



YEAR 9 OPTIONS
2024

Introduction

This booklet is produced to help students choose from the **optional subjects** available, as well as giving information about the **core subjects**, such as mathematics, English, science and Religious Studies.

With regard to **options**, it is important that each student's curriculum be well balanced, as future plans can change and it is imperative to keep the range of choices for later life open.

However, in Years 10 and 11 it is appropriate to begin to specialise in some subjects that match interest, ability and possible future career and educational aspirations.

Over the next few weeks, you will need to think carefully about the options subjects that you would like to choose to study in Years 10 and 11.

If you require more information about the options system or any of the subjects described here, you should speak to the Subject Contact listed in this booklet, your Head of House, or Tutor.

Please ...

- **Read this course guide carefully**
- **Contact a member of staff by email if you need to discuss further**

Mr Kent will explain how the option system works on **Tuesday 30th January**.

You can access this booklet from the school website

Tutors will make sure that you have understood how the option system works and will provide help if required.

Due to the nature of student choices, courses may require modification. Therefore, it is possible that not all courses will run, particularly if student uptake is low. Every effort will be made to allocate all of the subject choices, however we cannot guarantee this.

If it is necessary to discuss options further, Mr Kent or other senior staff will see students individually.

Options at a glance:

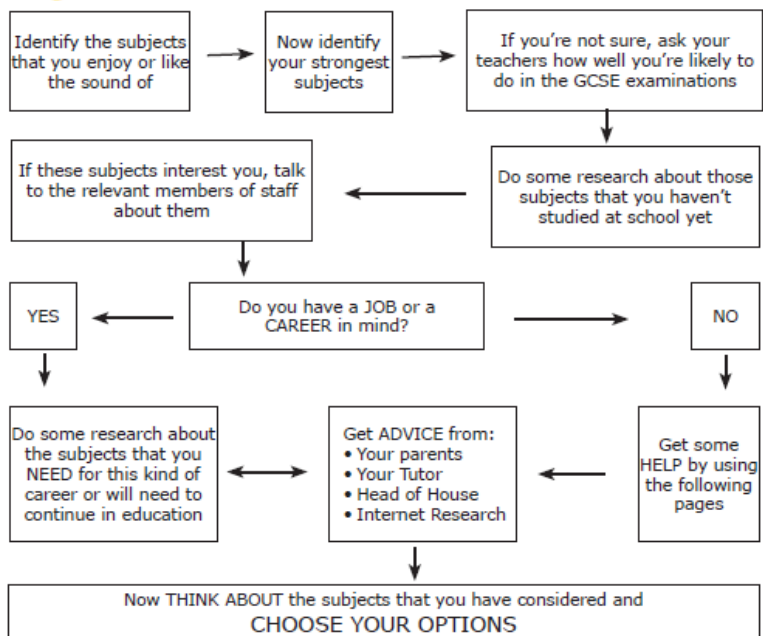
You will be studying at least 9 GCSE choices:

- 6 of these subjects are compulsory
- 3 are optional choices
- Of the optional choices, you must pick one from

geography, history, a modern foreign language or computer science.

Read on for more details on how to choose your options, how each course is set up and who you can contact for more details...

Flow Chart Aid



Some Questions Answered

What do you have to take?

All students must take:

- English Literature and Language
- Mathematics
- Science (the Science Department will talk to students about the most appropriate course)
- Religious Studies
- Core Physical Education

How many "choices" do I get?

You choose 3 optional subjects.

At least one of your optional subjects needs to be from the English Baccalaureate (EBacc) subjects:

- geography
- history
- a modern foreign language (MFL) or
- computer science

This will result in a selection of subjects which have been chosen because:

- You enjoy them
- You are good at them
- You may need them for a career or further education course

What are the different qualifications?

You have a choice of what type of courses you might like to take:

GCSEs with 9-1 grading

Parents and students should be aware that new reformed specification GCSEs have been gradually phased in over the last few years with A*-G gradings being replaced by a 9-1 scale.

What do GCSEs look like?

GCSE exams have become much more rigorous since they were reformed about 6 years ago.

- Assessments dominated by external exams rather than coursework or controlled assessment in many subjects.
- Linear assessments (Exam at the end of course)
- There is only tiering (Higher or Foundation) in maths, science and MFL
- Expectations will match and exceed those of high-performing international jurisdictions
- High level of demand for the top grades
- Numbers are given rather than letters for grades

Vocational Qualifications

These include BTEC, Cambridge Nationals and technical awards. These qualifications are very popular in schools and colleges and are an excellent start to vocational study. The assessment is organised in a slightly different way and suits some types of learner better, although the new awards still have an external examined component.

Vocational qualifications have also undergone a reform recently. The new courses have been designed in collaboration with industry and businesses to provide up to date knowledge and skills that are valued in the workplace. You are likely to 'mix and match' course types, which is completely acceptable at this stage.

Choosing your own subjects

The subjects that you can choose to study are arranged in option blocks. This means that up to twelve different subjects can be taught at the same time; therefore, students can only study one subject in each block. Depending upon student choices, we will endeavour to create option blocks which match student choices as far as possible.

Balance

We believe in offering a flexible options structure. We also think that, for the vast majority of students, options choices should contain a broad and balanced curriculum. If you have no clear career plan, and in order to keep future options as open as possible, you are advised to choose a balance of subjects from each of the areas of study.

Key Dates

Tuesday 30th January 2024

Parents' Options Information Evening – 6-7.30pm

Monday 19th February 2024

Year 9 reports published

FIRST DAY for acceptance of Options Form submissions through Firefly

Thursday 22nd February 2024

Year 9 Subject Parents' Evening - 4.30pm - 7.30pm

Friday 1st March 2024

Deadline for the return of Options Form submissions through Firefly

During Term 5

Students' subject choices are confirmed

How do I make my choices?

Year 9 Options Choices should be submitted through a **Firefly Form** online. This will be set as a task to students by Mr Kent and the data team following the options evening. An example of the form is included below for your reference.

The form can only be submitted once, so you should not fill this in until you have made your final decisions. You are required to confirm when you submit the form that you have discussed this with your parent.

You should choose your Compulsory EBacc Subject in Section 1, then 5 OTHER subjects from Section 2. If you wish to choose more than one EBacc subject, you should include them here.

We will take great care to match student choice combinations with the creation of option blocks. Please note that we **cannot guarantee that all courses will run and some combinations of subjects may not be possible**. We will try to get as close to your preferences as possible, but cannot guarantee this and in some cases lower preferences may have to be used.

All students will study **3 subjects** made up from the courses below. Please complete all sections of the form.



SECTION 1 - PICK ONE from the list of EBACC subjects below.

Note: Whilst all students will study one EBacc subject, students may choose to study more than one. In this case, pick one here and include others in your numbered preferences in Section 2. Please note you should only choose Mandarin if you have studied it in Year 9

The EBacc subjects are:

Computer Science (Ct)	History (Hi)
French (Fr)	Mandarin (Cn)
German (Ge)	Spanish (Sp)
Geography (Gg)	

Subject choice 1 (EBacc) *

Please select...



SECTION 2 - You must CHOOSE 4 further subjects from this list, including 2 reserve choices, in case it's not possible for you to study your first three choices. These should be IN ORDER OF PREFERENCE that you would like to study them.

The Options subjects available are:

Art and Design (Ar)	Electronics (Et)	Media Studies (Me)
Business Studies GCSE (Bs)	Food and Nutrition (Tf)	Music (Mu)
Business Enterprise BTEC (Bt)	French (Fr)	Music Practitioners Qualification (Mp)
Computer Science (Ct)	Geography (Gg)	Photography (Pp)
Dance (Da)	German (Ge)	Physical Education GCSE (Sr)
Design Technology (Dt)	Health and Social Care (Hs)	Spanish (Sp)
Drama (Dr)	History (Hi)	Sport Science (Pn)
	Mandarin (Cn)	Textiles Technology (Tx)

Subject Choice 2 *

Please select...

The following pages outline all of the subjects on offer here at Clevedon School. Please do make contact with subject staff via email for more information.

English

Exam Board: AQA (GCSE 9 - 1)

Staff Contact: Ms S Jayne

sjayne@clevedonschool.org.uk

Introduction

In Years 10 and 11, all students will take two GCSE courses in English Language and English Literature. They are expected to read widely, undertake a range of written responses and to speak in a range of formal situations. Reading outside of the classroom will be essential to success in the subject as students are expected to identify a range of writing styles, formats and audiences.

Topics Covered and Assessment

Both subjects are linear, have two exams each and will be examined at the end of Year 11.

- **ENGLISH LANGUAGE**

- **Paper 1: Explorations in Creative Reading and Writing**

- 1 hour 45 minutes

- Analysing an extract of fiction writing
 - Writing creatively through description or narrative

- **Paper 2: Writers' Viewpoints and Perspectives**

- 1 hour 45 minutes

- Compare two pieces of writing from different centuries
 - Writing to argue or persuade

- **SPEAKING AND LISTENING**

- A formal presentation with a small audience of peers and teachers that is assessed and awarded separately from the GCSE grade.

- **ENGLISH LITERATURE**

- **Paper 1: Shakespeare and the 19th Century Novel**

- 1 hour 45 minutes

- A Shakespearean play
 - A novel from the 19th Century

- **Paper 2: Modern Texts and Poetry**

- 2 hours 15 minutes

- A modern text from the 20th Century
 - Poetry Anthology: A selection of 15 poems
 - An unseen poetry comparison

Mathematics

Exam Board: Edexcel (GCSE 9 - 1)

Staff Contact: Mr C Mockford

cmockford@clevedonschool.org.uk

Introduction

Traditionally, mathematics has involved knowing the rules to deal with numbers, percentages, areas, equations etc. This course will demonstrate that mathematics can be used to solve practical problems in everyday situations.

An important aim of the course is to help you to talk about mathematics and use mathematical language correctly. Helping you to read and understand mathematical information given in tables, graphs and diagrams, building your confidence to enable you to pass on your knowledge to others, in a clear, concise and logical way.

Topics Covered and Assessment

The GCSE consists of three exams; two calculator and one non-calculator paper. Each paper is 1 hour 30 minutes and will have questions to test the full content of the course i.e. number, algebra, shape, space and measure, and statistics and probability.

You will be grouped according to your ability and will follow either the Foundation or Higher tier course. Both tiers of entry will take the examination at the end of Year 11.

There is no coursework for mathematics. However, the course is designed with opportunities for developing problem-solving techniques and building confidence and skills for tackling unfamiliar challenges.

Please see a member of the Maths Department for advice about purchasing a suitable calculator, as this is an essential piece of equipment

Science

Exam Board:

AQA Combined Science: Trilogy

AQA Biology (GCSE 9 - 1)

AQA Chemistry (GCSE 9 - 1)

AQA Physics (GCSE 9 - 1)

Staff Contact: Mr O Fitt

ofitt@clevedonschool.org.uk

Introduction

Science is a compulsory subject and helps provide us with a better understanding of the world around us. It is important in many aspects of our daily lives, both at work and at home. This subject will also help you understand the scientific issues that are increasingly reported in the media.

Topics Covered and Assessment

There are two possible courses. The Science Department staff will provide help and guidance if required:

- **TRIPLE SCIENCE**

Separate GCSEs in biology, chemistry and physics will be available to students who have shown interest and aptitude in Year 9 and who achieve the required grades in the end of year exam. Assessment is through two equally weighted linear exams for each subject.

If you want to study Triple Science you must be able to commit to a twilight lesson after school on Wednesdays when additional lessons take place to cover the extended specification.

- **COMBINED SCIENCE**

This leads to 2 GCSEs and replaces the old Core and Additional Science. Students studying Combined Science can still go on to study A Level sciences if they achieve well.

Assessment is through 6 equally weighted linear exams, all of which take place at the end of Year 11. Students who study Combined Science will be grouped by ability.

There is no longer any coursework or controlled assessment for science. Practical work still plays a large part in the subject and will be assessed through the final exams.

Religious Studies

Exam Board: AQA (GCSE 9 - 1)
Staff Contact: Mr M Cullen
mcullen@clevedonschool.org.uk

Introduction

Religious Studies is not about making you 'religious', it is about enabling you to think for yourself about religious and moral issues. It is about you, your life and the issues you will face when you leave school and go into the multi-ethnic, multi-faith society that is the UK.

Topics Covered and Assessment

We have chosen to follow this syllabus as it fits in well with the Agreed Syllabus for the area. It considers both religious and non-religious beliefs around a number of current and relevant issues in today's society.

Two 1 hour 45 minute examinations taken at the end of Year 11. There is no coursework.

Paper 1: The study of religions: beliefs, teachings and practices of:

- Christianity
- Islam

Paper 2: Thematic studies

- Religion, human rights and social justice – what are human rights and why do we have them?
- Relationships and families – how does society portray sex and relationships?
- Crime and punishment – what's the point of prison?
- Religion and life – should euthanasia be legal?
- Peace and conflict e.g. is war ever justified?

Core PE

Non-examined Subject
Staff Contact: Mr C Wise
wilkins@clevedonschool.org.uk

Introduction

By the time you leave Clevedon School, the PE staff hope that you will be keen to continue taking part in physical recreation in future years. We hope to encourage you to take part in a wider variety of activities in Years 10 and 11 than you have met in the first three years at secondary school.

In Years 10 and 11 you will have two compulsory timetabled PE lessons per week. You will still be taught by your subject teacher and be expected to continue to wear your Clevedon School PE kit. You will be given the opportunity to undertake a variety of roles in the lesson, for example: coaching, officiating and leading others in your group.

*OPTIONAL SUBJECTS ARE
SHOWN ON THE
FOLLOWING PAGES*

Art and Design

Exam Board: AQA (GCSE 9 - 1)
GCSE Art & Design: Fine Art
Staff Contact: Mrs H Pontin
Hpontin@clevedonschool.org.uk

Introduction

This course offers you opportunities to explore creative ideas & techniques while educating you about the role of Art and Design in society. It is particularly important if you are interested in careers within Fine Art & Crafts, Graphic Design & Illustration, New Media Design, Photography, Film & Television, Animation & Game Design, Advertising, Marketing & PR, Theatre Design, Product Design, Interior Design, Architecture, Art Teaching, Art Therapy as well as many other careers where project management, creativity and presentation skills are highly valued.

Topics Covered and Assessment

The course allows you to explore & specialise in a wide variety of Art & Design processes including: Drawing, Painting, Collage & Mixed Media, Printmaking, Photography, Digital Art, Video & Animation Art, Sculpture... although we are open to pretty much any process imaginable really!

The course has two main units of work: Coursework (60%) which consists of two theme based projects, and an Exam project (40%) in which you respond to themes provided by the exam board. For all projects you will need to research the work of Artists to analyse

ideas & techniques, then develop ideas in a sketchbook/work journal before producing a range of final pieces. For Unit 2 you will produce 1 final piece under 10 hours of 'Controlled Conditions' (often known as 'The Art Exam') which usually takes place over 2 days in March/April of Year 11.

Coursework Requirements

You will need to submit both units of work.

Fieldwork Requirements

You will be expected to visit local museums, galleries and libraries to help you with your research, both independently and on any arranged school trips. For some projects, you will also find it useful to work directly from your local surroundings.

Resource Costs:

We ask for a voluntary course contribution of £20 per student which enables us to provide x2 high quality sketchbooks and a range of other specialist materials which would otherwise be unavailable (such as higher quality paints, clay, printmaking blocks & inks and other speciality inks, papers, card & pens as required). It may also be the case that as the course develops students wish to purchase additional specialist resources such as canvasses for final pieces or Art equipment to use at home.

This is an Art and Design GCSE so cannot be taken with Textiles Technology

Business (GCSE)

Exam Board: Edexcel (GCSE 9 - 1)

Staff Contact: Mr C Blake

cblake@clevelandonschool.org.uk

Introduction

This course provides an academic insight into entrepreneurship, external influences, operational decisions and financial analysis/calculation.

These are taught across two themes combining theory, application, analysis and evaluation. Assessment is 100% examination on this course and each theme is assessed by a 1 hour 30 minute exam.

Topics Covered and Assessment

The specification is divided into two themes of content:

Theme 1:

- 1.1 Enterprise and entrepreneurship
- 1.2 Spotting a business opportunity
- 1.3 Putting a business idea into practice
- 1.4 Making the business effective
- 1.5 Understanding external influences on business

Theme 2:

- 2.1 Growing the business
- 2.2 Making marketing decisions
- 2.3 Making operational decisions
- 2.4 Making financial decisions
- 2.5 Making human resource decisions

Assessment overview

Each exam paper is divided into three sections:

- Section A: 35 marks
- Section B: 30 marks
- Section C: 25 marks

Assessment is entirely by written examination. Paper 1 and Paper 2 both consist of calculations, multiple-choice, short-answer and extended writing questions.

Questions in Sections B and C will be based on business contexts given in the paper. Calculators may be used in the examination.

Skills Acquired

The GCSE gives you the opportunity to develop broad business and economics knowledge and skills in an academic focused learning environment. It is for learners who wish to acquire the theoretical knowledge of the business environment.

After this qualification you'll also have developed skills in:

- making decisions and developing persuasive arguments
- essay style analysis and evaluation
- creative and practical problem solving
- understanding data and financial information

Where the course leads

The most common progression route for you would be to continue your studies at 6th Form undertaking GCE Business and/or Level 3 BTEC Law. The course will also help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

Business Enterprise (BTEC)

Exam Board: Edexcel

Staff Contact: Mr C Blake

cblake@clevedonschool.org.uk

Introduction

This course gives the opportunity to acquire skills in a vocational context by studying the knowledge, behaviours and skills related to researching, setting up, running and reviewing an enterprise. You will develop your technical skills such as market research, planning, promotional and financial skills using realistic scenarios.

Students will also develop their presentational skills in addition to problem solving and time management

Skills Acquired

The BTEC gives you the opportunity to develop sector-specific knowledge and skills in a practical learning environment. It is for learners who wish to acquire knowledge and skills through vocational contexts by studying the knowledge, behaviours and skills related to researching, planning, pitching and reviewing an enterprise idea.

The qualification enables you to develop your technical skills, such as market research skills, planning, promotional and financial skills using realistic work scenarios, and personal skills, (such as monitoring own performance, time management and problem solving) through a practical and skills-based approach to learning and assessment.

Topics Covered and Assessment

Unit 1: Exploring Enterprises

- Examine the characteristics of Enterprises
- Explore how market research helps enterprises meet customer needs and understand competitor behaviour

- Investigate the factors that contribute to the success of an enterprise

Coursework Assessment

Weighting: 30%

Unit 2: Planning for and Running an Enterprise

- Explore ideas, plan and pitch for a micro enterprise activity
- Operate and review the success of a micro enterprise activity

Coursework Assessment

Weighting: 30%

Unit 3: Promotion and Finance for Enterprise

- Demonstrate knowledge and understanding of elements of promotion and financial records
- Interpret and use promotional and financial information in relation to a given enterprise
- Make connections between different factors influencing a given enterprise
- Be able to advise and provide recommendations to a given enterprise on ways to improve its performance

Examination Assessment (2 hours)

Weighting: 40%

Where the Course Leads

The most common progression route for you would be to continue your studies at 6th Form undertaking Level 3 BTEC Business and/or Level 3 BTEC Law. The course will also help prepare you for an entrepreneurial role and help you to gain an understanding of what is involved in a business-related profession, like accountancy, law, marketing or the leisure and tourism industry.

Computer Science

Exam Board: OCR (GCSE 9 - 1)

Staff Contact: Mr I Major

imajor@clevedonschool.org.uk

Introduction

This exciting GCSE gives you an excellent opportunity to investigate how computers work and how they are used, whilst developing your computer programming and problem-solving skills. The topics we cover allow you to consider what the impact of computers has been on society, the laws governing their use, how to protect your device and network from attack, the benefits and drawbacks they bring and how they may be used in the future.

This course is designed to give you an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'. You don't need to have studied this subject before, and assessment is through two written exams. There is a coding-based project in Year 11 which must be completed but which does not contribute towards your final grade. An interest in all things computer-based and programming is a very definite advantage as is a logical approach to problem solving, but these are not essential.

Topics Covered and Assessment

The course will help you learn about critical thinking, analysis and problem solving. We hope you'll find it a fun and interesting way to develop these skills, which can also be transferred to other subjects and even applied to everyday life.

The computer systems unit will teach you the theory about a wide range of issues such as the internal structure of a computer, the representation of data in computer systems, system security, computer communications and networking.

The computational thinking, algorithms and programming unit will develop your computational thinking skills, programming techniques and ability to design, produce

and test robust computer programs. The programming project will give you three options to select from and then you will spend time analysing, designing, developing, testing and evaluating a coded solution. The language taught on the course is Python but you may do this task in a range of other approved languages if you so wish.

Unit 1 - Computer systems

- Systems architecture
- Memory and Storage
- Computer networks, connections and protocols
- Network security
- System software
- Ethical, legal, cultural and environmental impacts of digital technology

Assessment: Written exam (1 hour 30 minute no calculators allowed) 50% of total GCSE.

Unit 2 - Computational thinking, algorithms and programming

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and Integrated Development Environments

Assessment: Written exam (1 hour 30 minute no calculators allowed) 50% of total GCSE.

Programming Project

All students must be given the opportunity to undertake a practical programming task, either to a specification or to solve a problem, during their course of study. This project can be set as homework.

Dance

Exam Board: AQA (GCSE 9-1)
Staff Contact: Mrs D Morgan
dmorgan@clevedonschool.org.uk

Introduction

This course is perfect if you are passionate about dance. You will have the opportunity to build skills in several different dance styles including contemporary, urban and ballet as well as developing your choreographic skills. You will work towards public performances throughout the two years to showcase the performance and choreography you will create.

In addition you will become a thinking dancer with the ability to appreciate the work and choices made by top UK choreographers and companies. This will be assessed through a 40% written exam as well as explored practically.

Topics covered and assessment:

Assessment:

- Performance 30%
- Choreography 30%
- Dance Appreciation 40%

Performance:

Solo performance: You will learn 4 set phrases of movement and select 2 that you will then perform as a solo. These are contemporary.

Duet/Trio: In a group of 2 or 3 you will (with the help of the teacher) use your other 2 set phrases to create a group piece, which would include lifts, contact, different formations etc. This can be in any style.

Choreography:

You, as a choreographer get to choose a stimulus/idea and then create a piece of dance as either a solo or a group piece. The stimuli are set by the exam board and you choose 1.

Appreciation:

You will study the work of 6 UK companies/choreographers: Rambert, James Cousins Company, Christopher Bruce, Wayne McGregor, Boy Blue Entertainment and Stop Gap Dance Company. You will understand why these companies made choices and how they use the key elements of movement to create work. These are in a variety of styles including contemporary, urban and ballet.

Why Take a Performing Arts Qualification?

For those of you wishing to pursue a career in dance the course will increase your knowledge and understanding of the dance world and the history of dance as well as improve your technique, choreographic and performance skills.

For those of you considering it as a supporting subject, it will develop many skills that employers desire, such as confidence, self-presentation, teamwork and communication, time-management, self-awareness, critical research skills, the ability to have an open mind and think creatively, reflective practices and stamina.

Design and Technology

Exam Board: AQA (GCSE 9 - 1)
Staff Contact: Mr B Turner
bturner@clevelandonschool.org.uk

Introduction

GCSE Design and Technology builds on the skills developed during Key Stage 3 to prepare students to design and make products to improve the technological world we live in. Imaginative practical work is at the heart of this exciting and forward-thinking course.

Who should study Design & Technology?

If you're interested in how and why technology is designed and made, this is the perfect course for you. It is brilliant for anyone considering a future in STEM (Science, Technology, Engineering and Maths). It also develops many wider employability skills including creativity, problem solving, organisation, collaboration and project management.

Topics Covered and Assessment

Students can look forward to learning about materials, processes, tools and machinery used to create our modern world. We also teach the tools and processes of design while exploring and analysing the work of others including world-changing designers, architects, engineers and companies such as Apple, Alessi, Dyson and more.

Advanced manufacturing technology including laser cutting, 3D printing, CNC milling and routing support more manual techniques when making and developing prototypes.

Overall assessment is 50% written examination and 50% non-exam assessment (NEA) in the form of a 'design and make' project.

Written examination

2 hour exam worth 100 marks (50% of the GCSE qualification)
Taken at the end of Year 11

The exam covers the following topics:

Core technical principles, Specialist technical principles, Designing and making principles.

These topics are delivered throughout the course during practical projects and relevant theory lessons.

Non-exam assessment (NEA)

30-35 hour 'Design & Make' project worth 100 marks (50% of the GCSE qualification). Started in Year 10 and completed in Year 11 over 6 months.

Students choose a contextual challenge provided by the exam board before researching, designing, making, testing and evaluating innovative solutions. There is a strong focus on iterative design which requires students to design, make and test prototypes before reflecting and repeating the cycle to improve it further. This in itself, is a great life-skill.

Students that choose this qualification will be expected to contribute £20 to cover the essential materials used throughout the two-year course

Drama

Exam Board: Eduqas (GCSE 9 - 1)
Staff Contact: Mrs D Morgan
dmorgan@clevedonschool.org.uk

Introduction

Drama GCSE enables you to develop your social skills and confidence alongside training as an actor and a theatre practitioner. Employers and universities respect a GCSE in this subject as a way of students learning how to present in public. This course aims to teach the skills of improvisation, devising, scripted and critical evaluation. It encourages and enables you to develop an interest in, and an understanding of, a range of drama and theatrical experiences. In addition you will have the opportunity to take part in workshops with professionals in the area.

Topics Covered and Assessment

The GCSE drama course comprises 60% coursework (40% development and performance of a devised piece of drama; 20% performance of an extract from a published play) and 40% written exam (20% for answering a question about 'Hard to Swallow'; 20% for writing a review of a live theatre performance.)

For the coursework you can choose to be assessed in acting or in a technical skill such as lighting.

The examination consists of three components.

Component 1: Devising (40%)

Performance and Coursework: You will be creating and developing a devised piece from a stimulus, which you will then perform. You will then do a detailed analysis and evaluation of the process and the performance. This is internally assessed with a performance, a portfolio and timed evaluation that records the analysis of the process.

Component 2: Performance from Text (20%)

Performance: You will be performing two key extracts from a performance text chosen by your teacher especially for you and your talents. It is possible to do duologues and/or group performances for these extracts which will be externally assessed by a visiting examiner in front of a public audience.

Component 3: Theatre Makers in Practice (40%)

Written exam: 1 hour 30 minutes
You will be asked evaluate a live theatre performance that you will have seen with your class. You will also be assessed on a text – "Find Me" - that you will have studied practically in class, showing your understanding of how to bring that text to life.

Why Take a Performing Arts Qualification?

For those of you wishing to pursue a career in drama the course will increase your knowledge and understanding of the world of theatre and its history as well as improve your acting, devising, directing, technical and performance skills.

For those of you considering it as a supporting subject, it will develop many skills that employers desire, such as confidence, self-presentation, teamwork and communication, time-management, self-awareness, critical research skills, the ability to have an open mind and think creatively and employ reflective practices.

Electronics (Systems Control in Engineering)

Exam Board: OCR (Cambridge National Certificate)

Staff Contact: Mr B Turner

bturner@clevedonschool.org.uk

Introduction

The Cambridge National Certificate in 'Systems Control in Engineering' introduces students to how electronics and microcontroller systems are used in a variety of engineering contexts. Students develop knowledge and skills by designing, producing and testing electronic circuits.

Who should study Electronics?

This is a brilliant choice for students who want to learn more about the technology that surrounds them. It is perfect for anyone considering a future in STEM (Science, Technology, Engineering and Maths). It also develops essential employability skills including problem solving, quality assurance and project management.

Topics Covered and Assessment

Overall assessment is 25% written exam and 75% centre-assessed tasks (coursework). The qualification is divided into the following units:

R113: Electronic principles (25%)

Written exam paper: 1 hour (60 marks)

Students learn about the fundamentals of electronic principles, components and circuits. We cover this content in a practical way so that students learn through hands-on experience of building working circuits.

R114: Simulate, construct and test electronic circuits (25%)

Centre-assessed task (coursework): 10-12 hours (60 marks)

Students use computer-based simulation software to design, prototype and test the operation of circuits before physically producing and testing working printed circuit boards (PCBs).

R115: Engineering applications of computers (25%)

Centre-assessed task (coursework): 10-12 hours (60 marks)

Students consider how computer systems are used in a variety of engineering activities.

R116: Process control systems (25%)

Centre-assessed task (coursework): 10-12 hours (60 marks)

Students explore how different microprocessor and microcontroller systems are used in a variety of domestic and commercial engineering contexts.

Students that choose this qualification will be expected to contribute £20 to cover the essential materials used throughout the two-year course.

Food Preparation and Nutrition

Exam Board: AQA (GCSE 9 - 1)
Staff Contact: Ms K Davies
kdavies@clevelandonschool.org.uk

Introduction

This GCSE course builds on the experience developed during Years 7 to 9 and gives students the knowledge and confidence to plan and prepare nutritious and delicious food. While developing students' scientific understanding of nutrition and ingredients, this course also teaches essential practical skills through a balance of practical masterclasses and relevant theory lessons.

Who should study Food?

Whether intending to pursue a career in food or just someone who loves cooking, this course prepares all students for a lifetime of better-informed food choices, based on a deep understanding of nutrition, ingredients and cookery techniques. While developing this essential life skill, it also provides a solid training in time management, organisation, quality assurance and resilience.

Topics covered and Assessment

Overall assessment is 50% written examination and 50% non-exam assessment (NEA). Practical food preparation and cookery skills are taught throughout the course and are integrated into five core topics:

- Food nutrition & health,
- food science, food safety,
- food choice, and
- food provenance.

Written examination

1 hour 45 minutes exam worth 100 marks (50% of the GCSE qualification)
Taken at the end of Year 11, the exam covers theoretical knowledge of food preparation and nutrition from the five topics listed above.

Non-exam assessment (NEA)

Completed and assessed during Year 11

Task 1: Food investigation (30 marks)

Students complete practical and theoretical investigations based on a theme provided by the exam board each year. Research, analysis and evaluation skills are also assessed

Task 2: Food preparation assessment (70 marks)

Students prepare, cook and present a final menu of three dishes within a three-hour practical cookery exam. The theme is chosen from three options provided by the exam board each year. Students research, plan and practise skills for the dishes beforehand and evaluate them afterwards.

Students choosing this option must be willing to provide the ingredients needed for practical lessons.

Geography

Exam Board: Edexcel (GCSE 9 - 1)
Staff Contact: Mrs M Penny
mpenny@clevedonschool.org.uk

Introduction

GCSE Geography continues to build upon the KS3 geography content and skills. It is about the world and the 7 billion people who live in it. One of those people is YOU!

You will investigate issues that face both the UK and the wider world and be able to answer questions such as:

- What are the driving forces behind the most destructive earthquakes, volcanoes and hurricanes?
- Who wins and who loses in globalisation?
- How are some coastlines falling into the sea?
- Why are some people destined to remain poor while others get richer at their expense?

The Geography GCSE encourages you to make geographical decisions by applying your knowledge, understanding and skills to real-life 21st-century people and environment issues and evaluating the best possible solutions to geographical problems.

Topics Covered and Assessment

All assessments will be at the end of Year 11.

Component 1: Global Geographical Issues

Written examination: 1 hour 30 minutes
37.5%

Topic 1: Hazardous earth

Topic 2: Development dynamics

Topic 3: Challenges of an urbanising world

Component 2: UK Geographical Issues

Written examination: 1 hour 30 minutes
37.5%

Topic 4: The UK's evolving physical landscape

Topic 5: The UK's evolving human landscape

Topic 6: Geographical investigations

Component 3: People and Environment Issues – Making Geographical Decisions

Written examination: 1 hour 30 minutes
25%

Topic 7: People and the biosphere

Topic 8: Forests under threat

Topic 9: Consuming energy resources

Fieldwork Requirements

You will experience geography out of the classroom over the course of two days of different field trips. Your experience of the entire enquiry process including question design, selection of sites, presentation of data, analysis of results and conclusion and evaluation will be examined in Component 2, Topic 6.

History

Exam Board: Edexcel (GCSE 9 - 1)
Staff Contact: Mr J Coughlin
Jcoughlin@clevedonschool.org.uk

Introduction

The Edexcel GCSE History course aims to engage students with a broad and diverse study of the history of Britain and the wider world and give them skills that will support their progression on to the further study of history and a wide range of other subjects.

You will explore a range of political, economic and social changes that shaped the world and created the society in which we now live.

Topics Covered and Assessment

Over two years, you will study four units that are examined across three papers.

Paper 1: Migrants in Britain, c800-present and Notting Hill c.1948-1970.

Paper 1 is split into two elements. Firstly, a thematic study which requires you to understand change and continuity in migration to Britain over 1000 years.

Secondly, a study of an historic environment linked to the main theme, in this case Black British Activism in Notting Hill, 1948 – 1970.

Written examination: 1 hour 15 minutes - 30%

Paper 2: Superpower Relations and the Cold War, 1941-1991 and Early Elizabethan England, 1558-1588

Paper 2 is two units. A period study and a British depth study. The period study covers the Cold War, a 50 year ideological conflict between two great superpowers, the USA and USSR, which took the world to the brink of nuclear destruction.

The British depth study explores the early years of the reign of Elizabeth I, including challenges she faced and her influence on society.

Written examination: 1 hour 45 minutes - 40%

Paper 3: Weimar and Nazi Germany, 1918-1939

Paper 3 is one unit: a modern depth study focusing on the 20 year interwar period in Germany which saw the country plunge into economic disaster after the end of the First World War and led to the rise of Hitler and Nazism.

Written examination: 1 hour 20 minutes - 30%

Health & Social Care

Exam Board: Edexcel BTEC Level 2 Tech
Staff Contact: Mrs R Brown
Rbrown@clevelandonschool.org.uk

Introduction

Designed for students who like a more practical, hands-on approach to education, Health and Social Care will explore real-life situations, first in the classroom and then out in the community. It will give you opportunities to understand aspects of personal development, through investigation and evaluation of a range of services and organisations.

The Health Sector (Future Aspirations)

Health care roles include doctors, pharmacists, nurses, midwives and health care assistants, while social care roles include care assistants, occupational therapists, counsellors and administrative roles. Together they account for nearly one in ten of all paid jobs in the UK. Demand for both health and social care is likely to rise in the future.

Topics Covered and Assessment

This course consists of 3 components:

Component 1: Human Lifespan Development

Learners will investigate how, in real situations, human development is affected by different factors and how people deal differently with life events. Internal assessment.

This component contains the following topics:

- Understand human growth and development across life stages and the factors that affect it.
- Investigate how individuals deal with life events.

Component 2: Health and Social Care Services and Values

You will study and practically explore health and social care services and how they meet the needs of real service users. You will develop skills in applying care values. Internal assessment.

This component contains the following topics:

- Understand the different types of health and social care services and barriers to access.
- Demonstrate care values and review own practice.

Component 3: Health and Wellbeing

You will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators and how to design a health and wellbeing improvement plan. Synoptic external assessment.

Component assessment details:

This component builds on knowledge, understanding and skills acquired and developed in Components 1 and 2.

You will be given a case study and will assess an individual's health and wellbeing, drawing on your understanding of life events from Component 1.

You will design a health and wellbeing improvement plan that draws on your knowledge of services and care values from Component 2.

A task worth 60 marks will be completed under supervised conditions.

Languages: French, Spanish, German

Exam Board: AQA (GCSE 9-1)
Staff Contact: Mrs P Zottarelli
pzottarelli@clevedonschool.org.uk

Introduction

"A new language is a new life." Persian Proverb

In the 21st Century, languages are central to communication in a globally connected society. Learning a language is one of the keys that open many doors for future studies, life opportunities and careers. Universities actively seek language students, and offer combined degrees in many subjects (science, law, medicine, history...)

Studying languages will help you improve your communication skills, both in the English language and in your chosen language. It will allow you to explore other cultures and broaden your horizon.

NOTE: It is possible and encouraged for keen linguists to study two languages and previous students have achieved high grades in both.

Topics Covered and Assessment

Topics:

- Self, family and relationships
- Hobbies, and leisure
- Technology
- Festivals and celebrations
- Food and healthy lifestyles
- Home and holidays
- Environment and social issues
- School and future studies
- Jobs and aspirations

Assessments take place at the end of Year 11. There are 4 parts.

Listening: 25%

1 hour examination

Speaking: 25%

20 minute discussion regarding a photo, a role play and a general conversation.

Reading: 25%

1 hour examination

Writing: 25%

1 paper

Trips and Visits

Trips abroad will resume as soon as possible. We have organised trips to Paris, the south of Spain and Berlin which are ready to be launched.

Mandarin

Exam Board: AQA
Staff Contact: Miss E Cordwell
Ecordwell@clevelandonschool.org.uk

Introduction

The AQA GCSE Chinese (Spoken Mandarin) course aims to develop students' understanding and proficiency in Mandarin by continuing to learn and explore the Chinese world. This course is only open to students who have studied Mandarin in KS3 as part of the Mandarin Excellence Programme (MEP). You will be entered for the Higher Tier paper (Grades 4–9).

Mandarin GCSE will give students the necessary skills to support their progression on to the further study of Mandarin and their success in other subjects. A GCSE in Mandarin will be very unique and will make you stand out and generate many new opportunities.

Topics Covered and Assessment

Over two years, you will study three themes that are examined across four exams: Reading, Writing, Listening and Speaking.

The themes are:

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

Link to the specification:

<https://filestore.aqa.org.uk/resources/chinese/specifications/AQA-8673-SP-2017.PDF>

Paper 1: Listening

In this paper students must show an understanding and respond to different types of spoken language. This paper includes 5 minutes' reading time of the question paper before the listening stimulus is played. The questions are in English and must be answered in English.

Written examination: 45 minutes - 25%
Marks - /50

Paper 2: Speaking

In this paper students must communicate and interact effectively in speech for a variety of purposes. This is a non-exam assessment and will be conducted by the teacher. The speaking assessment will include role play, photo card response and a general conversation.

Oral examination: 10–12 minutes + preparation time - 25%
Marks - /60

Paper 3: Reading

In this paper students must understand and respond to different types of written language. In section A the questions are in English and are to be answered in English. In section B students translate from Chinese (Mandarin) into English (a minimum of 50 characters)

Written examination: 1 hour - 25%
Marks - /60

Paper 4: Writing

In this paper students must communicate effectively in writing for a variety of purposes. The exam has 4 questions. Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 75 characters in total) – there is a choice from two questions – 16 marks. Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 125 characters in total) – there is a choice from two questions – 32 marks. Question 3 – translation from English into Chinese (Mandarin) (minimum 40 words) – 12 marks.

Written examination: 1 hour 15 minutes - 25%
Marks - /60

Media Studies

Exam Board: EDUQAS (GCSE 9 - 1)

Staff Contact: Ms S Jayne

Sjayne@clevedonschool.org.uk

Introduction

Do you watch television or film regularly?
Do you read magazines or newspapers? Are you a gamer? If you have answered "yes" to any of these, then GCSE Media Studies may well be the course for you.

Building upon your own experience of the media, the course seeks to analyse the ways in which the media influences your everyday life. Through theoretical approaches, you are given the tools to critique and produce the media texts we take for granted.

Grounded in four key concepts of media language, representation, audience and industry, Media Studies involves both critical analysis and production work through a wide range of media text types: advertising, film marketing, magazines, music video, newspapers, online, social and participatory media, radio, television, and video games will be covered across the course.

During the course, you will experiment with ILP tasks to develop your desktop publishing and editing software in order to create professional production pieces. You will be challenged to write confidently and clearly about new topics using examples studied in school and refer to your own knowledge.

The course is relevant to all Post 16 pathways, developing students who are creative, analytical and self-motivated.

Topics Covered and Assessment Examination: two exams totalling 70%

Paper 1 (30%): Exploring Media Language and Representation

- Section A: Media Language and Representations
- Section B: Audience and Industry

Paper 2 (40%): Understanding Media Forms and Products

- Section A: Television genres - Crime drama: LUTHER and The Sweeney
- Section B: Music Video

Non-examiner Assessment (formally controlled assessment): 30%

Each year the exam board will send a list of briefs that are to be completed by the end of the course.

Examples of what could be set include:

- Television: Create a sequence from a new television programme or a website to promote a new television programme.
- Advertising: Create a music video or a website to promote a new artist/band.
- Marketing: Print-based marketing material for a new film.
- Magazines: Create a new print or online magazine.

Music GCSE

Exam Board: Edexcel (GCSE 9 - 1)

Staff Contact: Mrs P Cleave

pcleave@clevelandonschool.org.uk

Introduction

Music GCSE is a valuable way of gaining insight and expertise into music related careers and musical training. It is expected that students who opt for this subject are passionate about all aspects of music and are keen to develop their performance, composition and listening skills through the study of areas of music.

If you have the flair and confidence to perform, or the imagination to compose original and creative pieces of music, or the insight into how and why music sounds the way that it does, then GCSE Music is for you!

Listening and Appraising: 40%

Examined at the end of Year 11, focusing on two set pieces of music and an exploration of wider listening. Students will study four areas of music, Musical Forms & Devices, Music for Ensembles, Film Music and Popular Music. There is a requirement for students to read and write staff notation and respond to unfamiliar music in the exam.

Performance Coursework: 30%

Submit at least two recordings for performances (one must be ensemble).

Composition Coursework: 30%

Submit at least two compositions of your own music (one inspired by a given brief).

Fieldwork Requirements

It is expected that you further your music experience by taking part in school ensembles and school concerts.

Participation in extra orchestras, ensembles and bands is also expected. Each student must specialise in at least one instrument (or voice) and be confident in performing to an audience.

Lessons are available to students for almost any instrument, and it is important that students are having lessons BEFORE they begin GCSE Music so that they reach the expected standard by Year 11.

There may be bursaries available to help fund lessons. Students that do not read music will be expected to learn so that they can fully participate in the course.

Evening concert trips will be organised over the course and students will benefit by attending them. Students can volunteer performances that they would like to see. As is likely in a musical career, concerts and performances are usually held in the evening, and students will be expected to give up time to attend or perform in them.

Music BTEC

Exam Board: Edexcel Pearson
Staff Contact: Mrs P Cleave
pcleave@clevelandonschool.org.uk

Introduction

Music BTEC is a fantastic course that gives *all* students the opportunity to study music at level 2. There is no expectation that students taking music BTEC have additional lessons on an instrument outside of school provided they have a real interest and passion for learning more about music.

For those of you who are currently studying music in year 9, you will know that there is a focus on 'hands-on', practical music-making both independently and in groups or bands. This work continues into Year 10, alongside analysis and contextual research into different musical genres such as Motown, Hip-Hop, Britpop, Minimalism and Jazz. You will also get the opportunity to learn more about music production using Ableton software which allows you to input and edit musical data at an industry standard.

The course is split into 3 units which are spread over the 2 years and completed as extended controlled assessments (similar to coursework but completed in class time). There is no final exam.

Unit 1: Exploring Musical Products and Styles

Students learn about 5 different styles of music and produce an e-portfolio showing their understanding through practical examples of each style.

Unit 2: Developing Musical Skills

Students will choose 2 areas of personal development – music performance, creating original music or music production and track their progress over time.

Unit 3: Responding to a Musical Brief

Students must create a music product that is a reworking of an existing piece into a new style from a given list. This can be performed individually or as part of a group.

Fieldwork Requirements

It is expected that you further your music experience by taking part in at least one of the music activities available in the extra-curricular programme, whether this is Music Tech club, Rock Club or our ensemble groups such as Vocal Harmony Group, CYT, String Group, Events Band and Jazz Band.

All of these groups build towards school events and performances which are a fantastic way to work with other musicians from different year groups as well as develop your individual musical skills.

As part of the course, there will be various trips, workshops and events that will be organised by the school including our annual visit to BIMM Bristol where students get the opportunity to work with professional musicians in an industry-standard environment and get a sense of what it might be like to continue studying music after leaving school.

Instrumental lessons*

Whilst it is not a requirement, it would of course be beneficial to have lessons on a instrument to support students' learning. Lessons are available to students in school on almost any instrument for an additional cost. There are substantial reductions available for those students who receive pupil premium funding.

Photography

Exam Board: AQA (GCSE 9 - 1) GCSE Art & Design: Photography

Staff Contact: Mrs H Pontin

hpontin@clevelandonschool.org.uk

Introduction

This course offers you opportunities to explore creative ideas & techniques while educating you about the role of Photography in society and includes some aspects of skills used in various Creative Industries. It is particularly important if you are interested in careers in Photography (Nature and Location; Portrait; Architectural, Fashion and Lifestyle, Street/Popular Culture; Sport; Fine Art; Journalistic / Documentary; Other); Graphic Design; New Media; Advertising and PR; Film & Television; Journalism; as well as many other careers where project management, creativity and presentation skills are highly valued.

Topics Covered and Assessment

The course allows you to explore & specialise in a wide variety of Photography processes including: Compositional & Lighting Techniques; Use of Motion blur (Shutter Speed); Use of Depth of Field (Aperture); ISO; White Balance; Digital Image Manipulation (Photoshop).

The course is 100% Coursework which is divided into 3 projects over 2 units. Unit 1 is the 'Portfolio' (60%) which includes 2 'theme led' projects set in agreement with your Teacher. Unit 2 is the 'Externally Set Assignment' where you produce a project in response to the themes provided by the exam board. For all projects you will need to research the work of Photographers to analyse ideas & techniques, then develop ideas in a sketchbook/work journal before producing a range of final pieces. For Unit 2 you will produce final outcomes under 10 hours of 'Controlled Conditions' (often known as 'The Photography Exam') which usually takes place over 2 days in March/April of Year 11.

Coursework Requirements

You will need to submit both units of work.

Fieldwork Requirements

You will be expected to visit local museums, galleries and libraries to help you with your research, both independently and on any arranged school trips. For some projects, you will also find it useful to work directly from your local surroundings.

Resource Costs:

We ask for a voluntary course contribution of £22.50 per student which enables us to provide x2 high quality black sketchbooks/presentation books, a 16GB Memory Card & Case, a white pen & a range high quality photo prints for the final course exhibition (all of which are for students to keep if they wish at the end of the course). We have sufficient cameras in school to run the course (we use Canon EOS 4000D Digital SLRs) but some students choose to purchase their own digital SLR Cameras. If you would like more advice on cameras please contact Mr Helme.

Physical Education (GCSE)

Exam Board: AQA (GCSE 9 - 1)
Staff Contact: Mrs J Barrett
jbarrett@clevelandonschool.org.uk

Introduction

The Physical Education qualification allows students to play to their strengths and gain dynamic skills for further education and a healthy future.

This course teaches students to evaluate performance and suggest plans for improvement. It also covers the benefits of healthy living alongside topics such as the role of media in sport.

A combination of theory and practical lessons which are changeable.

Topics Covered and Assessment

Examples of topics covered include:

- Applied anatomy and physiology
- Physical training
- The principles of training and their application to personal exercise/training programmes
- How to optimise training and prevent injury
- Demonstrate an understanding of how data are collected – both qualitative and quantitative
- Socio-cultural influences and well-being in physical activity and sport
- Sports psychology and mental preparation for performance
- Commercialisation of physical activity and sport
- Ethical and socio-cultural issues in physical activity and sport

Practical Performances: 30%

Assessed in three practical performances in the role of player/performer; one in a team activity, one in an individual activity and a third in either a team or in an individual activity. For each of their three activities, you will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity).

You will be responsible for collecting video evidence to support your teacher assessed grade.

Theory Examination: 60%

Two papers – Both are 1 hour 15 minutes, worth 30% each. Examination with multiple choice questions, extended questions and long answer questions.

Coursework: 10%

Coursework evaluating one of your four practically assessed areas. This is an evaluation for improved performance via a written response or oral from watching a live performance.

Alternative Course Available

We also offer a Cambridge National Certificate in Sport Science. Therefore, please note that once you have made your initial choice for Physical Education/Sport Science, the PE Department will review this.

Sport Science

Exam Board: OCR Cambridge National Certificate
Staff Contact: Mr C Wise
cwise@clevedonschool.org.uk

Introduction

The Cambridge National Sport Science is for anyone who enjoys both practical performance and developing their knowledge of various aspects of sport. It suits learners who prefer to complete coursework and can struggle with the demands of exams.

The combination of theory and practical lessons which are changeable. The majority of the content is theory based but wherever possible will be taught in a practical environment.

Topics Covered and Assessment

Topics covered include:

- Reducing the risk of sports injuries and dealing with common medical conditions
- Applying the principles of training: fitness and how it affects skill performance
- The body's response to physical activity and how technology informs this
- Nutrition and sports performance

Examination: 40% A 1 hour and 15 minutes written examination. The written paper 'Reducing the risk of sports injuries and dealing with common medical conditions' will comprise extended questions and long answer questions.

Coursework: 60%

Students will complete 2 (1 mandatory and 1 optional) assignments. Units are assessed through coursework model assignments set by the board – internally assessed and externally moderated.

Each unit is assessed individually from Level 1 Pass – Level 2 Distinction. The overall assessment for the course is the amalgamation of the assessed mark for each unit. This gives the overall course grade.

Alternative Course Available

We also offer a GCSE in Physical Education. Therefore, please note that once you have made your initial choice for Physical Education/Sport Science, the PE Department will review this.

Textiles Technology

Exam Board: WJEC Eduqas (GCSE 9 - 1)
Staff Contact: Mrs R Peacock
rpeacock@clevedonschool.org.uk

Introduction

This course offers you opportunities to create designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

You will be required to demonstrate your knowledge, skills and understanding. Areas of study might include:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed fine art textiles
- Soft furnishings
- Stitched and/or embellished textiles

Topics Covered and Assessment

Portfolio Project 60%

This component comprises a major practical portfolio and textile outcomes to be based on both teacher and student set themes and subject matter developed from personal and or given starting points, for example Decay and Identity

The course involves several aspects of textiles including drawing, collage, printing, embroidery, applique, fabric manipulation and dress making. Using these disciplines, you will work through processes and acquire skills which will allow you to

develop an initial idea into final pieces. It is important that you research your ideas thoroughly, with notes as well as drawings.

You are expected to keep a sketchbook and use it as a visual diary to document research, cultural references, initial observation and the development of a final piece of textiles. A certain amount of this work will be done in your own time, requiring enthusiasm, commitment and hard work.

Externally Set Assignment

40% of your final grade consist of assignments based on themes, visual stimuli and written briefs, which are to be presented by you in the form of a booklet.

You will be expected to select one of the themes and use it as a starting point to develop a creative response. You will have several weeks to create a sketch book that documents your creative journey. You will then have 10 hours of sustained focused time in exam conditions to produce a final outcome.

Fieldwork Requirements

You will need to use local museums, art galleries and exhibitions to help you with your research and fuel your imagination. A drawing trip to Bristol is planned for Year 10 students.

This is an Art and Design GCSE so cannot be taken with Art

Notes

Notes

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