

SENIOR GIRLS

CURRICULUM STATEMENT

YEAR 11 2023/ 2024

Welcome to Year 11

This booklet consists of a collection of curriculum statements, one for each of the subjects your daughter is studying at GCSE. Each curriculum statement outlines what will be taught in each term, lesson allocation and amount of homework per week for that particular subject. It also indicates how your daughter's progress will be assessed. As well as the information in this booklet, you will receive further information about assessments, mock exams, and about decisions relating to higher and foundation examination routes.

REVIEWING PROGRESS AND LOOKING FORWARD

At the beginning of Year 11 each girl updates her Pupil Action Plan (PAP) with her tutor. This is an on-going document which records achievement and effort grades, individual work targets and information about the enrichment activities in which she might be engaged. There is an increasing focus on her 'post-sixteen' route and what needs to be done to achieve that objective. There are a range of meetings, some involving parents, which provide information and advice on career and education pathways.

The PAP is on the Claires Court 'hub' and your daughter may choose to share it with you – but at the very least please discuss it with her.

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 make extensive use of the Claires Court Learning Environment, the 'hub' and Google Classroom. 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 [Claires Court Handbook for Digital Learning](#), remotely by teachers and by parents at home in terms of how to balance work and play.

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'. Year 11 is a continuation of the Year 10 experience and we encourage the girls to take part in the trips on offer to extend their teamwork and leadership capabilities, as well as volunteering interests and personal skills. I am delighted how well the boys & girls have taken up the CCF and DofE opportunities and no doubt will see further developments as their skills develop further. A full trips brochure 2023-24 is available covering the various residential opportunities throughout the year.

GIRLS ON BOARD

We understand how important friendships are to girls. We also understand how complex and dynamic girl friendships can be! Girls on Board is an approach which empowers girls to solve their own friendship issues. Traditionally, teachers try hard to get to 'the truth' when girls complain about conflict and upset. However, girls know that when teachers and parents get involved in the detail of what happened they don't always understand and can often make the situation worse! Girls on Board sessions look at the dynamics of group sizes, different types of behaviour, managing parent reactions and often include role play.

A session may address a situation head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as a facilitator in holding up a

mirror which reflects the girls' behaviour and attitudes.

We also know that sometimes we all need a little extra support and help. If your daughter experiences any problems in her learning, and no matter how hard she strives, understanding and progress seem to elude her; please do not hesitate to contact his Form Tutor who will then pass on your concerns to the appropriate member of staff.

A handwritten signature in black ink, appearing to read 'SR', with a long horizontal flourish extending to the right.

Steven Richards Head of Senior Girls
September 2023

The Form Tutor

The form tutor is the first point of contact for you for all pastoral and academic issues regarding your daughter. As part of a tutor group they will get to know her well during the course of the year and will be able to assist with any issues which arise. Form tutors play an important role in helping raise your daughter's attainment in GCSE through targeting, monitoring of reports, discussion with subject staff, counselling her during any period of difficulty, supporting the delivery of learning, revision and exam skills and of course liaising with parents.

The tutor group meets each morning for registration, the reading of any notices and of course an opportunity to engage in discussion with her tutor. The tutor leads the PSHEE programme and will also play a supportive role in discussion about 'post sixteen' progression, and early careers planning.

Pupils in Year 11 normally attend school assemblies on a Monday and a Thursday.

REPORTING

We report back on how well your daughter is progressing, her strengths and weaknesses, and how she can improve, in a variety of ways.

AUTUMN TERM

- Individual academic mentoring meetings with tutors
- Grade card October half term - attitude to learning 'a2l' and attainment grades
- Parents' evening - meeting with all subject teachers
- Mock exams.

LENT TERM

- Full written report
- Parents' evening - meeting with all subject teachers supported by grade card including mock results.

SUMMER TERM

- GCSE exams.

HOW PARENTS CAN HELP

There are many ways in which you can help ensure that your daughter makes the most of her opportunities and enjoys her life in school. Our aim is to develop a sense of independence and personal responsibility and it is true that they generally become less chatty about school work.

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

11A Mr Luke Weispieser - law@clairescourt.net

11B Ms Niomi Lee - nil@clairescourt.net

Head of Year – Mr Daniel Gravett - dng@clairescourt.net

Art and Textiles

- Exam board: AQA
- Specification code: Art, Craft and Design (8201) Textiles Design (8204)

COURSE STRUCTURE

Course content	Weighting and marks	Requirements	Method of assessment
Personal portfolio in Art, Craft and Design or Textiles Design (coursework.)	60% of qualification 96 marks (24 marks for each of the four AO)	Must show evidence of two year's study Must show evidence of all AOs Must contain supporting studies and personal response.	Internally set Internally marked Externally moderated.

ASSESSMENT OBJECTIVES (AOS)

- 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 your 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?

Autumn term 2023	Component one - Coursework continued and completed <ul style="list-style-type: none">• Continuing to develop preparatory work for 'My World' or 'Natural World' project with emphasis on selection and refinement of ideas, developing these towards a realisation, understanding composition and documenting intentions.
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Lent term 2024	Component one – new project (continuation of personal portfolio) Pupils will be given a new project title to work from. They will start by researching the work of artists and move on to developing their own ideas towards a final piece. All work will be assessed in accordance with the assessment objectives.
Summer term 2024	Component one – completion of preparatory supporting studies for new project <ul style="list-style-type: none"> ● 10 hour examination, over two five hour sessions to produce a final piece.

HOW WILL PUPILS LEARN?

By Year 11 pupils will be working and thinking like an artist and will have learned many new methods of carrying out personal research, different ways of experimentation into new techniques and methods, as well as how to develop and refine all their ideas towards a final piece. By now each pupil should have acquired an adventurous and enquiring approach to Art and developed the skills to express it. Pupils will continue to explore their new found imaginative, practical and creative skills and use a greater knowledge and understanding of past and contemporary Art and Design to make connections with their own work. It is vital that sketchbooks are thoroughly documented detailing every aspect of work from research, experiments and ideas to statements of intention, critical analysis of artists work and evaluation of ideas.

The GCSE course is presented in a way which places an emphasis 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).

MASTERY

In Year 11 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. 'Art packs' and A3 sized portfolios are provided for all GCSE pupils 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. Pupils are expected to always have the

basic essentials as well as sketchbooks in lessons.

HOW DO WE MEASURE PROGRESS?

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

HOW CAN PARENTS HELP?

At GCSE our pupils are taught to work independently and take possession of their own project. Parents can help by monitoring your daughter's sketchbook and by asking her to discuss her artwork with you 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 she 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 and always know what to do at home, 'no homework set' is never an option
- Pupils must keep sketchbooks updated and documented at all times and should sort out and stick in loose sheets and 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 your developing interest and understanding of the subject and supports all project work.

FOR FURTHER INFORMATION PLEASE CONTACT;

Mr Joel Wareing (Art) - jow@clairescourt.net

Mrs Rina Dharsi (Textiles) - rid@clairescourt.net

Business

- Exam board: AQA
- Specification code: 8132

COURSE STRUCTURE

This is the second year of a two-year course and is taught to the existing specification (9 to 1 grading). Pupils are provided 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 with study in other subjects, as well as future study 'post sixteen'.

COURSE CONTENT

Each pupil 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. Pupils will develop an understanding of how these contexts impact on business behaviour.

We study six key business topics over the two years:

- Business in the real world
- Influences on business
- Business operations
- Human resources
- Marketing
- Finance.

ASSESSMENT OBJECTIVES (AOS)

The qualification is linear and exams are taken in summer 2023. There are two written exams, both worth 90 marks and 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 (*worth 20 marks*)
- Section B consists of one case study with related questions (*worth 35 marks*)
- Section C consists of one case study with related questions (*worth 35 marks*).

The exams will measure how pupils 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?

<p>Autumn term 2023</p>	<p>Business operations</p> <ul style="list-style-type: none"> • The role of procurement. • The concept of quality • Good customer service. <p>Marketing</p> <ul style="list-style-type: none"> • Identifying and understanding customers • Segmentation • The purpose and methods of market research • Elements of the marketing mix • Using the marketing mix: product and pricing • Promotion and distribution.
<p>Lent term 2024</p>	<p>Marketing</p> <ul style="list-style-type: none"> • Using the marketing mix • product and pricing • Promotion and distribution. <p>Finance</p> <ul style="list-style-type: none"> • Sources of finance • Cash flow • Financial terms and calculations • Analysing the financial performance of a business.
<p>Summer term 2024</p>	<p>Revision</p>

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. Peer teaching forms part of our teaching approach as we would like to develop our pupils to identify and solve problems. The girls 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 11 students will continue to 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 continue to be used, to ensure students are prepared for their GCSE examinations and can adopt the appropriate structure to tackle 6, 9 and 12 mark questions.

HOW WILL HOMEWORK BE ASSIGNED?

There will be one piece of homework set each week, after one of the lessons. This will either involve a research project or, at the end of a topic, answering questions based on a business case study. Past paper case studies will be regularly set, which will develop the skills required to answer actual GCSE questions and provide retrieval practice for topics studied in Year 10. As we get closer to the final GCSE exam, most homework will be based around practising GCSE style exam questions.

We recommend that you begin your revision programme at the start of the academic year. This is the best advice for you to succeed in the summer GCSE exams. In the lead up to the Mock exam, we would encourage you to revise for an hour each week, in addition to set homework. This should be ramped up as the actual summer exam gets closer.

WHAT RESOURCES WILL BE USED?

We will provide each pupil with a textbook at the beginning of the course in Year 10 which we will also use in Year 11. The book supports the new specification, entitled 'AQA GCSE (9-1) Business', by Surridge and Gillespie. In addition, at the beginning of Year 11, we will provide pupils with a revision guide, which supports the textbook; 'AQA GCSE Business 9-1 My Revision Notes by Malcom Surridge'.

Most work will be completed in a folder or online. All links to the AQA examination board, teaching resources and homework can be accessed via Google Classroom. Homework and lesson content 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 groups presenting their findings using various Google applications in terms of the various learning essentials. Quantitative assessment takes place in various ways. Classwork and homework will be reviewed every 2-3 weeks. Progress is monitored by use of homework assignments, tests and an exam. Each pupil will take a mock exam in the autumn term. This will be an actual GCSE paper. Pupils will also complete a common task test before the Easter break, also based on an actual GCSE paper. This will be based on multiple choice and a quick questions section, plus two case study scenarios with questions. There will also be smaller formative assessments throughout the year. Each pupil is 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 daughter's learning by insisting on well organised notes and work space at home as well as monitoring her revision programme. Parents should please check that their daughter is doing her homework and that she is happy that it is of an acceptable standard. Please show an interest in topics that are being studied, which will allow your daughter to consolidate what she is learning in class.

Parents can encourage pupils 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 learning and interest. This is particularly relevant when a big, well known business such as Tesco, is in the news. Parents should please introduce their daughter to the business section of newspapers and discuss relevant news items with her. Most importantly, we request that parents encourage pupils to start their revision programme at the beginning of Year 11. This will give them the best opportunity to achieve success in the actual GCSE exams

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Laura Jakes - lmj@clairescourt.net

Drama

- 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.

MASTERY

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?

Autumn term 2023	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.
Lent term 2024	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. You will explore their set text in detail, both practically and in theory.
Summer term 2024	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. You will write an assessment of the devised piece in exam conditions.

HOW WILL I LEARN?

You 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 who will always attend all the rehearsals. You 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. You 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 Chris Bennett - cmb@clairescourt.net

English Language and English Literature

- Exam board: Edexcel
- Specification code: 4EA1 (Language) 4ET1 (Literature)

COURSE STRUCTURE

The study of the Edexcel IGCSE English Language and Literature courses concludes in Year 11. Overall the courses aim to develop our 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 who do both language and literature will cover the key skills of reading and writing. In all units, there will be an overlap whereby skills for the language papers are taught through the study of the materials for the literature papers, and vice versa.

ASSESSMENT OBJECTIVES (AOS)

Language - 4EA1

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.

Literature - 4ET1

- AO1: Demonstrate a close knowledge and understanding of texts, maintaining a critical style and presenting an informed personal engagement
- AO2: Analyse the language, form and structure used by a writer to create meanings and effects
- AO3: Explore links and connections between texts
- AO4: Show understanding of the relationships between texts and the contexts in which they were written.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	English Literature Paper One - Prose (Of Mice and Men) <ul style="list-style-type: none">• Close study of the whole text• Identification of key characters, themes, relationships• Investigate impact of text on reader• Preparation for exam. English Language Paper One - Anthology Non-fiction texts <ul style="list-style-type: none">• Close study of provided text sources• Identification and analysis of language devices• Preparation for exam.
Lent term 2024	English Language Paper One - Transactional writing <ul style="list-style-type: none">• How to structure and deliver a piece of transactional writing• How to use language devices effectively• Proof-reading and editing. English Literature Paper One - Anthology poetry <ul style="list-style-type: none">• Annotation of poems based on language and structural analysis• Explore the themes, ideas, feelings and linguistic features of the poems studied• Begin the study of one collection of poems• Reading with insight and engagement.
Summer term 2024	Revision and review of all units and papers for both English Language and English Literature <ul style="list-style-type: none">• Recap of texts• Activities on key characters, themes, relationships• Preparation for exam

HOW WILL PUPILS LEARN?

Pupils in Year 11 are streamed by ability. It is possible that a pupil could be moved up or down a set if it is felt that this would be beneficial to the individual concerned, but movement is unlikely. Work is completed in English exercise books.

MASTERY

In Year 11, 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.

HOW WILL HOMEWORK BE ASSIGNED?

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

WHAT RESOURCES WILL BE USED?

The books we will use in Year 11 are:

- Edexcel IGCSE Text Anthology
- Of Mice and Men
- Texts covered in Year 10

The school provides these texts and exercise books to pupils. It is each pupil's responsibility to keep them in good condition. Pens, pencils, a ruler, a rubber, scissors and glue will be required on a day to day basis.

HOW DO WE MEASURE PROGRESS?

Progress is measured through regular GCSE standard assessment and through the close scrutiny of exercise books.

HOW CAN PARENTS HELP?

Parents can assist by encouraging reading on a regular basis, of any kind. Trips to the theatre to watch productions would be both beneficial and enjoyable as family outings, particularly if based around the set texts.

FOR FURTHER INFORMATION PLEASE CONTACT:

Miss Fiona McWilliams - fjm@clairescourt.net

Mr Luke Wespieser – law@clairescourt.net

Mrs Sarah Austin-Smith - sra@clairescourt.net

English Language

- Exam board: Edexcel
- Specification code: 4EA1 – Language

COURSE STRUCTURE

The study of the Edexcel IGCSE English Language course concludes in Year 11. Overall the course aims to develop our 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.

ASSESSMENT OBJECTIVES (AOS)

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 PUPILS STUDY AND LEARN?

Autumn term 2023	Correction or completion of any outstanding coursework English Language Paper One - Transactional writing <ul style="list-style-type: none">• How to structure and deliver a piece of transactional writing• How to use language devices effectively• Proof-reading and editing.
Lent term 2024	Revision and review of all units and papers for English Language IGCSE <ul style="list-style-type: none">• Recap of text sources• Review of coursework if appropriate or required• Activities on key techniques and question types• Preparation for exam/s.

Summer term 2024	Revision and review of all units and papers for English Language IGCSE <ul style="list-style-type: none"> • Recap of text sources • Review of coursework if appropriate or required • Activities on key techniques and question types • Preparation for exam/s.
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HOW WILL PUPILS LEARN?

Pupils in Year 11 are streamed by ability. It is possible that pupils could be moved up or down a set if it is felt that this would be beneficial to the individual concerned, but movement is unlikely by Year 11. Work is completed in English exercise books.

MASTERY

In Year 11, 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.

HOW WILL HOMEWORK BE ASSIGNED?

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

WHAT RESOURCES WILL BE USED?

The only textbooks we will use in Year 11 is:

- Edexcel IGCSE Text Anthology.

However, teachers may choose to base work around a text of their own choosing. The school will provide these texts, along with exercise books. It is the pupils' responsibility to keep them in good condition. Pens, pencils, a ruler, a rubber, scissors and glue will be required on a day to day basis. We will also use resources produced by the examination board, to familiarise ourselves with elements of the course and examination content.

HOW DO WE MEASURE PROGRESS?

Progress is measured through regular GCSE standard assessment and through the close scrutiny of exercise books.

HOW CAN PARENTS HELP?

Parents can assist their children by encouraging reading on a regular basis, of any kind. Trips to the theatre to watch productions would be both beneficial and

enjoyable as family outings.

FOR FURTHER INFORMATION PLEASE CONTACT:

Miss Fiona McWilliams - fjm@clairescourt.net

Mr Luke Wespieser – law@clairescourt.net

Mrs Sarah Austin-Smith - sra@clairescourt.net

Food Preparation and Nutrition

- 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.

SUMMARY OF ASSESSMENT

Component one: Principles of Food Preparation and Nutrition written examination

One hour 45 minutes - 50% of qualification.

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

- Section A: questions based on stimulus material
- Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

Component two: Food Preparation and Nutrition in action

Two non-examination assessment (NEA) 50% of qualification internally assessed, externally moderated.

- Assessment one: Food Investigation. A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to

scientific principles underlying the preparation and cooking of food

- Assessment two: Food Preparation. Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

These assessments will be based on a choice of tasks released by WJEC annually.

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 yourself and others.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Assessment one: The food investigation assessment (15% of total qualification). A food investigation will be set by the exam board that will require each learner to: <ul style="list-style-type: none">• Research and plan the task• Investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result• Analyse and evaluate the task• Produce a report which evidences all of the above and include photographs and/or visual recordings to support the investigation.
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Lent term 2024

Assessment 2: The Food Preparation Assessment (35% of total qualification).

This assessment is synoptic and assesses the application of knowledge and understanding in relation to selecting dishes and identifying cooking skills and techniques and the execution of practical skills.

This assessment will require pupils to: plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

Two options for this assessment will be set by WJEC Eduqas that will require pupils to:

- Investigate and plan the task, select a final menu to be produced to showcase skills and produce a plan of action for the practical execution of the dishes (to include trialling and testing)
- Prepare, cook and present a menu of three dishes within a single session
- Evaluate the selection, preparation, cooking and presentation of the three dishes
- Produce a folio of evidence which includes documentation related to the selection of dishes, planning and evaluation and photographs and/or visual recordings which demonstrate the learner's application of technical skills and the final outcomes.

Summer term 2024	Written examination (50% of total qualification) Pupils will undertake class and private revision of all topics covered during Year 10 and 11. You will develop techniques to improve examination performance using past exam papers.
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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 pupils to experiment and be innovative with food, developing the confidence to learn independently. Each pupil 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. Pupils will independently complete NEA tasks including written and practical work. By taking photographs of their work pupils will be able to keep a record of what they have made to show progress.

HOW WILL HOMEWORK BE ASSIGNED?

Homework tasks are set regularly to extend learning and reinforce concepts learnt 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?

Pupils 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. 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 to plan, prepare, cook and present a three course menu, worth 35%.

HOW CAN PARENTS HELP?

The support of parents in ensuring that your daughter has the correct ingredients and containers is greatly appreciated. Parents can encourage their daughter 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

Geography

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

COURSE STRUCTURE

Assessment in Geography Specification A consists of three externally examined papers. Each pupil 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)

- Demonstrate knowledge of locations, places, processes, environments and different scales.
- 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
- Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.
- Select, adapt and use a variety of skills and techniques to investigate geographical concepts.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	<p>Component one: Topic 2 - Weather hazards and climate change</p> <p>This topic covers:</p> <ul style="list-style-type: none">• An overview of the global circulation of the atmosphere.• How has our climate changed over time?• Two detailed studies of tropical cyclones and drought. <p>The mock examination testing all topics covered in the course so far.</p> <p>Component three: Urban Studies fieldwork day trip</p> <p>October 2023</p> <p>This trip will cover half of the fieldwork requirements of the course giving access to the questions tested in paper 3 and revising paper 2</p>
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	<p>Component one: Topic 3 - Ecosystems, biodiversity and management</p> <ul style="list-style-type: none"> • An overview of the distribution and characteristics of global and UK ecosystems. • Two detailed studies of a deciduous woodland and a tropical rainforest; their structure, function and management options.
Lent term 2024	<p>Component two: Topic 3 - Resource Management</p> <ul style="list-style-type: none"> • An overview of the global and UK distribution of food, energy and water. • Two detailed studies of sustainable energy resource management; Norway and Bhutan <p>Component three: Geographical Investigations - UK Challenges</p> <ul style="list-style-type: none"> • Pupils are required to draw across their knowledge and understanding from component one and two in order to investigate four contemporary challenges faced by the UK. • Challenges include resources, landscape issues, economic challenges (the north/south divide) and climate change.
Summer term 2024	<p>Component three: Geographical Investigations</p> <ul style="list-style-type: none"> • Pupils will spend some time reviewing both days of fieldwork and applying it to the exam questions in paper 3. <p>Revision:</p> <ul style="list-style-type: none"> • Please note that this will be targeted and that revision occurs throughout the whole of year 11 as retrieval activities during lesson and homework tasks.

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.

MASTERY IN GEOGRAPHY

The core geographical skills required for interpreting the world around us and therefore for success at GCSE continue to be integrated into lessons. 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. GCSE standard exam questions are used in class and for homework assignments on a regular basis so that pupils build on their ability to answer exam style questions. 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 and revision guide.

HOW DO WE MEASURE 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. There are three terminal exams in geography in Summer 2022.

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

Higher Project Qualification (HPQ)

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

COURSE STRUCTURE

The Level 1/Level 2 Project will require up to 60 guided hours of learning in one double lesson per week. You will complete your project during the Autumn Term of Year 11, if not already completed in Year 10.

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 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%
AO2 Use Resources	Research, collate and select information from a range of sources and apply in a relevant manner to achieve agreed objectives (10 mark)s	20%
AO3 Develop 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%
AO4 Review	Analyse project outcomes and draw own conclusions. Communicate project outcomes, presenting evidence in an appropriate format (10 marks).	20%

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Introduction to the Project Qualification. 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">• Brainstorm ideas for your own project title• Research skills; bibliography; Harvard referencing system; bias; plagiarism.
Lent term 2024	Course complete.
Summer term 2024	Course complete.

HOW WILL PUPILS LEARN?

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

MASTERY

Pupils have to show that they can plan, deliver and present a piece of work at either levels one or two of the National Qualifications Framework.

The level one and two project will require up to 60 guided learning hours, of which half will be spent on teaching, and half on independent work.

By Year 11, the project will be completed, but work may be needed individually, guided by the supervisor, to complete the log or the presentation. There will be one double lesson per week allocated for this.

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 Steven Richards - smr@clairescourt.net

History

- Exam board: Edexcel
- Specification code: 4HI1

COURSE STRUCTURE

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

ASSESSMENT OBJECTIVES (AOS)

In Year 11 the two 'depth studies' for paper one will be studied; these will test knowledge and understanding. The two paper two topics, Changes in Medicine; Origins and the course of WW1, were studied in Year 10.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Mock Exam on topics 1-3 of the IGCSE A2: Investigation Study: Russia and the Soviet Union, 1905-24 <ul style="list-style-type: none">• Tsarist rule in Russia, 1905-14• Opposition to Tsarist rule 1914-17: the impact of war and the February Revolution• Provisional Government and the Bolshevik Revolution• The Bolshevik consolidation of power and the Civil War• War Communism and the New Economic Policy
Lent term 2024	Mock exam on all IGCSE topics. B2: Breadth Study: Changes in Medicine, c 1848-c1948 <ul style="list-style-type: none">• Progress in the mid-nineteenth century: Nightingale, Chadwick, Snow and Simpson• Discovery and development, 1860-75; Lister and Pasteur• Accelerating change, 1875-1905; Ehrlich, Koch and chemistry• Government action and war: 1905-20• Advances in medicine, surgery and public health, 1920-48, the NHS
Summer term 2024	Completion of final topic if necessary. Structured revision programme and tests on all parts of the four topics covered in the two years of History in Year 10 and Year 11.

HOW WILL PUPILS LEARN?

Lessons will encourage each pupil to become responsible for their own learning, making relevant and useful notes to assist them in their exam preparation. At the same time, the topics selected lend themselves to an enquiry-based approach in which we 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 or groups as well as singly, and to make use of the internet and other resources as appropriate.

MASTERY

In Year 11 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 and A level.

HOW WILL HOMEWORK BE ASSIGNED?

Part two work is set after each 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 to 45 minutes to complete thoroughly.

WHAT RESOURCES WILL BE USED?

Each pupil will be issued with appropriate textbooks to support the topics studied. 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.

MASTERY

In Year 11 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. 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 and A level.

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 mock GCSE exam in January enables us to judge the standard of answers necessary for success in the final exam in June.

HOW CAN PARENTS HELP?

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

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Camilla Bullough - crb@clairescourt.net

Information and Communication Technology (ICT)

- 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. We 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 to 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?

Autumn term 2023	<ul style="list-style-type: none">• Chapter 14: File Management• Chapter 15: Word Processing software• Chapter 16: Graphics software• Chapter 17: Presentation software• Chapter 18: Web Authoring software
Lent term 2024	<ul style="list-style-type: none">• Chapter 19: Spreadsheets software• Chapter 20: Database Management software
Summer term 2024	<ul style="list-style-type: none">• Exam Preparation and Revision

How will pupils learn?

We will work through a variety of assignments and practical tasks which will allow the pupils to develop theory knowledge but also apply this in a practical way. Each pupil 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 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 part two work set across the year depending on the classroom activity or topic that particular week. The completion of part two work 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 revision book, endorsed by the examination board, will be used to support learning and as an aid to examination preparation. Pupils may wish to install additional software on a home PC to support learning of the practical elements outside of lesson time which can be highly beneficial. Further details can be obtained from the teacher. Each pupil is 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, part two work and other projects. Developmental feedback is given both verbally and through the marking of work. Progress is tracked within the department to ensure each pupil is making the expected amount of progress.

How can parents help?

Parents can assist by encouraging their child to share with them the work they complete in class and at home. In particular, they should always know what needs to be done 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

Mathematics - Higher

- 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 pupils will be entered at a 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 them 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

Histograms

- Construct and interpret histograms

Quadratics review

- Expanding brackets
- Factorising
- Solving quadratic equations
- Quadratic inequalities

Graphs

- Quadratic
- Cubic and Reciprocal
- Trigonometric graphs

Simultaneous Equations (one linear, one non-linear)

- Graphical
- Algebraic

Vectors

- Vector notation
- Add, subtract and multiply vectors
- Magnitude
- Vector methods for geometric proof

Algebraic fractions and proof

- Manipulate algebraic fractions
- Use algebra to construct proofs

Function notation

- Domain and range
- Composite functions
- Inverse functions

	Constructions <ul style="list-style-type: none"> • Construct triangles and bisectors
Lent term 2024	IGCSE exam - January entry <ul style="list-style-type: none"> • Applications in solving a wide variety of questions • Enrichment programme
Summer term 2024	Revision IGCSE exam

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

Year 11 is the culmination of 5 years of secondary Mathematics, where students learn how to apply their skills to more complex 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. Having been carefully guided over the years, our students are now equipped with the independent study skills necessary to revise for external exams.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will be set two pieces of homework per week, each taking approximately 30 to 35 minutes, set via Google Classroom. They could either take the form of written problem-solving exercises using textbooks or worksheets, open-ended tasks, or online homework.

WHAT RESOURCES WILL BE USED?

We will use the Chris Pearce Edexcel International 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. Students should make good use of their Google Classroom area which, as well as being used to set homework, is a rich source of information including revision booklets and past papers. This Classroom is a fluid resource that is updated across the year in a way that helps students plan their revision and develop independent study skills.

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 mock examinations in the Autumn term. They will have the chance to go

over test papers, in order to assess what went well and to help develop strategies for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel that a pupil is falling short of their expected grades we will inform their parents so we can plan and implement a course of action for support.

HOW CAN PARENTS HELP?

We would ask parents to encourage regular revision to ensure pupils don't forget what they have learned. We encourage 15 minutes every day, with more built into a revision timetable in the run up to exams. In addition to the materials provided on Google Classroom we suggest parents purchase the following revision aids from CGP. GCSE Maths Exam Practice Workbook Foundation 9-1 course (ISBN: 9781782943990) IGCSE Maths 9-1 Revision Question Cards (ISBN: 9781789084061)

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Rachel Barnes - rlb@clairescourt.net

Mathematics – Certificate in Further Maths

- Exam board: AQA
- Specification code: 8365

Course structure

This qualification is extended to students who are confident with the IGCSE material by covering the topics on the IGCSE course in greater depth and breadth. Calculus, trigonometry, functions and graphs are all covered in further detail and there is very little 'new' material. The 'new' material is covered towards the end of Year 11, from January onwards.

Students in set 1 who are identified as 'on target' for a grade 8 or 9 in the IGCSE will be invited to complete some additional work towards this qualification in class. Entrance for the examination is not compulsory for any student and decisions about whether students are entered are made after discussions with students and parents in Year 11.

Assessment objectives (AOs)

- AO1: Recall and use knowledge of the prescribed content for routine and multi-step procedures
- AO2: Apply mathematical reasoning, skills and knowledge to solve mathematical problems including rigorous justification and formal proof.

What will pupils study and learn?

Lent term 2024	<p>Number</p> <ul style="list-style-type: none"> • Product rule for counting <p>Algebra</p> <ul style="list-style-type: none"> • Binomial theorem (Pascal's triangle) • Factor theorem • Simultaneous equations (three equations) • Quadratic sequences • Equation of a circle <p>Calculus</p> <ul style="list-style-type: none"> • Equation of a tangent/normal • Maxima/minima of curves • Increasing and decreasing functions <p>Matrices</p> <ul style="list-style-type: none"> • Calculations and transformations <p>Trigonometry</p> <ul style="list-style-type: none"> • Exact trigonometric values • Solving trigonometric equations • Trigonometric identities
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Summer term 2024	Certificate in Further Maths exam
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What resources will be used?

Students use the AQA Level 2 Certificate Further Maths Complete Study and Practice (5-9) textbook by Trevor Senior.

For further information please contact:

Mrs Rachel Barnes - rlb@clairescourt.net

Mathematics - foundation

- 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 pupils 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**

Probability

- Probability scale
- Venn diagrams
- Systematic listing
- Complement
- Addition rule for mutually exclusive events
- Expected frequency.

Similarity and congruence in 2D

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

Simultaneous equations

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

Transformations

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

Set language, notation and Venn diagrams

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

Lent term 2024	January IGCSE exam series Following the exams, pupils will review and consolidate previous learning.
Summer term 2024	Revision IGCSE EXAM

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

Year 11 is the culmination of 5 years of secondary Mathematics, where students learn how to apply their skills to more complex 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. Having been carefully guided over the years, our students are now equipped with the independent study skills necessary to revise for external exams.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will be set two pieces of homework per week, each taking approximately 30 to 35 minutes, set via Google Classroom. They could either take the form of written problem-solving exercises using textbooks or worksheets, open-ended tasks, or online homework.

WHAT RESOURCES WILL BE USED?

We will use the Chris Pearce Edexcel International 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. Students should make good use of their Google Classroom area which, as well as being used to set homework, is a rich source of information including revision booklets and past papers. This Classroom is a fluid resource that is updated across the year in a way that helps students plan their revision and develop independent study skills.

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 mock examinations in the Autumn term. They will have the chance to go

over test papers, in order to assess what went well and to help develop strategies for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel that a pupil is falling short of their expected grades we will inform their parents so we can plan and implement a course of action for support.

HOW CAN PARENTS HELP?

We would ask parents to encourage regular revision to ensure pupils don't forget what they have learned. We encourage 15 minutes every day, with more built into a revision timetable in the run up to exams. In addition to the materials provided on Google Classroom we suggest parents purchase the following revision aids from CGP. GCSE Maths Exam Practice Workbook Foundation 9-1 course (ISBN: 9781782943990) IGCSE Maths 9-1 Revision Question Cards (ISBN: 9781789084061)

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Rachel Barnes - rlb@clairescourt.net

Modern Foreign Languages: French

- Exam board: AQA
- Specification code: 8658

COURSE STRUCTURE

In Year 11, pupils will continue to enhance their knowledge of both vocabulary and grammar, the key elements of success in all four skill areas. Pupils will continue to develop longer responses in both writing and speaking, and will regularly use the AQA GCSE grade criteria to know how to achieve higher marks.

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 French

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Theme 2: Local, national, international and global areas of interest <i>Module 8 Un oeil sur le monde</i> <ul style="list-style-type: none">• Environment (problems/protection)• Social issues• Volunteering/charity work• The passive Theme 3: Current and future study and employment Theme 2: Local, national, international and global areas of interest <i>Module 6 Au college</i> <ul style="list-style-type: none">• School subjects and facilities• School activities and trips• School rules• Comparing French and British schools• Healthy living• Expressions of necessity and impersonal expressions• Adverbs
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Lent term 2024	Theme 3: Current and future study and employment <i>Module 7 Bon travail!</i> <ul style="list-style-type: none"> • Plans for the future • University and careers • Part-time jobs • Work experience • Subjunctive Revision of all topics. Exam practice.
Summer term 2024	Revision of all topics. Exam practice.

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 in order to improve speaking and listening skills.

Lessons will often incorporate a variety of interactive and digital media and we will also use online learning resources to reinforce vocabulary. The websites we use in school are made available to pupils so that they can continue or extend their own learning at home.

HOW WILL HOMEWORK BE ASSIGNED?

Homework will be set every week and will often take the form of vocabulary learning and/or comprehension or consolidation exercises related to the topic or grammar studied in class.

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

HOW CAN PARENTS HELP?

Parents can support their daughter'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

Modern Foreign Languages: German

- Exam board: AQA
- Specification code: 8668
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Course structure

In Year 11 pupils will continue to enhance their knowledge of both grammar and vocabulary, the key elements in ensuring success in all areas of the final GCSE examination. Pupils will continue to develop longer responses in both writing and speaking, and they will regularly use the GCSE grade criteria when completing work to familiarise themselves with how to achieve the highest marks.

In the summer examination sessions they will take papers in speaking, listening, reading and writing at either foundation, grades 1 to 5, or higher, grades 4 to 9. All four skills must be taken at the same tier and in the same series. The subject teacher will assess each pupil's speaking skills within teaching.

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?

Autumn term 2023	Was machst du in den Ferien? <ul style="list-style-type: none">• Talking about holiday planning, travel, accomodation, ordering food, shopping• Weather, different types of holidays• Advantages and disadvantages of urban and country living• Revising subordinate clauses, comparatives and superlatives, adjective endings and different tenses Was möchtest du als Beruf machen? <ul style="list-style-type: none">• Talking about current and future study and employment• Dreams and reality• The advantages of learning a MFL• Using a variety of conjunctions and intensifiers
Lent term 2024	Bist du umweltfreundlich? <ul style="list-style-type: none">• Talking about social and environmental problems such as poverty, homelessness and global warming

	<ul style="list-style-type: none"> • Understanding texts relating to campaigns • Practising prepositions with the accusative and the dative case, the passive tense
Summer term 2024	Preparation for listening, reading and writing examinations, held in May and June.

How will pupils learn?

Pupils will have two one hour lessons each 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?

We will continue to use 'Stimmt' AQA GCSE German textbook and the vocabulary book. Pupils are expected to bring their chromebook and all resource books to lessons and keep worksheets 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

Modern Foreign Languages: Spanish

- Exam board: AQA
- Specification code: 8658

COURSE STRUCTURE

The course is examined at the end of Year 11 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 4-9, and all four skills must be taken at the same tier, in the same series.

We 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?

Autumn term 2023	Theme one - Identity and culture <i>Las costumbres</i> <ul style="list-style-type: none">• Pupils will learn about the gastronomy of Spanish-speaking countries and a range of festivals across the Hispanic world• Pupils will learn how to use or avoid using the passive and will use a range of tenses to communicate.• Talking about illnesses and injuries, and asking for help in the pharmacy• Pupils will revise how to order food in a restaurant and how to give and justify your opinions.
Lent term 2024	Theme three - Future study and employment <i>Mis planes para el futuro</i> <ul style="list-style-type: none">• Talking about different jobs and describing work experience• Discussing the importance of learning languages• Talking about summer jobs and gap years

	<ul style="list-style-type: none"> • Pupils will revise the different ways to express future plans as well as other verb tenses. <p>Theme two - Local, national, international and global areas of interest</p> <p><i>El medioambiente</i></p> <ul style="list-style-type: none"> • Talking about the environment and considering global issues • Talking about natural disasters and local actions • Pupils will revise the topic of health and discuss healthy lifestyles and international sporting events • Pupils will be introduced to the present subjunctive.
<p>Summer term 2024</p>	<ul style="list-style-type: none"> • Practice of examination techniques for speaking, reading, writing and listening exams • Revision of topics and topic vocabulary.

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?

We will continue to use the 'Viva AQA GCSE Spanish' textbook as well as the 'AQA GCSE Spanish Grammar and Translation' workbook. Pupils will also have a dedicated vocabulary book. Written work will be done online and in exercise books, which the 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. Pupils 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. Common tasks during the year enable us to check progress against the standards expected for success at GCSE level. The mock GCSE exams enable us to judge the standard of answers necessary for success in the final exam.

HOW CAN PARENTS HELP?

Parents can support their daughters'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

Music

- 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.

ASSESSMENT OBJECTIVES (AOS)

- Perform with technical control, expression and interpretation
- Compose and develop musical ideas with technical control and coherence
- Allow you to demonstrate and apply musical knowledge
- Be able to develop appraising skills to make evaluative and critical judgements about music.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2023	Component one: Understanding music Western Classical tradition since 1910. We will study a range of music from the genre, learning key words and musical terminology. Component two: Performance Pupils will continue lessons on their chosen instrument or voice. Component three: Composition Continue with the individual 'free' composition task and start planning the composition to a brief announced by AQA.
Lent term 2024	Component one: Understanding music We will revise, through homework tasks, the previous areas of study. Component two: Performance Pupils will continue lessons on their chosen instrument or voice and decide what the solo and group performance pieces will be for assessment. These will be recorded as, and when they are ready. Component three: Composition Task will continue in class.

Summer term 2024	<p>Component one: Understanding music Final preparation for the listening exam.</p> <p>Component two: Performance Final preparation to record if necessary.</p> <p>Component three: Composition Final preparation.</p>
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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 Claires 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 vast opportunities for peer- and individually-led learning.

HOW WILL PUPILS LEARN?

There are two lessons per week. One lesson per week will focus on component one, the listening paper and one lesson will focus on component three, composition.

The component one listening paper consists of two parts, questions on a series of unknown pieces and questions related to two set works. Pupils will undertake lessons covering both musical theory and spend time analysing the set works.

In composition lessons, each pupil will work individually to compose a piece of music with general support from the teacher. Research will be undertaken of other pieces of music that the pupil might wish to emulate and they will analyse how these are constructed. Pupils will use the medium in which they are most comfortable, their own instruments or sequencing software.

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 so that faster progress can be made.

WHAT RESOURCES WILL BE USED?

Pupils will use a range of instruments from the MIDI keyboard and music sequencing

software such as Logic Pro, Sibelius and Musescore to classroom percussion, their voices and instruments. Professional recording equipment including condenser microphones and audio units will be available for use in compositional and performance work.

HOW DO WE MEASURE PROGRESS?

Component one: Regular homework is given based on exam questions and the results will help gauge progress. A mock paper is given in January.

Component two: Instrumental teachers work together with the class teacher to ensure that performances are ready and of a sufficient standard. Or, if performance by production is undertaken, the class teacher will work with the pupil during after school Music Tech or Theory club.

Component three: Verbal feedback is given to help guide the compositional process.

HOW CAN PARENTS HELP?

We ask that parents actively encourage their daughters to participate in musical activity. As well as a significant and varied extracurricular offer, lessons on a range of instruments (including voice) are provided on-site by a committed team of peripatetic music teachers. 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.

Rise to the challenge to perform at every available opportunity; whether at school in assembly, in a music centre, at church, in a local group, or just in front of family and friends.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Daniel Gravett - dng@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 4 half-term units in Year 11:

- Being Me In My World
- Careers - Unifrog
- Healthy Me
- Relationships

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?

AUTUMN TERM 2022	Being Me In My World <ul style="list-style-type: none">• Are we in the adult world at 16?
LENT TERM 2023	Careers - Unifrog <ul style="list-style-type: none">• What are my Post 16 Choices? How much do I know about Apprenticeships? Healthy Me <ul style="list-style-type: none">• Should relationships, sex and sexual health be discussed more openly?
SUMMER TERM 2023	Relationships <ul style="list-style-type: none">• Is it possible to stay true to yourself and be in healthy relationships?

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 do not 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 daughter 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 daughter to take part in events you are helping to foster loyalty and respect among the girls 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 daughter's Form Tutor if you have any concerns.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Dan Gravett - dng@clairescourt.net

Physical Education (PE)

- Exam board: OCR
- Specification code: J587

COURSE STRUCTURE

The PE 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

(One hour theoretical paper worth 30%)

- Applied anatomy and physiology
- Physical training.

Socio-cultural issues and sports psychology

(One hour theoretical paper worth 30%)

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being.

Performance in Physical Education

(Non-examined assessment/coursework 40%).

- Practical activity assessment
- Analysing and evaluating performance.

ASSESSMENT OBJECTIVES (AOS)

Pupils 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 PUPILS STUDY AND LEARN?

Autumn term 2023	<ul style="list-style-type: none">● The structure and function of the skeletal system● The structure and function of the muscular system● Movement analysis● Health, fitness and well-being● Preventing injuries.
Lent term 2024	<ul style="list-style-type: none">● Analysing and evaluating performance (AEP) - Non-exam assessment component● Commercialisation of physical activity and sport● Ethics in sport● Drugs in sport● Violence in sport.
Summer term 2024	<ul style="list-style-type: none">● Practical moderation● Revision and consolidation work

HOW WILL PUPILS LEARN?

Pupils will have one theory lesson and one practical lesson per week. During the theory lessons we will study PE in an academic setting, allowing us to critically analyse and evaluate physical performance and apply experience of practical activities in developing knowledge and understanding of the subject. The practical sessions will allow learners to explore a range of activities in the role of performer, including both team and individual activities. Pupils will also analyse and evaluate performance in a chosen activity as part of their non-examined assessment (NEA).

Mastery

Physical Education will aim to ensure that all pupils have mastered key concepts before moving on to the next topic. This is through regular topic testing and practical assessments. The GCSE curriculum has carefully sequenced topics so that pupils gradually build on foundational knowledge. Time allocated to GCSE PE means that teachers have flexibility to spend as much time as they need on any particular topic.

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 BE USED?

Pupils will be given two GCSE textbooks 'OCR GCSE Physical Education' by Matthew Hunter and 'My Revision Notes OCR GCSE 9(-1) PE', second edition by Sarah Powell which are OCR GCSE endorsed textbooks. Each pupil will also be given plenty of worksheets and resources to complete during both theory and practical lessons. There will be revision aids to help prepare for examinations and pupils will be given access to online resources to help consolidate learning.

HOW DO WE MEASURE PROGRESS?

There are two examinations, one hour each, at the end of Year 11. Each pupil 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.

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 daughter's progress. As the course is 40% practical, it is essential that pupils take regular part in 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 two years in order to gain the most marks possible.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Rebecca Brownlie - RBB@clairescourt.net

Miss Jo Cox – JMC@clairescourt.net

Religious Studies (RS)

- 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 11 allows pupils to study four ethical and philosophical topics which are assessed in the second exam.

ASSESSMENT OBJECTIVES (AOS)

The exams will measure how pupils have achieved the following assessment objectives:

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?

Autumn term 2023	Theme A- Relationships and families (continued) Pupils will study two main themes: <ul style="list-style-type: none">• Sex, marriage and divorce.• Families and gender equality. Theme B- Religion and life Pupils will study two main themes: <ul style="list-style-type: none">• The origins and value of the universe.• The origins and value of human life.
Lent term 2024	Theme E- Religion, crime and punishment Pupils will study two main themes: <ul style="list-style-type: none">• Religion, crime and the causes of crime.• Religion and punishment. Theme F - Religion, human rights and social justice Pupils will study two main themes: <ul style="list-style-type: none">• Human rights.• Wealth and poverty.

Summer term 2024	With the course now completed, the period before final exams will be spent revising the work from both Year 10 and Year 11. In addition to revisiting the subject matter, a greater emphasis on exam technique will also be present during this period to ensure that they are well prepared for their final exams.
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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. 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 religions' 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.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils have two lessons of 60 minutes 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.

Mastery

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.

WHAT RESOURCES WILL BE USED?

Pupils work in folders, 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 11 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 four end of unit tests which will take the form of exam style questions and a full Mock exam. Marks for each assessment,

effort and presentation will be entered into the mark sheets contained at the back of the pupil's folder which parents will be able to see. There is also an assessment grid at the back of each folder 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 daughter 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 Mandy Davis - mcd@clairescourt.net

Science

Pupils will study either GCSE Combined Science or GCSE Biology, GCSE Chemistry and GCSE Physics.

- Exam board: Edexcel
- Specification codes: 1SC0/1BI0,1CH0, 1PH0.

COURSE STRUCTURE

There are two routes available. The separate Science route leads to three GCSEs in the individual Science disciplines of Biology, Chemistry and Physics. Each subject can be taken at either the higher or foundation tier. The combined Science route leads as two GCSEs which comprise all three disciplines and can also be taken at either the higher or foundation tier; however, all three subjects must be taken at the same tier.

For both routes, there will be two examinations in each of the Science disciplines at the end of Year 11. These will include questions based on a number of core practical investigations that will be 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?

Autumn term 2023	Biology <ul style="list-style-type: none">• Separate Science - animal coordination, control, homeostasis• Combined Science - animal coordination, control, homeostasis Chemistry <ul style="list-style-type: none">• Separate Science – quantitative analysis, earth and atmospheric science, and hydrocarbons and fuels• Combined Science – reversible reactions and equilibria, fuels. Physics <ul style="list-style-type: none">• Separate Science - particle model forces and matter• Combined Science - particle model forces and matter, energy-forces doing work, and forces and their effects.
Lent term 2024	Biology <ul style="list-style-type: none">• Separate science - ecosystems and material cycles, animal hormones, homeostasis• Combined science - ecosystems and material cycles Chemistry <ul style="list-style-type: none">• Separate Science – alcohols and carboxylic acids, polymers, qualitative analysis, and bulk and surface properties of matter• Combined Science - earth and atmospheric science, revision.
	Physics <ul style="list-style-type: none">• Separate Science – astronomy, energy-forces doing work, and forces and their effects• Combined Science – energy-forces doing work, and forces and their effects.

Summer term 2024	<p>Biology</p> <ul style="list-style-type: none"> • Separate Science - ecosystems and material cycles, revision and examination techniques • Combined Science - Revision and examination techniques <p>Chemistry</p> <ul style="list-style-type: none"> • Revision and examination techniques <p>Physics</p> <ul style="list-style-type: none"> • Revision and examination techniques.
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HOW WILL PUPILS LEARN?

All of the learning in GCSE is structured around investigation which will vary in nature. This could be a practical investigation which pupils will have to research, plan and execute. 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. Chromebooks in the laboratory will be provided to give 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 Years 9 and 10 through regular integration of past paper questions. An additional layer of deeper understanding is nurtured through the bigger pictures in science such as The Earth and its Atmosphere, Matter and Materials and Organisms and their interactions with the Environment. Regular formative assessments are embedded to identify areas for support in learning.

HOW WILL HOMEWORK BE ASSIGNED?

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

WHAT RESOURCES WILL BE USED?

We will 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 pupils 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'. Lessons will take place in Science laboratories with appropriate scientific equipment. What pupils need to provide are a pen, a pencil, a

rubber, a ruler, a calculator and a glue stick.

HOW DO WE MEASURE PROGRESS?

Investigative activities will be qualitatively assessed; at times this will take 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 will complete at least two common tasks in each Science as well as smaller formative assessments throughout the year. A summer examination will allow 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 will be made as soon as the teacher feels insufficient progress is being made.

HOW CAN PARENTS HELP?

Parents can support their daughter's learning by insisting on well organised notes and a quiet work space at home, as well as monitoring her revision program. Taking an interest in topics she is studying will allow her to consolidate what she is learning in class. Watching scientific documentary programmes and discussing Science topics in the news offers opportunities to reflect on possible career options as well. 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.