



**CLEEVE SCHOOL**  
AND SIXTH FORM CENTRE OF EXCELLENCE

# **Key Stage 4 Curriculum Guide 2024 – 2026**





Parent / Guardian / Student Notes:

A series of horizontal dotted lines for writing notes.



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**Important Note:** All of the information regarding the Options Process, including the Options Booklet and details about how to access the online Options Form can be found on the **School Website > Quick Links.**



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## The GCSE Curriculum

The time has come for you to decide which subjects you want to study over the next two years as you move into Year 10 and start your GCSEs. The decision around what you want to study throughout your GCSEs is an important one, as it will not only shape the next two years of your time at Cleeve School, but it will also help you to determine your future career and educational pathway. This booklet aims to provide you with the information you need to help make decisions about what courses you want to study. It is divided into two sections. The first section provides details about the options **process** and the second section gives an overview of the different courses that you can study at GCSE. There is also a section on 'frequently asked questions' (pages 9-10) which should help you if you have any unanswered questions.

Your timetable, once you start your GCSEs, will consist of a combination of 'Core' and 'Option' subjects.

### What are 'Core' Subjects?

In Key Stage 4 all students have to study a set of 'Core' subjects. These are compulsory subjects that everybody must study and they will be automatically put onto your timetable.

The **CORE** subjects that are **examined** are:

- **English Literature and Language**
- **Mathematics**
- **Sciences**

All students will also take part in some **non-examined subjects**:

- **Games** (Physical Education)
- **Life Skills** (Work Experience, Personal, Social and Health Education, and Citizenship)

### What are 'Option' Subjects?

In addition to 'Core' subjects, you have the choice to study a number of 'Option' subjects. These are the subjects that you are able to choose yourself, and they make up the rest of your timetable. These subjects are listed on the online Options Form, and specific details about these subjects are contained in the second half of this booklet. The majority of students at Cleeve will study **four** 'Option' subjects, but some students may select to study fewer for a variety of reasons.

### How do I choose the 'Options' that I want to study?

It is important that you research carefully the types of subjects that are on offer at Cleeve and that you consider new subjects alongside those that you may already be studying in Year 9. You should choose those subjects that you enjoy but also those that you are good at and that play to your strengths as a learner. If you know that you want to pursue a particular job or career, then keep this in mind when making your decisions and try to balance the types of subjects that you do so that you can create a timetable that is manageable, but also interests you. It is important to consider a broad range of subjects at GCSE, because this will help to keep your options open going forwards.



## What advice have you got about what ‘Option’ subjects to take?

Do	Don't
Talk to parents/guardians, family and teachers for their advice and support.	Choose subjects based on your friends' decisions. This is about your own future and career aspirations.
Read more about the subjects that are on offer to understand what will be required from you at GCSE level.	Choose or not choose a subject because of the teacher. Our GCSE teachers can vary each year dependent on the school timetable.
Choose a range of subjects to study. Remember you have to study them all at once, so it is important that you get a good balance of different topics.	Avoid a subject because of one negative previous experience. Our teachers are always there to offer you support and guidance throughout your GCSEs.
Talk to older students who are currently following the course you may be interested in taking. They can offer advice and help with your decision making.	Be misled by the title of a subject and thinking you need it for a specific career. Studying a range of subjects provides you with valuable skills needed for most professional careers.
Think about your strengths and your ability (revision, practical, essay writing, report writing, sports performance, etc).	Choose subjects you won't enjoy or will find very hard.

## Should I consider taking a language?

At Cleeve School, the majority of students will be guided to take a language, as a part of the ‘English Baccalaureate’ suite of subjects. Increasingly, many universities require you to have a qualification in a modern language and this combination provides the best academic foundation for Higher Education. Additionally, learning a language is a skill that is highly valued by many employers in what has become a truly international job market.

When choosing a language at GCSE, you should ensure you select a language that you are currently studying in Year 9. This is to ensure that you have the relevant baseline skills and knowledge to be able to be successful in the GCSE curriculum. Many of our students go on to choose to do more than one language, if you wish. We find that some of our external links, such as GCHQ, are very big champions of students studying a language up to the age of 16, adding breadth and depth to your learning, as well as enhancing your employability skills.

## How many Science GCSEs will I study?

Students can choose to take either:

- **Combined Science** – a ‘Double’ GCSE, covering the essentials of Biology, Chemistry and Physics. Students receive the equivalent of two GCSEs in Science.
- **Separate Sciences** – taken as an option subject (in box B), taking more time to cover Biology, Chemistry and Physics in greater depth, and awarded as three separate GCSE qualifications.

We recommend that any student considering a career in Science, Technology, Engineering and Maths (STEM) areas opt to take Separate Sciences. Although students can take A levels in sciences having taken either Combined or Separate Sciences, those taking separate sciences have a clear advantage. For students considering careers in medicine, or looking to apply to top Universities, taking Separate Science provides a significant advantage.



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## What is the 'English Baccalaureate'?

The English Baccalaureate (EBacc) is a term for a group of subjects which are highly recommended for academic success and future employability. A study by the UCL Institute of Education shows that studying those subjects included in the EBacc 'provides students with greater opportunities in further education and increases the likelihood that a student will stay on in full time education' therefore the EBacc is made up of those subjects which are considered essential to many degrees or where they may open up more doors in the future. The English Baccalaureate includes five subject areas:

- English
- Mathematics
- Sciences (including Computer Science)
- Geography & History
- Modern Foreign Languages

Students who achieve GCSEs in all five of these areas at Cleeve School are awarded the additional 'Cleeve Baccalaureate' certificate.

## What 'Pathways' are there?

At Cleeve School, we are proud to be able to offer four different 'pathways' which are designed to ensure that all students in Year 10 and Year 11 are taking the number of subjects that is right for them. This is so that students can successfully access the demands of the GCSE curriculum with the right balance of stretch, challenge and support. While we support students to ultimately decide whichever pathway they feel meets their aspirations, we will guide students towards the pathway that we feel will give them the greatest choice in the future. Of course, we expect all our students to make informed decisions in consultation with parents/guardians and teachers.

### Cleeve Baccalaureate

This pathway, recommended for the majority of students in Year 9, is designed for those who are considering A levels and University or a Degree Apprenticeship. Students who take choose this pathway study an academic curriculum which provides both breadth and depth including English, Mathematics, Sciences, a Humanity and a Language. Students will also receive an additional 'Cleeve Baccalaureate' certificate. This represents their performance across the English Baccalaureate suite of qualifications, which is highly sought after by top universities.

### Cleeve Core Curriculum

This pathway is designed for students who wish to select specific option subjects appropriate to a future career pathway. Students are still able to progress to A levels and many university courses, depending on the grades they achieve. Students must still take at least one of the English Baccalaureate courses as an option, to maintain a strong academic base.

### Study

The study pathway is designed for a small number of students who wish to take a slightly reduced alternative to the core curriculum, but which still includes at least one EBacc option. This allows greater time to focus on core subjects and options through our Study provision. *Students invited to this pathway will receive a letter from Mr Nelson ahead of the KS4 Curriculum Evening.*



## Access

The access pathway is designed for a small number of students who benefit most from an additional focus on English and Maths. Unlike the Study pathway, this pathway has no requirement to take an EBacc subject. *Students invited to this pathway will receive a letter from Mrs Croxall ahead of the KS4 Curriculum Evening.*

The following table should help you in your discussions so you can clearly see how many GCSEs each pathway will enable you to study, but also who each pathway is suitable for. **90% of our students take the Cleeve Baccalaureate and Cleeve Core Curriculum pathways.**

Pathway	Number of GCSEs studied	What do I need to complete on the online Options Form?
<b>CLEEVE BACCALAUREATE</b>  <i>Students receive an additional "Cleeve Baccalaureate" certificate.</i>	9 GCSEs (4 Option Subjects)	Select one <b>language</b> <u>and</u> either <b>Geography or History</b> from Box A, and two choices from Box B. You should select these <b>in order of preference</b> (1-4) on the form. You also need to select a 'reserve' subject from Box B.
<b>CLEEVE CORE CURRICULUM</b>	9 GCSEs (4 Option Subjects)	Select one subject from Box A and three subjects from Box B on the form. You should select these <b>in order of preference</b> (1-4) on the form. You also need to select a 'reserve' subject from Box B.
<b>STUDY</b>	8 GCSEs (3 Option Subjects)	Select one subject from Box A and two subjects from Box B on the form. You should select these <b>in order of preference</b> (1-3) on the form. You also need to select a 'reserve' subject from Box B.
<b>ACCESS</b>	8 GCSEs (3 Option Subjects)	Select three 'Option' subjects from the box on the form. You should select these <b>in order of preference</b> (1-3) on the form. You also need to select a 'reserve' subject.

## What subjects are in 'Box A'?

Most of the pathways require you to take one or more subjects from Box A on the online Options Form. This is to ensure that students select a broad and balanced curriculum. The subjects that appear in Box A are **Mandarin Chinese, Computer Science, French, Geography, History and Spanish.**





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## How do I submit my options choices once I have decided what I want to study?

The Options Form is completed online. **Access to the online system will be open the day after our Curriculum Evening, from Friday 8<sup>th</sup> March.** All students will have had the opportunity to register for this system during a tutor time session. Students will be able to submit their options information simply and quickly using this system.

**Information about the Options Process including accessing the online Options Form will be available on the school website > Quick Links.** Access to the online form will close at **12.30pm on Friday 15<sup>th</sup> March** so you will need to have made your selections and chosen your 'reserve' subject by then. We ask that you complete the form with your parents/guardians so they are aware of the option choices being submitted. Parents/guardians can view the option choices that you have selected via the options button on the Parent App and add approval if desired, although choices will still be submitted without parent/guardian approval. In order for parents/guardians to view their child's option choices they will need to log in using the same third-party account as used for logging in to the Parent App (e.g gmail, facebook, etc). Please note that choices can **only** be made using the student's account and parent approval can **only** be added using a parent's account.

***NOTE: Parents/Guardians can view choices and give approval by ticking the parent/carer box on the Options Form via the Parent App. However, this is optional and, as such, is not a compulsory requirement to the process.***

## What guidance is available around the options process?

In preparation for completing their Key Stage 4 Curriculum Options Form, all students in Year 9 will complete a short booklet, '**Student Guide to the Options Process**' in tutor time. Students will complete some short activities to help guide them into what option subjects they may be interested in taking. Students will also have two assemblies, one before the February half-term which introduces the options process, and a further extended assembly in the **week of 26<sup>th</sup> February** which allows 'new' subjects an opportunity to present to the students. Students will also receive guidance on what GCSE study looks like in existing curriculum subjects in the weeks leading up to KS4 Curriculum Evening.



## FREQUENTLY ASKED QUESTIONS

### How are students graded at GCSE?

#### GCSE A\*-G/1-9 Equivalent

New GCSE Grades	1	2	3	4	5	6	7	8	9
Old GCSE Grades	F/G	E	D	Bottom 2 thirds C	Bottom third B Top third C	B Top 2 thirds	A	A*	A* Top 20% Grade A and above

The grading system for GCSEs are now based on a 9-1 system instead of A\*- G. GCSEs have been made tougher and many courses that once had coursework or controlled assessments are now 100% exam based. Each subject assessment criteria can be found on the pages within this guide, please read these criteria carefully before making your final selections.

### I have a question about the options process, who should I contact?

The first point of contact should be your Tutor or, if your query is about a specific subject, please contact the Head of Department. Their email address can be found at the bottom of each subject page within this booklet. Following that, please contact your Head of Learning, Mr Peacock ([gxp@cleeveschool.net](mailto:gxp@cleeveschool.net)), who can help guide and support you with your decision making. If you still have concerns or significant questions about the options process, please contact Mr Nelson, Assistant Head for KS4 ([jd@cleeveschool.net](mailto:jd@cleeveschool.net)).

### What is 'Progress 8'?

The 'Progress 8' measure is a government measure which is designed to encourage schools to offer a broad and balanced curriculum at Key Stage 4. It promotes students in studying at least eight GCSE subjects. The results of a student's best eight subjects are used to calculate a 'Progress 8' score for the school each year.

Students' progress is measured across these eight subjects: *English; Mathematics;* three other English Baccalaureate (EBacc) subjects (*Sciences, Computer Science, Geography, History and Languages*); and three further subjects, which can be from the range of EBacc subjects, or can be any other approved qualification.

We have set up our options process so that students are able to pick from a good range of subjects, and to ensure that future educational and employment opportunities are available to them whatever they choose to do post-16.



## **What if I don't get my first choice 'Options'?**

Please keep in mind that there may be occasions when we cannot give you your 'first' choices because of timetable constraints. If this happens, we will always try to work with you to come up with an agreed solution, which is why we ask for more possibilities than required on the online Options Form, and why you have been asked to select a 'reserve' subject. Please keep in mind that if there are not enough students wanting to do a particular course, then there is a possibility that the course will not run. Last year 99% of our students were able to secure their first-choice courses, so it is rare that this happens!

## **What if I can't work out how to access the online Options Form?**

You will be given an opportunity to register for the online Options Form during tutor time, after February half-term. Instructions around how to register for the Options Form will also be included as a QR code link on the Curriculum Evening, and this will be emailed home to Parents/Guardians. A link will be sent to your school email account after February half-term and this will enable you to register for the form. Please see your Tutor or Mr Peacock, Head of Learning: Year 9, if you are experiencing difficulties and they will be able to direct you around the process for doing this. It is very simple to set up and submit your choices once you have registered.

## **I think I have a career in mind, but I am not sure what GCSEs I might have to get in order to do it?**

It might be a good idea to have a look at some careers websites to see if your chosen career or educational pathway requires you to have a set of particular GCSEs before you submit your form. You can take guidance from your subject teachers about this, but the following websites might help you too:-

<https://www.ucas.com/ucas/16-18-choices/find-career-ideas>

<https://www.brightknowledge.org/>

<https://www.youthemployment.org.uk/careers-advice-for-parents/>

<https://successatschool.org/>

<https://www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/>



# **Key Stage 4 Core Subjects**



## Core Subject – English

### GCSE English Language

#### Course Overview

Students study English Language and English Literature to achieve two separate GCSEs. In English Language, the emphasis is upon literary fiction and non-fiction texts from the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries. Students will develop their ability to write for different audiences and for a range of purposes. Students will also be assessed for spoken language (speaking and listening). This is awarded a separate grade of either a Pass, Merit or Distinction.

**Exam Board:** AQA  
**Course Code:** 8700

#### Assessment

Exams	Percentage	Comprising of	Completed
Paper 1	50%	1 hour 45 minute exam	Summer of Year 11
Paper 2	50%	1 hour 45 minute exam	Summer of Year 11

### GCSE English Literature

#### Course Overview

In English Literature, students study fifteen poems from an anthology, a prose text (*Strange Case of Dr Jekyll and Mr Hyde* by Robert Louis Stevenson) and two drama texts: *An Inspector Calls* by J. B. Priestly and *Macbeth* by William Shakespeare. Both exam papers are closed text examinations and Paper 2 includes a response to unseen poetry.

**Exam Board:** AQA  
**Course Code:** 8702

#### Assessment

Exams	Percentage	Comprising of	Completed
Paper 1	40%	1 hour 45 minute exam	Summer of Year 11
Paper 2	60%	2 hours 15 minute exam	Summer of Year 11

#### Who should I speak to about this subject?

Mrs Bailey - Head of English ([ljb@cleeveschool.net](mailto:ljb@cleeveschool.net))

Miss Parsons - Key Stage 4 Deputy Head of English OR your English Teacher



## Core Subject – GCSE Mathematics

### Course Overview

GCSE Mathematics covers a lot of skills that students will need to use in a variety of ways throughout their adult life. It is a compulsory subject for all students in Years 10 and 11. Students will use Mathematics in other GCSEs. For example, in Science, students may be asked for formulae and to solve equations. In Geography, students will need to read charts and diagrams and be able to use statistics. In Design and Technology, students will need to use measures and produce scale drawings.

At Cleeve, students start studying GCSE Mathematics at the beginning of Year 9 to allow them enough time to study all the topics required in depth. GCSE Mathematics is split into two tiers – Foundation and Higher. The Foundation Tier covers Grades 1-5 and the Higher Tier covers Grades 4-9. We look at prior attainment to decide which tier is the most appropriate for each student and this is kept under review throughout the course of study.

**Exam Board:** Edexcel

**Course Code:** 1MA1

GCSE Mathematics covers a wide range of knowledge and skills, grouped into four areas:

- Number and algebra
- Geometry and measure
- Statistics
- Using and applying mathematics to solve problems

On this course students will use Pearson/Edexcel textbooks as the core text.

### Assessment

Exams	Percentage	Comprising of	Completed
Paper 1: Non-calculator	33.33%	1 hour 30 minute exam	Summer of Year 11
Paper 2: Calculator	33.33%	1 hour 30 minute exam	Summer of Year 11
Paper 2: Calculator	33.33%	1 hour 30 minute exam	Summer of Year 11

### Who should I speak to about this subject?

Ms Sanderson - Head of Mathematics ([ces@cleeveschool.net](mailto:ces@cleeveschool.net))

OR your Mathematics Teacher



## Core Subject – Science GCSE Trilogy Science (Double Award)

### Course Overview

All students must complete a combined GCSE in Science that covers areas of Biology, Chemistry and Physics. Students will obtain a double GCSE grade on completion of this course which is determined from the result of all 6 exam papers as outlined below. The course is split into two tiers – Foundation and Higher. The Foundation Tier covers Grades 1-5 and the Higher Tier covers Grades 4-9. We look at prior attainment and student progress to decide which tier is the most appropriate for each student and this is kept under review throughout the course of study.

Students start studying for their Science GCSE in Year 9. They will complete units of Biology, Chemistry and Physics throughout Years 9, 10 and 11, with the final external examinations taken in the summer of Year 11.

As well as studying theoretical science in these areas, students will also develop their practical and analytical skills by completing a number of practical experiments, required and specified by the Exam Board. The skills that are developed during completion of these practicals will be assessed as part of the examinations on this course.

The new specification is engaging and challenging in all areas. It ensures that students are well prepared to take A levels in any of these three subject areas. It is a course that develops students' thinking skills, mathematical skills, problem solving and analytical skills.

This course can guide many students into careers such as, Medicine, Marine Biology, Physiotherapy and Sports Science.

**Specification:** AQA Combined Science Trilogy  
**Final Examination:** 100% of overall assessment  
**Course Code:** 8464

### Assessment

Exams	Percentage	Comprising of	Completed
Biology Paper 1 Biology Paper 2	16.7% 16.7%	1 hour 15 minute exam 1 hour 15 minute exam	Summer of Year 11
Chemistry Paper 1 Chemistry Paper 2	16.7% 16.7%	1 hour 15 minute exam 1 hour 15 minute exam	Summer of Year 11
Physics Paper 1 Physics Paper 2	16.7% 16.7%	1 hour 15 minute exam 1 hour 15 minute exam	Summer of Year 11

### Who should I speak to about this subject?

Mrs Hencher - Head of Science ([gah@cleeveschool.net](mailto:gah@cleeveschool.net))  
OR your Science Teacher



# **Key Stage 4 Option Subjects**





## GCSE Art and Design - Fine Art

### Course Overview

This course introduces students to a variety of Art and Design skills, exploring a range of two and three dimensional media, techniques and processes utilising traditional and new technologies. These include: drawing, painting, sculpture, lens/light based media, photography, printmaking and mixed media approaches.

Students develop a knowledge and understanding of skills in Fine Art and explore sources of art from a range of times to help guide and influence their work. These include, understanding how artistic sources relate to social, historical and cultural contexts and how they can express forms, feelings and ideas.

Over the two years, students demonstrate an ability to use Fine Art techniques and processes in thematic workshops and a sustained Independent Project. Students must include writing and specialist vocabulary in written annotation about their own work and evaluating it, comparing approaches of other artists.

The course covers these main areas of artistic activity:

- **Skills and techniques** – developing drawing skills and handling of materials, both analytically and expressively in a range of materials.
- **Knowledge and understanding** – discovering art in a cultural framework and understanding context in research.

Students are required to complete compulsory homework when set to fulfil the assessment criteria and develop independent ideas. An 'Art Pack' is available to purchase through school to help them complete these tasks at home.

**Exam Board:** AQA

**Course Code:** 8202

### Assessment

	Percentage	Comprising of	Completed
<b>Component 1</b> Portfolio	60%	A selection of other work/workshops  A sustained Independent Project	Unit 1 - Spring Term of Year 10  Unit 2 - Spring Term of Year 10 to December of Year 11
<b>Component 2</b> Externally set assignment	40%	10 hour practical exam	March of Year 11

### Who should I speak to about this subject?

Miss Haigh - Head of Art ([cah@cleeveschool.net](mailto:cah@cleeveschool.net))

OR your Art Teacher



## GCSE Art and Design - Graphic Communication

### Course Overview

Graphic Communication is the process of designing primarily visual material to convey information, ideas, meaning and emotions, in response to a given or self-defined brief.

This course introduces students to a variety of skills in Graphic Communication, exploring a range of graphic media, techniques and processes, including both traditional and new technologies.

Students will study areas of illustration, advertising and branding, typography, 2D and 3D packaging design, design for print, communication graphics, interactive design (web, app and game), multi-media and signage. Students will develop knowledge and understanding from other contexts by investigating how sources can have a commercial, social or environmental focus, or provide stimulus for imaginative, creative or thoughtful purposes and ideas. Students gain an understanding of different styles, genres and traditions in the media and will develop new design skills for online use, using Photoshop and Illustrator software.

Students must include writing and specialist vocabulary in written annotation about their own work and evaluating it, comparing approaches of other designers.

The course covers these main areas of artistic activity:

- **Skills and techniques** – developing drawing techniques, processes and showing an awareness of purpose and function within Graphic Communication. Exploring recording skills analytically and stylistically in a range of materials.
- **Knowledge and understanding** – art, crafts and design are explored in a cultural framework and understanding context in research.

Students are required to complete compulsory homework set to fulfil the assessment criteria and develop independent ideas. An 'Art Pack' is available to purchase through school to help them complete these tasks at home.

**Exam Board:** AQA

**Course Code:** 8203

### Assessment

	Percentage	Comprising of	Completed
<b>Component 1</b> Portfolio	60%	A selection of other work/workshops  A sustained independent project	Unit 1 – Spring Term of Year 10  Unit 2 – Spring Term of Year 10 to December of Year 11
<b>Component 2</b> Externally set assignment	40%	10 hour practical exam	March of Year 11

### Who should I speak to about this subject?

Miss Haigh - Head of Art ([cah@cleeveschool.net](mailto:cah@cleeveschool.net))

OR your Art Teacher



## GCSE Business

### Course Overview

#### Business 1: Business Activity, Marketing and People (50%)

- **Business Activity:** Business enterprise and entrepreneurs, business plans, business ownership, aims and objectives, stakeholders and business growth. *Students will identify the characteristics of a successful entrepreneur, analyse the best form of business ownership (e.g. Sole Trader vs Ltd), analyse what impact stakeholders can have on a business (e.g. customers, employees, government), and look at how and why businesses grow.*
- **Marketing:** Market research, market segmentation and the marketing mix (Price, Product, Promotion and Place). *Students will analyse primary vs secondary market research, consider the importance of targeting specific customers, and make decisions about pricing strategies and advertising methods (e.g. TV, radio, social media).*
- **People (Human Resources):** Organisational structures, communication, recruitment, motivation, training and employment law. *Students will take part in a recruitment activity - creating job adverts, completing application forms and taking part in job interviews with classmates.*

#### Business 2: Operations, Finance and Influences on Business (50%)

- **Operations:** Production processes, quality, sales and customer service, consumer law, business location and working with suppliers. *Students will choose the best place to locate a business and analyse the importance of quality to businesses.*
- **Finance:** Sources of finance, profit and loss, break-even and cash flow forecasts. *Students will learn about the importance of budgeting (both personally and for businesses), and analyse different sources of finance (e.g. bank loan vs crowdfunding).*
- **Influences on Business:** Ethical and environmental considerations, the economic climate and globalisation. *Students will analyse the benefits and drawbacks to businesses of being ethical & environmentally friendly, and analyse the impact of the economy on businesses (e.g. unemployment and consumer incomes).*

**Exam Board:** OCR

**Course Code:** J204

### Assessment

	Percentage	Comprising of	Completed
Paper 1	50%	1 hour 30 minute exam	Summer of Year 11
Paper 2	50%	1 hour 30 minute exam	Summer of Year 11

### Who should I speak to about this subject?

- Mr Prior - Head of Business and Economics ([mqp@cleeveschool.net](mailto:mqp@cleeveschool.net))
- Mr Aldred, Mr Slatter, Mrs Theis, Mr Bessant and/or Mr Bragg - Business and Economics Teachers
- Look at the Business & Economics page on Frog



## GCSE Mandarin Chinese

### Course Overview

GCSE Mandarin Chinese consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into three themes:

- Identity and culture
- Local, national, international and global areas of interest
- Current and future study and employment

**All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Mandarin Chinese is spoken.**

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Mandarin Chinese speaking countries throughout the course.

**Exam Board:** AQA  
**Course Code:** 4670

### Assessment

	Percentage	Comprising of	Completed
<b>Exam</b>	25%	Reading comprehension and translation in English	Summer of Year 11
	25%	Listening comprehension and transcription	Summer of Year 11
	25%	Speaking which includes: a role play, a description of a picture and a general conversation	Spring of Year 11
	25%	Writing and translation into Mandarin Chinese	Summer of Year 11

### Who should I speak to about this subject?

Mrs Nicholls - Head of MFL ([sen@cleeveschool.net](mailto:sen@cleeveschool.net))



## GCSE Computer Science

### Course Overview

This course is relevant to the modern and ever-changing world of computing. It is designed to boost Computer Science skills essential for the 21<sup>st</sup> century. Students will need to have a keen interest in problem solving and computational thinking. It is essential that students have a very good mathematical understanding for this subject, due to the high maths content and demands of the course.

Computer Science encourages students to be inspired and challenged, through completing a coherent, satisfying and worthwhile course of study.

Units studied on this course are:

- **Computer Systems:** Systems architecture, memory, wired and wireless networks and ethical, legal, cultural and environmental concerns.
- **Computational Thinking, Algorithms and Programming:** Programming techniques, computational logic and data representation.

**Exam Board:** OCR

**Course Code:** J277

### Assessment

Exam	Percentage	Comprising of	Completed
Computer Systems	50% (80 marks)	1 hour 30 minute written exam (no calculators allowed)	Summer of Year 11
Computational Thinking, Algorithms and Programming	50% (80 marks)	1 hour 30 minute written exam (no calculators allowed)	Summer of Year 11

### Who should I speak to about this subject?

Mr Badger - Head of Computer Science ([sbb@cleeveschool.net](mailto:sbb@cleeveschool.net))

Mr Sharp - Computer Science ([axs@cleeveschool.net](mailto:axs@cleeveschool.net))

OR your Computer Science Teacher



## GCSE Design and Technology

### Course Overview

Design and Technology enables students to understand and apply iterative design processes through which they explore, create and evaluate a range of outcomes. The qualification enables students to use creativity and imagination to design and make prototypes (together with evidence of modelling to develop and prove product concept and function) that solve real and relevant problems, considering their own and others' needs, wants and values. It gives students' opportunities to apply knowledge from other disciplines, including Mathematics, Science, Art and Design, Computing and the Humanities.

This course is split into two sections:

- **Technical principles**
- **Design and making**

The exam includes calculation (at least 15% of the qualification must assess mathematical skills), short-open and open-response questions, as well as extended writing questions that are focused on analysis and evaluation of design decisions and outcomes, against a technical principle for prototypes made by others.

Students will need to analyse and evaluate wider issues in Design and Technology, including social, moral, ethical and environmental impacts.

For the non-examined assessment three contextual challenges will be provided by the Exam Board on 1<sup>st</sup> June each year, from which students must choose one and respond to.

**Exam Board:** Edexcel  
**Course Code:** 1DT0

### Assessment

	Percentage	Comprising of	Completed
<b>Exam</b>	50% (100 marks)	1 hour 45 minute exam	Summer of Year 11
<b>Non-examined assessment (NEA)</b>	50% (100 marks)	Design and make project	Year 11

### Who should I speak to about this subject?

Mrs Launchbury - Head of Design and Technology ([asl@cleeveschool.net](mailto:asl@cleeveschool.net))  
OR Mr Ward ([rjw@cleeveschool.net](mailto:rjw@cleeveschool.net)) or Mr Rees ([mqr@cleeveschool.net](mailto:mqr@cleeveschool.net))



## GCSE Design and Technology - Food Preparation and Nutrition

### Course Overview

Food Preparation and Nutrition enables students to make connections between theory and practice, to be able to apply their understanding of food science and nutrition to practical cooking. Students will be given the opportunity to develop their knowledge and understanding in the following six areas:

1. Food commodities
2. Principles of nutrition
3. Diet and good health
4. The science of food
5. Where food comes from
6. Cooking and food preparation

This exam consists of two sections both containing compulsory questions and will assess the six areas of content listed above.

Section A: questions based on stimulus material.

Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.

The non-examination assessment is composed of two assessments that are set by the Exam Board. Both assessments are to be completed in Year 11 and students will be able to select from a choice of two tasks for each assessment.

- **Assessment 1: The Food Investigation Assessment** - a scientific food investigation which will assess the student's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.
- **Assessment 2: The Food Preparation Assessment** - Prepare, cook and present a menu which assesses the student's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

**Exam Board:** WJEC  
**Course Code:** C560P2

### Assessment

	Percentage	Comprising of	Completed
<b>Exam</b>	50% (100 marks)	1 hour 45 minute exam	Summer of Year 11
<b>Non-examined assessment (NEA)</b>	50%	Assessment 1: 8 hours Assessment 2: 12 hours	Year 11

### Who should I speak to about this subject?

Mrs Bozwell ([gnb@cleeveschool.net](mailto:gnb@cleeveschool.net)) or Mr Staite ([crs@cleeveschool.net](mailto:crs@cleeveschool.net))



## Cambridge National Certificate in Creative iMedia

### Course Overview

The Cambridge National in Creative iMedia will equip learners with a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively.

Through the use of these skills, learners will ultimately be creating fit-for-purpose creative media products. The Cambridge Nationals in Creative iMedia will also challenge all learners, including high attaining learners, by introducing them to demanding material techniques; encouraging independence and creativity and providing tasks that engage with the most taxing aspects of the National Curriculum.

The 'hands on' approach to the subject has strong relevance to the way young people use the technology required in creative media. The qualification design, including the range of units available, will allow learners the freedom to explore different areas of creative media that interest them as well as providing good opportunities to enhance their learning in a range of curriculum areas.

The course is designed to support students' creativity with designing graphics using the adobe suite along with development of interactive products such as blogs or apps.

Likely units to be completed within the course are:

- Compulsory units  
R093: Creative iMedia in the media industry  
R094: Visual identity and digital graphics
- X1 additional units selected by school  
R097: Interactive digital media

**Exam Board:** OCR

**Course Code:** J834

### Assessment

	Percentage	Comprising of	Completed
<b>R093 - Exam</b>	37%	Scenario based written exam	January of Year 11
<b>R094 - Coursework</b>	27%	Coursework Project	Summer of Year 10
<b>R099 - Coursework</b>	37%	Coursework Project	Spring of Year 11

### Who should I speak to about this subject?

Mr Badger - Computer Science ([sbb@cleeveschool.net](mailto:sbb@cleeveschool.net))

Mr Sharp - Computer Science ([axs@cleeveschool.net](mailto:axs@cleeveschool.net))





## GCSE Drama

### Course Overview

Cleeve School will be running the EDUQAS Drama GCSE course. Students can expect to develop and enhance their creativity, personal growth and self-confidence. The EDUQAS specification promotes students' enjoyment of drama as performers, directors and designers. Students will practically investigate various practitioners, genres and theatre companies. They will learn to work collaboratively to develop their own ideas, explore how to express their feelings and establish a voice through performance. Students will also be encouraged to experiment with technical and design elements of the course. By studying GCSE Drama, students will learn more about the subject's contribution to social and cultural commentary. They will come to appreciate that drama provides significant opportunities for expressing cultural and personal identity. The course will also aim to provide opportunities for students to attend professional performances, and develop their skills as informed and thoughtful audience members.

It is important to note that there is a theoretical element to the course. Students will be expected to write about their ideas as a Performer, Director and Designer. They are also encouraged to reflect on and evaluate their performances to develop their understanding of the impact on the audience.

### **Component 1: 40%**

#### **Devised Theatre - non-exam assessment: internally assessed, externally moderated**

Learners participate in the creation, development and performance of a piece of devised theatre using **either** the techniques of a theatre practitioner **or** a genre in response to a stimulus set by EDUQAS.

### **Component 2: 20%**

#### **Performing from a text - non-exam assessment: externally assessed by a visiting examiner**

Learners study **two** extracts from the **same** performance text and deliver one performance of both.

### **Component 3: 40%**

#### **Interpreting Theatre - written examination: 1 hour 30 minutes**

- **Section A: Set Text** - A series of questions on one set text.
- **Section B: Live Theatre Review** - One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

This course is an ideal preparation for Drama and Theatre Studies A Level. It is also a good way to improve social skills and self-confidence. The course enables students to explore key skills that will benefit them in the world of work or further academic study at university.

**Exam Board:** EDUQAS

**Course Code:** C690

### Assessment

	Percentage	Comprising of	Completed
<b>Exam</b>	40%	1 hour 30 minute exam	Summer of Year 11
<b>Controlled assessment</b>	60%	A piece of devised theatre. A portfolio of supporting evidence. An evaluation of the final performance. A scripted performance.	Year 11

### Who should I speak to about this subject?

Mrs Jones - Head of Drama ([sej@cleeveschool.net](mailto:sej@cleeveschool.net))

Miss D Mander – Teacher of Performing Arts ([dmm@cleeveschool.net](mailto:dmm@cleeveschool.net))



## GCSE French

### Course Overview

This course consists of four externally examined papers based on the following skills: listening, speaking, reading and writing. Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics of study.

The six themes are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

**All themes and topics must be studied in the context of both the students' home country and that of countries and communities where French is spoken.**

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken.

Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to French speaking countries throughout the course.

Students will have weekly speaking lessons in small groups with a dedicated French Foreign Language Assistant to help and support students with specific strategies in producing target language. Speaking exams are conducted with a class teacher.

**Exam Board:** Edexcel

**Course Code:** 1FR1

### Assessment

	Percentage	Comprising of	Completed
<b>Exam</b>	25%	Reading comprehension and translation in English	Summer of Year 11
	25%	Listening comprehension and dictation	Summer of Year 11
	25%	Speaking which includes: a read aloud task, a role play, a picture task opening to a short conversation	Spring of Year 11
	25%	Writing and translation into French	Summer of Year 11

### Who should I speak to about this subject?

Mrs Nicholls - Head of MFL ([sen@cleeveschool.net](mailto:sen@cleeveschool.net))



## GCSE Geography

### Course Overview

Students on this course will study physical environmental processes and how they produce diverse and dynamic landscapes over time. Students will learn about the interdependence of environments and the interaction between people and the environment, receiving a balanced and manageable coverage of both Physical and Human Geography.

Students will conduct Independent Learning, including specialised research and fieldwork, take part in regular debates and discussions and develop technological skills to be able to use Geographical Information Systems.

**Exam Board:** AQA  
**Course Code:** 8035

### Assessment

Exam	Percentage	Comprising of	Completed
<b>Paper 1</b> Living with the Physical Environment	35%	1 hour 30 minute written exam <ul style="list-style-type: none"><li>Natural Hazards</li><li>The Living World</li><li>Physical Landscapes of the UK (Rivers &amp; Coasts)</li></ul>	Summer of Year 11
<b>Paper 2</b> Challenges in the Human Environment	35%	1 hour 30 minute written exam <ul style="list-style-type: none"><li>Urban Issues and Challenges</li><li>The Changing Economic World</li><li>Resource Management</li></ul>	Summer of Year 11
<b>Paper 3</b> Geographical Applications	30%	Pre-release exam materials – March (Year 11) 1 hour written exam <ul style="list-style-type: none"><li>Issue evaluation</li><li>Fieldwork</li><li>Geographical skills</li></ul>	Summer of Year 11

### Who should I speak to about this subject?

Miss Amey - Head of Geography ([kla@cleeveschool.net](mailto:kla@cleeveschool.net))  
OR your Geography Teacher



## Cambridge National in Health and Social Care

### Course Overview

This course is equivalent to one GCSE Grade 1-9 but is graded Level 2 Distinction\* to Level 1 Pass. Students study the different types of care settings, job roles, principles and values involved within the Health and Social Care sector.

The focus is on different settings and individuals' lives, with every unit designed to help prepare students for the world of work. Students will be encouraged to complete a Year 10 Work Experience placement at a health, social care or early years setting to help them put the theory into practice.

All students must complete the mandatory units shown below, along with one optional unit:

- **Principles of care in Health and Social Care:**  
In this unit, students will learn about the importance of the rights of service users, person-centred values and how to apply them. Students will also learn about the importance of effective communication skills and the procedures and measures used to protect service users such as safeguarding and hygiene. **This is an examined unit.**
- **Supporting individuals through life events:**  
In this unit students will learn about life stages and the factors that affect them. They will study both expected and unexpected life events and the impact they have on physical, social/emotional and socio-economic aspects of an individual's life. They will also research the service providers and practitioners that can support individuals. **This is a centre-assessed unit.**

One further optional unit is studied - this is a **centre-assessed task**:

- **Health promotion campaigns:**  
The unit provides an opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. Students learn how to plan and deliver their own small-scale campaign and how to evaluate their delivery.

This is an interesting and enjoyable course, through which students can develop skills as independent learners.

**Exam Board:** OCR

**Course Code:** J835

### Assessment

	Percentage	Comprising of	Completed
<b>Exam</b>	40%	1 hour 15 mins written exam paper (externally marked)	Summer of Year 11
<b>Non-examined assessment</b>	60%	Centre-assessed tasks: Two units internally assessed by a Teacher and externally moderated by an OCR Moderator	Spring of Year 11

### Who should I speak to about this subject?

Mrs Jenkins - Head of Health and Social Care ([clj@cleeveschool.net](mailto:clj@cleeveschool.net))

OR Ms Price or Mrs Wray - Health and Social Care Teachers (situated upstairs from Ethics)



## GCSE History

### Course Overview

On this History GCSE course, students will study the following four topics:

- 1. Medicine in Britain, c1250–present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches.**  
Students will find out how medicine developed in Britain over a long period of time, studying factors such as individuals, and science and technology and their impact on medicine.
- 2. Early Elizabethan England, 1558-1588**  
This topic allows students to study the first 30 years of Elizabeth I's reign, focusing on major events of Elizabeth I's reign, including challenges, and Elizabethan society.
- 3. The American West, c1835-c1895**  
Students will study how America changed and developed, being settled by a variety of people. Students will look at the conflicts between the various groups that resulted from a clash of cultures between the Indians and white people.
- 4. Weimar and Nazi Germany, 1918-1939**  
This topic focuses on the origins of the Weimar Republic; Hitler's rise to power and how the Nazi party controlled Germany. Students will also study what life was like for different groups in Nazi Germany.

**Exam Board:** Edexcel  
**Course Code:** History 1H10 FM

### Assessment

Exam	Percentage	Comprising of	Completed
<b>Paper 1</b> Medicine in Britain, c1250-present and The British sector of the Western Front, 1914-1918: injuries, treatment and the trenches	30%	1 hour 15 minute written exam	Summer of Year 11
<b>Paper 2</b> Early Elizabethan England, 1558-1588 and The American West, c1835-c1895	40%	1 hour 45 minute written exam	Summer of Year 11
<b>Paper 3</b> Weimar and Nazi Germany, 1918-1939	30%	1 hour 20 minute written exam	Summer of Year 11

### Who should I speak to about this subject?

Mrs Chatten - Head of History ([ecc@cleeveschool.net](mailto:ecc@cleeveschool.net))  
OR your History Teacher



## GCSE Music

### Course Overview

Music is an exciting, varied and challenging GCSE subject that gives students the opportunity to use and develop their musical talent and knowledge in creative ways, using a wide variety of instruments including music technology.

The three components examined are:

- **Performance (30%):** Students will perform a minimum of two pieces, lasting between four to six minutes. One *must* be ensemble. The other piece(s) can be solo and/or ensemble.
- **Composition (30%):** Students will compose two pieces of music with a total duration of between three to six minutes. One is in response to a brief set by the Exam Board; the other is a free composition.
- **Listening (40%):** You will study music from four areas of study: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. There are two set works to study in depth.

**Exam Board:** Eduqas

**Course Code:** C660QS

### Assessment

	Percentage	Comprising of	Completed
<b>Exam</b>	40%	1 hour 15 minutes, consisting of eight questions, two on each area of study. Two of the eight questions will be based on the two set works. For example, one on each set work. The other six questions will be on unprepared musical extracts taken from the areas of study	Summer of Year 11
<b>Controlled Assessment</b>	30%	Performance: minimum of two pieces internally assessed and externally moderated	By Easter of Year 11
	30%	Two compositions - Internally assessed and externally moderated (15% each)	

### Please note:

The performance aspect of this course means that students would benefit from having lessons on a musical instrument/voice (these can start in September and can be arranged in school). Students must be performing at least at Grade 2, as the standard for the GCSE is Grade 3.

All self-taught musicians and those who have not taken graded music exams who are at a high enough level, can still access the course. Please see any member of the Music Department if you are not sure about having the necessary instrumental skills. GCSE students are required to attend at least one extra-curricular music club a week and this can include any clubs that they organise themselves.

### Who should I speak to about this subject?

Mr Haggett - Head of Music ([jth@cleeveschool.net](mailto:jth@cleeveschool.net))



## GCSE Physical Education

### Course Overview

GCSE PE is an exciting, academic and practical subject. It provides theoretical knowledge of many aspects to do with sport in today's society and will allow students to improve their practical skills, in a variety of team and individual sports.

**Exam Board:** AQA

**Course Code:** 4890

### Assessment

	%	Comprising of	Completed
<b>Exam(s)</b>	<b>60%</b>	PE subject content of the <b>2 written papers completed:</b> (Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data, Sport Psychology, Socio-Cultural Influences and Health Fitness and Wellbeing)	Summer of Year 11
<b>Practical and course-work</b>	<b>40%</b>	Practical assessments in different activities in the role of player/performer: <ul style="list-style-type: none"> <li>➤ Assessment 1: Team Sport</li> <li>➤ Assessment 2: Individual Sport</li> <li>➤ Assessment 3: Team/Individual</li> </ul> For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).  Students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity. This is done through coursework.	During Year 10 and Year 11  Moderated in Spring of Year 11  Coursework completed in Year 10

**PE Coursework (practical):** Students' marks come from three activities, chosen from the following groups. Students must choose one Team Sport and one Individual Sport, and their third choice can be from either group. Students must be competing at a high level and representing the school, in at least one team or individual sport:



Team Sports	Individual Sports
Acrobatic Gymnastics	Amateur Boxing
Association Football	Athletics
Badminton	Badminton
Basketball	Canoeing/Kayaking (Slalom or Sprint)
Carnegie (cannot be assessed with hurling)	Cycling
Cricket	Dance (can only be used once)
Dance	Diving (Platform Diving)
Figure Skating	Equestrian
Futsal	Figure Skating
Gaelic Football	Golf
Handball	Gymnastics (floor and apparatus only)
Hockey	Kayaking (cannot be assessed with canoeing/rowing/sculling)
Hurling	Rock Climbing (indoor or outdoor)
Ice Hockey	Sailing
In Line Roller Hockey	Sculling
Lacrosse	Skiing (indoor/outdoor on snow - no dry slopes)
Netball	Snowboarding (cannot be assessed with skiing)
Rowing	Squash
Rugby League/Union	Swimming
Sailing	Table Tennis
Sculling	Tennis
Squash	Trampolining
Table Tennis	Rowing (only used for one activity)
Tennis	Windsurfing
Volleyball	
Water Polo	

### Who should I speak to about this subject?

Miss Lepore – Deputy Head of PE/Teacher i/c of GCSE PE ([jlj@cleeveschool.net](mailto:jlj@cleeveschool.net))





## GCSE Religion, Philosophy and Ethics

### Course Overview

Religion, Philosophy and Ethics is an intellectually challenging and interesting course, offering students the opportunity to explore and discuss some of the most important issues in contemporary society. Students will explore a wide variety of topics, become informed, independent thinkers and develop key skills in the construction of academic arguments.

The course consists of in-depth study of the beliefs and practices of Christianity and Islam and consideration of religious and non-religious responses to the following themes:

- Relationships and families
- Religion and life
- The existence of God and revelation
- Religion, human rights and social justice

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills, all of which will help prepare them for further study. All the topics studied on this course are relevant to the modern day.

Personal religious belief is not a requirement and we hope that students will bring a range of different perspectives to the course.

**Exam Board: AQA**  
**Course Code: 8062**

### Assessment

Exam	Percentage	Comprising of	Completed
Paper 1	50%	1 hour 45 minute exam	Summer of Year 11
Paper 2	50%	1 hour 45 minute exam	Summer of Year 11

### Who should I speak to about this subject?

Mr Nicol - Head of Ethics ([jpn@cleeveschool.net](mailto:jpn@cleeveschool.net))  
OR any Ethics Teacher



## GCSE Separate Sciences (Triple)

**GCSE Biology**

**GCSE Chemistry**

**GCSE Physics**

### Course Overview

Triple Science allows students to gain three science GCSEs in each of the separate disciplines of Biology, Chemistry and Physics. They will study each of these disciplines in more detail and have a chance to really deepen their knowledge and understanding of each subject area. Students on this course will develop further analytical, problem solving and mathematical skills. All these skills will be tested through theoretical understanding, as well as completion of a number of practical experiments, required and specified by the Exam Board. We would highly recommend that students who really enjoy Science and wish to pursue a career in a scientific field choose to take Triple Science as an option.

Following completion of the Triple Science course, students will be in an ideal position to go on to study at A level and look beyond to Russell Group Universities and a competitive job market. These include Engineering, Medicine, Dentistry, Veterinary Medicine and Forensic Science.

The specification for separate sciences is challenging but engaging and will allow scientifically minded students to excel in a subject that they are passionate about. Students will study the same topics as covered in the trilogy specification, but at greater depth and with added content. The course is split into two tiers – Foundation and Higher. The Foundation Tier covers Grades 1-5 and the Higher Tier covers Grades 4-9. We look at prior attainment and student progress to decide which tier is the most appropriate for each student and this is kept under review throughout the course of study.

**Exam Board:** AQA

**Final Examination:** 100% of overall assessment

**Course Code:** Biology : 8461      Chemistry : 8462      Physics : 8463

### Assessment

Exam	Percentage	Comprising of	Completed
Biology Paper 1 Biology Paper 2	50% 50%	1 hour 45 minute exam 1 hour 45 minute exam	Summer of Year 11
Chemistry Paper 1 Chemistry Paper 2	50% 50%	1 hour 45 minute exam 1 hour 45 minute exam	Summer of Year 11
Physics Paper 1 Physics Paper 2	50% 50%	1 hour 45 minute exam 1 hour 45 minute exam	Summer of Year 11

### Who should I speak to about this subject?

Mrs Hencher - Head of Science ([gah@cleeveschool.net](mailto:gah@cleeveschool.net))

OR your Science Teacher



## GCSE Sociology

### Course Overview

Sociology is the study of society and of human social life and social relationships. Sociologists consider how key areas of society such as the media, families and the education system influence our behaviour and choices. Students will learn to be analytical, able to weigh up different explanations and theories.

On this Sociology GCSE course, students will study the following topics:

- **Family:** The role the family plays in society, how family structures and relationships have changed over time and how government policy has affected the family.
- **Education:** The role the education system plays in society, how factors such as gender and class affect educational achievement and how government policy has affected the education system.
- **Crime and Deviance:** The study of trends in offending, explanations for crime and deviance, analysis of the accuracy of data on crime and debates concerning the best way to control crime.
- **Social Stratification:** The study of social classes within society and why these form, the reasons for socio-economic division, the role of the powerful in society, and how government policy has attempted to control and prevent poverty.
- **Theory and Methods:** Understanding sociology in practise, for example how it is researched and the methods that are used to find data and trends. We also study the sociological theories such as Marxism, Functionalism and Feminism and study the key sociologists who have conducted research.

**Exam Board:** AQA

**Course Code:** 8192

### Assessment

Exam	Percentage	Comprising of	Completed
<b>Paper 1</b> Family, Education and Research Methods	50%	1 hour 45 minute written exam	Summer of Year 11
<b>Paper 2</b> Crime and Deviance, Social Stratification and Research Methods	50%	1 hour 45 minute written exam	Summer of Year 11

### Who should I speak to about this subject?

Mrs Edwards – Head of Sociology ([nle@cleeveschool.net](mailto:nle@cleeveschool.net))

OR Mrs Chatten – Head of History ([ecc@cleeveschool.net](mailto:ecc@cleeveschool.net))



## GCSE Spanish

### Course Overview

This course consists of four externally examined papers based on the following skills: listening, speaking, reading and writing.

Questions across all four language skills are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into five themes, each broken down into topics and sub-topics.

The six themes are:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

**All themes and topics must be studied in the context of both the students' home country and that of countries and communities where Spanish is spoken.**

For listening and reading assessments, the majority of contexts are based on the culture and countries where the assessed language is spoken. Students may also refer to the culture of the assessed language country/countries or communities in the speaking and writing papers. It is, therefore, important that students are exposed to materials relating to Spanish speaking countries throughout the course.

Students will have weekly speaking lessons in small groups with a dedicated Spanish foreign language assistant to help and support students with specific strategies in producing target language. Speaking exams are conducted with a class teacher.

**Exam Board:** Edexcel

**Course Code:** 1SP1

### Assessment

	Percentage	Comprising of	Completed
<b>Exam</b>	25%	Reading comprehension and translation in English	Summer of Year 11
	25%	Listening comprehension and dictation	Summer of Year 11
	25%	Speaking which includes: a read aloud task, a role play, a picture task opening to a short conversation	Spring of Year 11
	25%	Writing and translation into Spanish	Summer of Year 11

### Who should I speak to about this subject?

Mrs Nicholls - Head of MFL ([sen@cleeveschool.net](mailto:sen@cleeveschool.net))