



(I)GCSE Options 2026-2028



STREATHAM
& CLAPHAM
HIGH SCHOOL

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Introduction

Ms Elliott - Head

We are so excited to share the next important stage of your educational journey with you. Your GCSE options are the first significant crossroads, and you will need to choose your learning route wisely. Please read this booklet carefully; speak with your teachers about the different GCSE options, and talk with your family and friends who know you well and can guide you on your way.

At this educational crossroads you need to look to the distant horizon and think about the different destinations you hope to reach: the A-Level studies that excite you; the university course that ignites your curiosity; the career path that you hope to follow. Don't worry if you don't yet know any of these destinations: we will help you journey towards these opportunities and bring them into focus.

The most important thing now is to choose wisely: follow your gut instinct about the subjects that you love and those which you know you are good at. Think about maintaining a range of skills and interests so that you are developing your critical thinking and knowledge of the world across different aptitudes, keeping in mind the importance of creativity and a balanced curriculum.

I am sure that there are subjects that you are ready to leave behind, and others you are excited to gain a greater depth of understanding in. I hope that you will feel a very special learning energy in the classes where you have all chosen the subject, and you are gaining new skills and understanding together.

GCSEs are demanding but remember that school is about so much more in terms of your learning and your wider life. I hope that many of you will continue your engagement with the academic enrichment opportunities on offer, taking on an HPQ to show off your independent learning and research. Your participation and leadership in sport, drama and music, as well as Kinza, clubs and societies, community work and Duke of Edinburgh Awards, are just some of the ways in which your growth and education happen so powerfully beyond the classroom too.

You are the SCHS women of the future, and we hope to help you build the courage and conviction to strive for your dreams, however ambitious, quirky or demanding they might be. We are on this journey together with you, your friends, family and teachers, sharing the way. Do keep talking to us about which GCSE options would best suit you and I wish you every success in all that lies ahead.

Cathy Elliott



Options

General Guidelines on Choice of Subjects

You have nearly completed your first three years of senior school education, which have been designed to give you as much breadth of opportunity as possible. Most of you will now have some idea of where your particular interests and strengths lie.

At this time in Year 9 we ask you to make provisional choices of the option subjects you wish to study at (I)GCSE and from your selection we build the option blocks and timetable. We aim to give you your preferred combination of subjects, but occasionally we cannot. If this does happen, we will do our best to provide suitable alternatives for you.

All pupils will embark on 10 (I)GCSE level courses. These courses are made up of core subjects and options subjects.

Points to consider when making your options choices:

- We strongly recommend that you choose at least one Language (I)GCSE: Classical Greek; French; Latin; Mandarin or Spanish.
- It is advisable to choose one of the Humanities: Classical Civilisation; Geography; History or Philosophy, Religion & Ethics (PRE).
- We recommend choosing subjects from a range of disciplines to support with further education opportunities.
- Choose the subjects that you want to study.
- Make sure that you enjoy the subjects and are interested in studying each subject for another two years.
- Consider subjects that you are good at as well as the subjects that you enjoy.
- Research the different courses by using this booklet and speaking to your subject teachers.
- Make informed choices by reviewing the course content and assessment criteria.
- Remember, you should try to keep up with general reading, sport and music, as well as academic work and aim for a sensible and healthy balance between school and social life. We recommend that you consider the demands of combinations of courses.
- If you are unsure then ask. Your tutors, Head of House and the Deputy Head (Academic) are all here to listen to your queries and offer advice.

Please also note the following important information:

When applying to university, at the beginning of Year 13, admissions tutors will look at your (I)GCSE results as a clear indicator of your academic ability. It is therefore crucial that you embark upon subjects in which you feel well motivated and committed to achieving the highest grade possible. In all subjects, the importance of spelling, punctuation and grammar cannot be underestimated; failure to grasp these essentials will result in lower grades at (I)GCSE level.



Core Subjects

Studied by all students.

- **Mathematics**
- **English Language**
- **English Literature**
- **Science Options**

We offer two routes of Science study at (I)GCSE, Triple Science or Trilogy Science.

Both options consist of the study and examination of Biology, Chemistry and Physics but equate to a different number of GCSEs.

Triple Science
Three GCSEs
Biology GCSE, Chemistry GCSE,
Physics GCSE

Trilogy Science
Two GCSEs
The study of the three scientific
areas (Biology, Chemistry and
Physics), with examinations in each
but equating to two GCSEs

Options Subjects

In addition to the core subjects and science option, you have a choice of four optional subjects to select.

Languages	Humanities	STEAM	Sport
<ul style="list-style-type: none"> • Classical Greek • Chinese • French • Latin • Spanish 	<ul style="list-style-type: none"> • Classical Civilisation • Geography • History • Philosophy, Religion & Ethics 	<ul style="list-style-type: none"> • Art • Computer Science • Design & Technology • Engineering 	<ul style="list-style-type: none"> • PE <p>Performing Arts</p> <ul style="list-style-type: none"> • Drama • Music

We build the curriculum to fit the needs of each girl, rather than trying to fit the girls to the curriculum.

Types of Assessments



Examination

Many (I)GCSE subjects are examined fully by a final examination but some courses include a coursework element worth a final percentage of the overall grade. All subjects have some form of examination at the end of the two-year course.

Preparation for the examinations takes place in many forms, for example revision lessons, completion of past-examination papers and the opportunity to experience the examination process in the mock examinations in Year 11.

Coursework / Non-Examined Assessment

Where subject specifications include a project or non-examined assessment this will account for a percentage of the final mark. A coursework element has the following key features:

- Enables a more integrated approach to teaching, learning and assessment
- Enables teachers to choose the timing of the coursework
- Enables teachers to select from a choice of tasks and contextualise them
- Is viewed as part of the work of the course, rather than a separate activity
- Usually takes place in the classroom, within the normal timetable
- Features levels of control designed to maximise reliability and authenticity

It is important pupils realise the importance of any coursework elements and that they try to be present whenever such an activity is taking place.

PE For Non-Examination Candidates

Pupils are encouraged to continue to develop and maintain a healthy lifestyle, and as such, Physical Education remains compulsory for everyone in Year 10 and 11. It is the department's aim to encourage a continued interest in sport and physical activity but also to develop new interests in sporting activities that you can continue to pursue when you leave school as part of a healthy lifestyle.

Curriculum sports, hockey, netball, rounders and athletics will still form part of the lessons. However, you will also take part in fitness-based activities such as uni-hockey, tag rugby, badminton, Ultimate Frisbee, fitness, dance, pilates, yoga and table tennis. You will also choose your own activities.

Pupils in Year 11 are encouraged to continue to participate in extra-curricular activities and a variety of clubs will be available to all pupils before, during and after school.

Year 10 pupils are encouraged to assume leadership roles within the department and will assist, where possible, with clubs for the younger year groups.

Options Timetable 2026



Options Evening provides the opportunity to find out more about each (I)GCSE, along with a presentation for parents and pupils explaining the process.

Date	Event	Who is this for?
Thursday 8 January	Options Evening	Parents and pupils
Thursday 15 January	Year 9 Parents' Evening	Parents and pupils
Thursday 29 January	Deadline for Choices	Parents and pupils
1 - 12 June	Year 9 Examination Period	Pupils
Monday 23 March	Year 9 Academic Reports and Revision Guidance	Parents and pupils informed
Monday 6 July 2025	Tutor Reports	Parents and pupils
September 2026	Year 10 Parent Welcome Evening	Parents



English Language



Exam board

Cambridge: IGCSE 0990

Assessment

You are assessed in English Language across two papers. These include a range of skills, including comprehension, analysis, summary, directed writing, and creative writing.

Language Paper 1

Two hour examination (50%)

- Focus on three previously unseen passages of non-fiction text.
- Comprehension questions
- Summary tasks to show clear understanding of a range of ideas in a text
- Extended analysis questions of a brief passage in a text
- Directed writing questions, where you evaluate ideas in a text while effectively writing in a particular non-fiction form

Language Paper 2

Two hour examination (50%)

- Directed writing question based on one or two previously unseen texts
- Descriptive or narrative writing to show creativity, imagination, and control

Subject Overview

English Language focuses on the art and craft of effective communication, spanning written and spoken forms. The course develops your ability to read and write with insight, clarity and confidence. You will explore how language works in different contexts and how it can be used to inform, persuade and inspire.

Course Content

You will read a wide variety of non-fiction texts (including speeches, transcripts and articles) to learn how writers and speakers use language and structure to achieve particular effects. You will also produce your own writing for a range of audiences and purposes, from descriptive and narrative pieces that develop your creative flair, to discursive and persuasive pieces that develop your evaluative rigour. Speaking and listening activities form an important part of the course, helping you to develop confidence, clarity and fluency in communication.

Skills Developed

- Clear, accurate and effective written and spoken communication
- Critical reading skills in order to insightfully analyse how language is used
- Creativity and precision in writing
- Organisation and coherence in structuring ideas
- The ability to infer and evaluate the implied arguments of a text
- Listening, discussion and presentation skills

Future Opportunities

English Language is a vital qualification for all future pathways. It underpins success in every subject and is highly regarded by universities and employers alike. The skills of analysis, clarity, and persuasion developed through this course are invaluable for careers in law, business, journalism, education, medicine, and any field requiring confident communication.

English Literature



Subject Overview

English Literature offers the chance to explore some of the greatest writing in the English language, from 17th century literature to contemporary prose and poetry. Through reading, discussion, and analysis, you will discover how writers use language to express ideas about people, society and the world we live in.

Course Content

You will study a range of texts drawn from different periods and genres, including a play, a novel, and an anthology of poems that range from the 17th to the 21st centuries. In recent years, these have included Shelagh Delaney's *A Taste of Honey*, Jane Austen's *Pride and Prejudice*, and Chimamanda Ngozi Adichie's *Purple Hibiscus*. You will learn to analyse how writers create meaning through form, structure, and style, and to develop individual insights supported by close reference to the text. Lessons are based around lively discussion, consideration of a range of adaptations, and creative approaches to deepen understanding and appreciation.

Assessment involves written examinations focusing on your critical understanding of set texts, as well as the analysis of an unseen poem or prose text. The papers reward your knowledge of the text, your understanding of key characters, relationships, and themes, your awareness of the various methods writers use, and the effects these could have on a range of readers

Skills Developed

- Independent, critical and reflective reading
- The ability to analyse and evaluate writers' choices
- Clear and persuasive essay writing
- Empathy and insight into different cultures, ideas and viewpoints
- An appreciation of the power and beauty of language

Future Opportunities

English Literature is highly valued by universities and employers. It develops analytical thinking, cultural awareness, imaginative understanding, and written fluency. These are skills that support a wide range of subjects at A Level and beyond, including English, History, Politics, Philosophy, Law, and the Arts. Above all, it encourages a lifelong enjoyment of reading and a deeper understanding of human experience.

Exam board

Cambridge: IGCSE 0992

Assessment

You are assessed across three papers. Out of the four that CIE offer, we have chosen:

Paper 1

Poetry and Prose

1 hour 30 minute examination (50%)

- Candidates answer two questions on two texts: one piece of poetry and one prose text.
- There is a choice of two questions on each text.

This is a closed book exam.

Paper 3

Drama

45 minute examination (25%)

- Candidates answer one question on one drama text.
- There is a choice of two questions (one passage-based and one discursive essay) on the set text.

Paper 4

Unseen

1 hour 15 minute examination (25%)

- There is a choice of two questions.
- Candidates either answer a question on an unseen prose text or answer a question on an unseen poem.

Triple Science



Exam board

AQA: Biology 8461
AQA: Chemistry 8462
AQA: Physics 8463

Assessment

Two written examinations for each subject; Biology, Chemistry and Physics.

1 hour 45 minutes for each, worth 50% of the final grade.

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

Subject Overview

The study of Science has great relevance. It stimulates curiosity, interest and confidence in an increasingly technological world. Whilst helping to prepare pupils for vocational courses such as medicine, pharmacy, veterinary and engineering, it also encourages deeper thinking when faced with the moral dilemmas surrounding scientific developments. Practical skills are developed as well as problem-solving and logical thinking, all of which are useful in other subject areas.

Pupils studying Science will study the AQA specification. For Triple Science, much of the content is the same as Trilogy Science (combined science), however, topics are studied in more depth and the content and mathematical demand will be greater. Following the Year 9 examinations, Pupils will be advised on the most suitable course to follow. The Trilogy Science Course is good preparation if pupils wish to pursue sciences for A-Level, although the topics studied for Triple Science will provide more challenge and may support a better foundation for the transition between GCSE and A-Level.

There is no coursework at GCSE; however, there are practical tasks throughout the course as specified by AQA. By focusing on the reasons for carrying out a particular practical, teachers will help their pupils understand the subject more and develop the skills required for further study or careers in STEAM (Science, Technology, Engineering, the Arts, and Mathematics).

Questions in the written examinations will draw on the knowledge and understanding pupils have gained through practical activities. These questions will count for at least 15% of the overall marks for the qualification.

Trilogy Science



Subject Overview

Pupils will gain two GCSE qualifications based on six examinations as shown on the right. The topics are common with the Triple Science course but examinations will be less demanding in terms of questions and time allocated.

Each course will be examined over two papers consisting of closed short answer and open response questions based on mainly content, however some questions will assess the skills and knowledge acquired in the required practicals.



Exam board

AQA: Trilogy 8464

Assessment

Two written examinations for each subject; Biology, Chemistry and Physics.

1 hour 15 minutes for each, worth 16.7% of the final grade.

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere

Physics

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

Mathematics



Exam board
Edexcel: IGCSE 4MA1

Assessment

Two written examinations.

Two hours each, worth 50% of the final grade.

Calculator use is permitted in both papers, and it is vital that pupils have a good scientific calculator (Casio Classwiz FX-991)

The course is divided into four sections.

Number: covering types of number and their properties, fractions, percentages, set language and notation, ratio and proportion, degree of accuracy and standard form.

Algebra: covering formulae, equations, graphs, functions, sequences, rules of indices, direct and inverse proportion, inequalities, functions and calculus.

Geometry: covering angle properties in various shapes, bearings, constructions and scale drawing, Pythagoras' theorem, trigonometry, surface areas and volumes, similarity, symmetry, vectors and transformations.

Statistics: graphical representation of data using cumulative frequency diagrams and histograms. Statistical measures like mean, mode, median, range and interquartile range. Determine the probability to simple problems and when there are a combination of events.

Subject Overview

Mathematics is not only a beautiful and exciting subject in its own right, but also one that underpins many branches of learning. The skills and logical thinking processes developed in Mathematics are essential for life. Higher education institutions and employers value a competent grounding in Mathematics, which can be achieved by studying the IGCSE specification, whether you continue along a mathematical, scientific or arts based path.

Mathematics at Key Stage 4 is an important stepping stone for many A-Level courses such as Biology, Chemistry, Physics, Economics, Geography, and Psychology.

Throughout the course we encourage the use of technology to aid both calculations and the understanding of techniques. We aim to use a variety of teaching and learning styles, applying knowledge and techniques to real-life situations to make learning accessible, enjoyable, and relevant to everyone. The Dr Frost Maths platform is widely used for homework and as a valuable revision aid. In addition, our top students study Additional Mathematics at GCSE, and all students are encouraged to take part in the UKMT Junior, Intermediate, and Senior Maths Challenges.

Skills Developed

- Using mathematics as an effective, and efficient, means of communication
- The ability to solve problems in a purely mathematical way and in real-life situations
- Problem-solving skills that contribute to the development of logical, abstract and critical thinking
- The ability to reason logically through presenting arguments and proofs, and making deductions and drawing conclusions from mathematical information

Classical Greek



Exam board
OCR: Classical Greek J292

Subject Overview

Classical Greek provides the opportunity to explore the language, literature, and culture of the ancient Greeks, from Homeric epics to the philosophy of Plato. Through these, you will also gain an insight into ancient beliefs, values, and social systems. During the course, you will reflect upon the ways in which Greek civilisation and culture continue to shape our own society, whilst boosting analytical and linguistic skills that are highly regarded in many fields. It is of enormous benefit to pupils of both the arts and the sciences, as it encourages clear and logical thinking, analytical reasoning, an ability to handle evidence and much more. Studying Classical Greek typically also helps applications stand out as it is unusual for schools to be able to offer this subject. Pupils can continue this subject at A-Level, if they are interested, reading selected passages of four original texts.

Course Content:

In Year 10, we begin an accelerated programme of learning the language component, starting with the Greek alphabet, and developing translation and comprehension skills. The Greek to GCSE course is our foundation, covering essential grammar and syntax. By the end of the year, we complete the first book, providing a solid grasp of key language structures. We will then supplement the language with Greek Stories, which contains exciting tales of Greece's historical and mythological past. In the summer term, we also cover the content of the Literature and Culture paper, leaving us in an excellent position ahead of Year 11.

In Year 11, the course emphasises refining and expanding your linguistic skills, deepening your understanding of Greek culture, and enhancing your ability to read and analyse ancient texts. You'll engage with the set literature, exploring its themes and historical context, while also practicing the specific exam skills needed for success, such as translation, comprehension, and critical interpretation. This year builds on the foundational grammar and syntax you mastered previously, enabling a more confident, nuanced approach to both language and literature.

Assessment 1

Greek Language

1 hour 30 minute examination (50%)

Translation and comprehension of Greek passages.

The paper will cover elements of Greek history and ancient mythology. The paper will also include a choice between questions on grammatical comprehension, and very accessible English to Greek sentences.

Assessment 2

Greek Literature: Homer's Odyssey Book 10

1 hour examination (25%)

Pupils will be required to tackle a range of questions about the set text including:

- A short translation
- Comprehension and context questions
- Analysis of literary style features and the effect on the reader
- A short essay on the set text

Assessment 3

Greek Literature & Culture: Athenian Society and the Olympic Games

1 hour examination (25%)

A mix of visual sources and literature provided in translation.

Pupils will be required to:

- Identify aspects of content, culture, social practices and values
- Analyse the usefulness and biases of the primary sources

Chinese



Exam board

AQA: GCSE Chinese (Spoken Mandarin) 8673

The examination consists of four parts and all elements form part of a linear course: all examinations are taken at the end of the two-year course.

Assessment 1

Listening - Understand and Respond to Spoken Language (25%)

Questions are studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed. Pupils' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English.

Assessment 2

Speaking - Communicate and Interact Effectively in Speech (25%)

The speaking test is conducted and audio-recorded by the teacher and marked by an AQA examiner. It consists of three parts: role-play, photo card and general conversation. All three parts of the test will allow pupils to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events.

Subject Overview

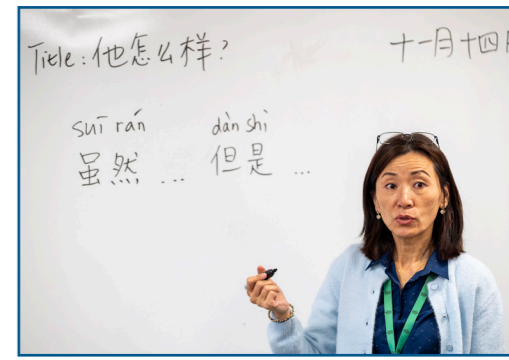
The study of Chinese gives pupils the opportunity to discover a non-Latin language, one that uses characters rather than an alphabet, and uses different speech tones instead of multi-syllabic words. Learning Chinese allows pupils to understand a system that solves the same communication objectives as European languages but in a completely different way. These insights allow pupils to hold a mirror up to assumptions about their own language, and they develop a greater appreciation of both Chinese and European culture.

Teaching is, as far as possible, in the foreign language. We strongly believe in languages as a skill for life and something pupils should enjoy and find rewarding. In the GCSE Chinese classroom, our native speaker teachers expand our pupils' cultural knowledge whilst developing their language skills. Chinese (Mandarin) GCSE courses encourage our pupils to develop their ability and ambition to communicate with native speakers in speech and writing. The study of the course will broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world.

Future Opportunities

Recurrent surveys and reports on employer attitudes and needs indicated high levels of unmet demand for language skills in employment and notable gaps in language proficiency amongst the UK workforce. At university, Chinese language can be combined with many other subjects, including vocational degrees such as Law, Journalism, the Sciences and Engineering and Business Studies.

In today's world, language is not just a subject — it is a must-have skill. An understanding of the Chinese language, culture and business methodology is becoming an essential part of many business operations. Many companies operate in the Chinese market including finance, engineering, computing, manufacturing and travel. Many universities are offering the study of Chinese independently or with a combined degree.



Assessment 3

Reading - Understand and Respond to Different Types of Written Language (25%)

The reading paper consists of a variety of short and longer written texts. Pupils are required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters, newspapers, magazines, literary texts, email and websites.

Assessment 4

Writing - Communicate in Writing (25%)

Pupils are required to complete two writing pieces, a structured writing task with approximately 75 characters; an open-ended writing task with approximately 125 characters, which demonstrates their ability to make independent, creative, and more complex use of the language, express and justify individual thoughts and points of view. A translation from English into Chinese with a minimum of 40 words is also required.

French



Exam board

Edexcel: iGCSE French 4FR1

Assessment 1

Listening comprehension (25%)

Questions are posed on recorded items of varying length and difficulty requiring a response of a written or non-verbal nature in order to demonstrate understanding.

Assessment 2

Reading, Writing and Grammar (50%)

Reading questions are posed on printed items varying from street signs to newspaper articles and require a short written or non-verbal response to demonstrate understanding.

The written section revolves around stimuli to which pupils must write their reply and incorporate the requisite information which has been requested using a number of tenses and various fields of vocabulary.

There is a grammar-based task, where pupils will be required to manipulate the words in brackets so that they fit the context of the sentences, i.e. putting verbs and adjectives into their correct form. Grammatical accuracy, punctuation and spelling will be assessed.

Assessment 3

Speaking (25%)

The examination is conducted by the candidate's own teacher. This is then marked externally by Edexcel.

Subject Overview

An iGCSE language qualification is of immense practical value for future employment opportunities, as well as for travel and holidays. We strongly believe in languages as a skill for life, and something pupils should enjoy and find rewarding.

Teaching is, as far as possible, in French and is based on lively, interactive course materials and books as well as supplementary authentic listening and reading material. All pupils in Year 10 and Year 11 will get regular small group session time with the native speaker Language Assistant to develop their speaking skills in preparation for the oral examination at the end of the course.

Pupils are encouraged to use the language in both spoken and written forms in situations which are relevant to their own experience. Grammatical accuracy is important, but spontaneity and communication are also essential. Pupils are encouraged to put their skills into practice in the context of visits abroad, wherever possible, and by listening to and reading authentic materials in the various broadcast media.

Future Opportunities

Language skills are a vital tool for success in the twenty-first century. Many international companies across the world now seek to recruit applicants with good skills and oral competence in at least one foreign language. At university, a language can be combined with almost any other subject, including vocational degrees such as Law, Journalism, the Sciences and Engineering and Business Studies. Language graduates have forged excellent careers in the Civil Service, advertising, publishing and banking as well as in senior positions in major UK and international global corporates, as their language skills facilitate their international career choices and breadth of experience. Graduates have also entered the more traditional routes of teaching, translating and interpreting for the UN, EU and NATO, as well as in smaller organisations.

Latin



Subject Overview

Latin opens doors to an exciting world of ancient language, literature, and culture. Latin will strengthen your vocabulary, help you understand English and other languages better, and sharpen your analytical skills. You'll explore stories of Roman history, mythology, and philosophy, learning to translate original texts and dive into fascinating ancient perspectives. The research and analytical skills that are developed empower pupils to become independent, confident, and capable of tackling any challenge.

Furthermore, Latin is highly respected by universities and employers, no matter what path you follow through life. Pupils can also continue this subject at A Level, if they are interested, reading and analysing four texts in original Latin.

In Year 10, we commence the course, and essentially (re)start the language from scratch to ensure the core elements are fully secure. The Latin to GCSE textbooks provide our foundation, supplemented with Latin Stories, which feature tales from Rome's history and mythology. You will learn the grammar necessary for GCSE and practise your language skills through comprehension and the translation of the stories in the course books. In the summer term, we begin the Themes set texts, looking at the visual sources, before translating and analysing some of the literature sources.

In Year 11, the focus of the course is on simultaneously consolidating and refining your linguistic skills as well as reading the two Latin literature prescriptions. You'll engage with the set literature, exploring its themes and historical context, while also practising the specific exam skills needed for success, such as translation, comprehension, and critical interpretation. This year builds on the foundational grammar and syntax you mastered previously, enabling a more confident, nuanced approach to both language and literature.

For the 2028 paper, the theme for Assessment 2 will be 'Come Dine with Me' and the passage we study for Assessment 3 will be Virgil's *Hercules and Cacus*.

Exam board

Eduqas: Latin C990QS

Assessment 1

Latin Language

1 hour 30 minute examination (50%)

Translation and comprehension of Latin passages.

The paper will cover elements of Roman history and ancient mythology.

Assessment 2

Latin Literature & Sources (Themes)

1 hour 15 minutes (30%)

Pupils will be required to demonstrate knowledge, understanding, and appreciation of a collection of texts on a prescribed theme.

Students will be required to tackle a range of questions on a collection of texts including:

- A short translation
- Comprehension and context questions
- Analysis of literary style features
- A short essay on the theme of the set texts.

Assessment 3

Latin Literature (Narratives)

1 hour (20%)

This paper tests pupils' understanding and analysis of a prescribed text with a mix of Latin and English passages.

Students will be required to:

- Analyse and evaluate aspects of literary style,
- Demonstrate awareness of cultural and social context.
- Write a short essay on the passages.

These are open book examinations with a clean copy of the sources and a vocabulary list provided.

Spanish



Exam board

Edexcel: iGCSE Spanish 4SP1

Assessment 1

Listening comprehension (25%)

Questions are posed on recorded items of varying length and difficulty requiring a response of a written or non-verbal nature in order to demonstrate understanding.

Assessment 2

Reading, Writing and Grammar (50%)

Reading questions are posed on printed items varying from street signs to newspaper articles and require a short written or non-verbal response to demonstrate understanding.

The written section revolves around stimuli to which pupils must write their reply and incorporate the requisite information which has been requested using a number of tenses and various fields of vocabulary.

There is a grammar-based task, where pupils will be required to manipulate the words in brackets so that they fit the context of the sentences, i.e. putting verbs and adjectives into their correct form. Grammatical accuracy, punctuation and spelling will be assessed.

Assessment 3

Speaking (25%)

The examination is conducted by the candidate's own teacher. This is then marked externally by Edexcel.

Subject Overview

An iGCSE language qualification is of immense practical value for future employment opportunities, as well as for travel and holidays. We strongly believe in languages as a skill for life, and something pupils should enjoy and find rewarding.

Teaching is, as far as possible, in Spanish and is based on lively, interactive course materials and books as well as supplementary authentic listening and reading material. All pupils in Year 10 and Year 11 will get regular small group session time with the native speaker Language Assistant to develop their speaking skills in preparation for the oral examination at the end of the course.

Pupils are encouraged to use the language in both spoken and written forms in situations which are relevant to their own experience. Grammatical accuracy is important, but spontaneity and communication are also essential. Pupils are encouraged to put their skills into practice in the context of visits abroad, wherever possible, and by listening to and reading authentic materials.

Future Opportunities

Language skills are a vital tool for success in the twenty-first century. Many international companies across the world now seek to recruit applicants with good skills and oral competence in at least one foreign language.

At university, a language can be combined with almost any other subject, including vocational degrees such as Law, Journalism, the Sciences and Engineering and Business Studies. Language graduates have forged excellent careers in the Civil Service, advertising, publishing and banking as well as in senior positions in major UK and international global corporates, as their language skills facilitate their international career choices and breadth of experience.

Graduates have also entered the more traditional routes of teaching, translating and interpreting for the UN, EU and NATO, as well as in smaller organisations.



Classical Civilisation



Exam board

OCR: Classical Civilisation J199

Assessment 1

Women in the Ancient World

1 hour 30 minute examination (50%)

- Women of Legend
- Young Women
- Women in the Home
- 'Improper' Women
- Women and Religion
- Women and Power
- Warrior Women
- Women to be Feared

Assessment 2

The Homeric World

1 hour 30 minute examination (50%)

- Key Sites
- Life in the Mycenaean Age
- Decorative Arts
- Tombs, Graves, and Burial
- Literary Techniques and Composition
- Themes
- The Character of Odysseus
- The Portrayal of Key Characters

Subject Overview

Classical Civilisation offers pupils an expansive, rich, and rewarding study of the classical world through the literature and material culture of Greece and Rome. You will learn about the history, mythology, culture, and society of the peoples in both Greece and Rome, and compare the two civilisations. This provides you with cross-curricular skills, such as critical-thinking, analytical and evaluative skills, that will provide an excellent foundation for further study in any field. There is no Latin language involved in this course; all sources are given in translation. Pupils can also take this subject at A Level; it is not required to have done it at GCSE.

Year 10 - Thematic Study: Women in the Ancient World

This study of women in the ancient world has been designed to enable learners to explore the lives of women in a variety of capacities, and what we can infer about women as both historical and legendary or mythological figures. Learners will develop knowledge and understanding of the roles of women, primarily in the societies of Athens and Republican Rome, although wider material, such as that from Sparta, Egypt, or Pompeii, is also included.

Learners will examine the realities of life as a woman in these societies; both women who are portrayed as living a respectable, ideal life of virtue, and those who were considered scandalous! This enables discussion of how such women are represented and what this reveals about ancient ideas regarding gender. The role of women in religion will also be examined as an interesting and important area where women had possibly their greatest degree of parity with men. Conversely, their lack of voice in the state decision-making processes will be studied, as will the way in which this is portrayed and perceived.

For young adults, in a society where issues of equality and political rights are core to our democratic values, this area of study will be interesting and engaging as they inevitably draw comparisons with their own experiences. From Helen of Troy to Cleopatra, learners will enjoy learning about these figures in more depth, and exploring how the ancient world thought about, and responded to, these figures, who still occupy a position of interest and intrigue to this day.



Year 11 - Literature and Culture: The Homeric World

In this component, learners will explore what life was like for those who lived in Mycenaean Greece and its surrounding regions.

The Culture section of this component comprises a study of a variety of aspects of Mycenaean society. Examining the housing, cities, palaces, and lifestyle (including weapons, art, and language) can be an excellent way to provide pupils with the cultural understanding they need to fully appreciate the significance of the period and why it is still so influential.

The Literature component explores who Homer was, his role as a storyteller, and what epic narrative was to the ancient Greeks. We examine the plot, techniques, themes, and performative aspects of five select books of the Odyssey to develop a clear understanding of why the epic mattered then and now. Pupils will be able to analyse, discuss, and critically examine the information provided to them.

Reading more widely around the Classical World and mythology is encouraged across both years as the more links a pupil can make, the more coherent and well-reasoned their analysis will become.

Geography



Exam board
AQA: Geography 8035

Assessment 1
Living with the Physical Environment

1 hour 30 minute examination (35%)

- Challenge of natural hazards: Tectonic hazards; weather and climate
- Physical landscapes in the UK – Two coastal and river landscapes.
- Living world; Ecosystems and tropical rainforest; hot deserts

Assessment 2
Challenges in the Human Environment

1 hour 30 minute examination (35%)

- Urban issues and challenges
- Changing economic world
- Resource management – with focus on food

Assessment 3
Geographical Application

1 hour 30 minute examination (30%)

Questions on this paper will be based on:

- An issue evaluation which is based on a topic that they will have studied as part of the course which is related to pre-release materials that are provided by the examination board.
- The pupil's own fieldwork.

Subject Overview

Ever wondered...

Why do some countries have more wealth than others? How is climate change reshaping our planet? What happens when the world's oil runs out? Where does my food come from? Is water more valuable than gold? Where does everybody live? Or, why some places are more at risk from natural disasters than others?

If so, GCSE Geography is for you.

Building on the skills and knowledge you've already developed in KS3, this course helps you understand and analyse the most relevant and complex relationships between people and the planet. Geography makes sense of the world around you, from the local to the global, exploring how we live, the challenges we face, and how we can create a more sustainable future.

Through the AQA Geography specification, you'll study major global issues such as climate change, urbanisation, global economic shifts, resource management, hazards, poverty, and inequality. You'll also develop highly transferable skills in data analysis, decision-making, problem solving, and real-world fieldwork investigations, all of which are valued far beyond the classroom.

Future Opportunities

Geography is often described as the bridge between the sciences and the arts, combining creativity with critical thinking. Geographers are some of the most sought-after students and graduates, valued for their ability to think globally, act responsibly, and analyse complex issues. Whether your future lies in environmental science, engineering, business, politics, education, or sustainability, GCSE Geography will equip you with the understanding and skills to make a difference in the world.

History



Subject Overview

The Cambridge IGCSE History course offers an exciting opportunity to investigate modern European and world history. You will study the history that is most relevant to understanding the world in which you live, tracing events from the end of the First World War through to the end of the Cold War. The course will give you an insight into the current international situation as well as an in-depth understanding of some of the major events and developments of the twentieth century, including the rise and rule of the Nazi Party in Germany.

The emphasis of this engaging course is on both historical knowledge and the skills required for historical research. History IGCSE will help you to develop an appreciation of cause and effect, continuity and change, as well as understand how to critically evaluate historical evidence. You will analyse complex source material and form well-supported conclusions based on your interpretation of the evidence, offering plenty of scope for discussion.

Beyond historical knowledge, this course offers rigorous training in the skills of critical thinking and debate. You will become an all-purpose analyst, able to make sense of and draw conclusions from many different types of information and evidence. In short, this course offers a thorough preparation for independent thought and investigation that you will be able to apply to virtually any subject or pursuit.

Future Opportunities

History is an intellectually rewarding subject and you will learn to use a wide range of critical enquiry skills, including the ability to handle evidence, think analytically, construct arguments and make informed judgements. These skills are useful and valued in a wide range of jobs and careers. Those considering law, journalism, politics, finance and media might find History particularly relevant. However, learning about the past is, of course, fascinating and valuable in its own right.

Exam board
Cambridge: IGCSE History 0977

Assessment

The course is assessed through a coursework essay written in the Spring Term of Year 11, and two external examinations at the end of Year 11.

Content Overview

The course will cover the following key topics focusing on twentieth century international and diplomatic history since 1919:

- The Treaty of Versailles
- The rise and fall of the League of Nations
- The outbreak of the Second World War
- The rivalry between the United States and the USSR
- The Korean War, the Cuban Missile Crisis and the Vietnam War
- The Cold War in Eastern Europe

In addition, students will undertake an in-depth study focusing on German history in the period 1919–45, with a close examination of Hitler's rise to power and the impact of the Nazi dictatorship on German and European history.

Philosophy, Religion & Ethics



Exam board

AQA: Religious Studies 8062

Assessment 1

Study of Religions - Christianity and Islam

1 hour 45 minutes (50%)

- Christian beliefs
- Christian Practices
- Muslim beliefs
- Muslim Practices

Assessment 2

Thematic Studies - Philosophy and Ethics

1 hour 45 minutes (50%)

- Religion and Life
- Religion Crime and Punishment
- Religion & Philosophy
- Religion, Peace and Conflict

Subject Overview

Does God exist? Why do people suffer? Is there life after death? Are women seen as equals in world religions? Should assisted suicide be legalised? Is it a woman's right to choose an abortion? How have family life and attitudes to relationships changed? Why is the UK a multi-faith society? Should criminals be punished or helped to become better people?

If you want to think about the 'big issues' of life, GCSE PRE is a good place to start.

In the wider world, universities and employers look for someone with an enquiring mind, an appreciation of different viewpoints, and an ability to come to clear, balanced decisions. These skills are all developed through Religious Studies, a course which is an excellent preparation for working with people from many different backgrounds. Religious Studies helps to give you a frame of reference with which to make your own decisions and work out your own feelings and opinions.

The specification aims to stimulate interest in and enthusiasm for the study of ethics and religion, and to promote exploration of and reflection on questions about the meaning and purpose of life. It covers moral issues and philosophy in everyday life, festivals and beliefs in both Christianity and Islam in depth. There will also be an opportunity to explore non-religious viewpoints.

A major part of the course probes the effect of the religions studied on moral behaviour and social practices – personal relationships, ethics, life and death issues, animal rights and humanity's relationship to the environment. You will be encouraged to take an enquiring approach and place yourself in another person's shoes. You will also be asked to evaluate the importance and relevance of these beliefs in contemporary society.

The department has excellent resources and makes use of written texts, online learning and film, and ICT-based research. In class there is an emphasis on group work and discussion.

Future Opportunities

Whatever you are thinking of studying at A Level, Religious Studies is a valuable entry qualification accepted and welcomed by all universities, where it can also be studied in many combinations of arts and sciences as well as in specific courses in Philosophy or Theology.

Religious Studies provides valuable expertise if you decide to work in the fields of medicine, law, journalism, publishing, education and project management.

Art

Subject Overview

The GCSE course in Fine Art is an exciting challenge for creative and expressive individuals who wish to explore artistic ideas further and work with a focus on both two and three dimensional art (including drawing, painting, printmaking, textiles, sculpture and mixed media). It has an adventurous and enquiring approach, whilst developing skills to express individual ideas and aims.

AQA's Fine Art Specification is followed and pupils will be encouraged to work from direct observation and personal experience as an important part of the whole course. Candidates may decide to relate the development and realisation of their projects to social, moral, ethical, spiritual and cultural issues. Understanding and making connections between their own work, art historical precedents and contemporary practice, using a specialist vocabulary, are also important elements of the course. Experimentation with a wide range of materials and techniques is also encouraged.

Facilities And Equipment

We are fortunate to have three studios in the department, a kiln, a printing press, four iMacs and a PC (each with Adobe Photoshop installed), seven DSLR cameras and four digital video cameras available for pupils to use.

Future Opportunities

The recommended route for those who wish to continue with their art studies is to take A-Level Art, then either use it to support other subjects or ideally apply to a Foundation Course lasting one year at an Art College and then apply to undertake a degree in a specialised field.

The research, problem-solving and assimilation skills acquired at GCSE level will help all other subjects chosen by pupils; the awareness of the world around and different aspects of visual culture give added breadth to all their interests.

There are many opportunities for future careers: fashion, architecture, set design, interior design, product design and illustration are becoming popular options, as well the many other professions, which require an individual to be creative, risk-taking and innovative.



Exam board

AQA: Fine Art 8202

Assessment

A final outcome created under examination conditions for 10 hours, and also an extensive body of preparatory studies made during the previous term (40%).

Two units of coursework completed during the two-year course (60%)

Computer Science



Exam board

OCR: Computer Science J277

Assessment 1

Computer Systems

1 hour 30 minute examination (50%)

- Systems architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System security
- Systems software
- Moral, legal, cultural and environmental concerns

Assessment 2

Computational Thinking, Algorithms and Programming

1 hour 30 minute examination (50%)

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of languages
- Data representation

Subject Overview

GCSE Computer Science explores the principles of digital technology and a way of working that is called 'computational thinking', with coding as a core of the course. You will need to be able to think logically, solve puzzles, and never give up if your coding does not work first time. However, developing your creative skills will be essential; you will be taught the tools and techniques to solve problems in a computational framework, but you will need to find your own solutions.

If you enjoyed Python programming or the HTML web-design work from previous years then you will find computing is for you. Computer Science will stretch you and test your powers of logic and patience.

This course will allow pupils to:

- Understand the internal workings of a computer system
- Develop their understanding of current and emerging technologies and how they work
- Look at the use of algorithms in computer programs
- Become independent and discerning users of digital technology
- Acquire and apply creative and technical skills, knowledge and understanding of digital technology in a range of contexts
- Develop computer programs to solve problems
- Evaluate the effectiveness of computer programs/solutions and the impact of computer technology in society

Pupils will learn new material, combining the 'computational theory' with lots of practical tasks and challenges. There will be practical work on the computers, skills building, learning to program, doing the projects and conducting tests and experiments for your research. In addition, there will be extra reading and exercises to develop your thinking skills.

A Computer Science GCSE will give pupils a good insight into careers which use computers to create solutions to problems. A Computer Science GCSE teaches pupils the concepts behind computational computing, namely the ability to identify the key aspects of problems and create solutions using logical steps and creativity. These skills will be applicable to almost any career path chosen by pupils.

To gain a deeper understanding of how computer science is influencing education, visit the Computer Science for Fun website at www.cs4fn.org. To practise coding, try www.codecademy.com.



Design & Technology



Exam board

AQA: Design & Technology 8552

Assessment 1

Coursework Project

Non-examined Assessment (50%)

Pupils choose one of three design problems set by the exam board and produce a design and make project that covers a range of research, designing, making and evaluation skills. Work is presented as a digital portfolio, with photographic and video records used to demonstrate all practical work produced against the required criteria.

Projects are internally teacher assessed and then externally moderated by AQA.

Assessment 2

Examination

Two hours (50%)

Externally marked by AQA.

Subject Overview

Design & Technology (DT) at GCSE builds upon skills and knowledge acquired at KS3. Our KS4 curriculum teaches pupils to think critically about what constitutes excellent design, and to consider the built environment around them in order to understand how good quality Design & Technology positively impacts our society.

Design & Technology is a broad subject that incorporates areas such as Science, Technology, Engineering, Art and Maths (STEAM) and pupils can explore all these disciplines, with a view to gearing their own project work towards the area of their own particular interests.

Through the projects that we deliver, which focus on real world problems and situations, pupils are encouraged to be inquisitive about the world around them and to be able to apply a methodical and creative approach to researching, designing and making innovative, useful and sustainable products. We encourage pupils to keep abreast of developments within the design and manufacturing field through external trips and competitions, both of which we view as key to delivering a curriculum that is both stimulating and also current within a fast-changing society.

Course Structure

During Year 10, pupils cover a mixture of theory content and practical design & make activities. Practical projects focus on encouraging creativity, innovation and sustainability to solve real world problems. Pupils work closely with clients and user groups in order to understand genuine design contexts and then apply an iterative design approach to meet user needs.

Prototyping and manufacturing are undertaken by pupils using a range of appropriate hand tools, electronic components, mechanical systems, CAD (Computer Aided Design) and CAM (Computer Aided Manufacturing).

Pupils begin their coursework project during the summer term in Year 10, and this is completed and handed in after February half term in Year 11.

Pupils sit a two hour examination, which covers DT Technical Principle and Designing and Making Principles, at the end of Year 11.



Facilities & Equipment

Design & Technology is taught in three purpose-built workshops, equipped with a range of hand tools and CAD / CAM equipment. Current machinery includes a large laser cutter, multiple 3D printers and a 4 axis CNC milling machine.

We are also fortunate to have a highly experienced full time technician who specialises in robotics and electronics, and can support pupils so they can produce challenging, technologically sophisticated products.

DT is a fast changing subject, and as such we are fully committed to continually evaluating and updating our facilities and equipment in line with real world industry developments.

Future Opportunities

Pupils who study DT at GCSE often progress to study Product Design at A-Level. This can then lead on to creative Further Education courses such as Product Design, Graphic / Digital Design, Architecture, Engineering, Industrial Design, Fashion Design and Video Games Design.

Whether pupils choose to continue their creative studies, or to explore other subjects at A-Level, Design Technology will teach them to be discerning designers and consumers. They will be taught to understand and critically evaluate the built environment around them, and to develop transferable skills such as problem solving, creativity, innovation and communication.

Engineering

Exam board

AQA – Engineering 8852

Assessment

The AQA GCSE offers a broad and detailed theory, flexible allocation of marks and higher crediting of project work. As a department, we also feel it is more reflective of current trends in degree courses and the wider industry.

All assessment takes place during summer in the final year of study.

The final grade is from two main parts:

A Non-Examined Assessment (NEA)

The practical project will be introduced in June of Year 10 and carried out in lessons and homework during Year 11. This coursework will culminate in a portfolio and a manufactured outcome.

A Written Exam

This covers knowledge and application of engineering topics; materials, energy, systems, processes, and the ethical impact of its own progress. The paper will also test candidates' scientific and mathematical skills as applied application of context.



Subject Overview

A GCSE in Engineering is an exciting qualification that compliments the STEAM curriculum which comprises Science, Technology, Engineering, the Arts & Maths. Collectively, these give rise to the fastest-paced growth industries, each with potential for the widest choice of careers. Engineering is increasingly innovative. It affects every aspect of modern life through civil, electrical, mechanical, chemical, and software and hardware disciplines.

Pupils choosing this qualification will enjoy a course that applies scientific, mathematical, and logical principles to problem-solving, research tasks, and practical projects. The curriculum covers technical skills, a wide range of materials, equipment, and industrial processes. There is the use of ICT in computer-aided design and manufacture (CAD/CAM), and pupils are encouraged to make full use of software and our laser cutter and 3D printers and workshop, as well as the school's computer science facilities and library.

There are natural overlaps with the other subjects in the STEAM curricula, especially Design & Technology, however, they are different in their approach and expectations. Pupils will grow through this shared learning. They are expected to research and solve various design challenges, develop working models and prototypes, and test their ideas; learn theories and challenging ethical issues surrounding the impact and future of engineering. The course seeks to help pupils to become discerning and informed creators of engineering opportunities.



Physical Education



Exam board

Edexcel: Physical Education 1PE0

Assessment 1

The Human Body and Movement in Physical Activity and Sport

Written examination
1 hour and 15 minutes (30%)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Assessment 2

Socio-Cultural Influences and Wellbeing in Physical Activity and Sport

Written examination
1 hour and 15 minutes (30%)

- Health, fitness and wellbeing
- Sport psychology
- Socio-cultural influences
- Use of data

Assessment 3

Practical Performance

Non-examined assessment
(30%)

One team activity, one individual activity and a free choice from the list published.

Skills in isolation and a skill in a competitive or formal situation are marked for each activity.

100 marks.

Internally marked and externally moderated.

Subject Overview

A GCSE in Physical Education provides a wide ranging knowledge into the how and why of physical activity and sport. The combination of the physical performance and academic challenge develops pupils' theoretical knowledge and understanding of physical activity and sport; and offers the opportunity to use this understanding to improve performance through application of the theory.

Throughout the course pupils will also,

- Understand how the physiological and psychological state affects performance in physical activity and sport
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport
- Understand the contribution that physical activity and sport make to health, fitness and wellbeing
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport

Physical Activities

The list below contains the permitted team and individual activities that pupils must select from. This list has been set by the Department for Education. Pupils must select one individual and one team activity. Their third activity can be either individual or team based.

Team Activities

- | | |
|---------------------------------|-------------------------|
| • Association Football | • Long Distance Running |
| • Badminton** | • Netball |
| • Basketball | • Rowing |
| • BMX Cycling (Racing & Tricks) | • Rugby Union |
| • Cricket | • Rugby League |
| • Cross Country Running | • Sailing |
| • Dance* | • Table tennis** |
| • Figure skating | • Tennis** |
| • Hockey | • Volleyball |
| | • Water polo |
| | • Windsurfing |

*Acceptable dances include: ballet, ballroom, contemporary/modern, hip-hop, jazz, salsa, street, tap.

**Badminton, Dance, Table Tennis and Tennis are permitted as either team or an individual activity.



Assessment 4

Analysis and evaluation of performance

Non-examined assessment
(10%)

One team activity, one individual activity and a free choice from the list published.

25 marks Internally marked and externally moderated.



Individual Activities

- | | |
|----------------------------|-------------------------|
| • Acrobatic Gymnastics | • In-line/Roller Hockey |
| • Athletics - Field Events | • Road Cycling |
| • Athletics - Track Events | • Rock Climbing |
| • Diving | • Sailing |
| • Equestrian | • Sculling |
| • Figure skating | • Skiing |
| • Futsal | • Snowboarding |
| • Golf | • Swimming |
| • Gymnastics | • Track Cycling |
| • Ice hockey | • Trampolining |

You must already be taking part in the sports that you decide to take at GCSE. We will assess you in school in netball, hockey, gymnastics, dance, athletics and rowing. If you belong to a club in any of the above sports, you can be assessed at your club through video evidence.

Future Opportunities

A GCSE in Physical Education would be advantageous in the following career options: sports coach or instructor, events management, sports equipment design, sports journalism, physiotherapy, dietician and nutritionist.

The nature of the GCSE PE course requires pupils to develop a variety of transferable skills that are relevant in a number of other academic areas. The course is also designed so that pupils learn self-discipline and perform aspects of the course independently and become responsible learners for the future.

Drama



Exam board

Edexcel: GCSE Drama 1DRO

Assessment 1

Devising

40% of the qualification
(60 marks)

- A devised performance (15 marks).
- A portfolio covering the creating and developing process and analysis and evaluation of this process (45 marks).

Internally assessed by SCHS staff and externally moderated by Edexcel.

Assessment 2

Performance from Text

20% of the qualification
(48 marks)

Pupils will work in groups of 3–6 but are marked individually on their performance/design.

Externally assessed by a visiting examiner from Edexcel as a whole cohort.

Assessment 3

Theatre Makers In Practice

40% of the qualification
(60 marks)

Written examination: 1 hour 45 minutes

Bringing Texts to Life – One question broken into five parts (short and extended responses) based on bringing to life a random extract of 80–90 lines from the chosen performance text *DNA* by Dennis Kelly. (45 marks)

Live Theatre Evaluation – Analyse and evaluate a live theatre performance, usually *The Woman in Black*. (15 marks)

Subject Overview

Drama GCSE is an extremely varied course which introduces you to all aspects of Theatre, from acting and directing, through to devising and designing original pieces of theatre. Throughout the course you will continue to develop your acting skills, including the use of; voice, physicality, characterisation and improvisation. Lessons are very practical and involve a great deal of collaborative work.

Alongside these practical skills we also undertake the study and analysis of play texts to experience how a production team of actors, designers, technicians and directors might transfer a play from 'page to stage'. Finally, you will attend various live theatrical performances to support you in both the performance and written aspects of the course. This is the perfect option subject if you love performance, want to build your confidence, learn how to address an audience and develop your analytical and evaluative skills.

It is also unique in that it's one examination where you get a round of applause at the end!

The Edexcel Drama course divides into three components:

Devising

- Create and develop a devised piece from a stimulus in a group.
- Presentation of this devised piece or design realisation in an evening performance in front of an invited audience of family and friends.
- Analyse and evaluate the devising process and performance in a written portfolio of no more than 2000 words. Pupils are permitted extensive feedback on one draft of each of the six questions that make up this portfolio according to the guidelines of the examination. This will be done in lessons and as homework.

Performance From Text

- Pupils will either perform in and/or design for two key extracts from a performance text.
- We can choose the performance text.

Theatre Makers in Practice

- Two sections, one based on the performance of a section of the taught set text, and one based on how a piece of live theatre communicated intention to its audience through design and performance.
- Texts are taught practically to develop understanding of how to bring the page to the stage.

Music



Subject Overview

The AQA Music GCSE is recognised by universities and employers worldwide as proof of musical skills, knowledge and understanding, as well as wider skills such as logic, teamwork and creativity. The GCSE syllabus offers pupils the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions, looking at the social and cultural influences that have led to music development. The emphasis within the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

It follows a similar structure to a range of A-Level Music courses and acts as an excellent springboard to further study, but will also suit committed musicians who do not envisage studying music beyond Year 11.

Pupils studying AQA GCSE Music are given the opportunity to:

- Listen to and learn about music from a wide range of historical periods and popular and world cultures.
- Develop their skills in performing music, both individually and in a group with other musicians.
- Develop their skills in composing music with one free composition and one to fit a brief.

Prior Learning

Pupils beginning this course are expected to have, as a minimum, some background in practical music making, with a playing standard of around Grade 3. The course encourages pupils to perform music of their own choosing, and in any style, as a soloist and also in a group. Pupils would normally be receiving regular instrumental or singing lessons so that the performance element of the course can be met with confidence. Music theory is an important part of musical understanding and pupils would be expected to attend Theory Club and be working at approximately ABRSM Grade 5 Theory level by the time they are in Year 11. This knowledge will help to guide pupils to compose with greater understanding.

Future Opportunities

Candidates who succeed at GCSE Music are well prepared to follow A Level Music. An A Level in Music can be combined with any selection of other subjects.

Exam board

AQA: GCSE Music 8271

Assessment

AQA GCSE Music candidates take three compulsory components:

Assessment 1 – Listening (40%)

A combined paper of listening based on audio recordings supplied by AQA, as well as a written section on the set-works. Externally marked.

Assessment 2 – Performing Coursework (30%)

Two prepared performances, one individual and one ensemble. Internally marked/externally moderated.

Assessment 3 – Composing Coursework (30%)

Two contrasting compositions, one free and one to a brief. Internally marked/externally moderated.



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