communicate ideas, all of which will develop your emotional intelligence. Your practical skills will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and strong presentation skills. Your written skills, both analytical and creative, as well as your ability to self-reflect, will be developed through a range of tasks. Studying Drama will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too. Through studying Drama, you will be equipped with the skills to succeed in your next steps.

## **WHAT DOES GCSE DRAMA INVOLVE?**

The GCSE Drama specification is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as:

- Lighting design
- Sound design
- Set design
- Costume, Hair and Make-Up Design

You will collaborate in devising your own piece of theatre and perform from a text. You can choose to concentrate on acting or design. You will explore and view a variety of live theatre productions. The Eduqas GCSE Drama specification has three components: Devising Theatre, Performing from a Text, and Interpreting Theatre.

### **HOW IS THE COURSE STRUCTURED?**

You will embark on a two-year course, which consists of three components:

#### **Component One: Devising theatre** *(40% of the course)*

The devised practical performance requires pupils to create an original piece of theatre, culminating in a final performance. Pupils will complete a written report outlining influences, aspects of process and an evaluation of their own and others' performances. Pupils may choose one of the following options:

- Acting.
- Theatre design in lighting.
- Theatre design in sound.
- Theatre design in scenic production.
- Theatre design in costume and make-up.

#### **Component Two: Performing from a text** *(20%)*

Pupils will participate in a performance based on two 10 minute extracts from a performance text of their own choice and will be assessed on either acting or design.

#### **Component Three: Interpreting theatre** *(40% - written examination)*

- Section A: Set Text – Pupils will explore one text as an actor, designer and director from a choice of five.
- Section B: Live Theatre Review - One question, from a choice of two, requiring analysis and evaluation of one live theatre production the pupils have seen during the course.

This is a linear course which means that each pupil will take all assessments at the end of the course (Year 11).

### **WHAT WILL I STUDY AND LEARN?**

<b>Autumn term 2023</b>	An introduction to Drama GCSE to re-cap on all the techniques and skills used in KS3. You will also be learning about important practitioners and the various techniques used in theatre. You will be introduced to your set text and will analyse and evaluate a streamed live performance.
<b>Lent term 2024</b>	<p>You will start your preparatory research for your devised piece; this will include research on style, practitioner and genre. You will create a performance adapting a text, rehearse the piece, make technical and design choices, develop your own acting skills and work cooperatively with others. You will log their process.</p> <p>You will explore their set text in detail, both practically and in theory.</p>
<b>Summer term 2024</b>	<p>You will start to devise their first formally assessed piece, responding to creative stimuli, researching relevant themes and topics, improvising sections of script and developing the content and concepts of their devised Performance.</p> <p>You will write an assessment of the devised piece in exam conditions.</p>

### **HOW WILL I LEARN?**

Pupils will mostly learn through the practical exploration of theatre and plays. You are expected to work in groups and to be a supportive member of the group pupils will always attend all the rehearsals.

### **MASTERY**

Pupils will go to the theatre, read plays, do independent research, and write notes on plays and theatre productions you have seen, as well as your own work. Pupils will learn through their own performances.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be set twice per week, which will vary in content depending on the part of the course being covered. Homework could be research on theatre and drama, learning lines, reading plays or written work on the set text, the devised piece or live theatre.

### **WHAT RESOURCES WILL BE USED?**

You will use the internet, books, plays, the theatre but most of all your own creativity, enthusiasm and acting and design skills.

## **HOW DO WE MEASURE PROGRESS?**

Assessments are made throughout the year on your ability to apply performance and/or other production skills through the creation and realisation of performances. You will be regularly assessed on your ability to sensitively and confidently work with others and to create and perform a variety of performances. Assessment for learning takes place through teacher and pupil discussions which include self and peer evaluation and verbal feedback from the teacher. Pupils will be assessed in accordance with the WJEC assessment criteria.

## **HOW CAN PARENTS HELP?**

Family theatre trips engage, inspire and expose your son to a wide range of theatrical experiences. When your son is planning or preparing for Drama at school, discuss with him what ideas or resources he could bring in to enhance those ideas. Parents can offer their support in learning lines and in attending performances.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Maggie Olivier - [mco@clairescourt.net](mailto:mco@clairescourt.net)

# Higher Project Qualification (HPQ)

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Exam board: AQA City and Guilds Level one (foundation) and Level two (higher) Project Qualification  
Specification code: 7991 / 7992

## **COURSE STRUCTURE**

The level one and two project will require up to 60 guided hours of learning in one double lesson per week. Pupils will complete their project during Years 10 and 11.

## **ASSESSMENT OBJECTIVES (AOS)**

Projects are marked by the supervisor and moderated externally. They are marked as follows:

- |                                 |   |         |
|---------------------------------|---|---------|
| • AO1<br>Manage                 | With appropriate guidance, select, plan and carry out an individual project or tasks within a group project, applying organisational skills and using a range of methods and resources, to achieve agreed objectives (10 marks) | 20<br>% |
| • AO2<br>Use<br>Resourc<br>es   | Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives (10 mark)s   | 20<br>% |
| • AO3<br>Develop<br>and Realise | Select and use a range of skills, including appropriate technologies, working with others and problem solving to complete tasks and achieve agreed objectives (20 marks)  | 40<br>% |
| • AO4 Review                    | Analyse project outcomes and draw your own conclusions. Communicate project outcomes, presenting evidence in an appropriate format (10 marks).  | 20<br>% |



## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Introduction to the project qualification</b> Pupils will carry out a range of activities to acquire the essential skills needed to produce a project. Begin your own project: <ul style="list-style-type: none"><li>• Brainstorm ideas for your own project title</li><li>• Research skills, bibliography, Harvard referencing system, bias, plagiarism.</li></ul>
<b>Lent term 2024</b>	<b>The project</b> Plan and produce your own project whilst learning new skills: <ul style="list-style-type: none"><li>• Planning</li><li>• Structure of the project</li><li>• Resources</li><li>• Gantt charts and sticky notes</li><li>• How to produce questionnaires and interview questions</li><li>• Problem solving and working with others</li><li>• Research and reliability.</li></ul>
<b>Summer term 2024</b>	<b>The project, the log and the presentation</b> Complete your project and log: <ul style="list-style-type: none"><li>• Synthesis and evaluation</li><li>• Keep a log record</li><li>• Presentation skills - oral, multimedia.</li></ul>

## HOW WILL PUPILS LEARN?

The topic for the project is chosen by each pupil and agreed by their teacher who then acts as their supervisor. Choice of topic can be an extension from their studies for other qualifications at level one and two such as GCSE, or a topic that interests, motivates or enthuses the pupil.

## MASTERY

The pupils have to show that they can plan, deliver and present a piece of work at either level one or two of the National Qualifications Framework. The level one or two project will require up to 60 guided learning hours, of which half will be spent on teaching, and half on independent work by the pupils.

Examples of skills that might be taught include presentational skills, use of appropriate ICT or developing time management skills.

Pupils will have to:

- Choose a topic
- Draft a project title
- Agree aims and objectives
- Plan, research and carry out the project

- Provide evidence of all stages of project production
- Deliver a presentation to a specified audience.

### **HOW WILL HOMEWORK BE ASSIGNED?**

One piece of homework is set per week. However, to complete the project pupils will need to take the initiative to complete research in their own time.

### **WHAT RESOURCES WILL BE USED?**

Pupils will be encouraged to use as wide a range of resources as possible. Each pupil will be encouraged to collect their own data through questionnaires and interviews, as well as to use resources such as the internet and magazines.

### **HOW DO WE MEASURE PROGRESS?**

The supervisor will monitor each pupil's work during weekly lessons. The final project will be marked by the supervisor using the AQA mark scheme. It will be moderated externally.

### **HOW CAN PARENTS HELP?**

Parents can support their child's learning and skill acquisition by enquiring and taking an interest in the project they are developing and the processes involved. Please encourage the pupils to use the skills they acquire in different aspects of their life.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr James Wilding - [jtw@clairescourt.net](mailto:jtw@clairescourt.net)

# IGCSE English Language

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Exam Board	<b>Edexcel</b>	Specification Code	<b>4EA1</b>
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## **COURSE STRUCTURE**

The study of the Edexcel IGCSE English Language course continues in Year 10. Overall the course aims to develop pupils' ability to read, understand and respond to all types of text, construct and convey meaning in written language and increase understanding and interpretation of all varieties of literature. Pupils will cover the key skills of reading and writing and produce two pieces of coursework.

All sets initially follow an English Language and Literature pathway for GCSE with all students being entered for IGCSE English Language at the end of their first year of study in Year 10.

A decision, following the outcome from this, will then be made about the suitability of progression towards study of the Literature IGCSE in Year 11.

## **ASSESSMENT OBJECTIVES**

### **Reading**

**AO1** Read and understand a variety of texts, selecting and interpreting information, ideas and perspectives.

**AO2** Understand and analyse how writers use linguistic and structural devices to achieve their effects.

**AO3** Explore links and connections between writers' ideas and perspectives, as well as how these are conveyed.

### *Writing*

**AO4** Communicate effectively and imaginatively, adapting form, tone and register of writing for specific purposes and audiences.

**AO5** Write clearly, using a range of vocabulary and sentence structures, with appropriate paragraphing and accurate spelling, grammar and punctuation.

## **WHAT WILL YOU STUDY/LEARN?**

<b>Autumn Term 2023</b>	<b>English Language NEA - Anthology Poetry &amp; Prose extracts</b> <ul style="list-style-type: none"><li>• Close study of provided extracts by a range of authors</li><li>• Identification and analysis of language devices</li><li>• Preparation for coursework.</li></ul>
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	<p><b>English Language Paper 1 - Anthology Non-fiction texts and exam technique for Transactional Writing</b></p> <ul style="list-style-type: none"> <li>• Close study of provided extracts</li> <li>• Identification and analysis of language devices</li> <li>• Preparation for exam or coursework</li> </ul>
<b>Lent Term 2024</b>	<p><b>English Language NEA - Imaginative Writing</b></p> <ul style="list-style-type: none"> <li>• How to structure and deliver a piece of creative writing</li> <li>• How to use language devices effectively</li> <li>• Proof-reading and editing.</li> </ul> <p><b>English Language Paper 1 - Anthology non-fiction texts and exam technique for Transactional Writing</b></p> <ul style="list-style-type: none"> <li>- Practice questions and papers.</li> <li>- Close study of provided extracts</li> <li>- Identification and analysis of language devices</li> <li>- Preparation for exam</li> </ul>
<b>Summer Term 2024</b>	<p><b>English Language Paper 1 - Anthology non-fiction texts and exam technique for Transactional Writing</b></p> <ul style="list-style-type: none"> <li>• Practice questions and papers.</li> <li>• Identification and analysis of language devices</li> <li>• Preparation for exam</li> <li>• <b>Summer 2 - Term 2</b></li> <li>• <b>Of Mice and Men</b></li> </ul> <p><b>English Literature Paper 1 - Prose: Of Mice and Men (Section C).</b></p> <ul style="list-style-type: none"> <li>- Close study of the whole text</li> <li>- Identification of key characters, themes, relationships</li> <li>- Investigate impact of text on reader</li> <li>- Preparation for exam</li> </ul> <ul style="list-style-type: none"> <li>• <b>Anthology Poetry</b></li> </ul>

## HOW WILL YOU LEARN?

Pupils in Year 10 are streamed with a review of these sets taking place following the results of the IGCSE Language exam in 2023.

All work is completed in English exercise books with the coursework component (NEA) being word processed.

## MASTERY

In Year 10, students will be expected to regularly display the core skills and techniques that have underpinned the English curriculum throughout their

time at the school. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they perfect their knowledge of what a good answer should look like, so that they can apply this knowledge in both coursework and exam conditions. GCSE level question styles will be encountered from the start of the year, and revisited regularly throughout both Year 10 and Year 11.

### **HOW WILL HOMEWORK BE ASSIGNED?**

The pupils are set homework once per week, which will vary in content depending on the part of the course being covered.

### **WHAT RESOURCES WILL YOU USE?**

The only textbook we will use in Year 10 is:

- Edexcel IGCSE Text Anthology

### **HOW DO WE MEASURE YOUR PROGRESS?**

Progress is measured through regular GCSE standard assessment and through the close scrutiny of exercise books. The exam result that you achieve at the end of Year 10 will also inform next steps.

### **HOW CAN PARENTS HELP?**

Parents can assist their children by encouraging reading on a regular basis, of any kind.

**For further information please contact:**

Mrs Jennifer Ging (Head of English, CCSB) - [jeg@clairescourt.net](mailto:jeg@clairescourt.net)

# Food Preparation and Nutrition

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Exam board: WJEC/EDUQAS

Specification code: 601/8093/6

## **COURSE STRUCTURE**

This two year GCSE is an exciting and creative course which focuses on practical cooking skills, ensuring that pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

Pupils will have the opportunity to:

- Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical characteristics of food
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, and diet and health choice
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## **ASSESSMENT OBJECTIVES (AOS)**

- AO1: Demonstrate knowledge and understanding of nutrition, food, cooking and preparation
- AO2: Apply knowledge and understanding of nutrition, food, cooking and preparation
- AO3: Plan, prepare, cook and present dishes, combining appropriate techniques
- AO4: Analyse and evaluate different aspects of nutrition, food, cooking and preparation, including food made by themselves and others.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<ul style="list-style-type: none"><li>• Learn the principles of nutrition, including macronutrients and micronutrients</li><li>• Understand the 'Eatwell Guide' and healthy eating</li><li>• Develop practical skills</li><li>• Explore different types of sensory testing</li><li>• Carry out a range of food experiments to help develop understanding of food properties and discover the effect of cooking on food</li></ul>
<b>Lent term 2024</b>	<ul style="list-style-type: none"><li>• Learn the energy requirements for different individuals</li><li>• Develop research skills</li><li>• Improve practical planning skills, including timings, hygiene and safety points</li><li>• Analyse the nutritional value of different meals</li><li>• Calculate the costs of constructing a dish or a meal</li><li>• Introduction to the concept of non-exam assessment (NEA) tasks - practise individual investigation.</li></ul>
<b>Summer term 2024</b>	<ul style="list-style-type: none"><li>• Learn about how and where food commodities are grown and discover the importance of food provenance</li><li>• Revise food hygiene and safety, including stock rotation, best before dates and temperature control</li><li>• Undertake a practise food preparation NEA tasks, including cooking a three course meal in three hours.</li></ul>

## HOW WILL PUPILS LEARN?

Pupils will have two double lessons per week. We aim to offer an interesting and stimulating programme of study that will increase confidence and resilience.

## MASTERY

Through a wide range of practical activities we want our pupils to experiment and be innovative with food, developing the confidence to learn independently. Each pupil will carry out practical tasks on their own and work together in mixed ability teams, giving them the opportunity to learn, practise skills and build a range of techniques. Pupils will develop skills in product analysis and sensory evaluation will show that they can critically assess their own creations and those produced by others, suggesting ideas for improvement, and use spreadsheets to map the results. By taking photographs of their work pupils will be able to keep a record of what they have made to show your progress. Each pupil will be given the opportunity to problem solve and understand how food products are conceived, researched and developed. Practise NEA tasks will enable pupils to demonstrate imagination, inventiveness, critical thinking and problem solving skills.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework tasks are set regularly to extend learning and reinforce concepts learned in the classroom. The content will vary depending on the part of the course being covered, however will include the evaluation of practical work carried out in the lesson, research tasks, and preparation and weighing of ingredients for practical lessons.

### **WHAT RESOURCES WILL BE USED?**

Each pupil will be issued with an Eduqas GCSE Food Preparation and Nutrition textbook. Written work will be kept in a folder, which pupils are expected to bring to all lessons and keep in a neat and organised fashion. All GCSE Food lessons are taught in our modern and well equipped Food Room. Pupils will need to provide ingredients for the practical activities and an appropriate container to take food products home. Occasionally pupils will need to provide cooking containers, depending upon the dish they plan to make.

### **HOW DO WE MEASURE PROGRESS?**

This is a linear GCSE course with assessment taking place in Year 11. This will comprise of 50% written exam and 50% non-exam assessment (NEA). The NEA consists of one food investigation, a 1,500 to 2,000 word report worth 15% and one food preparation assessment worth 35% to plan, prepare, cook and present a three course menu. In Year 10 folder work and practical work will be assessed regularly. Pupils will also undertake a written mock exam and two practise NEA assignments.

### **HOW CAN PARENTS HELP?**

The support of parents in ensuring that pupils have the correct ingredients and containers is greatly appreciated. Parents can encourage their child to examine and discuss food and nutritional labels, food products available for sale and food choices. Parental interest in the food related topics that frequently arise in today's media can help develop critical analysis, and debate current food issues. Of course parents also enjoy being the 'taste-testers' to help objectively evaluate the food products!

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Kerry Irons - [kei@clairescourt.net](mailto:kei@clairescourt.net)



# Geography

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- Exam board: Edexcel/Pearson Geography Specification A
- Specification code: 1GA0

## COURSE STRUCTURE

Assessment in Geography Specification A consists of three externally examined papers. Pupils must complete all assessments in May and June at the end of Year 11. The course is divided into three components:

- **Component one:** The physical environment (Paper one code: 1GA0/01)
- **Component two:** The human environment (Paper two code: 1GA0/02)
- **Component three:** Geographical investigations: Fieldwork and UK challenges (Paper three code: 1GA0/03).

## ASSESSMENT OBJECTIVES (AOS)

- AO1 - Demonstrate knowledge of locations, places, processes, environments and different scales.
- AO2 - Demonstrate geographical understanding of:
  - Concepts and how they are used in relation to places, environments and processes
  - The inter-relationships between places, environments and processes.
- AO3 - Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
- AO4 - Select, adapt and use a variety of skills and techniques to investigate geographical concepts.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Component one: Topic 1 - The Changing Landscapes of the UK</b> A recap of the distribution and characteristics of the UK's changing landscapes and geology. A detailed study of: <ul style="list-style-type: none"><li>• Topic one: Coastal landscapes and processes</li><li>• Topic two: River landscapes and processes.</li></ul> This topic will be tested with a full past paper question (total = 30 marks)
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<p><b>Lent term 2024</b></p>	<p><b>Component two: Topic 4 - Changing Cities</b></p> <p>This topic covers:</p> <ul style="list-style-type: none"> <li>• Global urban processes and trends</li> <li>• A detailed case study of a UK major city (we study Cardiff which supports the fieldwork undertaken in year 11)</li> <li>• A detailed case study of a city in an emerging country (we study Sao Paulo in Brazil)</li> </ul> <p>This topic will be tested with a full past paper question (total = 30 marks)</p>
<p><b>Summer term 2024</b></p>	<p><b>Component two: Topic 5 - Global Development</b></p> <p>This topic covers:</p> <ul style="list-style-type: none"> <li>• The causes and consequences of uneven global development</li> <li>• Uneven development within individual countries; core and periphery</li> <li>• A detailed case study of a developing country (Tanzania) in terms of its context, geopolitics, challenges and progress.</li> </ul> <p>This topic will be tested within the end of year examination, along with the previous two topics.</p>

### **HOW WILL PUPILS LEARN?**

Geography is taught twice a week and is unstreamed. Lessons involve encouraging independent learning through discussion and researching topical and contemporary geographical issues. The use of IT is encouraged and supported by Google classroom, Seneca learning for revision purposes and a wide range of geographical clips and resources. The imperative within the department is to make Geography accessible, relevant and exciting using a variety of teaching and learning techniques to suit all types of learner.

Residential (3 day/2 night) fieldwork is currently being planned for this cohort to cover the skills requirements of component 3; a physical and human geography enquiry.

### **MASTERY**

The core geographical skills required for interpreting the world around us and therefore for success at GCSE are integrated into lessons from the very beginning. These include essential map skills, the ability to interpret geographical information presented in a variety of ways, for example photographs of landforms, images of the quality of life for people across the world, statistics to compare places, maps showing change over time. As soon as we are able, GCSE standard exam questions are used in class and for homework assignments so that pupils are aware early on of how they will be assessed. This may be delivered as a scaffolded activity in class, paired work or analysing exemplar answers for their good points

and improvements.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework is normally set once a week and will encompass a variety of tasks involving reading, writing and retrieval activities. Past exam questions will be used regularly to allow pupils to learn *how* to answer questions as well as testing their understanding of the content. We will also expect revision materials to be made for the final exams.

### **WHAT RESOURCES WILL BE USED?**

A variety of resources will be used such as atlases, Britannica online, the Ordnance Survey Digimap online software, video clips from "Time for Geography" and similar sites. The course will be supported by the Edexcel/Pearson official text.

### **HOW DO WE MEASURE YOUR PROGRESS?**

Pupils are examined using past exam papers at the end of each module as Common Tasks and are also examined at the end of the year. Pupils are assessed formatively through discussion, questioning and the marking of your exercise book and homework tasks.

### **HOW CAN PARENTS HELP?**

Parents can help by taking a daily broadsheet newspaper/subscribing to one electronically and encouraging their child to read and engage in discussion on relevant topics. Encourage pupils, by suitable media, to explore the world around them; there are so many excellent documentaries available through BBC iPlayer or The National Geographic Channel, to name just two. Encourage the reading of books such as 'Prisoners of Geography' by Tim Marshall to broaden pupils' understanding of global context.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Jo Andrews (Head of Department) - [JEA@clairescourt.net](mailto:JEA@clairescourt.net)

# History

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- Exam board: Edexcel
- Specification code: 4HI1

## COURSE STRUCTURE

This is a two-year course. There are two examination papers, both of which are taken at the end of the course. There are two topics on each paper and the History course enables pupils to study the 20th Century world.

## ASSESSMENT OBJECTIVES (AO)

In Year 10 the two 'depth studies' for Paper 1 will be studied and will test knowledge and understanding. Pupils will study half of the required work for their iGCSE, preparing both of the paper two topics.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Topic 3 Germany: development of dictatorship, 1918-45</b> This is a depth study Areas of study will be: <ul style="list-style-type: none"><li>● The establishment of the Weimar Republic and its early problems</li><li>● The recovery of Germany, 1924-29</li><li>● The rise of Hitler and the Nazis to January 1933</li><li>● Nazi Germany 1933-39</li><li>● Germany and the occupied territories during the Second World War.</li></ul> <b>There will be a Common Task on Germany to be completed by both girls and boys</b>
<b>Lent term 2024</b>	<b>Topic 7 - A divided Union: civil rights in the USA 1945-74</b> A further depth study and the areas of study will be: <ul style="list-style-type: none"><li>● The Red Scare and McCarthyism</li><li>● Civil rights in the 1950s</li><li>● The impact of civil rights protests, 1960-74</li><li>● Other protest movements: students, women, anti-Vietnam</li><li>● Nixon and Watergate.</li></ul> <b>There will be a Common Task on America to be completed by both girls and boys</b>

<b>Summer term 2024</b>	<b>Completion of Topic 7</b>  <b>Common Task 3:</b> the Y10 Summer exam, in which all work completed so far will be tested.  Start work on the first Paper 2 topic: <b>Russia and the Soviet Union, 1905-23</b>
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### **HOW WILL PUPILS LEARN?**

Grouping is by subject choice and pupils are not streamed by ability. Lessons will encourage pupils to become responsible for their own learning, making relevant and useful notes to assist in exam preparation. At the same time, the topics selected lend themselves to an enquiry-based approach in which pupils will be able to evaluate cause and consequence in relation to some of the 'big questions' of 20th Century history. Pupils can expect to work in pairs as well as individually, and to make use of the internet and other resources as appropriate. Much of the work will be accessed using Google Classroom.

### **MASTERY**

In Year 10 students will be taught core skills and concepts together with the knowledge that will underpin the study of History at this level. These include an in depth understanding of cause and consequence, change, significance and similarity and difference. We will also focus on improving source analysis and interpretation skills. Recall exercises are employed throughout the Curriculum to ensure understanding and mastery of knowledge, which will assist them to understand and make sense of key debates that they encounter in current affairs and the world around them. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they develop confidence about how to think and write analytically and evaluative at this key stage. This will enable them to apply this knowledge in their own writing and to demonstrate a deeper understanding of and participation in the world around them. We will use the question styles for the Common Tasks, which will prepare them for the eventual styles they encounter at GCSE.

### **HOW WILL HOMEWORK BE ASSIGNED?**

homework work is set after one of the two lessons per week. Pupils can expect a substantial piece of work, usually a written exercise, and sometimes a practice exam question. Each piece of homework should take 30 and 45 minutes to complete thoroughly.

### **WHAT RESOURCES WILL BE USED?**

Pupils will be issued with appropriate textbooks to support the topics studied and appropriate websites will also be used. Written work will be on paper rather than in an exercise book, with all work stored in ring-files; this easily allows for additional resources

to be added.

### **HOW DO WE MEASURE PROGRESS?**

Common tasks during the year enable us to check progress against the standards expected for success at GCSE level. The third Common task is an internal school exam in the summer term, made up of the whole year's work.

### **HOW CAN PARENTS HELP?**

By ensuring that homework is done promptly and thoroughly when it is set. By discussing current events with your son, so that they can see the relevance of the topics studied, and can make links between past and present. Parents can encourage their child to watch relevant films and documentaries and by encouraging them to read about the topics studied. Visiting appropriate and relevant historical sites and locations and sharing the experience as an enjoyable and rewarding family pastime.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Camilla Bullough- [crb@clairescourt.net](mailto:crb@clairescourt.net) (Overall Head of Department)

Ms Catherine Tookey- [cbt@clairescourt.net](mailto:cbt@clairescourt.net) (SB History lead)

# Information and Communication Technology (ICT)

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- Exam board: Pearson Edexcel
- Specification code: 4IT1

## COURSE STRUCTURE

This two year course provides our pupils with the opportunity to demonstrate their skills and knowledge through the use and application of ICT. They will learn about and use a variety of software applications and use ICT to solve problems. Pupils will become fully aware of the ways in which ICT can help in the home, learning and work environments and also help them understand the implications of technology in society. At the end of Year 11 each pupil will sit a written paper, worth 50% of the final grade, and complete a practical examination, worth 50% each of the final grade, where they can demonstrate the skills they have learned.

## ASSESSMENT OBJECTIVES (AOS)

- AO1: Demonstrate knowledge and understanding of ICT
- AO2: Apply knowledge, understanding and skills to produce ICT based solutions
- AO3: Analyse, evaluate, make reasoned judgements and present conclusions.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<ul style="list-style-type: none"><li>• Chapter 1: Digital Devices</li><li>• Chapter 2: Software</li><li>• Chapter 3: Memory and Processors</li></ul>
<b>Lent term 2024</b>	<ul style="list-style-type: none"><li>• Chapter 4: Digital Communication</li><li>• Chapter 5: Networks</li><li>• Chapter 6: Risks to Data and Personal Information</li><li>• Chapter 7: Impacts of the Internet</li></ul>
<b>Summer term 2024</b>	<ul style="list-style-type: none"><li>• Chapter 8: Online Communities</li><li>• Chapter 9: The Implications of Digital Technologies</li><li>• Chapter 10: Online Information</li><li>• Chapter 11: Online Services</li><li>• Chapter 12: The Cloud</li><li>• Chapter 13: Applying ICT</li></ul>

## HOW WILL PUPILS LEARN?

Pupils will work through a variety of assignments and practical tasks which will allow them to develop theory knowledge but also apply this in a practical way. Pupils will record their learning digitally through the use of Google Workspaces for Education including using Google Classroom and Google Slides. A textbook, endorsed by the examination board, will be used to ensure all the required theory work is fully covered.

Further learning resources can also be gained from the many Internet based resources that are also available.

## **MASTERY**

To achieve mastery in ICT, pupils should have a deep understanding of computer systems and networks, including their components, functions, and interconnections. They should also be able to use a range of software applications effectively, including word processing, spreadsheet, and database software. Pupils should be able to use digital technologies responsibly and ethically; understanding the importance of issues such as data security, privacy, and intellectual property. They should also be able to communicate effectively using digital technologies, including the ability to create and share digital content and collaborate with others using online tools and platforms.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be assigned once a week, typically using Google Classroom. There will be a variety of different types of homework set across the year depending on the classroom activity or topic that particular week. The completion of homework will also support preparation for assessments

## **WHAT RESOURCES WILL BE USED?**

Continuous use of ICT and access to the Internet, both at school and at home, are automatically an essential part of the course. The Chrome web browser is recommended when using Google Workspaces for Education and completing work online. A textbook, endorsed by the examination board, will be used to support learning and as an aid to examination preparation. Pupils are still required from time to time to use stationery when working offline.

## **HOW DO WE MEASURE PROGRESS?**

Progress is measured through the assessment of classwork, homework and other projects. Developmental feedback is given to each pupil both verbally and through the marking of work. Progress is tracked within the department to ensure they are making the expected amount of progress.

## **HOW CAN PARENTS HELP?**

Parents can assist by encouraging their son to share with them the work they have completed in class and at home. In particular, your son should always know what he needs to do in order to improve his work. Since the majority of work completed is online, access should never be a problem.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)



# Mathematics - Higher

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- Exam board: Edexcel
- Specification code: 4MA1

## **COURSE STRUCTURE**

We will follow the IGCSE Mathematics course at higher tier, studying topics on number, algebra, geometry and statistics. This qualification consists of two externally assessed papers; 1H and 2H, and candidates will be entered in the higher tier which is targeted at grades in the range 9 to 4. Pupils may also study extension topics not covered by the IGCSE Maths syllabus to help prepare for A Level Mathematics or other relevant qualifications.

## **ASSESSMENT OBJECTIVES (AOS)**

- A01 (57 - 63%): Demonstrate knowledge, understanding and skills in number and algebra: numbers and calculations; solving numerical problems; equations, formulae and identities; sequences, functions and graphs
- A02 (22 - 28%): Demonstrate knowledge, understanding and skills in shape, space and measures: geometry; and transformation geometry
- A03 (12 - 18%): Demonstrate knowledge, understanding and skills in handling data: statistics and probability.

## WHAT WILL PUPILS STUDY AND LEARN?

Autumn term  
2023

### Algebraic proportion

- Direct and inverse proportion.

### Equation of a straight line (1)

- $y=mx+c$ .

### Polygons

- Properties of quadrilaterals
- Polygons
- Interior and exterior angles.

### Surds and indices

- Understand surds
- Manipulate surds
- Rationalise the denominator
- Use index laws (including fractional powers).

### Circle theorems

- Understand intersecting chord properties
- Understand and use angle properties of the circle.

### 3D shapes

- Find the surface area of prisms including cylinders
- Find the volume of prisms including cylinders
- Surface area and volume of spheres and cones.

### Compound measures

- Use compound measures such as speed, density and pressure.

### Graphical representation of data

- Use different methods of presenting data
- Cumulative frequency diagrams.

**Lent term 2024**

**Transformations**

- Line and rotational symmetry
- Translation
- Reflection
- Rotation
- Enlargement.

**Simultaneous equations**

- Calculate the exact solution of two simultaneous equations in two unknowns.

**Similarity and congruence in 2D**

- Recognise similar and congruent shapes
- Calculate missing sides in similar shapes
- Calculate missing areas and volumes in similar shapes.

**Factorising and plotting quadratics**

- Expand two or three linear expressions
- Factorise quadratic expressions
- Solve quadratic expressions by factorisation
- Plot graphs of quadratic functions.

**Equation of a straight line (2)**

- Find the gradient of a line given two points
- Parallel and perpendicular lines
- Regions defined by linear inequalities.

**Set language, notation and Venn diagrams**

- Sets
- Set notation
- The complement of a set
- Venn diagrams
- Probabilities from Venn diagrams
- Subsets
- $N(a)$  notation.

**The quadratic formula**

- Solve quadratic equations by using the formula.

**Arithmetic sequences**

- Understand the first term and the common difference in an arithmetic sequence

**Summer Term 2024**

- Know and use the formula for the  $n$ th term
- Find the sum of the first  $n$  terms.

**Completing the square**

- Solve quadratic equations by completing the square.

**Calculus**

- Differentiate powers of  $x$
- Investigate gradients of curves and stationary points
- Applying calculus to kinematics.

**Advanced trigonometry**

- Sine rule, cosine rule and area of any triangle.

## **HOW WILL PUPILS LEARN?**

As Mathematics is a developmental subject, we revisit the same topics at several points in the curriculum. This spiral approach to teaching and learning allows our students to develop mastery of key mathematical concepts, as well as how to recognise and use these in problem solving contexts.

## **MASTERY**

Throughout the year students study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 10 is on learning about concepts that require multiple skills. For example, in Quadratics, factorising can be used to solve equations, sketch curves or solve geometric problems. Our 60 minute lessons with our students are key to mastery. We aim to provide the 'goldilocks' level of challenge through daily, weekly and fortnightly review, careful questioning, modelling and scaffolding and guided and independent practice. We also teach our students how to work on maths outside of lessons in order to help them build good study habits, essential for future success.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils will be set one homework task each week. This should take approximately 40 minutes. The task could either take the form of written problem-solving exercises using textbooks or worksheets, open-ended tasks, or online exercise.

## **WHAT RESOURCES WILL BE USED?**

We will use the Michael White 4-9 Higher GCSE textbook and pupils are expected to bring this, a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW) to every lesson.

## **HOW DO WE MEASURE PROGRESS?**

We informally monitor progress and understanding through questioning and classwork in each lesson. Formally, in order to monitor performance, each pupil will sit a common task each term and will have the chance to go over their test papers, in order to assess what went well and to help them develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel a pupil is falling short of their expected grades we will inform parents so we can plan and implement a course of action for support.

## **HOW CAN PARENTS HELP?**

We would ask parents to encourage constant revision to ensure pupils don't forget what they have learned. This could be through the use of online resources such as Dr Frost where students have access to a Year 10 course section which is specific to this curriculum statement. Two weeks in advance of a common task students are also supported with a paper copy of a revision booklet to support preparation for these tests. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Joscelin Lothian - [jol@clairescourt.net](mailto:jol@clairescourt.net)

# Mathematics - Foundation

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- Exam board: Edexcel
- Specification code: 4MA1

## **COURSE STRUCTURE**

We will follow the IGCSE Mathematics course A, foundation tier, studying topics on number, algebra, geometry and statistics. This qualification consists of two externally assessed papers, 1F and 2F, and candidates will be entered at foundation tier which is targeted at grades in the range 5 to 1. Pupils may also study extension topics from the higher tier.

## **ASSESSMENT OBJECTIVES (AOS)**

- A01 (57 - 63%): Demonstrate knowledge, understanding and skills in number and algebra: numbers and calculations; solving numerical problems; equations, formulae and identities; sequences, functions and graphs
- A02 (22 - 28%): Demonstrate knowledge, understanding and skills in shape, space and measures: geometry; and transformation geometry.
- A03 (12 - 18%): Demonstrate knowledge, understanding and skills in handling data: statistics and probability.

## **WHAT WILL PUPILS STUDY AND LEARN?**

**Autumn term  
2023**

### **Algebra Review**

- Including learning how to expand double brackets.

### **Bearings and Constructions**

- Drawing bearings and calculating bearings
- Perpendicular bisector and angle bisector.

### **Polygons**

- Properties of quadrilaterals
- Polygons
- Interior and exterior angles.

### **3D shapes**

- Recognise and name solids
- Understand face, edge and vertex
- Find the surface area of solids including cylinders
- Find the volume of prisms including cylinders.

### **Metric units**

- Converting between units of area and volume

### **Compound measures**

- Use compound measures such as speed, density and pressure.

### **Graphical representation of data**

- Use different methods of presenting data; interpret statistical diagrams.

### **Similarity and congruence in 2D**

- Recognise similar and congruent shapes
- Calculate missing sides in similar shapes.

### **Trigonometry**

- Use sine, cosine and tangent to determine lengths and angles in a right-angled triangle.

### **Transformations**

- Line and rotational symmetry
- Translation
- Reflection
- Rotation
- Enlargement.



**Lent term 2024****Standard form**

- Calculations with standard form.

**Percentages review**

- Focus on reverse and compound percentage problems.

**Set language, notation and Venn diagrams**

- Sets
- Set notation
- The complement of a set
- Venn diagrams
- Probabilities from Venn diagrams.

**Drawing graphs and inequalities**

- Coordinates
- Midpoints
- Conversion graphs
- Linear functions
- Linear inequalities and regions.

	<p><b>Statistical measures</b></p> <ul style="list-style-type: none"><li>• Mean, median, mode and range</li><li>• Median from a frequency table</li><li>• Mean and modal class from grouped data.</li></ul>
<p><b>Summer term 2024</b></p>	<p><b>Algebra review</b></p> <ul style="list-style-type: none"><li>• Simplifying algebraic expressions</li><li>• Expanding bracket</li><li>• factorising</li><li>• Linear equations and inequalities</li><li>• Sequences.</li></ul> <p><b>Angle facts</b></p> <ul style="list-style-type: none"><li>• Angle properties</li><li>• Parallel lines</li><li>• Types of triangles.</li></ul> <p><b>Pythagoras' theorem</b></p> <ul style="list-style-type: none"><li>• Pythagoras' theorem in two dimensions.</li></ul>

## **HOW WILL PUPILS LEARN?**

As Mathematics is a developmental subject, we revisit the same topics at several points in the curriculum. This spiral approach to teaching and learning allows our students to develop mastery of key mathematical concepts, as well as how to recognise and use these in problem solving contexts.

## **MASTERY**

Throughout the year students study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 10 is on learning about concepts that require multiple skills. For example, a right angled triangle question may involve Pythagoras' theorem as well as trigonometry. Our 60 minute lessons with our students are key to mastery. We aim to provide the 'goldilocks' level of challenge through daily, weekly and fortnightly review, careful questioning, modelling and scaffolding and guided and independent practice. We also teach our students how to work on maths outside of lessons in order to help them build good study habits, essential for future success.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils will be set one homework task each week. This should take approximately 40 minutes. The task could either take the form of written problem-solving exercises using textbooks or worksheets, open-ended tasks, or online exercise.

## **WHAT RESOURCES WILL BE USED?**

We will use the Michael White 4-5 Foundation GCSE textbook and pupils are expected to bring this, a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW) to every lesson.

## **HOW DO WE MEASURE PROGRESS?**

We informally monitor progress and understanding through questioning and classwork in each lesson. Formally, in order to monitor performance, each pupil will sit a common task each term and will have the chance to go over their test papers, in order to assess what went well and to help them develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel a pupil is falling short of their expected grades we will inform parents so we can plan and implement a course of action for support.

## **HOW CAN PARENTS HELP?**

We would ask parents to encourage constant revision to ensure pupils don't forget what they have learned. This could be through the use of online resources such as Dr Frost where students have access to a Year 10 course section which is specific to this curriculum statement. Two weeks in advance of a common task students are also supported with a

paper copy of a revision booklet to support preparation for these tests. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Joscelin Lothian - [jol@clairescourt.net](mailto:jol@clairescourt.net)

# Modern Foreign Languages: French

- Exam board: AQA
- Specification code: 8658

## COURSE STRUCTURE

The course is examined at the end of two years in the four skill areas of listening, speaking, reading and writing. GCSE French has a Foundation Tier (grades 1 to 5) and a Higher Tier (grades 4 to 9), and all four skills must be taken at the same tier in the same series.

## ASSESSMENT OBJECTIVES (AOS)

- AO1 Listening: Understand and respond to different types of spoken language
- AO2 Speaking: Communicate and interact effectively in speech
- AO3 Reading: Understand and react to different types of written language
- AO4 Writing: Communicate in written French

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn Term 2023</b>	<b>Theme 1: Identity and culture</b> <i>Module 1 Qui suis-je?</i> <ul style="list-style-type: none"><li>• Friends, family and relationships</li><li>• Role models</li><li>• Reflexive verbs</li><li>• The present, perfect and near future tenses</li><li>• Quand j'étais petit(e), j'étais...</li></ul> <i>Module 2 Le temps des loisirs</i> <ul style="list-style-type: none"><li>• Free time activities (sport, music, reading, film/TV)</li><li>• Technology</li><li>• Depuis + present tense</li><li>• Comparatives and superlatives</li><li>• The imperfect tense</li></ul>
<b>Lent Term 2024</b>	<i>Module 3 Jours ordinaires, jours de fête</i> <ul style="list-style-type: none"><li>• Daily life</li><li>• Food and meals</li><li>• Festivals and family celebrations</li><li>• Modal verbs</li><li>• Asking questions in the <i>tu</i> and <i>vous</i> forms</li></ul> <b>Theme 2: Local, national, international and global areas of interest</b> <i>Module 4 De la ville à la campagne</i> <ul style="list-style-type: none"><li>• Where you live (town/region)</li></ul>

	<ul style="list-style-type: none"> <li>• Giving directions in the imperative</li> <li>• Weather</li> <li>• <i>Si</i> clauses</li> <li>• The simple future</li> <li>• Quand je serai plus âgé(e)...</li> </ul>
<b>Summer Term 2024</b>	<i>Module 5 Le grand large...</i> <ul style="list-style-type: none"> <li>• Holidays - past, present and future</li> <li>• Methods of travel</li> <li>• The conditional tense</li> <li>• The pluperfect tense</li> </ul>

### **HOW WILL PUPILS LEARN?**

Pupils will have two one-hour lessons each week. The language is taught through the four key skill areas of listening, speaking, reading and writing, using a highly communicative approach. Pupils are encouraged to use as much French as possible in class and there is also a big focus on grammatical accuracy to aid communication. They are also taught to use a variety of strategies including context, cognates and bilingual dictionaries to help them cope with unfamiliar language. We use many interactive online learning resources to reinforce vocabulary and grammar. These websites are also made available to pupils so that they can extend their own learning at home.

### **MASTERY**

In order to master a language, teachers facilitate learning through a number of methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where mistakes are celebrated and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection and act on feedback. Students learn both to produce the language in spoken and written form, as well as recognise and understand it in reading and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, and to recognise patterns and grammatical terms in order to then be able to manipulate the language for themselves. A variety of language activities and games, traditional and online, as well as the use of varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes throughout the key stages. In this way students consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils will receive one piece of homework per week of approximately 30 minutes. Homework will often take the form of vocabulary learning, a comprehension or consolidation exercise and/or dedicated time using one of the language-learning websites.

In addition, pupils are encouraged to extend and refresh their vocabulary in-between lessons. Little and often is the key to success here!

### **WHAT RESOURCES WILL BE USED?**

Each pupil will be issued with a 'Studio AQA GCSE French' textbook as well as the 'AQA GCSE French Grammar and Translation' workbook. In addition, it is a good idea for pupils to have a dedicated vocabulary book.

Written work will be done online, in exercise books or in the Grammar workbook. Pupils are expected to bring all books to all lessons and to file any worksheets in a neat and organised fashion. Pupils will also have access to the digital content of the course through ActiveLearn, which accompanies the course book.

### **HOW DO WE MEASURE PROGRESS?**

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books are checked regularly by the teacher for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, pupils or their peers as appropriate. Pupils can expect to have regular vocabulary and grammar tests, as well as more extensive end-of-topic assessments to measure progress in the four key skill areas.

### **HOW CAN PARENTS HELP?**

Parents can support their child's learning in French by ensuring that all homework is completed on time and to a good standard. It is also beneficial if parents can involve themselves in the learning and retention of vocabulary by, for example, regular quizzing.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Diana Wadsworth [dfw@clairescourt.net](mailto:dfw@clairescourt.net)

# Modern Foreign Languages: German

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- Exam board: AQA
- Specification code: 8668

## COURSE STRUCTURE

The course is examined at the end of two years in the four skill areas of listening, reading, writing and speaking. GCSE German has a foundation tier, grades 1 to 5, and a higher tier, grades 4 to 9, and all four skills must be taken at the same tier, in the same series.

## ASSESSMENT OBJECTIVES (AOS)

- AO1 Listening: Understand and respond to different types of spoken language
- AO2 Speaking: Communicate and interact effectively in speech
- AO3 Reading: Understand and respond to different types of written language
- AO4 Writing: Communicate in written German.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Was machst du in der Schule?</b> <ul style="list-style-type: none"><li>• Talking about your school, school rules, school uniform and your daily routine</li><li>• Comparing the German with the English school system</li><li>• Using the present, perfect and future tenses.</li></ul> <b>Was machst du in deiner Freizeit?</b> <ul style="list-style-type: none"><li>• Talking about books, music, cinema, TV, sports, and other leisure activities</li><li>• Using comparatives and superlatives and adverbs of frequency and place.</li></ul>
<b>Lent term 2024</b>	<b>Wie verstehst du dich mit deiner Familie und deinen Freunden?</b> <ul style="list-style-type: none"><li>• Talking about friends and family and weekend activities</li><li>• Discussing marriage</li><li>• Using adjectives with different cases and separable verbs.</li></ul> <b>Wie ist dein Zuhause?</b> <ul style="list-style-type: none"><li>• Describing your home</li><li>• Daily routine</li><li>• Favourite food and drinks</li><li>• Discussing healthy and unhealthy lifestyles and your use of social media</li><li>• Using prepositions with the accusative and dative case and reflexive verbs.</li></ul>



**Summer term  
2024**

**Wohin fährst du in Urlaub?**

- Talking about booking a holiday
- Ways of travelling
- Accommodation
- Directions
- Ordering food in a restaurant
- Going shopping
- Using question words and subordinate clauses
- Preparation for end of year exams

## **HOW WILL PUPILS LEARN?**

Pupils will have two one hour lessons per week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. Pupils are encouraged to use as much German as possible in class in order to improve speaking and listening skills. All lessons rely on significant use of a variety of interactive and digital media and we also use online learning resources such as [Languagesonline](#), [Memrise](#), [Quizlet](#) and [BBC GCSE Bitesize](#) to reinforce vocabulary. The websites we use in school are also made available to pupils so that they can continue or extend their own learning at home.

## **MASTERY**

In order to master a language, teachers facilitate learning through a number of methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where making mistakes is ok and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection, and take action on feedback. Students learn both to produce the language in spoken and written form and recognise and understand it in reading and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, recognise patterns and grammatical terms in order to manipulate language for themselves. A variety of language activities and games, traditional and online, as well as the use of varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes. In this way they consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils will be set a weekly vocabulary learning task and a reading or writing consolidation task related to the topic or grammar studied in class.

In addition to the work set pupils are encouraged to extend and refresh vocabulary on a daily basis by visiting one of the websites mentioned above or by watching German television, listening to German radio or watching short videos in German online. It is a good idea to try and practise ten minutes of German a day, little and often is the key to success.

## **WHAT RESOURCES WILL BE USED?**

Each pupil will be issued with the 'Stimmt' AQA GCSE German textbook and a dedicated vocabulary book. Written work will be done on chromebooks and in exercise books which pupils are expected to bring to all lessons and in which they should keep worksheets and documents in a neat and organised fashion.

## **HOW DO WE MEASURE PROGRESS?**

Progress will be monitored through homework, regular vocabulary and grammar tests and more extensive end of unit tests which will cover the four skill areas.

## **HOW CAN PARENTS HELP?**

Parents can support learning in German by ensuring that all homework is completed on time and to a good standard. It is also beneficial if parents can involve themselves in the learning and retention of vocabulary by, for example, testing or going through the list of words.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Annette Denton - [ahd@clairescourt.net](mailto:ahd@clairescourt.net)

# Modern Foreign Languages: Spanish

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- Exam board: AQA
- Specification code: 8658

## COURSE STRUCTURE

The course is examined at the end of two years in the four skill areas of listening, reading, writing and speaking. GCSE Spanish has a foundation tier, grades 1 to 5, and a higher tier, grades 4 to 9, and all four skills must be taken at the same tier, in the same series.

Pupils will study three main themes over the two years:

- Theme one - Identity and culture
- Theme two - Local, national, international and global areas of interest
- Theme three - Current and future study and employment.

## ASSESSMENT OBJECTIVES (AOS)

- AO1 Listening: Understand and respond to different types of spoken language
- AO2 Speaking: Communicate and interact effectively in speech
- AO3 Reading: Understand and respond to different types of written language
- AO4 Writing: Communicate in written Spanish.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Theme two - Local, national, international and global areas of interest</b> <i>¡Las Vacaciones!</i> <ul style="list-style-type: none"><li>• Saying what you do in the summer using the present tense</li><li>• Saying what you did on holiday using the preterite tense and describing where you stayed using the imperfect tense.</li><li>• You will also learn how to book accommodation and deal with problems.</li></ul> <b>Theme three - Current and future study</b> <i>Mi vida en el instituto</i> <ul style="list-style-type: none"><li>• Talking about school subjects and teachers using comparatives and superlatives and a wide range of expressions to justify your opinions.</li><li>• You will be introduced to the present continuous to express what you and others are doing.</li><li>• Talking about school rules and problems</li><li>• Using the near future to talk about your plans for a school trip</li></ul>
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	<ul style="list-style-type: none"> <li>• Talking about activities and achievements using verbs in the past tenses.</li> </ul>
<p><b>Lent term 2024</b></p>	<p><b>Theme one - Identity and culture</b></p> <p><i>Mi gente</i></p> <ul style="list-style-type: none"> <li>• Describing yourself and others using a wide range of adjectives and comparatives</li> <li>• Talking about socialising and family</li> <li>• Using a range of verb tenses to say what you do with your friends</li> <li>• Give an account of the last time you went out with friends or family and to talk about your plans for next weekend.</li> </ul> <p><b>Theme one - Identity and culture</b></p> <p><i>Mis relaciones</i></p> <ul style="list-style-type: none"> <li>• Talking about social networks and new technologies</li> <li>• Talking about reading preferences using new grammatical structures and a wider range of connectives</li> <li>• Making arrangement to go out</li> <li>• Using verbs in the present continuous.</li> </ul>

<p><b>Summer Term 2024</b></p>	<ul style="list-style-type: none"> <li>• <b>Theme one - Identity and culture</b></li> </ul> <p><i>Tiempo libre</i></p> <ul style="list-style-type: none"> <li>• Talking about free-time activities and what you usually do using stem-changing verbs in the present tense</li> <li>• Talking about films and TV programmes</li> <li>• Preparation for end of year examinations.</li> </ul> <p><b>Theme two - Local, national, international and global areas of interest</b></p> <p><i>Ciudades</i></p> <ul style="list-style-type: none"> <li>• Talking about places in town and describing the features of a region.</li> <li>• Discussing problems in town and shopping for clothes and presents.</li> <li>• Future and conditional tenses</li> <li>• The geography of a number of Spanish-speaking countries.</li> </ul>
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### **HOW WILL PUPILS LEARN?**

Pupils will have two one hour lessons per week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. Pupils will be encouraged to use as much Spanish as possible in class in order to improve speaking and listening skills. All lessons rely on significant use of a variety of interactive and digital media and we also use online learning resources to reinforce vocabulary. The websites we use in school are also made available to pupils so that they can continue or extend their own learning at home.

### **MASTERY**

In order to master a language, teachers facilitate learning through a number of methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where making mistakes is ok and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection, and take action on feedback. Students learn both to produce the language in spoken and written form and recognise and understand it in reading and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, recognise patterns and grammatical terms in order to manipulate language for themselves. A variety of language activities and games, traditional and online, as well as the use of varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes. In this way they consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be set every lesson and will take the form of vocabulary learning, consolidation exercises related to the topic or the grammar studied or comprehension tasks.

## **WHAT RESOURCES WILL BE USED?**

Pupils will be issued with a 'Viva AQA GCSE Spanish' textbook as well as the 'AQA GCSE Spanish Grammar and Translation' workbook. Each pupil will also have a dedicated vocabulary book. Written work will be done in exercise books, which pupils are expected to bring to all lessons and in which they should keep worksheets in a neat and organised fashion, and in the grammar workbook.

Each pupil will also have access to the digital content of the course available through ActiveLearn, which accompanies the course book.

## **HOW DO WE MEASURE PROGRESS?**

Progress will be monitored through homework, regular vocabulary and grammar tests and more extensive end of unit tests which will cover the four skill areas.

## **HOW CAN PARENTS HELP?**

Parents can support their son's learning in Spanish by ensuring that all homework is completed on time and to a good standard. It is also beneficial if parents can involve themselves in the learning and retention of vocabulary by, for example, testing or going through the list of words.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Eva Urzaiz - [emu@clairescourt.net](mailto:emu@clairescourt.net)

# Music

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- Exam board: AQA
- Specification code: 8271

## COURSE STRUCTURE

- Component one: Understanding music - the exam is a one and half hour listening paper (*worth 40% of the final mark*)
- Component two: Performing music - one solo and one ensemble piece is prepared either live or via production (*worth 30% of the final mark*)
- Component three: Composing music - composition one, composition to a brief, and composition two, free composition (*worth 30% of the final mark*)

## ASSESSMENT OBJECTIVES (AOs)

- Perform with technical control, expression and interpretation
- Compose and develop musical ideas with technical control and coherence
- Demonstrate and apply musical knowledge
- Apply appraisal skills to make evaluative and critical judgements about music

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<p><b>Component one: Understanding music</b></p> <p>Western Classical Tradition: 1650-1910. We will study a range of music from the genre, learning key words and musical terminology. Pupils will also analyse a set work.</p> <p><i>Set work: Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo</i></p> <p><b>Component two: Performance</b></p> <p>Pupils will continue lessons on their chosen instrument or voice.</p> <p><b>Component three: Composition</b></p> <p>A series of individual and group projects will be undertaken exploring different styles and ways of composing.</p>
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<p><b>Lent term 2024</b></p>	<p><b>Component one: Understanding music</b></p> <p>Popular Music. We will study a range of music from the genre, learning key words and musical terminology. Pupils will also analyse a set work. <i>Set work: Three tracks from 'The Little Shop of Horrors'.</i></p> <p><b>Component two: Performance</b></p> <p>Pupils will continue lessons on their chosen instrument or voice.</p> <p><b>Component three: Composition</b></p> <p>Pupils will begin their first composition, a free composition based on a topic of their choice.</p>
<p><b>Summer term 2024</b></p>	<p><b>Component one: Understanding music</b></p> <p>Traditional Music. We will study a range of music from the genre, learning key words and musical terminology. Pupils will also analyse a set work. <i>Set work: Three tracks from 'Graceland' by Paul Simon.</i></p> <p><b>Component two: Performance</b></p> <p>Pupils will continue lessons on their chosen instrument or voice.</p> <p><b>Component three: Composition</b></p> <p>Pupils will continue work on their first composition, a free composition based on a topic of their choice.</p>

## HOW WILL PUPILS LEARN?

There are two lessons per week. One lesson each week will focus on the listening paper (component 1) and one lesson will focus on composition (component 3).

The listening paper comprises two parts; short-answer questions on a series of 'unknown' pieces are posed in section A (68 marks), while questions relating to two set works are answered in section B (28 marks). Lessons relating to this component will cover aspects of music theory (which is then applied in context) and analysis of the set works.

In composition lessons, pupils will work to compile a series of 'sketchbook' compositions, based either on exploration of specific musical elements or within a certain genre. Research and analysis is undertaken of other pieces of music that pupils might wish to emulate. They will use the medium in which they are most comfortable; their own instruments, notational/sequencing software or a combination of these.

## **MASTERY**

Musical mastery is the constant pursuit of creativity and brilliance derived from a combination of passion, persistence, determination and a desire to learn and improve. Linking very closely with Claire's Court Essentials, learning from mistakes, drawing satisfaction from incremental improvements and marginal gains are highly desirable traits in an inclusive practical context. While starting points and learning goals for tasks may be very much tangible, outcomes are often highly dependent upon prior experience, personal interpretation and individual motivation. This open-endedness leads to a great variety of outcomes and endless opportunities for peer- and individually-led learning and appraisal.

## **HOW WILL HOMEWORK BE ASSIGNED?**

This will consist of learning key vocabulary, answering questions based on musical examples and preparing solo and group items for the performance module. It is also expected that pupils research and prepare ideas for their compositions at home and bring these notes to the lessons. This is vital to support the most effective learning dialogue in a 'flipped' classroom, where feedback and responsive teaching are key.

## **WHAT RESOURCES WILL BE USED?**

Pupils often use computers for their compositions running either Sibelius or Logic X software. Other wide-ranging software such as Focus on Sound Pro and Auralia/Musition are often used to address theoretical content and promote development of active listening and aural skills.

## **HOW DO WE MEASURE PROGRESS?**

Assessment of learning will take place through a combination of:

- Continuous, cyclical application of formative assessment and feedback
- Opportunities for students to share their work in class time (and other contexts), often as a summative culmination of a unit of work
- Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the PoS

Taking meaningful steps to enact feedback received from the teacher is central to each pupil's progress on an individual level, and helps to enable an informed and ever-evolving self-awareness of 'what went well' and 'even better if'.

## **HOW CAN PARENTS HELP?**

Musical progress is best supported through encouraging a positive attitude to learning and commitment to a regular practice routine. Maintaining an open dialogue with instrumental teachers can also be key to maximising the effectiveness of this provision. We ask that parents actively encourage their son to participate in ensemble musical activity, to be aware of homework deadlines, and to become familiar with music from the 'Recommended Listening' lists shared at the commencement of the course.

Exposure to live music is also encouraged by attending and performing in concerts, either locally or in London.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Nicholas Wolstencroft - [niw@clairescourt.net](mailto:niw@clairescourt.net)

# Physical Education (PE)

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Exam Board	OCR	Specification Code	J587
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## COURSE STRUCTURE

The Physical Education course is a 60% theoretical and 40% practical performance/analysing and evaluating performance split and is set up as follows:

### Course Content:

**Physical Factors Affecting Performance:** (1 hour theoretical paper worth 30%)

- Applied Anatomy & Physiology
- Physical Training

**Socio-Cultural Issues & Sports Psychology:** (1 hour theoretical paper worth 30%)

- Socio-Cultural Influences
- Sports Psychology
- Health, Fitness & Well-Being

**Performance in Physical Education:** (non-examined assessment/coursework 40%)

- Practical Activity Assessment (10% for each of their three chosen sports)
- Analysing & Evaluating Performance (10% coursework based)

### ASSESSMENT OBJECTIVES:

Pupil's will:

- Demonstrate and apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
- Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
- Demonstrate and apply relevant skills and techniques in physical activity and sport.
- Analyse and evaluate performance.

Pupils must show performances in three activities taken from the two approved lists:

- one from the 'individual' list
- one from the 'team' list
- one other from either list

## WHAT WILL YOU STUDY/LEARN?

Autumn Term 2023	<ul style="list-style-type: none"><li>● Skeleton, Muscles, Movement Analysis</li><li>● Lever systems</li><li>● Cardiovascular and Respiratory systems</li></ul>
Lent Term 2024	<ul style="list-style-type: none"><li>● Short term and long term effects of exercise</li><li>● Components of fitness</li><li>● Principles of training</li></ul>
Summer Term 2024	<ul style="list-style-type: none"><li>● Preventing injury</li><li>● Physical Activity and Sport in the UK Participation Trends</li></ul>

## HOW WILL YOU LEARN?

Pupils will have two theory lessons a week. During the theory lessons the pupils will study Physical Education (PE) in an academic setting, allowing them to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

The theory lessons will be supported at times by appropriate practical activity that reinforces the learning of the course program. This may include things such as gym sessions, physical testing and coaching opportunities.

Work on the boys practical assessment will take place through the school's comprehensive games programme. Boys will be required to select their options throughout their GCSE years in line with the choices for practical GCSE assessment. If boys select sports not offered through the school's games programme then they will need to commit to these sports outside of school.

## MASTERY

In Physical Education students achieve mastery by working closely from the Claires Court learning essentials and through regular careful questioning, modelling and guided practice. A deep level of understanding and mastery of the key areas of the curriculum (physical factors affecting performance and socio-cultural factors) can be demonstrated through regular formative and summative assessment. We also teach students the skills to be independent thinkers and strategies to be able to put theory into practice.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be assigned once a week or once every two weeks to help reinforce or expand on theory topics taught during the week. Practical performance is also an important requirement of the course and it is necessary to hone one's skills to the highest realistic level through attendance at the specific extra-curricular activities.

### **WHAT RESOURCES WILL YOU USE?**

Pupils will be given a GCSE textbook "PE Second Edition" by John Honeybourne which is the OCR GCSE endorsed textbook. Pupils will also be given plenty of worksheets and resources to complete during lessons. Pupils will be given revision aids to help prepare for examinations as well as given access to online resources to help consolidate their learning. The majority of material used to deliver the GCSE program will be shared with the boys on their Google Classroom and this becomes an essential revision tool for boys to look back on.

### **HOW DO WE MEASURE YOUR PROGRESS?**

There are two examinations (1 hour each) at the end of Year 11. Pupils will take end of unit tests to assess progress and will do many exam practice questions throughout the course. All grades given will be judged using the OCR grade descriptors.

Informal assessment will take place through a variety of ways including class discussions, individual question and answering, informal quizzes and interactive games.

### **HOW CAN PARENTS HELP?**

It would be advisable for parents to become familiar with the structure of the course as they will find it easier to monitor their son's progress. As the course is 40% practical, it is essential that boys take part in regular extra-curricular teams and practices run at school as well as clubs externally. Pupils need as much practice as possible over the course of the 2 years in order to gain the most marks possible. Please bear in mind that practical assessment will be done by the

end of the Lent term in year 11 so Summer sports will be largely graded based on their year 10 performance.

For sports that require video evidence to make an assessment e.g. rowing, skiing, golf etc it is the students responsibility to gather the necessary video and edit to the necessary standards and parental support with this process can be very helpful. Practical specifications for assessment are available to view through the boys Google Classroom.

**For further information please contact:**

Mr James Hammerton -  
[jmh@clairescourt.net](mailto:jmh@clairescourt.net)

# Personal, Social, Health and Economic Education

## (PSHEE)

Pupils will follow the Jigsaw PSHEE programme which is a whole school approach to PSHEE/Health and Well-Being, including statutory RSE (England DfE 2019). Every year group studies the same learning theme at the same time, spiralling the learning up through the age groups.

There are 6 half-term units in Year 10:

- Being Me In My World
- Celebrating Difference
- Careers - Unifrog
- Healthy Me
- Relationships
- Changing Me

Each unit has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the topic progresses.

The [overview](#) shows more detailed content for each half term unit and what the pupils will study to help them answer the Big Question.

Claire's Court also uses Unifrog to support pupils with their careers choices. Unifrog is a one-stop-shop where pupils can easily explore their interests, then find and successfully apply for their next best step after school.

### WHAT WILL PUPILS STUDY AND LEARN?

<b>AUTUMN TERM 2023</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"><li>• Is managing my online and offline world within my control?</li></ul> <b>Celebrating Difference</b> <ul style="list-style-type: none"><li>• Does difference result in inequality?</li></ul>
<b>LENT TERM 2024</b>	<b>Careers - Unifrog</b> <ul style="list-style-type: none"><li>• How do I research possible work experience placements? What are CVs and covering letters? What makes a great team player?</li></ul> <b>Healthy Me</b> <ul style="list-style-type: none"><li>• When it comes to health, to what extent am I in control?</li></ul>



<b>SUMMER TERM 2024</b>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Is love all you need?</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Can all changes be positive in some way?</li> </ul>
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## HOW WILL PUPILS LEARN?

Pupils are taught in their tutor groups. Tutors will follow the Jigsaw scheme that covers all the outcomes in the DfE statutory Relationships, Sex and Health Education (England 2019) and all the outcomes in the PSHE Association Programmes of Study (2020). The approach starts from the assumption that young people want to know this information and are keen to have the opportunity to explore it and their own thoughts and feelings about it in a safe environment.

The programme expects student engagement and takes an inclusive and mature approach to the subject. We don't skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers will be vigilant to signs of any pupil needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

## HOW WILL HOMEWORK BE ASSIGNED?

No homework is set in this subject however pupils are encouraged to discuss topics at home to further their understanding.

## WHAT RESOURCES WILL BE USED?

- Presentations, worksheets and videos will be used by the form tutor
- External speakers are also invited in to support some of the topics covered.

## HOW DO WE MEASURE PROGRESS?

Starting points are observed and the programme encourages self-reflection towards the end of each unit and includes a 'workbook' of summative assessment tasks in lesson 6 of each unit.

## HOW CAN PARENTS HELP?

Please read the Jigsaw ['A brief guide'](#) leaflet

Please take time to discuss social, political and other issues in the news. Encourage your son to use a variety of media to make herself aware of the issues in the world such as newspapers, TV and radio news and blogs.

The school's major events are listed in the school calendar. Parents are invited to take part in the corporate life of the school as much as possible, by attending these functions. By encouraging your son to take part in events you are helping to foster loyalty and respect among the boys for their school. You would also be supporting the school's sense of community.

On a personal level you should have received a generic booklet dealing with starting life in

Senior school, and issues such as friendships, falling outs and bullying. Please discuss these matters at home, but also speak to your son's Form Tutor if you have any concerns.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Steve Young [spy@clairescourt.net](mailto:spy@clairescourt.net)

# Religious Studies

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- Exam board: AQA A
- Specification code: 8062

## COURSE STRUCTURE

This is a two year course which is entirely assessed via two exams taken at the end of Year 11. Year 10 will see pupils study the beliefs and practices of both Christianity and Islam, which is assessed in the first exam. Year 11 allows pupils to study four ethical and philosophical topics which are assessed in the second exam.

## ASSESSMENT OBJECTIVES (AOS)

AO1: Demonstrate knowledge and understanding of religion and beliefs including:

Beliefs, practices and sources of authority

Influence on individuals, communities and societies

Similarities and differences within and/or between religions and beliefs.

AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.

## What will pupils study and learn?

<b>Autumn term 2023</b>	<b>Islam: Beliefs and practices</b>  We will investigate the key beliefs of Islam and how they affect the lives of Muslims all around the world. Topics such as the nature of Allah, the Qur'an, differences between Sunni and Shi'a Muslims will be studied as well as Jihad and the Five Pillars of Islam.  Pupils will use this knowledge to compare and contrast with their own views and those of other faiths.
<b>Lent term 2024</b>	<b>Christianity: Beliefs and practices</b>  We will investigate the key beliefs of Christianity and how they affect Christians around the world. Topics such as the trinity, evil and suffering and the life of Jesus will be studied along with the sacraments, wealth and poverty and Evangelism.  Pupils will use this knowledge to compare and contrast with their own views and those of other faiths.
<b>Summer term 2024</b>	After a practice examination on the two faiths, we will begin work on the ethical and philosophical units of study. They will begin with:  <b>Theme A - Relationships and family</b>

	This will see pupils investigate two main topics:
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- Sex, marriage and divorce
- Families and gender equality.

## **HOW WILL PUPILS LEARN?**

The GCSE course covers religion and ethics. Pupils do not have to be religious to study this course. The ethical, moral and philosophical questions that are raised will be studied from several angles: religious; secular; and political. Each pupil is encouraged to develop skills of reflection and critical enquiry.

## **MASTERY**

The aim of the course is to allow our pupils to develop their own views and ideas from whatever background they come from whilst coming to a better understanding of other views and beliefs. In order to do this well, pupils are required to become knowledgeable about different religious responses through personal research as much as through classroom teaching: in essence they are guided to become enquirers. Much of the work is done in groups or pairs, and several pieces of work are completed collaboratively. Pupils are required to communicate their findings and views through group work, discussion and in presentations. Problem-solving takes place in a number of ways, for example when they apply knowledge of a religious view and work out how that group might respond to an ethical quandary.

Religious Studies equips students with a heightened level of empathy for different beliefs and cultures. They use this knowledge to compare and contrast the views of others with their own world view.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Pupils have two lessons each week. Homework is given out once per week and will take the form of research, revision or exam practice from the lesson that day. Often that homework will be assigned on Google Classroom.

## **WHAT RESOURCES WILL BE USED?**

Pupils work in exercise books, with stimulus sheets given out during lessons to provide support. There are several textbooks for the course, which will be used in class and for homework tasks. There is also a huge amount of material on the RS page of the Claires Court 'hub' for you to access as well as shared resources on Google Classroom.

## **HOW DO WE MEASURE PROGRESS?**

Any grades given in Year 10 do not count towards the final GCSE grade, which is awarded after completing two exams at the end of Year 11. However, in order to monitor progress, each pupil will complete two common tasks which will take the form of exam style questions and an end of year exam. Marks for assessment, effort and

presentation will be entered into the mark sheets contained at the back of the pupil's exercise books which parents will be able to see. There is also an assessment grid at the back of each exercise book which explains what each grade means and gives guidance on how to move up a grade.

### **HOW CAN PARENTS HELP?**

The news is full of stories that are linked to the topics studied and the types of questions that pupils will be asked to consider. Parents can support their son by discussing global events around the dinner table, questions such as "What do you think about...?"; "What are your views on...?" are just the sort of questions that allow you to develop both oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration.

### **FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Laura Cousins - [luc@clairescourt.net](mailto:luc@clairescourt.net)

# Science

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- Exam board: Edexcel
- Specification code: 1SC0/1B10,1CH0,1PH0

## COURSE STRUCTURE

There are two routes available. The separate Science route leads to three GCSEs in the individual Science disciplines. Each subject can be taken at either higher or foundation tier. The combined Science route leads to two GCSEs which comprise all three disciplines. Combined Science can be taken at either higher or foundation tier; however, all three subjects must be taken at the same tier. The final decision on which route students follow is made in the Lent term of year 10. For both routes, there are two examinations in each of the Science disciplines at the end of year 11. These include questions based on a number of core practical investigations that are completed during the course. The A level requirement of a grade 7 or above remains irrespective of whether this is obtained through the separate Science route or the combined Science route.

## ASSESSMENT OBJECTIVES (AOS)

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures - 40%
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures - 40%
- AO3: Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures - 20%.

## What will pupils study and learn?

<b>Autumn term 2023</b>	<b>Biology</b> <ul style="list-style-type: none"><li>• Separate Science – genetic modification, genes in agriculture and medicine, plant structures and their functions, photosynthesis, transport in plants, plant hormones</li><li>• Combined Science - genes in agriculture and medicine, plant structures and their functions, photosynthesis, transport in plants</li></ul> <b>Chemistry</b> <ul style="list-style-type: none"><li>• Separate Science - electrolytic processes, obtaining and using metals, and transition metals, alloys and corrosion.</li><li>• Combined Science - electrolytic processes, obtaining and using metals and groups in the periodic table.</li></ul> <b>Physics</b> <ul style="list-style-type: none"><li>• Separate Science - radioactivity and atomic models</li></ul>
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	<ul style="list-style-type: none"> <li>• Combined Science – radioactivity and atomic models.</li> </ul>
<p><b>Lent term 2024</b></p>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Separate Science – health, disease and the development of medicines, virus life cycles, antibiotics, DNA</li> <li>• Combined Science – health, disease and the development of medicines, DNA</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Separate Science - groups in the periodic table, heat energy changes in chemical reactions, and rates of reaction.</li> </ul>

	<ul style="list-style-type: none"> <li>• Combined Science - heat energy changes in chemical reactions and rates of reaction.</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Separate Science - electric circuits, current, charge, resistance and power, electrical safety and static electricity.</li> <li>• Combined Science - electric circuits, current, charge, resistance and power, and electrical safety.</li> </ul>
<p><b>Summer term 2024</b></p>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Separate Science – protein synthesis, genetic variation and inheritance</li> <li>• Combined Science – genetic variation and inheritance</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Separate Science - reversible reactions and dynamic equilibrium, calculations involving masses, and chemical cells and fuels cells.</li> <li>• Combined Science - calculations involving masses.</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Separate Science – light and hearing, static electricity, magnetism and electromagnetic induction</li> <li>• Combined Science - magnetism and the motor effect/electromagnetic induction.</li> </ul>

## HOW WILL PUPILS LEARN?

Much of the learning at GCSE is structured around investigation which varies in nature. This could be a practical investigation which pupils have to research for, plan and execute. Or it could be a collaborative presentation, poster or model which groups create and present to peers after researching a topic. We encourage debate and discussion where more controversial topics are being addressed. Peer teaching forms a large part of our teaching approach as we would like our pupils to develop into independent and confident young scientists who have competent research skills. Using Chromebooks provides the opportunity for research in order to inform the above mentioned learning experiences. We also afford each pupil the opportunity to keep abreast of exciting scientific developments ensuring that we look after the scientists of tomorrow.

## Mastery

Students will continue to consolidate previous knowledge from Year 9 through regular integration of past paper questions. An additional layer of deeper understanding is nurtured through the bigger pictures in science such as Chemical Changes, Forces and Fields and The Building Blocks of Life. Regular formative assessments are embedded to identify areas for support in learning.



## **HOW WILL HOMEWORK BE ASSIGNED?**

One piece of homework is set in each of the three Sciences each week. This is varied in nature and aimed at further consolidation and/or further development of taught topics.

## **WHAT RESOURCES WILL BE USED?**

We use a course specific textbook and revision guide along with Chromebooks. Our learning platform can be found on the Edexcel online ActiveLearn Digital Service which affords each pupil the opportunity to revise independently throughout the year. All links to examination boards, teaching resources and homework can be accessed via the Claires Court 'hub' and Google Classroom. Lessons take place in Science laboratories with appropriate scientific equipment. Pupils need to provide a pen, a pencil, a rubber, a ruler, a calculator and a glue stick.

## **HOW DO WE MEASURE PROGRESS?**

Investigative activities are qualitatively assessed; at times this takes the form of groups presenting their findings using various Google applications. Quantitative assessment takes place in various ways. Exercise books are marked every two weeks. Progress is monitored by use of homework assignments and common tasks. Pupils complete at least two common tasks in each Science as well as smaller formative assessments throughout the year. A summer examination allows us to assess the progress each pupil has made through the year. Pupils are carefully tracked in terms of correlations between benchmarks and what they are actually achieving. Discussions between teacher and parent are made as soon as the teacher feels insufficient progress is being made.

## **HOW CAN PARENTS HELP?**

Parents can support their son's learning by insisting on well organised notes and a quiet work space at home, as well as monitoring his revision program. Taking an interest in topics he is studying will allow him to consolidate what he is learning in class. Watching scientific documentary programmes and discussing Science topics in the news offers opportunities to reflect on possible career options. Our 'Science in the news' notice board should evoke discussion around the dinner table as well. An outing to the various Science museums from a young age evokes an interest in the subject and is strongly recommended.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

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\*This booklet is correct at the time of going to print and details may be subject to change 08/23