

GCSE Options

Information for Year 9
pupils and parents for
September 2024



COGNITA

An inspiring world of education

MESSAGE FROM THE HEAD



Our overriding aim is for pupils to achieve their full potential within our caring and supportive environment.

Our curriculum delivers above average GCSE results while making sure that pupil well-being remains at the heart of our mission.

Our dedicated team of experienced subject specialists are committed to maximising the strengths of each individual, and guiding pupils through some of the most important stages of their education.

At St Clare's we believe that every pupil should be given the opportunity to excel in whatever they choose to do. We strive for excellence by employing the best teachers, to provide the best learning experiences in a small and family friendly environment. We treat every pupil as an individual to ensure that their learning journey is tailored to get the very best for them. Our results speak for themselves but more than that, our pupils leave us equipped with the skills and character to go "above and beyond" in whatever they choose to do in the future.

Whilst retaining the ethos and character of the school, built up over almost 85 years, St Clare's is a proud member of the Cognita global family of schools. We benefit from the support that being part of a global group brings, as well as its culture of academic excellence. Launched in 2004, Cognita is an extraordinary family of diverse yet connected schools, joining forces in an inspiring world of education with one common purpose: building self-belief and empowering individuals to succeed.

With over 100 schools in Europe, Latin America, Middle East, North America and Asia, Cognita employs 15,000 teaching and support staff in the care and education of more than 75,000 students. Cognita schools provide a uniquely global education that goes beyond grades to develop all-round academic excellence – building resilient minds and encouraging positive international perspectives on a firm foundation of wellbeing.

St Clare's is proud to uphold Cognita's values through its excellent curriculum, caring school environment and bespoke enrichment programme.

Helen Hier, Headteacher



IN PURSUIT OF EXCELLENCE

Pupils celebrated excellent GCSE results again in 2023, having significantly outperformed their peers nationally.

35.7% of grades at 9-7 (A/A)**

93.4% of grades at 9-4 (A/C)**

compared to 68.2% nationally

St Clare's now delivers the Welsh curriculum for GCSE examinations, not the English, following a teacher consultation last year.

The benefit of being an independent school is that we can choose the examination boards for the children to ensure we are maximising their outcomes at GCSE.

The decision for each subject was made in consultation with each subject teacher. Student current attainment was analysed together with the grade probability for each examination board.

Benefits of WJEC

- Tiered papers allowing greater access to the grade 'B' - Maths, MFL
- More controlled assessment, practical examinations and orals which are weighted and count towards the final grade
- More 'pupil friendly' question format

English

The WJEC English language specification includes a speaking and listening assessment worth 20% of the course it is "weighted" unlike Eduqas. This allows pupils the opportunity to gain marks before sitting any written examinations.

Maths

- Changed to WJEC two years ago.
- Allows access to two qualifications- **Maths** and **Numeracy**.
- **Additional Maths** will also be offered to the more able mathematicians without having to use an additional option choice - 'Triple Maths'
- Intermediate Maths – allowing access to grade 'B'.

MAKE AN INFORMED CHOICE

Choosing which GCSE subjects to take will shape what happens when your son or daughter leaves full-time education.

Getting the right mix of skills and qualifications to prepare them for their future isn't easy. How do you know if they are making the right subject choices, especially if they don't know what career they would like to follow?

So pupils must make their choices carefully

This options booklet is intended to guide you through the choice process and give you some of the information you will need to help your son or daughter to decide.

Pupils will need to think about the following things:

- subjects they enjoy the most;
- subjects they may need for their future career;
- keeping their options open by choosing a wide range of subjects;
- trying a new subject which could give them a fresh challenge.

Pupils should also consider any guidance and advice:

- class discussion;
- discussion with teachers;
- discussion with family;
- options booklet;
- careers advice in Careers lessons and available at lunchtimes for **drop-in** advice;
- other materials published by subject departments and on careers websites.

Pupils should remember:

- **s**ubjects will only run if there are sufficient numbers of pupils opting for them;
- school will try to ensure that pupils can take as many of their initial choices as possible, but it is not always possible for every pupil to be able to take all their initial choices. Pupils must therefore be prepared to take their preferred subject in some of the boxes if necessary.

**St Clare's is in the top 5% of top-performing
A-Level schools in the UK for ALPS
(A-Level Performance System) since 2018.**

YOUR GCSE OPTIONS

You will find that you do not have complete freedom to choose all your subjects. Some are compulsory, and some have an element of choice. Government rules dictate some of the compulsory subjects, but there is a wide choice available for you to personalise your curriculum to suit your strengths, your aspirations and your interests.

All pupils must study English Literature, English Language, Mathematics and at least one science (Biology, Physics or Chemistry). In addition, a humanities subject and a modern foreign language (Spanish or French) are also strongly recommended to provide a broad and balanced curriculum.

Option Choices

A Science subject (Biology, Chemistry or Physics)

Pupils have 6 further subject choices from the following:

- A second/third science (Biology, Chemistry or Physics)
- Art & Design
- Business
- Computer Science
- Drama
- French
- Geography
- Graphics
- History
- Music
- Physical Education
- Spanish
- **Additional Maths - for those with particular strength**

Additionally, **Study Support skills** will be available to those who might benefit.

There is also a compulsory non-examined course in PE/Games and pupils will continue to benefit from access to a range of enrichment activities during 6 **drop down days** per year.

If you have any questions, now is the time to ask!



Art & Design

Individuals are increasingly bombarded with visual imagery. Sight is the main sense through which we make initial interpretations of our worlds. Through Art and Design education, students can become more critically aware of the imagery that surrounds them.

If you want to develop skills in Art and Design, expand your creativity and imagination then you will enjoy GCSE Art and Design. GCSE Art and Design enables students to explore a wide range of media and techniques. The course has excellent results and staff work hard in establishing a culture in which all attain their full potential.

GCSE Art and Design WJEC

Aims & Objectives:

Along with developing critical skills and their creativity and imaginations, the art department seeks to advance practical and technical skills through scaffolding learning. Throughout the Key Stages, students work in a variety of media and on different scales. Along with Painting and Drawing, we offer Printing, Sculpture, Textiles, and Graphic Design.

You will study:

A wide range of source material from historical works of art to contemporary creations, craftwork, design and media imagery. Below are examples of the range of disciplines:

- Fine Art – using a wide variety of media and techniques where a skill in drawing and painting will of definite advantage.
- Printmaking – screen printing, relief and are all available to students. Printing may be onto paper or onto fabric.
- Textiles - Dyed, printed and constructed textiles are all available to students
- wishing to express their creativity through the medium of textiles.

You will learn to:

- Investigate possibilities through observation, analysis and experimentation
- Understand the world of art, craft and design and relate it to your work
- Present your work to its best advantage.

You will learn to:

- Express and record personal ideas by developing skills in using 2 and/or 3 dimensional materials
- Investigate possibilities through observation, analysis and experimentation
- Understand the world of art, craft and design and relate it to your work
- Present your work to its best advantage.

Unit 1: Portfolio

60% of qualification: 120 marks

- This unit comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.
- Work undertaken within the unit will be internally set, internally assessed and externally moderated.
- Work will be selected, evaluated and presented for assessment by the student.
- Evidence is required of how the student has met each of the assessment objectives.
- No time limit: duration to be determined by the centre.

Unit 2: Externally Set Assignment

40% of qualification: 80 marks

The Externally Set Assignment consists of **two** parts:

Part 1: Preparatory study period

- Externally Set Assignment materials set by WJEC are to be released to the students **no earlier than 2 January** (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.
- **One** of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.
- Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after **2 January**. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Part 2: 10 hour period of sustained focus work*

- The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.
- Work will be selected, evaluated and presented for assessment by the student.
- The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.
- Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.





Biology

Biology covers a range of topics – from the internal workings of organisms in physiology and the interdependence of living things in ecology, to social issues including human influences on the environment and the ethical considerations of genetics.

The study of Biology encourages an appreciation of these issues and their implications, as well as providing an insight into the living world. It is intended that the use of a variety of approaches to study will stimulate interest, promote understanding and engender an overall appreciation and sense of wonder at the living world.

GCSE Biology WJEC

Aims and objectives:

- Develop interest and enthusiasm for Biology
- Develop a critical approach to scientific evidence and methods.
- Acquire and apply skills, knowledge and understanding of how science works and its role in society
- Appreciate the unique contribution of science to the objective understanding of the material world

You will study:

1. Cell biology
2. Organisation and systems
3. Infection and response
4. Plants and photosynthesis
5. Response and regulation
6. Classification and biodiversity
7. Inheritance, variation and evolution
8. Ecology



Business

The WJEC GCSE Business specification introduces learners to the business world, empowering them to develop as commercially minded and enterprising individuals. Learners will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

GCSE Business WJEC

What will I study?

- Business activity
- Influences on business
- Business operations
- Finance Marketing
- Human resources

What skills will I develop?

By studying GCSE Business, the subject content enables learners to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Learners are required to develop an understanding of how these contexts impact on business behaviour.

Learners will gain an understanding of the important role played by these business organisations in the economy of Wales and the rest of the UK.

Learners will be expected to be familiar with current issues in business and develop an understanding of the dynamics of business activity and consider data which relates to the Welsh business environment.

Learners should investigate the real business world to develop an understanding of contemporary business opportunities and issues.

Learners are expected to apply their knowledge and understanding of the subject content to business decision-making, including:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources; and how these interdependencies underpin business decision making
- how different business contexts affect business decisions the use and limitation of quantitative and qualitative data in making business decisions

Learners will be expected to draw on their knowledge and understanding of the subject content to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

Assessment:

Unit 1: Business World will be assessed through a written examination

A mix of short answer and structured questions based on stimulus material covering all of the specification content.

2 hours

62.5% of qualification

100 marks

Unit 2: Business Perceptions will be assessed through a written examination

Data response questions covering all of the specification content

1 hour 30 minutes

37.5% of qualification

60 marks

Careers with GCSE Business

This specification builds on subject content which is typically taught at key stage 3 and provides a suitable foundation for the study of Business at either AS or A level. In addition, the specification provides a coherent, satisfying and worthwhile course of study for learners who do not progress to further study in this subject.

Careers that may be of interest for those undertaking business qualifications are:

- Finance
- Marketing
- Human resources
- Business management



Chemistry

Chemistry happens all around us, it governs who we are. As you understand it more, you can appreciate how much every bit of our lives depends on simple chemical processes - from the crude oil we use to make plastics to the composition of the air we inhale to keep alive.

Many different careers involve the study of chemistry. If you wish to study chemistry, medicine or medical sciences eg pharmacy, bio-chemistry, chemical engineering then you NEED chemistry. If you wish to study a biological science, chemistry complements biology extremely well. If you study chemistry beyond GCSE you will demonstrate a higher level of logical thinking and analysis which is very useful in subjects such as business studies or accountancy.

GCSE Chemistry WJEC

Aims & Objectives:

- Foster an interest in and enthusiasm for the study of science;
- Develop investigative skills both practically and data handling;
- Develop a critical approach to issues affecting Chemistry in modern day society;
- Provide a balanced approach to the subject so that pupils will make their own, informed, judgements;
- Develop an understanding of fundamental topics in Chemistry;
- Prepare pupils for external examinations at the appropriate level for each pupil.

You will study:

- The nature of substances, including water and limestone, and chemical reactions
- Atomic structure and the periodic table
- Rates of chemical reactions
- The ever-changing earth
- Acids, bases and salts
- Chemical bonding
- Organic chemistry
- Industrial processes

Assessment:

- 2 written papers - each are worth 45% of the final grade. These papers will comprise a mixture of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. These assessments are tiered. Paper 1 will be sat in Summer term in Year 10.
- 1 practical paper -worth 10% of the final grade. This will be carried out at school in the Spring term in Year 11, but will be externally marked by WJEC. This assessment is not tiered.

Computer Science

The study of Computer Science provides an insight into the significance and relevance of computers and communications in the work environment and everyday life. Computer Science is used in areas as diverse as manufacturing, education and medicine and Computer Science skills are valued in virtually all areas of business, education & society. The advanced skills you will develop will be valuable in gaining many types of employment. The course aims to develop your competence by allowing you to choose, use and design computer systems to carry out a range of tasks and to solve problems, making effective use of appropriate principles and techniques. The emphasis is on skills that can be developed to enhance your development in all areas.

GCSE Computer Science - WJEC

Aims and objectives:

The GCSE Computer Science course encourages learners to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation;
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so;
- think creatively, innovatively, analytically, logically and critically;
- understand the components that make up digital systems, and how they communicate with one another and with other systems;
- understand the impacts of digital technology to the individual and to wider society;
- apply mathematical skills relevant to Computer Science.

You will study:

- Fundamentals of algorithms
- Programming
- Data representation
- Computer systems
- Computer networks
- Detection and prevention of cyber security threats
- Relational Databases and SQL
- Ethical, Legal and environmental impacts of digital technology



Drama

Drama is an exciting, inspiring and practical course which promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

Studying drama can help broaden your life skills and attributes including:

Creativity Personal growth Self-confidence Communication Analytical skills

If practical performance work appeals to you, join the GCSE Drama class! However, it's not just for future movie stars; a GCSE in Drama is for future business leaders, educators, doctors, solicitors, scientists and many more.

Benefits from the GCSE

- Opportunities to participate in an interpret your own and others' drama
- option to work practically as performers and/or designers in Units 1 and 2.
- Expand and develop your existing skills.
- Although there is no specific requirement for prior learning, this specification builds upon the work carried out in Key Stage 3.
- Trips to theatres in local area and further afield to London or Stratford-upon-Avon. School visits from experts in the Drama profession.

GCSE Drama - WJEC

Aims and Objectives

This GCSE specification in Drama will enable learners to:

- apply knowledge and understanding when making, performing and responding to drama;
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created;
- develop a range of theatrical skills and apply them to create performances;
- work collaboratively to generate, develop and communicate ideas;
- develop as creative, effective, independent and reflective learners able to make informed choices in process and performance;
- contribute as an individual to a theatrical performance;
- reflect on and evaluate their own work and that of others;
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice; and
- adopt safe working practices.

Examinations and Assessment

Unit 1 - Devising Theatre

40% of qualification (60 marks)

- Candidates will devise a piece of original theatre in response to a stimulus, using **either** the techniques of an influential theatre practitioner **or** the characteristics of a genre of drama.
- Non-exam assessment: Internally assessed and externally moderated.
- Candidates may choose to be assessed on **either** acting **or** design.

Unit 2 - Performing Theatre

20% of qualification (60 marks)

- Candidates are required to participate in a performance based on the study of **two** significant, ten minute extracts from a text which has been performed professionally **and/or** written for theatrical performance. Learners will gain a deeper understanding of how to interpret a text for performance and realise artistic intentions.
- Non-exam assessment: Externally assessed by a visiting examiner.
- Candidates may choose to be assessed on either acting or design.

Unit 3 - Interpreting Theatre

40% Written Examination (60 marks)

Written paper: 1½ hours)

Candidates are required to demonstrate their knowledge and understanding of how drama and theatre is developed and performed through the study of performance text and through responding to live theatre.

Unit 1: Devising Theatre

Non-exam assessment: internally assessed, externally moderated

40% of qualification

60 marks

- Learners participate in the creation, development and performance of a piece of devised theatre based on **either** the work of a theatre practitioner **or** a genre in response to a stimulus set by WJEC.
- Learners complete a portfolio based on the rehearsal process
- Learners complete a written evaluation of the devised performance under formal supervision
- Learners will be assessed on **either** acting **or** design
- Learners work in groups of between **two** and **five** performers.
- Up to **four** additional learners, each working on a different design skill, may work with each performing group.

Unit 2: Performing Theatre

Non-exam assessment: externally assessed by a visiting examiner

20% of qualification

60 marks

- Learners participate in a performance based on **two** 10 minute extracts from a performance text of their own choice.
- Learners will be assessed on **either** acting **or** design
- Learners work in groups of between **two** and **four** performers.
- Up to **two** additional learners, each working on a different design skill, may work with each performing group.

Unit 3: Interpreting Theatre

Written examination: 1 hour 30 minutes

40% of qualification

60 marks

Section A:

Set Text for assessment from 2024 onwards

A series of questions on **one** set text explored as an actor, designer and director from a choice of seven:

- ***A Midsummer Night's Dream*** William Shakespeare
- ***The Glass Menagerie*** Tennessee Williams
- ***Blue Remembered Hills*** Dennis Potter
- ***Face*** Benjamin Zephaniah
- ***Lionboy*** Zizou Corder adapted by Marcelo Dos Santos
- ***Resting Restless*** Bethan Marlow
- ***Tuesday*** Alison Carr

All texts will be available in English and Welsh.

Section B:

Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of one live theatre production seen during the course.



English

English is compulsory for all students in Year 10 and Year 11. In addition, most students will study English Literature. Reading, writing, speaking and listening skills are of vital importance in many areas. Not only are they essential in many careers, they also underpin successful study at all levels. A proficiency in this area can also add immeasurably to an individual's communication skills, which are of vital importance in many areas.

Aims and Objectives

The course is designed to develop students' abilities to communicate effectively in speech, in writing and to listen with understanding. It should enable them to explore their literary interests and be enthusiastic, responsive and knowledgeable readers.

GCSE English language WJEC

General information for pupils/parents

- It is a linear and untiered course.
- The award will be graded from A* to U.
- **Unit 1:** there is an oracy element which is filmed in school and worth 20% of the GCSE. One task is an individual presentation, and one is responding and interacting in groups.
- **Unit 2:** Exam. Description/narration/exposition. Reading is worth 20% and writing is worth 20%. There is a short editing task worth 2.5% of this unit's marks.
- **Unit 3:** Exam. Argument/persuasion/instruction. Reading is worth 20% and writing is worth 20%. There is a short proof-reading task worth 2.5% of this unit's marks.
- The SPaG mark (spelling, punctuation & grammar) for the writing tasks will be weighted at 50%.

GCSE English literature WJEC

General information for pupils/parents

- The course is unitised, meaning pupils can sit units at different stages and re-sit if necessary.
- It is a tiered course - foundation and higher.
- The award will be graded from A* to U
- **Unit 1:** 35% Prose (different cultures) and poetry (contemporary). Our centre will study "Of Mice and Men" John Steinbeck and unseen poetry.
- **Unit 2b:** 40% Contemporary drama and literary heritage prose. Our centre will study "Blood Brothers" Willy Russell and "A Christmas Carol" Charles Dickens
- **Unit 3:** 25%. Non-examined work (coursework) Shakespeare and Welsh writing in English. WJEC set a thematic question based on a Shakespeare text chosen by the centre. Comparison of two poems from a prescribed list from The Library of Wales anthology 1900-2000.

Year 10 predominantly GCSE English literature with frequent language skills included.

Autumn Term: Unit 1 January exam

- Unseen poetry
- "Of Mice and Men"

Spring Term : Unit 3 NEA (coursework) May deadline

- Shakespeare essay
- Welsh poetry (in English) essay

Summer Term: Unit 2b Summer exam

- "Blood Brothers" (studied in Year 9)
- "A Christmas Carol"

Year 11 varied pathways with a predominant focus on GCSE English language.

- Class 1 - GCSE English language (pupils are happy with their literature grades from Year 10 and have banked that GCSE early).
- Class 2 – GCSE English language plus some literature re-sits (pupils would like to try re-sitting Unit 1 or 2 literature again)
- Class 3 – GCSE English language intervention pupils (pupils feel trying literature again would be detrimental to their language outcome and will focus on GCSE English language entirely with a small class/lots of support)



French

French is spoken on the six continents of the globe, which is reason enough to learn the language. But it's even more compelling when you realise that French is the official language in 28 independent nations, as well as the UN and the EU Parliament.

Modern foreign languages play a very important role in society today and French is taught at Key Stage 4 through the medium of modern, authentic materials. Pupils are encouraged to develop understanding of the spoken and written forms of the language in a range of contexts.

GCSE French WJEC Aims & Objectives:

To enable students to communicate confidently, clearly, and effectively in French through the spoken and written word and to gain knowledge of French culture.

You will study:

| The context for learning the language is organised under three broad themes : <ul style="list-style-type: none">• Identity and culture• Wales and the World – areas of interest• Current and future study and employment | | |
|---|--|---|
| Each broad theme is divided into sub-themes. | | |
| Identity and culture | Wales and the World - areas of interest | Current and future study and employment |
| Youth Culture <ul style="list-style-type: none">• Self and relationships• Technology and social media Lifestyle <ul style="list-style-type: none">• Health and fitness• Entertainment and leisure Customs and Traditions <ul style="list-style-type: none">• Food and drink• Festivals and celebrations | Home and Locality <ul style="list-style-type: none">• Local areas of interest• Travel and Transport The Wider World <ul style="list-style-type: none">• Local and regional features and characteristics of France and French-speaking countries• Holidays and tourism Global Sustainability <ul style="list-style-type: none">• Environment• Social issues | Current Study <ul style="list-style-type: none">• School/college life• School/college studies Enterprise, Employability and Future Plans <ul style="list-style-type: none">• Skills and personal qualities• Post-16 study• Career plans• Employment |

You will learn to use your skills of:

- Listening
- Speaking
- Reading
- Writing

Assessment:

Unit 1: Speaking (25%) – external exam 60 marks

7-9 minutes = Foundation Tier 10-12 minutes = Higher Tier

Technically, this is a “non-exam” assessment, in that the examination is conducted by the learners’ own teacher and sent away to the WJEC to be marked by external examiners. The examination is however conducted under very strict guidelines and as with the other 3 elements, the students will have no knowledge of its exact content until their allocated examination date.

There are 3 elements to this paper:

1. Role-play
2. Discussion on a picture stimulus
3. General conversation on 2 of 3 the broad themes listed on the first page.

Unit 2: Listening (25%) – external exam 45 marks

35 minutes = Foundation Tier 45 minutes = Higher Tier

Learners will listen to a range of authentic French material and answer a variety of question styles in both French and English

Unit 3: Reading (25%) –external exam 60 marks

1 hour = Foundation Tier 1 hr 15 minutes = Higher Tier

Learners will answer a range of comprehension style questions based on authentic French material, including amended literary-type texts. For the first time, there will also be a short translation element from French into English.

Unit 4: Writing (25%) – external exam 60 marks

1 hr 15 minutes = Foundation Tier 1 hr 30 minutes = Higher Tier

Learners will offer a response in written French in a variety of styles such as letters, emails, web pages etc. This paper will now also contain a translation element, as in the reading component but this time from English into French (35-40 words).

Based on Department of Education guidelines, the examination process has changed significantly at GCSE; ‘stretch and challenge’ now being a key element of the course.

- The examination process is linear with 100% of the assessment taking place at the end of the 2 year course (in Year 11).
- The highest grade awarded is A*.
- For the units listed, pupils can be entered for either foundation level papers or higher tier papers; there is scope to mix foundation and higher tier papers across the units.

Extra-Curricular and Challenge Opportunities:

·*French Yr 11 speaking club* – provides year 11 students an opportunity to enhance their speaking skills and prepare for their Unit 1 exam.

·*Trips* – The French department endeavours to seek opportunities to visit France/ French Speaking Countries.



Geography

The world in which we live is likely to change more in the next 50 years than it has ever done before. Our role in that change is more important than ever. Geography explains the changes and helps to prepare people. It is a subject about now and in the future. It is a subject with links to many other subject areas including sciences, languages (understanding the characteristics of countries), other humanities & ICT.

Geographers are trained to be good decision makers who look at all aspects of a situation. Geography fosters skills that are an asset in any job situation and are highly sort after by employers. Some jobs make direct use of geographical knowledge such as those in tourism, town planning, environmental management and teaching. Geography is also useful for law, journalism, medicine and working in the media. *With Geography you can go places!*

GCSE Geography WJEC

Aims & Objectives:

The overarching aims of this qualification are that learners should develop the ability to think 'like a geographer'. That is to say, learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues. You will develop the ability to think:

- creatively, for example, by posing questions that relate to geographical processes and concepts that include questioning about spatial pattern and geographical change
- scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry
- independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In so doing they should appreciate that geography can be 'messy' i.e that real geography does not always match typical or predicted outcomes.

You will study WJEC GCSE A:

Unit 1: Changing Physical and Human Landscapes **Written examination: 1 hour 30 minutes 40%**

Unit 2: Environmental and Development Issues **Written examination: 1 hour 30 minutes 40%**

Unit 3: Applied Fieldwork Enquiry NEA: **2 hour 30 minutes 20%**

Fieldwork is a compulsory and integral part of the course. Learners are given the opportunity to develop their skills through fieldwork. Pupils are expected to undertake two fieldwork enquiries, each in a contrasting environment:

- a methodological approach should be taken in one environment; and
- the second fieldwork experience should take place in a contrasting environment.

The data collected will be used to produce a written report from the learner, to include evidence of their understanding of the enquiry process and their independent ability to process/present data and complete extended writing. The report must be written in response to specific questions set by WJEC between October and December in Year 11.

Graphic Communication

Graphic Communication is a part of everything we see and touch. If you want to communicate something, how would you go about it? You could communicate your message verbally; you might tell people one at a time, use a loudspeaker to tell a group of people or even the radio to tell a whole community. However, if you set up a webpage, made a poster or a flyer, handed out a business card, placed an ad in a newspaper or typed a letter you would be using a form of visual communication. Another name for this method of communication is graphic design.

Graphic design has a profound impact on our everyday lives. It is difficult to imagine how much graphic design surrounds and influences us but everything, from your bus timetable or the maps on your GPS, to the packaging on your cereal box, is the work of a graphic designer. How about the 10ft high logo on the top of a bank, the ad on the side of a Melbourne tram or the magazines you read? Movie posters, TV adverts or design on the T-shirt you just bought. All of these things and much more are the work of a graphic designer whose role it is to inform, stimulate, identify, persuade and interact with you in the most effective and visually appealing way possible.

GCSE Graphic Design WJEC Aims and Objectives:

To encourage:

- creative and imaginative ability and the practical skills for engaging with and communicating and expressing original ideas, feelings and meanings in art, craft and design;
- investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical and enquiring minds, with increasing independence;
- cultural knowledge and understanding of art, craft and design, and of the media and technologies used in different times, contexts and societies;
- personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment.

You will study:

- Advertising
- Typography
- Illustration
- Packaging-
- Interactive Media
- New Media
- You will also learn to use Adobe Creative Suite

Assessment:

Graphic Communication follows the WJEC Syllabus

Unit 1 is internally set and assessed (60%)

Unit 2 is externally set and internally assessed (40%)

GCSE ART and DESIGN (Wales)

SUMMARY of ASSESSMENT

Unit 1: Portfolio

60% of qualification: 120 marks

- This unit comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.
- Work undertaken within the unit will be internally set, internally assessed and externally moderated.
- Work will be selected, evaluated and presented for assessment by the student.
- Evidence is required of how the student has met each of the assessment objectives.
- No time limit: duration to be determined by the centre.

Unit 2: Externally Set Assignment

40% of qualification: 80 marks

The Externally Set Assignment consists of **two** parts:

Part 1: Preparatory study period

- Externally Set Assignment materials set by WJEC are to be released to the students **no earlier than 2 January** (in the calendar year in which the assessment is to be taken) and will consist of assignments based on themes, visual stimuli and written briefs, which are to be presented to the student at the start of the preparatory study period.
- **One** of the assignments is to be selected by the student and used as a starting point from which to elicit a personal, creative response.
- Responses are developed during the preparatory study period. They should take the form of practical, critical and contextual preparatory work/supporting studies which inform the resolution of the student's ideas in the 10 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the student. The preparatory study period may commence on or after **2 January**. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Part 2: 10 hour period of sustained focus work*

- The resolution of the student's ideas from the preparatory work must be completed during the designated 10 hours of sustained focus work.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.
- Work will be selected, evaluated and presented for assessment by the student.
- The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.
- Both the preparatory work and sustained focus work will be assessed together using the assessment objectives.



History

History is a fascinating, dynamic study of the development of the modern world. Through acquiring a good knowledge of historical events, people, changes and issues, students appreciate why society exists in its present form.

Students are provided with booklets containing most of the necessary information allowing dictation to be kept to a minimum.

The subject is taught through discussion during lessons and the use of various resource materials including pictures, documents, videos.

St. Clare's will follow the WJEC History syllabus.

GCSE History - WJEC

Aims & Objectives:

- Acquire an accurate knowledge and understanding of some of the key developments in British and world History over a range of historical periods;
- Acquire an understanding of political, economic, social and religious issues over the last century which have helped to shape the modern world;
- Develop good communication skills.

You will study:

Unit 1 – Written examination 25%

- The Elizabethan Age (1558-1603) Elizabethan government; Lifestyles of rich and poor; Popular entertainment; Religion; The Spanish Armada.

Learners should understand how the experience of people within Wales at this time was distinctive but also that this can reflect the wider relationship with Britain.

Unit 2 – Written examination 25%

- Germany (1919 - 1939) Germany after World War I; Hitler's rise to power; Life in Nazi Germany; German foreign policy.

OR

- The USA: A Nation of Contrasts (1910-1929) Immigration; Religion and race; Crime and corruption; The end of prosperity; Popular entertainment

Unit 3 – Written examination 30%

- Changes in Crime and Punishment in Britain (500 to the present day). Causes of crime; Nature of crimes; Enforcing law and order; Methods of punishment; Attitudes to punishment.

There will be an opportunity to sit one unit at the end of Year 10

Unit 4 – Non Examination Assessment (NEA) 20% (January/February 2025)

The non-examination assessment will involve the completion of two separate tasks, one with a focus on source evaluation within the creation of an historical narrative and one with a focus on the formation of different historical interpretations of history. The topics chosen for non-examination assessment must not replicate or overlap with the content of any of the examined units chosen.

You will learn:

- How to analyse, interpret and evaluate a range of different source materials;
- An appreciation of change and continuity / cause and consequence;
- Critical thinking and problem solving.

Assessment

- There will be regular internal assessment tests.

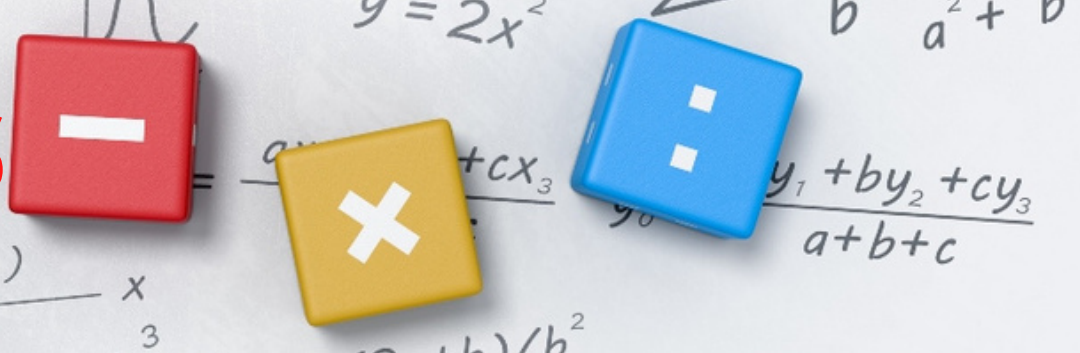
Pupils sit three external examinations

Trips and Clubs

- History film club
- Possible visits to historic sites



Maths



At Key Stage 4, students build on the skills, knowledge and understanding they have already acquired at Key Stages 2 and 3. They take on increasing responsibility for planning and executing their work. They bring previous experience and related knowledge to bear when considering mathematical or real-life problems and extend their understanding of the importance of precision and rigour in mathematics. At St Clare's, students have the opportunity of sitting two different mathematics GCSEs.

GCSE Mathematics Numeracy - WJEC

The first one is GCSE Mathematics Numeracy. It is the 'useful' maths that you need when you leave school, such as booking holidays and working out discounts in shops. The questions can be quite wordy. So, it is important to do as many past paper questions as possible.

Year 10 pupils have the opportunity to sit the Numeracy GCSE at the end of year 10. Some might choose to delay it and sit the exam at the end of year 11. Others, by individual discussion with pupils and parents, might prefer to concentrate on maximising their grade in their Mathematics GCSE and choose to not sit Numeracy.

GCSE Mathematics - WJEC

The second qualification is the more traditional, procedural Mathematics GCSE. This is the more skills-based qualification and gives you the maths you need to progress with your studies should you wish to have a career in science or engineering for examples.

Aims & Objectives:

These GCSEs provides a broad, coherent and worthwhile course of study. They enable learners to:

- develop knowledge, skills and understanding of mathematical methods, techniques and concepts required for progression into mathematics or mathematically-related disciplines or employment routes
- make connections between different areas of mathematics
- select and apply mathematical methods in both mathematical and real-world contexts
- reason mathematically, construct arguments and simple proofs, and make logical deductions and inferences
- develop and refine strategies for solving a range of mathematical and real-world problems
- communicate mathematical information in a variety of forms
- interpret mathematical results and draw and justify conclusions that are relevant to the context
- communicate mathematical information in a variety of forms.

You will study:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Assessment:

Each qualification requires two exams, so students will sit four mathematics examinations altogether. Both unit one exams are worth 50% and are non-calculator examinations. Both unit two exams are calculator allowed papers and are worth 50%. Pupils entered at higher tier can be awarded grades A* - C. Intermediate tier candidates can be awarded grades B – E.

Unit 1: Non-calculator

Written examination

Higher: 1 hour 45 minutes (80 marks)

Intermediate: 1 hour 45 minutes (80 marks)

Foundation: 1 hour 30 minutes (65 marks)

50% of qualification

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification.

Candidates entered for GCSE Mathematics will be expected to be familiar with the knowledge, skills and understanding implicit in GCSE Mathematics – Numeracy.

Questions may be set on topics that are explicitly listed in the content of GCSE Mathematics – Numeracy.

Some questions will use multiple-choice assessment.

A calculator will **not** be allowed in this paper.

Unit 2: Calculator-allowed

Written examination

Higher: 1 hour 45 minutes (80 marks)

Intermediate: 1 hour 45 minutes (80 marks)

Foundation: 1 hour 30 minutes (65 marks)

50% of qualification

The written paper for each tier will comprise a number of short and longer, both structured and unstructured questions which may be set on any part of the subject content of the specification.

Candidates entered for GCSE Mathematics will be expected to be familiar with the knowledge, skills and understanding implicit in GCSE Mathematics – Numeracy.

Questions may be set on topics that are explicitly listed in the content of GCSE Mathematics – Numeracy.

Some questions will use multiple-choice assessment.

A calculator will be allowed in this paper.



Music

Music offers a wide range of skills that can be applied to all manner of life. Creativity is a crucial part of this, and music gives students the perfect platform to explore, develop and grow.

Through a combination of listening, analysing, performing, composing, and discussing, students will start to discover the inner workings of music and how they can develop their own skills and knowledge to achieve their own goals.

GCSE Music - WJEC

Aims & Objectives:

GCSE music offers students to explore their creativity and produce music in a range of forms. With the use of critical thinking, they will analyse a diverse range of music and broaden their overall musical knowledge. They will develop their technical skills through a combination of performing music and composing music.

You will study:

A wide range of music throughout history. Below are examples of the types of music you will explore:

- Pop and Rock – looking at how popular music has changed over the last century.
- Jazz and Blues – understanding the use of different chords and improvisation.
- Baroque/Classical/Romantic – discovering how instruments and musical ideas have developed since the 1600s.

You will learn to:

Perform music on a range of instruments.
Compose music using MuseScore software.
Identify key musical features.
Recognise instrument sounds.
Analyse musical structures.

Performing

Students will need to perform 2 pieces of music at the end of Year 11.
1 solo performance and 1 performance as part of a group (ensemble).
The total duration needs to be 4-6 minutes.
The performances will be recorded, internally assessed and then externally moderated.

Composition

Students will need to compose 2 pieces of music.
1 piece in response to a brief set by WJEC and 1 free choice piece.
The total duration is 3-6 minutes.

Appraising

There is a 1 hour 15-minute exam students will sit at the end of Year 11.
The exam includes listening to different pieces and answering questions about the:
musical elements, types of instruments, style of music and historical context, reading and writing musical notation, identifying keys and chords, and responding with your own thoughts and analysis about particular pieces of music.

The exam will be broken into 4 different Areas of Study.
Students will study 2 “prepared extracts” or “set works” in detail.

Unit 1: Performing
Total duration of performances: 4-6 minutes
35% of qualification **84 marks**

Section A: Performing (30%)

A minimum of **two** pieces, **one** of which must be an **ensemble** performance of **at least one minute** duration. The other piece(s) may be **either solo and/or ensemble**.
One of the pieces performed must link to an area of study of the learner's choice.

Section B: Programme Note (5%)

A programme note for **one** of the pieces chosen for performance, linked to an area of study.

Unit 2: Composing
Total duration of compositions: 3-6 minutes
35% of qualification **84 marks**

Section A: Composing (30%)

Two compositions, **one** of which must be in response to a **brief set by WJEC**.
Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken.
The **second** composition is a free composition for which learners set their own brief.

Section B: Evaluating (5%)

An evaluation of the piece composed in response to a brief set by WJEC.

Unit 3: Appraising
Written examination: 1 hour (approximately)
30% of qualification **72 marks**

This unit is assessed via a listening examination.

Eight questions in total, **two** on each of the four areas of study.

Area of study 1: Musical Forms and Devices
Area of study 2: Music for Ensemble
Area of study 3: Film Music
Area of study 4: Popular Music

Two of the eight questions are based on prepared extracts set by WJEC.

Physical Education

The formal study of physical education is possible through the study of GCSE PE. However, it is not a course that pupils should select if they feel all it involves is running around kicking or throwing a ball!

The understanding of the varied theoretical concepts takes time and a great deal of hard work and dedication. The practical activities have to be rehearsed and practised in depth to produce skilled performance and advanced knowledge.

GCSE Physical Education WJEC

The course is exam-based with final examinations taken at the end of Year 11 in May. There will be the usual written preparation examinations in Year 10 (Christmas and summer) along with written mock examinations in the January of Year 11.

| SUMMARY OF ASSESSMENT | |
|--|------------------|
| Unit 1: Introduction to physical education Written examination: 2 hours 50% of qualification | 100 marks |
| Learners will be assessed through a range of short and extended questions. The questions will be based on audio-visual stimuli and other sources. | |
| Unit 2: The active participant in physical education Non-exam assessment 50% of qualification | 100 marks |
| Learners will be assessed in three different activities in the role of performer in at least one individual sport, one team sport and one other. | |
| One activity will be a major activity which will have a personal fitness programme linked to the activity. | |

Course Content

The course covers a wide range of areas related to physical education, sport and the factors that affect them, including:

- Health and components of fitness
- Methods of training
- Anatomy and physiology
- Participation and sport provision
- Lifestyle and performance
- Psychological influences
- Tactical and technical influences

GCSE Physical Education activity list

Candidates will be assessed in **three** activities from the following list, one of which will be a major activity carrying a higher weighting plus two minor activities each having a lower weighting. The major activity would require a written fitness programme to be linked to it in order to access the additional available marks. Each candidate must undertake at least one activity as a team activity. Excluded combinations are stated in the footnotes.

| Team activities | Activities which can be undertaken as a team or individual activity ¹ | Individual activities |
|------------------------------------|--|---|
| Association football ² | Badminton | Amateur boxing |
| Baseball | Dance ⁷ | Athletics (including Cross-country) ^{10, 11} |
| Basketball | Mountain walking ¹⁸ | Canoeing ⁹ |
| Camogie/Hurling | Orienteering ¹⁸ | Cycling ^{11, 12, 13} |
| Cricket | Rock climbing ⁵ | Diving ¹⁴ |
| Gaelic football | Sailing ²⁰ | Equestrian ¹⁵ |
| Hockey ³ | Sculling ⁹ | Golf |
| Ice Hockey ³ | Table tennis | Gymnastics ⁴ |
| Lacrosse | Tennis | Judo |
| Netball | Lifesaving ¹⁹ | Karate ¹⁷ |
| Rowing ⁹ | Rhythmic gymnastics ⁴ | Kayaking ⁹ |
| Rounders | Specialist activities as a team or individual | Mountain biking ¹³ |
| Rugby league ⁵ | Polybat | Personal survival ¹⁹ |
| Rugby sevens ⁵ | | Skiing ¹⁶ |
| Rugby union ⁵ | | Snowboarding ¹⁶ |
| Synchronised swimming ⁶ | | Squash |
| Volleyball | | Surfing ²⁰ |
| Water polo ⁶ | | Swimming ^{6, 11, 19} |
| Specialist team activities | | Taekwondo ¹⁷ |
| Blind cricket | | Trampolining |
| Goalball | | Triathlon ¹¹ |
| Table cricket | | Weightlifting |
| Powerchair football | | Wind surfing ²⁰ |
| Wheelchair basketball | | Specialist individual activities |
| Wheelchair rugby | | Boccia |

*There are several restrictions regarding combinations of the above activities. As an example - personal survival, lifesaving and swimming cannot be assessed with each other. Also, 'specialist activities' are reserved for students with registered disabilities.

Please discuss any aspects of both the practical and theory of GCSE PE with the PE staff.

Physics



Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science.

Physics challenges our imaginations of the very small things like fundamental particles that make up atoms, to the unimaginably large such as galaxies and the universe. Including concepts like relativity and string theory, and it leads to great discoveries and inventions, like computers and lasers, that lead to technologies which change our lives— from curing cancer, to developing sustainable energy solutions, or just making life more fun such as listening to mp3's or playing a video game. The principles of physics may even put a human colony on Mars within our lifetime!

We have a great deal to be thankful for in our modern lives due to the discoveries of the physicists throughout the past few hundred years. Would you like to join them in the history books?

GCSE Physics WJEC

Aims & Objectives:

Students will build upon the foundations of the topics studied at Key Stage 3, and develop their understanding at a deeper level using mathematics and scientific investigations.

Students will be encouraged to think critically about what they think they know about the laws of nature, and to find ways in which to test these rigorously using scientific methods.

The course will prepare the students well for a wide variety of further fields of study, but will be most suited to those with an interest in mathematical, technological, engineering or scientific bias.

You will study:-

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

You will learn:

- a genuine interest in the nature of our Universe;
- a sound factual knowledge of the particular topics covered;
- an ability to apply basic mathematical techniques to physical problems.
- practical experimental skills;
- an ability to analyse data and draw logical conclusions;
- an ability to rationally weigh the evidence in areas of disagreement such as the relative environmental/social impacts of various technologies.

Assessment:

- 2 written papers - each are worth 45% of the final grade. These papers will comprise a mixture of short answer questions, structured questions, extended writing and data response questions with some set in a practical context. These assessments are tiered. Paper 1 will be sat in Summer term in Year 10.
- 1 practical paper -worth 10% of the final grade. This will be carried out at school in the Spring term in Year 11, but will be externally marked by WJEC. This assessment is not tiered.



Spanish



Spanish is the fourth most commonly spoken language in the world Spanish is spoken by almost 400 million people worldwide, which is reason enough to learn the language. But it's even more compelling when you realise that about half of the population in the Western Hemisphere speaks Spanish. The entire continent of South America speaks primarily Spanish (aside from Brazil), as does just about all of Central America, Mexico and Latin America – over 15 countries in total.

Modern foreign languages play a very important role in society today and Spanish is taught at Key Stage 4 through the medium of modern, authentic materials. Pupils are encouraged to develop understanding of the spoken and written forms of the language in a range of contexts.

GCSE Spanish WJEC

Aims & Objectives:

To enable students to communicate confidently, clearly and effectively in Spanish through the spoken and written word and to gain knowledge of Spanish culture.

You will study:

The context for learning the language is organised under **three broad themes**:

- Identity and culture
- Wales and the World – areas of interest
- Current and future study and employment

Each broad theme is divided into sub-themes.

| Identity and culture | Wales and the World - areas of interest | Current and future study and employment |
|---|--|---|
| Youth Culture <ul style="list-style-type: none">• Self and relationships• Technology and social media Lifestyle <ul style="list-style-type: none">• Health and fitness• Entertainment and leisure Customs and Traditions <ul style="list-style-type: none">• Food and drink• Festivals and celebrations | Home and Locality <ul style="list-style-type: none">• Local areas of interest• Travel and Transport The Wider World <ul style="list-style-type: none">• Local and regional features and characteristics of Spain and Spanish speaking countries• Holidays and tourism Global Sustainability <ul style="list-style-type: none">• Environment• Social issues | Current Study <ul style="list-style-type: none">• School/college life• School/college studies Enterprise, Employability and Future Plans <ul style="list-style-type: none">• Skills and personal qualities• Post-16 study• Career plans• Employment |

You will learn to use and develop your skills of:

- Reading
- Listening
- Writing
- Speaking

Assessment:

Unit 1: Speaking (25%) – external exam 60 marks

7-9 minutes = Foundation Tier 10-12 minutes = Higher Tier

Technically, this is a “non-exam” assessment, in that the examination is conducted by the learners’ own teacher and sent away to the WJEC to be marked by external examiners. The examination is however conducted under very strict guidelines and as with the other 3 elements, the students will have no knowledge of its exact content until their allocated examination date. There are 3 elements to this paper:

1. Role-play
2. Discussion on a picture stimulus
3. General conversation on 2 of 3 the broad themes listed on the first page.

Unit 2: Listening (25%) – external exam 60 marks

35 minutes = Foundation Tier 45 minutes = Higher Tier

Learners will listen to a range of authentic Spanish material and answer a variety of question styles in both Spanish and English

Unit 3: Reading (25%) –external exam 60 marks

1 hour = Foundation Tier 1 hr 15 minutes = Higher Tier

Learners will answer a range of comprehension style questions based on authentic Spanish material, including amended literary-type texts. For the first time, there will also be a short translation element from Spanish into English.

Unit 4: Writing (25%) – external exam 60 marks

1 hr 15 minutes = Foundation Tier 1 hr 30 minutes = Higher Tier

Learners will offer a response in written Spanish in a variety of styles such as letters, emails, web pages etc. This paper will now also contain a translation element, as in the reading component but this time from English into Spanish.

Based on Department of Education guidelines, the examination process has changed significantly at GCSE; stretch and challenge now being a key element of the course.

- The examination process is now linear, with 100% of the assessment taking place at the end of the 2 year course (in Year 11).
- The highest grade awarded is A*.
- For the units listed, pupils can be entered for either foundation level papers or higher tier papers; there is scope to mix foundation and higher tier papers across the units.

Extra-Curricular and Challenge Opportunities:

- *Spanish Film Club* - Friday 3.40-4.30pm. This is primarily for AS and A level students, yet GCSE pupils are invited to attend when an opportunity for a relevant film is timetabled.
- *Trips* - The Spanish department endeavours to seek opportunities to visit Spain/Spanish Speaking Countries. We have also fostered relationships and links with partner Cognita schools in Spain and Latin-America.

KEY DATES

Monday 11th March

GCSE Options & Year 9 Parents Evening

Wednesday, 13th March

Free option choices submitted online

Monday, 18th March

Complete final options forms online

Tuesday, 9th April

**Parental email confirmation of subjects
to Mr Yemm**

**For September 2024 admission to Year 10
contact our Admissions Team for a no-obligation discussion
01656 789966 or visit www.stclares-school.co.uk**



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