

# **SENIOR BOYS**

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 son 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 son's progress will be assessed. As well as the information in this booklet, you will receive further information about on-going assessments such as controlled assessments and mock exams, and about decisions relating to higher and foundation examination routes.

## **TARGET SETTING**

At the beginning of Year 11 each boy updates his Pupil Action Plan (PAP), with his tutor. This is an on-going document which records achievement and attitude to learning, individual work targets, aspirational target grades, information about the enrichment activities in which he might be engaged and, as time goes on, a look towards the future at 'post sixteen'. The aspirational GCSE target grade is set on the basis of the subject teacher's knowledge of each pupil and is based upon work in class, tests, marked homework and the chance graphs from the YELLIS test. They are very much aspirational and represent a real stretch which can only be achieved with sustained hard work and commitment. The PAPs are on the Claires Court 'hub' and your son may choose to share it with you – but at the very least please discuss it with him.

Where there may be a problem with understanding how to study effectively, we support the boys with our consultant Linda Greetham who runs a 'study skills' course for the pupils. The boys meet in the first month of the autumn term to discuss their progress with their parents and subject teachers following the Summer examinations concluded in July. This parent-teacher evening is followed up with individual academic mentoring with their tutors later in the term.

## **MASTERY**

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

- Complete **independence** in using a concept, skills or knowledge
- Fluency in the **application** of a concept, skills or knowledge
- Ability to **apply learning** across subject boundaries

- **Consistency** in application over a period of time
- Ability to **apply without reminders** or pre-teaching
- Ability to **explain connections** with other learning
- Evidence of **resilience in applying** their learning
- Ability to **teach to another**.

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

## **DIGITAL TECHNOLOGY SUPPORTING LEARNING**

To support learning and progression we make extensive use of the Claires Court Learning Environment, known as the 'hub'. The 'hub' makes use of G Suite, Google Classroom and other cloud-based software to allow pupils to work collaboratively, share ideas, and to communicate within our own 'walled garden'. It also provides a 30GB 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.

## **FOOD SCIENCE AND NUTRITION**

One of the stand-out features of our Sixth Form programme is the Level 3 programme (A level equivalent) in Food Science, offered by the Welsh Board. As a consequence, we offer a Monday night evening activity pursuing the practical skills involved with GCSE Food Preparation and Nutrition programme, a stand-alone in its own right as well as a suitable preparation for the Sixth Form programme. We plan for the installation of more specialised equipment to support these studies during the current year on the Senior Boys site. The after-school activities supporting the subject's introduction are based in the specialist facilities at our Senior Girls school, though additional opportunities to work with specialist providers, such as <https://www.rolling-dough.co.uk/> are planned to help expose the 'trainees' to a working kitchen!

## **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.

## **WORKING WITH BOYS**

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

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

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

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

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

## **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 boys 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 2022-23 is available covering the various residential opportunities throughout the year.

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

*James Wilding*

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

# The Form Tutor

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

## **METHODOLOGY**

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

## **EQUIPMENT NEEDED**

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

## **LESSONS PER WEEK**

The pastoral programme for Year 11 pupils is as follows:

- Monday – Registration, followed by whole school assembly
- Tuesday – Registration, followed by Year 11 assembly
- Wednesday – Registration and reading
- Thursday – Registration, followed by whole school assembly and PSHEE
- Friday – Registration, followed by PSHEE (see academic subjects).
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## **HOMEWORK**

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

## **MARKING AND ASSESSMENT**

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

## **REWARDS AND SANCTIONS**

### **Commendations**

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

### **Other rewards**

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

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

## **KEY VALUES**

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

## **DETENTIONS**

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

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

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

## **HOW PARENTS CAN HELP**

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

### *Responsibility*

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

### *Organisation*

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

### *Uniform*

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

### *Monitoring homework*

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

### *Notes*

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

### *Absences*

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

### *Letters*

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

### *Examinations*

In the summer term, all pupils will take their GCSE examinations in all their academic subjects. Please encourage your son to take these exams seriously, by ensuring that they revise sufficiently for these. Dates will be provided for these exams, mock examinations will take place at the beginning of December and final examinations are in May and June.

### *Parent evenings*

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



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

**FOR FURTHER INFORMATION, PLEASE CONTACT:**

11A Ms Catherine Tookey - [cbt@clairescourt.net](mailto:cbt@clairescourt.net)

11B Mrs Helen Gowers - [heg@clairescourt.net](mailto:heg@clairescourt.net)

11C Mr Adrian Wootton - [abw@clairescourt.net](mailto:abw@clairescourt.net)

11D Mr James Hammerton - [jmh@clairescourt.net](mailto:jmh@clairescourt.net)

11E Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)

Head of Year – Ms Sadia Mirza - [sam@clairescourt.net](mailto:sam@clairescourt.net)

# Art and Design

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- Exam board: AQA
- Specification code: 8201

## COURSE STRUCTURE

Course content	Weighting and marks	Requirements	Method of assessment
<ul style="list-style-type: none"><li>• Personal portfolio in Art and Design (coursework).</li></ul>	<ul style="list-style-type: none"><li>• 60% of qualification</li><li>• 72 marks (18 marks for each of the four AOs).</li></ul>	<ul style="list-style-type: none"><li>• Must show evidence of two years of study</li><li>• Must show evidence of all AOs.</li><li>• Must contain supporting studies and personal response.</li></ul>	<ul style="list-style-type: none"><li>• Internally set</li><li>• Internally marked</li><li>• Externally moderated</li></ul>

## ASSESSMENT OBJECTIVES (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 intentions in visual and/or other forms
- A04: Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Component one - Coursework continued and completed</b> Continuing to develop preparatory work for 'My World' project with emphasis on selection and refinement of ideas, developing these towards a realisation, understanding composition and documenting intentions.
<b>Lent term 2024</b>	<b>Component one -New project and continuation of personal portfolio.</b> 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.

<b>Summer term 2024</b>	<b>Component one - Completion of preparatory supporting studies for new projects.</b> <ul style="list-style-type: none"> <li>• 10 hour examination (over two five hour sessions) to produce a final piece.</li> </ul>
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### **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 ART**

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?**

Lessons will be split into classwork and homework with homework done outside of the lesson. There are two lessons on the timetable per week. Pupils will usually have a homework task each week which should take about two hours to complete.

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

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

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

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

## **HOW CAN PARENTS HELP?**

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

- Think ahead of each lesson in terms of carrying out and supplying personal research and come to the lesson with a plan of action
- Take photographs and provide images from which they can work and bring them to school for the next lesson
- Reinforce classwork by continuing or completing artwork outside of lessons
- At the end of each lesson pupils should leave with a plan of action for homework so they always know what they should do at home, no homework set is never an option
- Pupils must keep sketchbooks updated and documented at all times. They should sort out and stick in loose sheets 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 the pupils' developing interest and understanding of the subject and supports all project work.

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

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

# Business Studies

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- Exam board: AQA
- Specification code: 8132

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

This is 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'.

## **WHAT IS THE 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.

## **WHAT ARE THE 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 consists of multiple choice and short answer 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?

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

### HOW WILL PUPILS LEARN?

Much of the learning in GCSE Business is structured around research. We will often ask our 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 boys will need to develop competent research and analysis skills and be prepared to make and justify a decision. Chromebooks are provided to give the opportunity for research in order to inform the above mentioned learning experiences. We also afford pupils the opportunity to understand business and we use video clips, including business programmes such as Dragons Den and 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 provided 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 current 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 as written work and online. All the links to the AQA examination board, teaching resources and homework can be accessed via Google Classroom. All 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 exams. 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 a multiple choice and quick question 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 son's learning by insisting on well organised notes and work space at home as well as monitoring his revision programme. Parents should please check that their son is doing his homework and that he is happy that it is of an acceptable standard. Please show an interest in topics that are being studied, which will allow your son to consolidate what he is learning in class.

Parents can encourage 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 son to the business section of newspapers and discuss relevant news items with him. 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:**

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



# Design and Technology (D&T)

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- Exam board: Edexcel
- Specification code: 1DT0 (F)

## COURSE STRUCTURE

This second year of the two year course sees the continuation and completion of the Controlled Assessment project and preparation for the written examination in the summer. A series of deadlines for the Controlled Assessment project will be provided to keep pupils on track as they build up the evidence of their skills and knowledge. This work will be internally assessed and moderated before being externally moderated by the exam board. Revision and final preparation for the written exam will follow this work.

## ASSESSMENT OBJECTIVES (AOS)

Pupils will be assessed on the following:-

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Controlled Assessment project</b> Pupils will continue their Controlled Assessment project (worth 50% of their final grade) by completing the Specification, Design Ideas and Development sections.
<b>Lent term 2024</b>	<b>Controlled Assessment project and written exam preparation</b> Pupils will continue their Controlled Assessment project by completing the Manufacture and Testing and Evaluation sections. They will begin revision in order to prepare for the summer written examination (worth 50% of their final grade).
<b>Summer term 2024</b>	<b>Written exam preparation</b> To continue and include completing past papers in preparation for the final written examination.

## HOW WILL PUPILS LEARN?

The Controlled Assessment folderwork is based on Google Slides where any paperwork or design work is scanned for pupils. In addition to the exam board approved textbook, Google Classroom is used to set deadlines/ homework and share resources with further resources added to the Design and Technology Hub pages. We also have a subscription to Focus Education resources for D&T which include online animations and video content in addition to theory information. Practical skills, evidenced by photographs taken as they progress, are developed using tools and equipment in the workshop. A D&T Notebook, based on Google Slides, is used to organise and evidence the theory topics covered for revision in lessons and homework.

## MASTERY

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

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

## HOW WILL HOMEWORK BE ASSIGNED?

Pupils are permitted to research, draft and plan their Controlled Assessment project outside of lessons and should do this each week using their allotted homework time while the Controlled Assessment project is active. In addition to any particular homework set, they should also use information provided by their teacher to have an ongoing approach to revision. This is an essential part of their preparation for the written examinations, both during and at the end of the year.

## WHAT RESOURCES WILL BE USED?

The workshop is well equipped and includes:-

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

For the theory study we will be using the approved textbook: [Edexcel GCSE \(9-1\) Design and Technology Student Book](#), the [technologystudent.com](http://technologystudent.com) website, [BBC Bitesize](#) and Focus Education resources. When designing using software we use, but are not limited to, Autodesk Fusion 360, Tinkercad, Focus Designer and Techsoft 2D Design Tools.

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

Progress through the Controlled Assessment project is tracked throughout and class level feedback is provided; individual feedback is not permitted due to exam conditions during the Controlled Assessment project. Once marked, a written mock exam will provide useful feedback on which theory areas require further revision. Shorter tests and exercises will also be used to aid preparation for the final written exam in the summer term.

## **HOW CAN PARENTS HELP?**

Parents can assist by encouraging their child to share with them the work they have completed and also ask for evidence of their planning and revision. A list of deadlines showing when each section of the Controlled Assessment project will be completed by will be provided by the department. The Controlled Assessment project will be completed online using Google slides and pupils are able to show this to parents easily.

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

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

# Drama

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- Exam board: WJEC Eduqas
- Specification code: C690QS

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

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

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

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

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

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

## **What does GCSE Drama involve?**

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

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

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

## HOW IS THE COURSE STRUCTURED?

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

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

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

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

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

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

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

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

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

## WHAT WILL I STUDY AND LEARN?

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

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

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

### **MASTERY**

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

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

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

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

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

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

Assessments are made throughout the year on your ability to apply performance and/or other production skills through the creation and realisation of performances. You will be regularly assessed on your ability to sensitively and confidently work with others

and to create and perform a variety of performances. Assessment for learning takes place through teacher and pupil discussions which include self and peer evaluation and verbal feedback from the teacher. Pupils will be assessed in accordance with the WJEC assessment criteria.

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

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

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

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

# IGCSE English Literature

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Exam Board	<b>Edexcel</b>	Specification Code	<b>4ET1 (Literature)</b>
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## **COURSE STRUCTURE**

The study of the Edexcel IGCSE English Literature course commences for most students in Year 11. Students may be reset at the start of the year according to the IGCSE Language grade that they achieved in the previous academic year.

Overall the course aims to develop pupils' ability to read, understand and respond to all types of text, construct and convey meaning in written language and increase understanding and interpretation of all varieties of literature. Pupils who undertake the Literature IGCSE will continue to cover the key skills of reading and writing. In all units, there will be an overlap whereby skills for the Language papers are then transferable to the study of the materials for the Literature papers.

## **ASSESSMENT OBJECTIVES**

### **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 YOU STUDY/LEARN?**

<b>Autumn Term 2023</b>	<b>Macbeth - coursework text and production of a coursework piece.</b> <ul style="list-style-type: none"><li>- Close study of the text</li><li>- Identification of key characters, themes, relationships</li><li>- Investigate impact of text on reader through the production of a piece of coursework</li><li>- Of Mice and Men and Unseen Poetry Revision</li></ul>
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	<p><b>An Inspector Calls - coursework text and production of a coursework piece.</b></p> <ul style="list-style-type: none"> <li>- Close study of the text</li> <li>- Identification of key characters, themes, relationships</li> <li>- Investigate impact of text on reader through the production of a piece of coursework</li> </ul>

<b>Lent Term 2024</b>	<p><b>Completion of any outstanding pieces of coursework.</b></p> <p><b>English Literature Paper 1- Section B - Poetry</b></p> <ul style="list-style-type: none"> <li>- Study of Anthology poetry texts</li> <li>- Activities on key language, form and structural points</li> <li>- Preparation for exam</li> <li>-</li> </ul>
<b>Summer Term 2024</b>	<p><b>Revision/review of all units for English Literature.</b></p> <ul style="list-style-type: none"> <li>- Recap of texts</li> <li>- Activities on key characters, themes, relationships</li> <li>- Preparation for exam</li> </ul>

## HOW WILL YOU LEARN?

Pupils in Year 11 may be reset at the start of Year 11 according to the grade that they achieved in their IGCSE English Language examination in the summer.

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?**

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

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

The books we will use in Year 11 are:

- Edexcel IGCSE Text Anthology
- Of Mice and Men
- Macbeth
- An Inspector Calls

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

### **HOW DO WE MEASURE YOUR 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. A familiarity with the texts that your child will be studying for the IGCSE in English Literature is also helpful in terms of supporting them with revision.

### **For further information please contact:**

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

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# 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?

<b>Autumn term 2023</b>	<b>Component one: Topic 2 - Weather hazards and climate change</b> This topic covers: <ul style="list-style-type: none"><li>• An overview of the global circulation of the atmosphere.</li><li>• How has our climate changed over time?</li><li>• Two detailed studies of tropical cyclones and drought.</li></ul> The mock examination testing all topics covered in the course so far. <b>Component three: Urban Studies fieldwork day trip</b> <b>October 2023</b> This trip will cover half of the fieldwork requirements of
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	<p>the course giving access to the questions tested in paper 3 and revising paper 2</p> <p><b>Component one: Topic 3 - Ecosystems, biodiversity and management</b></p> <ul style="list-style-type: none"> <li>• An overview of the distribution and characteristics of global and UK ecosystems.</li> <li>• Two detailed studies of a deciduous woodland and a tropical rainforest; their structure, function and management options.</li> </ul>
<p><b>Lent term 2024</b></p>	<p><b>Component two: Topic 3 - Resource Management</b></p> <ul style="list-style-type: none"> <li>• An overview of the global and UK distribution of food, energy and water.</li> <li>• Two detailed studies of sustainable energy resource management; Norway and Bhutan</li> </ul> <p><b>Component three: Geographical Investigations - UK Challenges</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Challenges include resources, landscape issues, economic challenges (the north/south divide) and climate change.</li> </ul>
<p><b>Summer term 2024</b></p>	<p><b>Component three: Geographical Investigations</b></p> <ul style="list-style-type: none"> <li>• Pupils will spend some time reviewing both days of fieldwork and applying it to the exam questions in paper 3.</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

## 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**

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 topic 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 2023.

### **How can parents help?**

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

**For further information please contact:**

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

# History

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- Exam board: Edexcel
- Specification code: 4HI1

## Course structure

This is a two-year course 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?

<b>Autumn term 2023</b>	Test on last year's work on medicine and WW1 <b>Topic three - Germany: development of dictatorship, 1918-45</b> This is a depth study and the areas of study will be: <ul style="list-style-type: none"><li>• The establishment of the Weimar Republic and its early problem</li><li>• The recovery of Germany, 1924-29</li><li>• The rise of Hitler and the Nazis to January 1933</li><li>• Nazi Germany 1933-39</li><li>• Germany and the occupied territories during the Second World War.</li></ul> This topic was started in Y10.
<b>Lent term 2024</b>	Mock exam on all History covered in Year 10 and Year 11 so far. <b>Topic seven - A divided union: Civil rights in the USA, 1945-74.</b> A further depth study and the areas of study will be: <ul style="list-style-type: none"><li>• The Red Scare and McCarthyism</li><li>• Civil Rights in the 1950s</li><li>• The impact of civil rights protests, 1960-74</li><li>• Other protest movements: students, women, anti-Vietnam</li><li>• Nixon and Watergate.</li></ul> Lent term topic test on remaining work

<b>Summer term 2024</b>	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, in preparation for the two final exam papers.
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## **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 internet and other resources as appropriate. Much of the work will be accessed using Google Classroom.

## **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?**

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

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

## **For further information please contact:**

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

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

# Information and Communication Technology (ICT)

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

## Course structure

This two year course provides our pupils with the opportunity to demonstrate their skills and knowledge through the use and application of ICT. 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?

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

## 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 homework set across the year depending on the classroom activity or topic that particular week. The completion of homework will also support preparation for assessments.

## **What resources will be used?**

Continuous use of ICT and access to the Internet, both at school and at home, are automatically an essential part of the course. The Chrome web browser is recommended when using Google Workspaces for Education and completing work online. A 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, homework 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 they need to do in order to improve their work. Since the majority of work completed is online, access should never be a problem.

## **For further information please contact:**

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

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# 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 for the higher tier which is targeted at grades in the range 9 to 4. Pupils may also study extension topics not covered by the IGCSE Maths syllabus to help prepare 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"><li>• Construct triangles and bisectors</li></ul> |
|--|---|

<b>Lent term 2024</b>	<b>Review</b> <ul style="list-style-type: none"> <li>• Applications in solving a wide variety of questions</li> <li>• Enrichment programme</li> </ul>
<b>Summer term 2024</b>	<b>Revision IGCSE exam</b>

## 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?

Each pupil will be set one homework task each week. This should take approximately 40 minutes to complete. This could either take the form of written exercises using textbooks or worksheets, open-ended tasks, or an online activity. In Year 11 they also work extensively on exam techniques

## What resources will be used?

We will use the Michael White 4-9 Higher GCSE textbook and pupils are expected to bring this, a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW) to every lesson. In addition to the Google Classroom for their class, students on the higher tier course have access to a Google Classroom called Maths IGCSE Higher Revision, a rich source of information including revision booklets and past papers, which is a fluid resource that is added to across the year in a way that helps students plan their revision and develop independent study skills.

Students in set 1 also use the AQA Level 2 Certificate Further Maths Complete Study and Practice (5-9) textbook by Trevor Senior which has the correct mix of IGCSE and Further Maths material to complement both courses.



## **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 develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress and so that they can feed into student revision plans. 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 the Maths Higher IGCSE Google Classroom we suggest parents purchase the following revision aids from CGP.

### **Set 1:**

IGCSE Maths Exam Practice Workbook: Higher Grade 9-1 (ISBN: 9781782946700)

IGCSE Maths Grade 8-9 Targeted Exam Practice Workbook (ISBN: 9781789082395)

### **Sets 2 and 3:**

IGCSE Maths Exam Practice Workbook: Higher Grade 9-1 (ISBN: 9781782946700)

IGCSE Maths 9-1 Revision Question Cards (ISBN: 9781789084061)

## **For further information please contact:**

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

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# 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?

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

All students in set 1 use the AQA Level 2 Certificate Further Maths Complete Study and Practice (5-9) by Trevor Senior which has the correct mix of IGCSE and Further Maths material to complement both courses.

### **For further information please contact:**

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

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# 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 is comprised 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**

**Review**

- Applications in solving a wide variety of questions

	learning.
<b>Summer term 2024</b>	<b>Revision IGCSE exam</b>

## **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 one homework task each week. This should take approximately 40 minutes to complete. This could either take the form of written problem-solving exercises using the textbook or worksheets, open-ended tasks, or an online activity.

### **What resources will be used?**

We will use the Michael White 4-5 Foundation GCSE textbook and pupils are expected to bring this, a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW) to every lesson. 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 Joscelin Lothian - [jol@clairescourt.net](mailto:jol@clairescourt.net)

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# 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?

<b>Autumn Term 2023</b>	<b>Theme 2: Local, national, international and global areas of interest</b> <i>Module 8 Un oeil sur le monde</i> <ul style="list-style-type: none"><li>• Environment (problems/protection)</li><li>• Social issues</li><li>• Volunteering/charity work</li><li>• The subjunctive</li><li>• The passive</li></ul> <b>Theme 3: Current and future study and employment</b> <b>Theme 2: Local, national, international and global areas of interest</b> <i>Module 6 Au college</i> <ul style="list-style-type: none"><li>• School - subjects, facilities, trips and activities</li><li>• School rules</li><li>• Healthy living</li><li>• Expressions of necessity and impersonal expressions</li></ul>
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<b>Lent Term 2024</b>	<b>Theme 3: Current and future study and employment</b> <i>Module 7: Bon travail!</i> <ul style="list-style-type: none"><li>• Plans for the future</li><li>• University and careers</li><li>• Part-time jobs</li><li>• Work experience</li></ul> Revision of all topics and key grammar points. Exam practice.
<b>Summer Term 2024</b>	Revision of all topics and key grammar points. 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 and there is also a big focus on grammatical accuracy to aid communication. They are also taught to use a variety of strategies including context, cognates and bilingual dictionaries to help them cope with unfamiliar language. We use many interactive online learning resources to reinforce vocabulary and grammar. These websites are also made available to pupils so that they can extend their own learning at home.

## **Mastery**

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

## **How will homework be assigned?**

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

### **How can parents help?**

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

### **For further information please contact:**

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

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# Modern Foreign Languages: German

- Exam board: AQA
- Specification code: 8668

## 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?

<b>Autumn term 2023</b>	<b>Was machst du in den Ferien?</b> <ul style="list-style-type: none"><li>• Talking about holiday planning, travel, accommodation, ordering food, shopping</li><li>• Weather, different types of holidays</li><li>• Advantages and disadvantages of urban and country living</li><li>• Revising subordinate clauses, comparatives and superlatives, adjective endings and different tenses</li></ul> <b>Was möchtest du als Beruf machen?</b> <ul style="list-style-type: none"><li>• Talking about current and future study and employment</li><li>• Dreams and reality</li><li>• The advantages of learning a MFL</li><li>• Using a variety of conjunctions and intensifiers</li></ul>
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<b>Lent term 2024</b>	<b>Bist du umweltfreundlich?</b> <ul style="list-style-type: none"> <li>• Talking about social and environmental problems such as poverty, homelessness and global warming</li> <li>• Understanding texts relating to campaigns</li> <li>• Practising prepositions with the accusative and the dative case, the passive tense</li> </ul>
<b>Summer term 2024</b>	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.

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](mailto:ahd@clairescourt.net)

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# 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?

<b>Autumn term 2023</b>	<b>Theme one - Identity and culture</b> <i>Las costumbres</i> <ul style="list-style-type: none"><li>• Pupils will learn about the gastronomy of Spanish-speaking countries and a range of festivals across the Hispanic world</li><li>• Pupils will learn how to use or avoid using the passive and will use a range of tenses to communicate.</li><li>• Talking about illnesses and injuries, and asking for help in the pharmacy</li><li>• Pupils will revise how to order food in a restaurant and how to give and justify your opinions.</li></ul>
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<p><b>Lent term 2024</b></p>	<p><b>Theme three - Future study and employment</b></p> <p><i>Mis planes para el futuro</i></p> <ul style="list-style-type: none"> <li>• Talking about different jobs and describing work experience</li> <li>• Discussing the importance of learning languages</li> <li>• Talking about summer jobs and gap years</li> <li>• Pupils will revise the different ways to express future plans as well as other verb tenses.</li> </ul> <p><b>Theme two - Local, national, international and global areas of interest</b></p> <p><i>El medioambiente</i></p> <ul style="list-style-type: none"> <li>• Talking about the environment and considering global issues</li> <li>• Talking about natural disasters and local actions</li> <li>• Pupils will revise the topic of health and discuss healthy lifestyles and international sporting events</li> <li>• Pupils will be introduced to the present subjunctive.</li> </ul>
<p><b>Summer term 2024</b></p>	<ul style="list-style-type: none"> <li>• Practice of examination techniques for speaking, reading, writing and listening exams</li> <li>• Revision of topics and topic vocabulary.</li> </ul>

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

## **For further information please contact:**

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

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# 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 (*worth 30% of the final mark*)

## Assessment Objectives (AOs)

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

## What will pupils study and learn?

<b>Autumn term 2023</b>	<p><b>Component one: Understanding music</b> Western Classical tradition since 1910. We will study a range of music from the genre, learning key words and musical terminology. Pupils will also analyse a set work: <i>Set work: Zoltán Kodály: Battle and Defeat of Napoleon and Intermezzo from Háry János.</i></p> <p><b>Component two: Performance</b> Pupils will continue lessons on their chosen instrument or voice.</p> <p><b>Component three: Composition</b> Continue with the individual 'free' composition task and start planning the composition to a brief announced by AQA.</p>
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<p><b>Lent term 2024</b></p>	<p><b>Component one: Understanding music</b> We will revise, through homework tasks, the previous areas of study.</p> <p><b>Component two: Performance</b> 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.</p> <p><b>Component three: Composition</b> Task will continue in class.</p>
<p><b>Summer term 2024</b></p>	<p><b>Component one: Understanding music</b> Final preparation for the listening exam.</p> <p><b>Component two: Performance</b> Final preparation to record if necessary.</p> <p><b>Component three: Composition</b> Final preparation.</p>

## How will pupils learn?

The listening paper comprises two parts; short-answer questions on a series of 'unknown' pieces are posed in section A (68 marks), while questions relating to two set works are answered in section B (28 marks). Lessons relating to this component will cover aspects of music theory (which is then applied in context) and analysis of the set works. Exam-style whole-class listening exercises are led by the teacher, with the expectation that boys will note areas for further revision/study and undertake this independently to support consolidation of knowledge and improvements in aural capability.

Composition tasks are completed individually by all pupils. The teacher, acting as a tutor, is able to comment and offer general advice about the compositions and the possible way forward for a piece.

## 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 endless opportunities for peer- and individually-led learning and appraisal.

### **How will homework be assigned?**

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

### **What resources will be used?**

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

### **How do we measure progress?**

Assessment of learning will take place through a combination of:

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

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

### **How can parents help?**

Parents can please help their son to meet homework deadlines. If your son receives musical tuition please encourage him to practise regularly. Parents can encourage their son to explore music through music resources such as iTunes and Spotify, and through CD collections. Hearing music 'live' is also encouraged by attending and performing in concerts either locally or in London.

### **For further information please contact:**

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

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# Physical Education (PE)

Exam Board	<b>OCR</b>	Specification Code	<b>J587</b>
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## **COURSE STRUCTURE**

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

### **Course Content:**

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

- Applied Anatomy & Physiology
- Physical Training

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

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

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

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

### **Assessment Objectives:**

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.

Through the specification and the activities covered in the Year 11 GCSE course pupils will:

- Learn how to plan, carry out and evaluate a personal exercise programme
- Gain a more in depth knowledge about methods and principles of training and be able to apply these to their own personal exercise programme
- Gain an understanding of goal setting and how it can be used to motivate an athlete to achieve their potential in sport
- Learn how to effectively analyse a performance and provide effective feedback
- Learn how to effectively tackle examination questions including how to successfully answer essay-style questions.

## What will pupils study and learn?

Autumn term 2023	<ul style="list-style-type: none"><li>• Analysing and evaluating performance (AEP)</li><li>• Engagement patterns</li></ul>
Lent term 2024	<ul style="list-style-type: none"><li>• Commercialisation in sport</li><li>• Health, fitness and wellbeing</li></ul>
Summer term 2024	<ul style="list-style-type: none"><li>• Practical exam preparation</li><li>• Theory exam revision</li></ul>

## 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

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

## How will homework be assigned?

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

## What resources will be used?

Pupils will be given a GCSE text book "PE Second Edition" by John Honeybourne which is the OCR GCSE endorsed textbook and will also be given plenty of worksheets and resources to complete during both theory and practical lessons. Pupils will be given revision aids to help prepare for examinations as well as 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 progress. As the course is 40% practical, it is essential that your son takes regular part in extra-curricular teams and practices 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:**

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

# Personal, Social, Health and Economic Education

## (PSHEE)

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

There are 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?

<b>AUTUMN TERM 2023</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"><li>• Are we in the adult world at 16?</li></ul>
<b>LENT TERM 2024</b>	<b>Careers - Unifrog</b> <ul style="list-style-type: none"><li>• What are my Post 16 Choices? How much do I know about Apprenticeships?</li></ul> <b>Healthy Me</b> <ul style="list-style-type: none"><li>• Should relationships, sex and sexual health be discussed more openly?</li></ul>
<b>SUMMER TERM 2024</b>	<b>Relationships</b> <ul style="list-style-type: none"><li>• Is it possible to stay true to yourself and be in healthy</li></ul>

## 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 son to use a variety of media to make herself aware of the issues in the world such as newspapers, TV and radio news and blogs.

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

## FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Paul Thompson [pmt@clairescourt.net](mailto:pmt@clairescourt.net)

# Religious Studies (RS)

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- Exam board: AQA
- Specification code: 8062

## Course structure

This is a two year course which is entirely assessed via two exams taken at the end of Year 11. Year 10 will see pupils study the beliefs and practices of both Christianity and Islam, which is assessed in the first exam. Year 11 allows us 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?

<b>Autumn term 2023</b>	<b>Theme D- Religion, peace and conflict</b> We will study two main themes: <ul style="list-style-type: none"><li>• Religion, violence, terrorism and war</li><li>• Religion and belief in 21st Century conflict.</li></ul> <b>Theme E- Religion, crime and punishment</b> We will study two main themes: <ul style="list-style-type: none"><li>• Religion, crime and the causes of crime</li><li>• Religion and punishment.</li></ul>
<b>Lent term 2024</b>	<b>Theme F - Religion, human rights and social justice.</b> We will study two main themes: <ul style="list-style-type: none"><li>• Human rights</li><li>• Wealth and poverty.</li></ul>
<b>Summer term 2024</b>	With the course now completed, the period before final exams will be spent revising the work from 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 pupils are well prepared for your final exams.

## **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 pupils to develop their own views and ideas from whatever background they come from whilst coming to a better understanding of other views and beliefs. In order to do this well, pupils are required to become knowledgeable about different religious

responses through personal research as much as through classroom teaching: in essence they are guided to become enquirers. Much of the work is done in groups or pairs, and several pieces of work are completed collaboratively. Pupils are required to communicate their findings and views through group work, discussion and in presentations. Problem-solving takes place in a number of ways, for example when they apply knowledge of a religious view and work out how that group might respond to an ethical quandary.

## **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.

## **How will homework be assigned?**

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

## **What resources will be used?**

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

## **How do we measure progress?**

Pupils will be regularly assessed throughout Year 11 as they work towards the two final GCSE exams at the end of the year. Marks for assessment, effort and presentation will be entered into the mark sheets contained at the back of the pupils' exercise book which parents will be able to see. There is also an assessment grid at the back of each exercise book which explains what each grade means and gives guidance on how to move up a grade.

## **How can parents help?**

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

**For further information please contact:**

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

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# Science

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

## Course structure

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

## Assessment objectives (AOs)

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

## What will pupils study and learn?

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

	<p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Separate Science – astronomy, energy-forces doing work, and forces and their effects</li> <li>• Combined Science – energy-forces doing work, and forces and their effects.</li> </ul>
<b>Summer term 2024</b>	<p><b>Biology</b></p> <ul style="list-style-type: none"> <li>• Separate Science - ecosystems and material cycles, revision and examination techniques</li> <li>• Combined Science - Revision and examination techniques</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>• Revision and examination techniques</li> </ul> <p><b>Physics</b></p> <ul style="list-style-type: none"> <li>• Revision and examination techniques.</li> </ul>

## How will pupils learn?

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

## **Mastery**

Students will continue to consolidate previous knowledge from 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?**

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

## **What resources will be used?**

We use a course specific textbook and revision guide along with Chromebooks. Our learning platform can be found on the Edexcel online ActiveLearn Digital Service which affords 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' and Google Classroom. Lessons take place in Science laboratories with appropriate scientific equipment. Pupils need to provide a pen, a pencil, a rubber, a ruler, a calculator and a glue stick.

## **How do we measure progress?**

Investigative activities are qualitatively assessed; at times this takes the form of groups presenting their findings using various Google applications. Quantitative assessment takes place in various ways. Exercise books are marked every two weeks. Progress is monitored by use of homework assignments and common tasks. Pupils complete mock examinations as well as smaller formative assessments throughout 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 son's learning by insisting on well organised notes and a quiet work space at home, as well as monitoring his revision program. Taking an interest in topics he is studying will allow him to consolidate what he is learning in class. Watching scientific documentary programmes and discussing Science topics in the news offers opportunities to reflect on possible career options. Our 'Science in the news' notice board should evoke discussion around the dinner table as well. An outing to the various Science museums from a young age evokes an interest in the subject and is strongly recommended.

## **For further information please contact:**

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\*this booklet is correct at the time of going to print and details may be subject to change 06/23.