



**Cleveland School**

# **Year 9 Options Booklet**

# 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 (RPE).

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**

The option system process will be explained by way of a recording prior to our Options Information Evening event on **Thursday 22<sup>nd</sup> January 2026**.

You will be able to access this booklet from the school website and there will be some paper copies available on the evening.

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, Mrs Murray or other senior staff will see students individually.

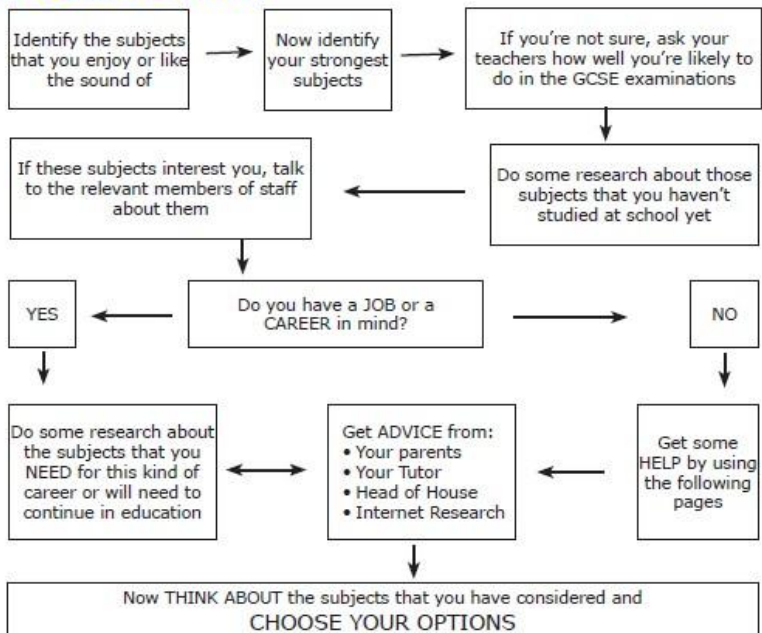
## Options at a glance:

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, computer science or a modern foreign language.**

**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 I 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. This will either be worth 2 or 3 GCSE's)
- Religious Studies (RPE)
- Core Physical Education (unexamined)

### 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 doing well in 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:

#### GCSE Grades

Since 2016, GCSEs are graded on a 9-1 scale. Grade 4 is considered a pass, with Grade 5 a strong pass, although all grades are valued. This grading system is well established in our in-school assessments and support of student progress and attainment.

#### What do GCSEs look like?

- Assessments are 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

#### 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 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.

majority of students, options choices should contain a broad and balanced curriculum. If you do not yet have a 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.

### **Balance**

We believe in offering a flexible options structure. We also think that, for the vast

## *Key Dates*

### **Thursday 22<sup>nd</sup> January 2026**

Parent/Carer & Student Options Information Evening – 6.00pm - 7.30pm

### **Friday 23<sup>rd</sup> January 2026**

FIRST DAY for acceptance of Options Form submissions on Bromcom

### **Monday 2<sup>nd</sup> February 2026**

Year 9 Subject Consultation Evening - 4.30pm - 7.30pm

### **Monday 9<sup>th</sup> February 2026**

Deadline for the return of Options Form submissions through Bromcom

### **By Friday 30<sup>th</sup> January**

Students will also receive their most up to date subject reports

### **During Term 5**

Students' subject choices are confirmed

# How do I make my choices?

Students will make their option choices via an online form. This will be made available on Bromcom through the 'Options' tab following the steps below:

1. Log into your **Student Portal** as usual
2. Choose '**Options**' then '**Year 10 Options 2026/27**' from the dashboard or the side menu
3. Use the form to choose your **one Ebacc option** (Geography, History, Computer Science or MFL) and then **four reserve choices** in preference order
4. Don't rush! – the form will be available until **Monday 9<sup>th</sup> February** and submitting your options more quickly does not affect the chances of being allocated all your first-choice options.
5. When you are sure you have your choices ready and in order, click '**Submit**'.

**The form can only be submitted once**, so you should not fill this in until you have made your final decisions. It is also important that you discuss your chosen options with parents/carers before you submit your choices.

We ask for a **total of 5 option choices** in order of preference in case of any options not being able to run (due to small student numbers, or staffing challenges), and to best support the option block creation. You are more than welcome to choose more than one EBacc subject.

Choices on the Bromcom Form will then include:

- Subject Choice 1: EBACC
- Subject Choice 2: First Choice
- Subject Choice 3: Second Choice
- Subject Choice 4: 1<sup>st</sup> Reserve Choice
- Subject Choice 5: 2<sup>nd</sup> Reserve Choice

*The following pages outline 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](mailto: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 19<sup>th</sup> Century Novel**

1 hour 45 minutes

- A Shakespearean play
- A novel from the 19<sup>th</sup> Century

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

2 hours 15 minutes

- A modern text from the 20<sup>th</sup> 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](mailto: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 T Smith

[tsmith@clevedonschool.org.uk](mailto:tsmith@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 where 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 Thursdays when additional lessons take place to cover the extended specification.

- **Combined Science**

This leads to 2 GCSEs in 'Combined 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 coursework or controlled assessment for science. Practical work plays a large part in the subject and will be assessed through the final exams.

# Religious Studies (RPE)

Exam Board: AQA (GCSE 9 - 1)  
Staff Contact: Mr M Cullen  
[mcullen@clevelandonschool.org.uk](mailto:mcullen@clevelandonschool.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. Our goal is to improve the philosophical and religious literacy of students so that they are capable, independent critical thinkers – confident in their knowledge of the cultural and societal perspectives they will encounter throughout their lives.

## 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 – e.g. what are human rights and why do we have them?
- Relationships and families – e.g. how does society portray sex and relationships?
- Crime and punishment – e.g. is the death penalty ever just?
- Religion and life – e.g. should euthanasia be legal?
- Peace and conflict e.g. is war ever justified?

# Core PE

Non-examined Subject

Staff Contact: Mr C Wise

[cwise@clevedonschool.org.uk](mailto:cwise@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](mailto: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 course financial contribution per student*** that contributes towards providing quality resources and specialist course consumables.

**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 / Mr J Worland  
[cblake@clevedonschool.org.uk](mailto:cblake@clevedonschool.org.uk) /  
[jworland@clevedonschool.org.uk](mailto:jworland@clevedonschool.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 Sixth Form undertaking A-Level Business and A-Level 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, such as accountancy, law, marketing or the leisure and tourism industry.

# Computer Science

Exam Board: OCR (GCSE 9 - 1)  
Staff Contact: Mr B Turner  
[bturner@clevedonschool.org.uk](mailto:bturner@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 projects will give you time to analyse, design, develop, test and refine coded solutions for a range of problems. 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) 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) 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 BTEC Tech Award

Exam Board: Edexcel Pearson  
Contact: Mrs D Morgan  
[dmorgan@clevedonschool.org.uk](mailto: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, jazz and hip hop 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. You will have the opportunity to work with professional dance practitioners and build your CV.

## Topics covered and assessment:

### Assessment:

- Component 1 – Exploring the Performing Arts (30% internally marked, externally moderated)
- Component 2 – Developing skills and techniques in the Performing Arts (30% internally marked, externally moderated)
- Component 3 – Responding to a Brief (40% externally marked)

### Component 1:

Learners develop their understanding of the performing arts by exploring different dance practitioners. They take part in research activities and practical workshops and analyse and evaluate how one practitioner or company links to the given theme. This year the theme was 'Unity' and we looked at Emancipation of Expressionism by Boy Blue Company.

### Component 2:

Learners develop their practical dance skills, technical and interpretive, through the study of one piece of repertoire. The theme this year was 'Connection' and the students explored 'Every Little Thing' from Zonation's 'Message In A Bottle', actually working alongside two professionals from the World-tour. Learners reproduce the work practically as well as evaluate their own process and development through a portfolio.

### Component 3:

Learners create an original piece of performance of 7 – 14 minutes in response to a brief set by the exam board. Previous briefs have been 'treasured memories' and 'joint effort'. Students work in a group and can use any dance styles, a fusion of dance styles and dance theatre to produce a performance. They complete 3 controlled condition milestone logs of 1 hour during the process. Notes are allowed in these exams.

## 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 and creativity. Dance can help mental wellbeing, physical health and give young people enjoyment in something they love to do, impacting positively on their school experience.

# Design and Technology

Exam Board: AQA (GCSE 9 - 1)  
Staff Contact: Mr B Turner  
[bturner@clevelandonschool.org.uk](mailto: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 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 complements many GCSE's, particularly Electronics, Science and Art. 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.

You will use advanced manufacturing technology including laser cutting, 3D printing, CNC routing alongside more traditional 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 at the end of Year 10 and completed in Year 11 over 6 months.

Students choose a contextual challenge provided by the exam board before designing, making and evaluating innovative product design solutions.

# Drama

Exam Board: Eduqas (GCSE 9 - 1)  
Staff Contact: Mrs D Morgan  
[dmorgan@clevedonschool.org.uk](mailto: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 to 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 (Engineering Programmable Systems)

Exam Board: OCR (Cambridge National Certificate)

Staff Contact: Mr B Turner

[bturner@clevedonschool.org.uk](mailto:bturner@clevedonschool.org.uk)

## Introduction

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

## Who should study Electronics?

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

## Topics Covered and Assessment

Overall assessment is 40% written exam and 60% non-exam assessment tasks (NEA). The qualification is divided into the following units:

### **R047: Principles of electronic and programmable systems** (40% of qualification)

Written exam paper: 1hr15mins (70 marks).

Students learn about the basic electronic principles needed to create useful control systems and circuits. We learn in a practical way to gain hands-on experience of building working circuits.

### **R048: Making and testing electronic circuits** (30% of qualification)

Non-exam assessment (NEA): 10-12 hours (60 marks).

Students draw and simulate a circuit diagram before making the circuit board, soldering in components and testing its operation. This is a largely practical unit in which students work safely while demonstrating and documenting their skills and knowledge.

### **R049: Developing programmable systems** (30% of qualification)

Non-exam assessment (NEA): 10-12 hours (60 marks).

Students learn how to use programmable components with input and output devices to make working systems. They develop their own programmable system in response to a given engineering context. Students work practically to prove and record evidence of skills and knowledge. This provides excellent vocational experience for those considering a future in technical engineering, design and manufacturing roles.

# Food Preparation and Nutrition

Exam Board: AQA (GCSE 9 - 1)

Staff Contact: Ms K Davies

[kdavies@clevedonschool.org.uk](mailto:kdavies@clevedonschool.org.uk)

## Introduction

This GCSE course builds on knowledge and skills developed in Years 7 to 9 and gives students the understanding to be able to produce highly skilled practical work and scientific based Food subject knowledge. The course will include the Food Science concepts taught through both theory and practical tasks.

## Who should study Food?

This is an ideal course for students who have a desire to understand Food and cooking better. Whether students intend to pursue a career in food or just have a love of cooking, this course covers food choices, nutrition, and cooking 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

The course is covered by 5 main topic areas:

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

Each area is taught through both theory-based lessons and practical tasks. A range of full practical recipes and short investigations will be used to gain subject knowledge.

The overall assessment is 50% final written examination and 50% non-exam assessment (NEA).

## 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)

Set tasks are released by the exam board in Year 11 each year. All work must be completed and assessed during Year 11.

### Task 1: Food investigation (30 marks)

Students complete practical investigations and a written portfolio based on a task provided by the exam board. Research, analysis and evaluation skills are also assessed.

### Task 2: Food preparation assessment (70 marks)

Students complete a selection of practical trials and a final menu of three dishes within a 3-hour practical exam accompanied by a written portfolio of work. 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 E Pearson

[epearson@clevedonschool.org.uk](mailto:epearson@clevedonschool.org.uk)

## Introduction

GCSE Geography builds on everything you've learned at KS3 and helps you make sense of the world and the 8 billion people who live in it – including you.

You'll explore exciting, real-world issues in the UK and across the globe and tackle big questions such as:

- What causes the most powerful earthquakes, volcanoes and hurricanes?
- Who really wins and loses from globalisation?
- Why are some coastlines disappearing into the sea?
- Why do some people stay poor while others get richer?

Geography isn't just about places – it's about **people, power and the planet**. You'll develop skills to think critically, analyse real data and make informed decisions about the biggest challenges facing our world today. If you're curious, enjoy debating real issues and want a subject that truly matters in the 21st century, **GCSE Geography is for you**.

## 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 45 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 Coughlan

[jcoughlan@clevedonschool.org.uk](mailto:jcoughlan@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, c.800-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 20 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 50 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 30 minutes - 30%

# Health & Social Care

Exam Board: Edexcel BTEC Level 2 Tech

Staff Contact: Mrs R Brown

[rbrown@clevelandonschool.org.uk](mailto: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@clevelandonschool.org.uk](mailto:pzottarelli@clevelandonschool.org.uk)

## Introduction

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

As educators we have a responsibility to "Liberate young minds from insularity" (DfE).

With this in mind, the Languages department offers a very structured, highly successful pathway to becoming good linguists and better global citizens.

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 our students improve communication skills, both in the English language and in a second language. It will also offer ample opportunities to explore other cultures, traditions and with it – question our role.

**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:

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work
- Free time activities
- Customs, festivals and celebrations
- Celebrity culture
- Travel and tourism
- Media and technology
- The environment and where people live

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 with a linguistic and cultural focus are organised to French and Spanish destinations. A German trip is organised by the History Department and will offer our Germanists a unique opportunity to practise German.

# Mandarin

Exam Board: AQA  
Staff Contact: Miss E Cordwell  
[ecordwell@clevelandonschool.org.uk](mailto: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 success in other subjects. A GCSE qualification in Mandarin is highly unusual and will make you stand out and generate many new opportunities.

A GCSE qualification in Mandarin is highly unusual. It stands out and can help generate many new opportunities.

## Topics Covered and Assessment

Over two years, you will study three themes that are examined across four exams.

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. 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 an assessment conducted by the teacher. The speaking assessment will include role play, photo card response and a general conversation.

Oral examination: 10–12 minutes 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 – 16 marks.  
Question 2 – open-ended writing task – 32 marks.  
Question 3 – translation from English into Chinese (Mandarin) – 12 marks.

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

# Music BTEC

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

## Component 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. They must also produce 3 one-minute music products across the three disciplines of performance, composition and production.

## Component 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.

## Component 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 extracurricular programme, whether this is Music Tech club, Rock Club or our ensemble groups such as Vocal Harmony Group, 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 workshops and events that will be organised by the school that will provide students with the opportunity to engage with professional musicians 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 an 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@clevedonschool.org.uk](mailto:hpontin@clevedonschool.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 course financial contribution per student*** that contributes towards providing quality resources and specialist course consumables.

# Physical Education (GCSE)

Exam Board: AQA (GCSE 9 - 1) Staff

Contact: Mrs L Wilkins

[wilkins@clevelandonschool.org.uk](mailto:wilkins@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 wellbeing in physical activity and sport
- Sports psychology and mental preparation for performance
- Commercialisation of 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@clevelandonschool.org.uk](mailto:cwise@clevelandonschool.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

Exam Board: WJEC Eduqas (GCSE 9 - 1)

Staff Contact: Miss R Wilkins

[rwilkins@clevedonschool.org.uk](mailto:rwilkins@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

## **Clevedon School**

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