



Hurst
HURSTPIERPOINT COLLEGE

Shell Course Information

SEPTEMBER 2020 ENTRY



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INTRODUCTION

Dear Parents

The time has come for your son or daughter to start making some decisions about the subjects that they wish to study at Hurst next academic year; we have prepared this booklet to give you brief details about each of the courses that we have on offer. By reading about each subject we hope that you will be able to make informed decisions.

THE CURRICULUM FOR THE SHELL YEAR

The Shell curriculum has been designed to allow pupils to experience a good range of subjects, before they have to make decisions about which subjects they wish to continue studying at GCSE level. All Year 9 pupils will be taught a core academic curriculum comprising: English, Mathematics and Science, in addition all pupils will study a core creative curriculum of Dance, Drama and PE. These compulsory subjects take up 56% of the timetable leaving 44% for the optional subjects. To complete their timetable pupils choose six subjects from the following list: Art, Computer Science, DT, French, Geography, History, Latin, Music, REP, Spanish, Learning Support and English as a Second Language. This means that pupils in the Shell will study up to fourteen subjects as the three sciences are taught separately. Pupils receiving scholarships or exhibitions in Art or Music are required to study those subjects in the Shell year.

Ordinarily pupils must have previously studied any languages that they select but, if they have not studied a language before, it might still be possible to join a class. Those beginners who are prepared to undertake a considerable amount of independent work in advance of a continuers' course starting should contact me.

Personal, Social and Health Education is covered as part of a Personal Enrichment Programme that gives breadth to the pupils' academic programme and includes: Skills for Life and Health and Wellbeing.

ADDITIONAL INFORMATION

All the GCSE courses will be the reformed, linear courses. This means that all assessment will happen at the end of the course. If pupils do not reach the required grade at the first attempt in English Language or Maths they will be able to retake the full GCSE in the November/January after the main summer GCSE examination period. Other subjects cannot be retaken until the following summer.

THE OPTIONS PROCESS

You should now start to discuss possible subjects with your son or daughter as you will be asked to submit their subject preferences for the Shell year via the parent portal in early January. In the first stage of the process we will ask for all the optional subjects (except English as a second language) to be ranked so that a pupil's most likely subject choices are at the top of the list. This lets us know the likely demand for each subject as well as the back-up subjects that a pupil has. From the information provided we will then draw up the Option Blocks. It is not always possible to accommodate everyone's choices, but we will endeavour to find a solution that suits the greatest number of students.

In February the Shell Option Blocks will be released and you will then need to make your final choices, again via the parent portal. In the second stage of the process six options are selected from the blocks. You should submit your subject choices as soon as possible so that I can start allocating pupils to classes. I will allocate places in the order that choices are submitted and if a subject is oversubscribed I will maintain a waiting list of students and notify those on it of the situation. Five is the minimum number of pupils for which we would normally run a subject. If a class does not have enough pupils to run, I will contact those involved.

This two stage process will be repeated during the Shell year as pupils make their final selection of GCSE subjects and you will be sent an up to date Options Booklet at that time.

Pupils do sometimes change their minds about their subjects between the time they submit their options choices and the start of the course in September. If this happens, then you should contact me about the proposed change as soon as possible, either by writing or by e-mail.

I hope that this booklet will provide you with enough information to make the right decisions, and I look forward to answering any questions you may have by e-mail (Kja@hppc.co.uk).

Yours sincerely



Keramy Austin
Director of Academic Administration

THE CURRICULUM

CORE	OPTIONS Up to six subjects chosen from:
English	Art
Mathematics	Computer Science
Science	DT
Dance	French
Drama	Geography
PE	History
	Latin
	Music
	REP
	Spanish
	ESL / Non examination Learning Support

EXAMINATION BOARD: OCR

TEACHING APPROACH

Pupils use a mix of modern technology and traditional techniques to respond critically to art and photography. Throughout the course they develop the skills to work independently and to sustain a response from a given brief to its realisation, identifying and resolving problems and developing a final outcome.

Art is a language of visual symbols, the formal elements of which can be learnt as in any language. It is also a subject that needs to go beyond the limitations of the timetable and requires pupils to make use of the extra activities offered within the Art School.

Throughout the course there will be 'pop up' displays and a rolling programme of exhibitions.

COURSE STRUCTURE

Students joining the Art Department will discover a wide range of new materials, concepts and skills. The aim of the department is to foster an enquiring mind, an imaginative approach and the confidence to be able to express ideas visually as well as verbally.

The Shell year will have multiple projects. In the Lent and Summer Terms pupils will make an illustration/design based artwork revealing their personal ideas in response to a relevant topical issue.

At the end of the Shell course all students leave with a sketchbook including classwork and preps. Assessment will be easy to navigate and pupils will be informed clearly of the next step they need to take in order to progress.

Throughout the course there will be opportunities to develop expertise in Drawing, Painting, Ceramics, Photography, Creative Textiles and Sculpture.

Component 1 Personal Portfolio

In the Michaelmas Term the Remove will select a theme and commence a personal portfolio of work. They will visit a relevant place of interest to inspire their Fine Art practices in botanical drawing, painting, illustration and ceramic sculpture. A visit to some London Art Galleries will be pivotal to the Lent and Summer Term project where pupils will investigate a range of approaches to studying the structure and anatomy of the human form and how to capture, convey and express human feelings in artworks.

In the Fifth Form pupils will continue their theme for the Michaelmas Term and complete a final outcome.

Component 2 Set Task

An examination board theme will stimulate a 9 week preparatory period starting in January of the Fifth Form and completed with a 10 hour examination taken over 2 days. Whilst pupils will have structured lessons they will be leading the content of the project themselves and they will be encouraged to develop their individual ideas using media of their choice.

EXAMINATION STRUCTURE

60% Component 1 Personal Portfolio (Coursework)

Comprising work selected from the Remove and the Michaelmas Term of the Fifth Form.

40% Component 2 Set Task

Comprising 9 week preparation and 10 hour (2 day) examination.

NON-EXAMINATION ASSESSMENT

Students submit a portfolio of 60% coursework by the deadline in the Summer Term.

GCSE Art and Design is a broad and flexible course where pupils will develop their visual skills and build a portfolio of work by completing a wide range of activities and in-depth assignments.

It is the right subject for pupils who enjoy:

- developing visual skills and engaging with the creative process of art, craft and design
- developing and refining ideas
- visits to galleries, museums, workshops and studios
- experimenting and taking risks with work, and learning from personal experiences.

If they take Art and Design pupils will:

- develop and explore ideas
- select and experiment with appropriate media, materials, techniques and processes
- record ideas, observations and insights
- present personal and meaningful responses

Throughout this course pupils will develop transferable skills which will prepare them for further study or the world of work, and useful to most subjects or careers that pupils wish to pursue:

- how to apply a creative approach to problem solving
- consider and develop original ideas from initiation to realisation
- analyse critically their own work and the work of others
- express individual thoughts and choices confidently
- take risks, experiment and learn from mistakes
- project management

COMPUTER SCIENCE

Computer Science appeals to students who are interested in the inner workings of a computer and are keen to design and create their own programs. The course suits those who are analytical in their approach and enjoy problem solving. Strong mathematical skills are a bonus.

EXAMINATION BOARD: OCR

TEACHING APPROACH

There is a large emphasis on practical work with students developing the fundamental skills of programming by creating programs using a high-level programming language. Theory is taught in a dynamic way with practical examples used to highlight key concepts, allowing students to gain subject knowledge in preparation for the final exams.

COURSE STRUCTURE

In Shell pupils will be introduced to programming techniques, and will work on creating a game using the LiveCode programming language. Pupils will learn how to design algorithms to solve problems and how to define algorithms using flowcharts. Key computing techniques such as converting numbers into and out of binary and hexadecimal are introduced.

Component 1 – Computer Systems

The first component is focused on computer systems covering the physical elements of computer science and the associated theory. The syllabus includes:

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

Component 2 – Computational Thinking, Algorithms and Programming

This component is focused on the core theory of computer science and the application of computer science principles.

The syllabus includes:

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

NON-EXAM ASSESSMENT

There is no coursework

EXAMINATION STRUCTURE

Component 1: Theory Paper

Written Paper (90 minutes)

50% of the GCSE

Component 2: Theory Paper

Written Paper (90 minutes)

50% of the GCSE

EXAMINATION BOARD: AQA

TEACHING APPROACH

The holistic study of selected professional dance works provides the context for learning through performance, choreography and critical appreciation enabling students to experience different cultural influences and styles of dance.

COURSE STRUCTURE

As part of an engaging and thorough education, the Shell will receive one compulsory lesson of dance per fortnight throughout the academic year. These sessions will address a range of skills that are both pertinent to the subject itself as well as being transferable to other areas of the curriculum. The sessions will therefore provide an awareness of physical and expressive skills, employment of lateral thinking in response to creative tasks and appreciation of the cultural and social context of dance.

Lessons will focus on one of the professional dance works from the GCSE Dance Anthology which underpins learning across each of the three core areas: performance, choreography and appreciation. Students will physically explore a dance style and independently respond to creative tasks as well as critically analyse the features of the work.

As a GCSE option, the foundational skills acquired in the Shell year will continue to be developed via engagement with additional dance works from the Anthology which contains a mix of artistic, cultural and aesthetically diverse works to further broaden students' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today.

During the Fifth Form pupils apply their knowledge and understanding of performance and the choreographic process by presenting set solo phrases and a performance within a duo or trio context as well as creating their own group choreography. All practical work is internally moderated and dance appreciation will be assessed via a written examination of one and half hours duration in the Summer Term.

Throughout the Remove and Fifth Form years pupils are expected to access live performance and also participate in co-curricular dance activities in order to reinforce their learning.

EXAMINATION STRUCTURE

Dance Appreciation

80 marks for written paper (90 Minutes)
40% of GCSE

NON-EXAMINATION ASSESSMENT

Internally marked and externally moderated

Performance

15 marks for set phrases
25 marks for duo/trio performance
30% of GCSE

Choreography

40 marks
30% of GCSE

The study of dance as an art form contributes to a pupil's aesthetic and social development as well as increasing their more traditional academic capabilities. As performers, students develop confidence and self-esteem. As choreographers, pupils employ the skills of problem solving and creativity and, in directing others, develop interpersonal and communication skills. As critics, pupils make informed responses, articulate their knowledge and opinions of professional works.

DESIGN & TECHNOLOGY

This is a stimulating and forward-looking course where pupils can gain experience of, and a greater insight into some of the technological processes that affect us all. By studying Design & Technology in Shell, pupils build the skills, knowledge and understanding required to study GCSE Design and Technology. The digital amplifier project we make over the year prepares pupils with the basic material, systems and manufacturing foundation required to participate confidently and successfully in the GCSE years.

At GCSE, pupils will gain awareness and learn from wider influences on Design & Technology including historical, social, cultural, environmental and economic factors. Pupils will get the opportunity to work creatively when designing and making and apply technical and practical expertise. The GCSE course allows pupils to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The course is practically based and investigates a number of design problems which are resolved by the production of a final three dimensional artefact crafted predominantly in wood, metal or plastic. The systematic and logical problem solving approach is recorded in the production of a design portfolio where skills in the presentation of ideas, technical drawing and the use of IT are built up. The NEA represents a substantial proportion of the examination marks. Preparation for the written examination is covered in specific theory lessons. Theory lessons cover every aspect of the specification and are taught separately from practical lessons, although much of the theory dovetails with non-theory lessons.

This is not an easy GCSE option – pupils must be prepared to spend time in the department in addition to normal lessons and there will be a proportional charge for NEA materials used.

EXAMINATION BOARD:

AQA

TEACHING APPROACH

Pupils are taught to:

- understand the basic design principles of line, form and colour and their application in designing;
- consider the conflicting demands that moral, cultural, economic, environmental, historical and social issues can make in the planning and in the designing of products;
- consider their own health and safety and that of makers, manufacturers, individual users and society at large;
- use graphic techniques and IT, including CAD to generate, develop, model and communicate design proposals;
- produce and use detailed working schedules that will achieve the desired objectives in the time available, setting realistic deadlines for the various stages of manufacture, identifying critical points in the making process and providing alternatives to possible problems;
- be flexible and adaptable in their designing in order to respond to problems, changing circumstances and new opportunities;
- use tools and equipment safely, accurately and efficiently to achieve an appropriate fit, finish and reliable functioning in products that match their specifications;
- ensure, through testing, modification and evaluation, that the quality of their products is suitable for intended users and devise modifications where necessary that would improve performance.

COURSE STRUCTURE

There are two units – a non-examination assessment (NEA) worth 50% and a written paper worth 50%.

EXAMINATION STRUCTURE

The written paper is two hours long and is designed to test the application of knowledge and understanding through a broad range of questions on different materials. Pupils will need to display specific material knowledge, and an understanding of core, specialist technical and designing and making principles.

NON-EXAMINATION ASSESSMENT

The 35 hour non-examination assessment (NEA) takes place during the final year of the GCSE course and is worth 50% of the final mark. It is internally assessed and externally moderated. Pupils are required to submit a concise design folder and/or the appropriate IT evidence with a 3-dimensional outcome by the end of the Lent Term.

Throughout the project pupils should address the industrial and commercial practices, and the moral, social, cultural and environmental issues arising from their work. Experience has shown that pupils are often highly motivated when they devise their own project outlines based on a personal interest or hobby. This is, therefore, to be encouraged.

EXAMINATION BOARD: CAMBRIDGE IGCSE

TEACHING APPROACH

Pupils are equipped with rehearsal techniques and drama skills to enable them to develop performance material. They are encouraged to take risks in the rehearsal room and be supportive of the work of their peers. Pupils often work in teams producing work in collaboration to set before an audience. The course develops independent learning allowing candidates to take responsibility for their own approach, progress, and output, with the teacher acting as a facilitator to ensure reflection is at the heart of progress. The course will build confidence, develop teamworking, problem-solving and practical performance skills all of which are transferable skills to other areas of school life.

COURSE STRUCTURE

In the Shell year, pupils spend the Michaelmas Term working to develop acting skills linking to the iGCSE Drama curriculum. The term's focus is physical skills and the pupils will learn how to improve these through specific rehearsal techniques. In the Lent Term, the focus shifts to vocal skills with a similar programme of study. Throughout the year pupils will work on short scenes designed to improve pupils' ability to perform, but additionally, their confidence, communication, organisation and team-working skills will be developed. The year culminates with every Shell pupil using the rehearsal skills they have learnt over the first two terms to prepare a short scene, in a variety of styles, for a performance to an audience in an outdoor festival in the Summer Term.

In the Remove and Fifth Form students will study two components of work following the Cambridge iGCSE Drama specification.

In the first practical unit, students will be required to rehearse and perform an original devised production based on a given stimulus. Throughout the rehearsal process students will be asked to keep a log book outlining their approach, reflecting on their practice and evaluating their performance.

In the second practical unit, students will study a scripted play chosen by their teacher in a series of workshops. In groups they will then be asked to rehearse and perform an extract from that play in front of a live audience.

The third practical unit involves the students learning, rehearsing and performing a monologue.

The final unit is a written examination, which will be taken at the end of the course. They will be expected to show knowledge of both technical and performance aspects of theatre, write about a set text that will have been studied in class, and discuss their own devised work. The preparation for this examination will take the form of both practical workshops and theory classes.

EXAMINATION STRUCTURE

The practical unit is worth 60% of the overall grade with the examination unit being worth 40%.

NON-EXAMINATION ASSESSMENT

Coursework takes the form of 'performance'. There will be three performances throughout the two GCSE years. These units are internally marked and externally moderated.

Students will have the opportunity to explore various styles of acting throughout the duration of the course including improvisation, theatre in education, physical theatre, devising and scripted work.

At iGCSE level Drama mixes practical activity with the development of theoretical knowledge, encouraging students to 'learn by doing'. Students will learn how to develop a wide variety of material for performance, whilst enhancing their performance and technical skills to make practical progress. They will also develop their critical faculties in order to evaluate their own skills and the work of professional theatre makers experienced through live theatre visits and bespoke workshops.

ENGLISH LANGUAGE & ENGLISH LITERATURE

We follow the Edexcel International GCSE syllabus for both English Language and English Literature.

The English curriculum covers all forms of literature. From Shell to A level, we encourage pupils to engage with challenging texts that, we hope, speak to them about issues they find important and relevant.

Students study a Shakespeare text in each key stage of the curriculum along with other classical and contemporary drama, prose and poetry.

Creativity is key to our teaching and pupils are encouraged to develop their creative writing skills in extracurricular clubs and competitions. Similarly, we encourage wider reading at all levels of the school and subscribe to a range of literary magazines and websites.

Wherever possible, we organise theatre trips in order to provide fresh perspectives on and to consolidate pupils' understanding of the texts they are studying.

EXAMINATION BOARD: EDEXCEL

TEACHING APPROACH

In English lessons, discussion, debate and personal interpretations are strongly encouraged. We use a range of teaching approaches and focus on skills-based learning.

COURSE STRUCTURE

In their English lessons in the Shell, students develop sophisticated literacy and literary skills. It is expected that students will become fluent independent readers, confident writers and effective users of the key oral competencies of speaking and listening. Students will enjoy the luxury of exploring a diverse range of literature, whilst following a scheme of study that allows them to develop and hone the skills required for the iGCSEs in English Language and English Literature.

Hurst English Department recognises that digital technology has revolutionised the way that the world accesses literature and accordingly students will be encouraged to utilise this technology to complement their studies.

ENGLISH LANGUAGE

COURSE STRUCTURE

The English Language course is designed to aid and assess pupils' development in the skills of reading, writing, speaking and listening. These skills are not only essential in many careers, they also underpin successful study at all levels.

EXAMINATION STRUCTURE

The English Language examination consists of questions on unseen and pre-prepared non-fiction texts. There is also a choice of two writing tasks, testing pupils on their ability to write accurate, well-structured and purposeful prose.

NON-EXAMINATION ASSESSMENT

The remaining two units are coursework units; one consisting of a piece of imaginative writing, the other is an essay comparing two literary texts. An assessed spoken performance is graded separately and does not count towards the iGCSE English qualification.

ENGLISH LITERATURE

COURSE STRUCTURE

Pupils undertake a range of reading, covering the English literary heritage and the three main genres: poetry, prose and drama. Pupils need to know their set texts well, having read them closely and formed their own judgements.

EXAMINATION STRUCTURE

Paper 1 is a closed-text examination on Poetry and Modern Prose. Students will study a text such as 'To Kill a Mockingbird' and then be asked to respond to a question in examination conditions. In the poetry component of the examination, students will demonstrate their ability to write comparatively about poems and to comment on an unseen poem.

Edexcel allows teachers to select the texts they wish to teach from a short list, and each teacher is free to choose according to their preference and expertise.

NON-EXAMINATION ASSESSMENT

Paper 3 tests pupils' ability to work on a piece of work over a period of time. They write two coursework essays exploring a modern drama and literary heritage text respectively. Authors that commonly feature in the choice of texts for modern drama include Oscar Wilde and Arthur Miller whereas the literary heritage texts will include Jane Austen and William Shakespeare.

EXAMINATION BOARD: CAMBRIDGE IGCSE

TEACHING APPROACH

We use a wide range of teaching and learning strategies. This includes discussion, role-play, research, independent learning, presentations, debates, use of IT including geography specific software and apps, internet-based programs, documentaries and fieldwork.

COURSE STRUCTURE

All Shell students start the iGCSE Geography course during Year 9.

During the Shell year students cover five topics:

- Earthquakes and Volcanoes
- Rivers
- Climate and Vegetation
- Development
- Geographical Skills

In the Remove and Fifth Form the following topics are covered:

- Food Production
- Industry
- Tourism
- Energy
- Water
- Population and Migration
- Settlement and Service Provision
- Coasts
- Weather
- Environmental Risks and Economic Development
- Geographical Skills and Fieldwork
- Urban Settlements

EXAMINATION STRUCTURE

There are three examination papers in iGCSE Geography:

Paper 1 'Geographical Themes' tests knowledge and understanding of geographical themes.

Paper 2 'Geographical Skills' tests the interpretation and analysis of geographic skills and information, including map work.

Paper 3 'Alternative to coursework' examines the application of techniques used in fieldwork studies and geographical enquiry.

NON-EXAMINATION ASSESSMENT

There is no coursework.

TRIPS

We run an international trip in the Remove year to support the curriculum and we also take pupils on local fieldwork trips to develop their skills.

Geography is the study of the physical and human worlds and the way they interact. Understanding the impact of an ever increasing population on global and local natural systems and resources, and vice versa, is the great challenge of our day and explains the interest in and popularity of the subject at school and university level. Sustainability remains a key issue in which our students explore both within and outside the classroom.

Geography is highly topical and can open up a wide range of choices and careers later on for those who might go on to pursue it in the Sixth Form.

HISTORY

The iGCSE course is designed to give students an understanding of, and a passion for, modern world history.

This is a subject where classes debate rigorously, piece together the past using a range of fascinating documentary material, and learn how to write a convincing argument. Students will develop as critical thinkers, as they acquire knowledge, and will gain key analytical and evaluative skills. The course will investigate the role of key individuals and the causes and consequences of key turning points.

Most importantly historians at Hurst determinedly wrestle with the challenges of the course and love learning about the past.

EXAMINATION BOARD: EDEXCEL IGCSE

TEACHING APPROACH

History is taught in a number of ways, using a great variety of materials. Pupils can expect to be using modern audio-visual equipment and information and communication technology; they can also expect to be analysing fascinating primary sources and historical interpretations.

COURSE STRUCTURE

The iGCSE course covers 4 topics:

1. Germany:
development of dictatorship, 1918–45
2. A world divided:
superpower relations, 1943–72
- 3 The Vietnam Conflict, 1945–75
- 4 China:
conflict, crisis and change, 1900–89

The aim of the course is to develop the students' critical thinking skills, as well as an understanding of modern world history.

EXAMINATION STRUCTURE

Paper 1 Depth Studies

50% of total iGCSE.

1 hour 30 minutes.

Topics 1 and 2

Paper 2 Investigation and Breadth Studies

50% of total iGCSE.

1 hour 30 minutes.

Topics 3 and 4

NON-EXAMINATION ASSESSMENT

There is no controlled coursework.

EXAMINATION BOARD: EDUQAS

TEACHING APPROACH

We use a range of teaching approaches through which students can enrich their learning and knowledge of Latin and the Roman worlds, develop certain skills of analysis which help with other subjects and strengthen their own use of the English language:

- teacher-led sessions;
- small group and pair work;
- independent research;
- The Cambridge Latin Course website for exercises and activities;
- Kahoot, Quizlet, Socrative, Padlet and other websites and apps.

COURSE STRUCTURE

Shell

- Cambridge Latin Course Book 3. Comprehensions, translations and targeted grammatical exercises.
- There is a distinct move through the year towards the more complex Latin constructions; the year is used to lay the grammatical foundations for GCSE.
- Pupils are tested on GCSE vocabulary covered so far in the Latin course, which is particularly helpful for pupils new to the school who have not studied the Cambridge Latin Course before.
- We study aspects of Roman civilisation, specifically Egypt and Britain, and start to build the skills needed to deal with sources.

Remove

- Cambridge Latin Course Book 4. By January, the majority of the grammar needed for GCSE will have been studied.
- The full GCSE vocabulary list is used, covering words already learnt with some more detailed grammar attached.
- The cultural topics include the activity of the Romans in the Middle East and Western Europe, particularly relevant given the current political changes occurring in the world.

- We begin to study Roman superstitions and magic through literature and sources in the Lent Term, some of which is tested in the GCSE-style Summer Examination, and finish all of the material for Component 2 by the end of the academic year.

Fifth Form

- Grammar consolidation through practice examination questions; we move from completing translations and comprehensions from the text book to those on historical and mythological topics which imitate the examination.
- Vocabulary learning is from the GCSE list, but we aim to test the words in an unfamiliar context (i.e. in a passage of Latin) as well as in standard vocabulary test format since this will be at least the third time the words have been tested.
- We will finish reading the literature by the end of the Michaelmas Term meaning revision of both literature papers begins in the Lent Term.

EXAMINATION STRUCTURE

The GCSE breaks down into three components:

Component 1 Language

One paper, 1 hour 30 minutes
50% of qualification

Component 2 Literature and Sources

One paper, 1 hour 15 minutes
30% of qualification

Component 3 Latin Literature (Narratives)

One paper, 1 hour
20% of qualification

NON-EXAMINATION ASSESSMENT

There is no coursework.

Please note that pupils may only take this course if they have studied Latin before joining the Shell year.

- Are you someone who wonders about the origins of our culture?
- Do you like reading fiction about heroes, gods, romance and epic fights to the death?
- Do you relish the chance to learn about the deeds of army generals and emperors, and battles fought for personal glory and for the good of the Empire?
- Do the mechanics of language and improving your English vocabulary hold a fascination for you?

If you answer 'Yes!' to all of these questions, Latin is the subject for you.

The main aim of the Latin course is to delve into some of the elements of classical civilisation, literature and language which have had a profound influence on modern societies.

We continue to follow the Cambridge Latin Course throughout the Shell and Remove years; in Roman Britain we see our hero Quintus pitched against the challenges posed by manipulative Salvius before we move to Rome to explore the reign of the Emperor Domitian, one of the nastier of the Roman emperors.

During the Remove year, Roman literature is introduced, read and studied alongside other source material; this allows pupils to apply Latin to its original context and explore the history behind the language. The uniting theme is 'Superstition and Magic' and covers religious practices, omens and curses. Speeches, poems and stories by Horace, Ovid, Pliny, Suetonius, Martial, Petronius and Virgil are read in the original Latin, and other source material ranges from structures to objects.

The course is designed to fire the imagination of all who study it and stretch and challenge pupils of all abilities.

MATHEMATICS

IGCSE Mathematics covers many basic skills that will be needed in a variety of ways throughout life and, because of this, it is a compulsory subject for all students in the middle school.

Use is made of much of what is learnt in iGCSE Mathematics in the other subjects that students study. For example, in Science pupils may be asked to use formulae and solve equations, in Geography they will need to read charts and diagrams and use statistics and in DT they will need to use measures and make scale drawings.

Many university courses require iGCSE Mathematics as an entry requirement, as do many jobs and careers.

EXAMINATION BOARD: EDEXCEL IGCSE

FURTHER MATHEMATICS EXAMINATION BOARD AQA (an extra iGCSE that some students will sit in addition to Mathematics iGCSE):

TEACHING APPROACH

While studying Mathematics pupils will be expected to:

- use mathematical skills and knowledge to solve problems;
- use logic and reason to solve problems;
- break down problems into small steps in order to solve them;
- use the mathematics learnt to solve problems that might happen in real life;
- learn how to use a calculator to solve problems quickly and effectively.

In common with many other schools, we have decided that we will not enter our top set for iGCSE at the end of the Remove; however, this policy is under constant review. Pupils in the top sets should expect to be stretched throughout the Remove and Fifth Form, often studying topics that are beyond the syllabus. Pupils in higher sets will also be taught the content of AQA Further Mathematics iGCSE during the Remove and Fifth Form. They will be entered for this extra iGCSE if appropriate. In this way they will be ready to tackle Mathematics in the Sixth Form.

COURSE STRUCTURE

During the Shell year, students will start their iGCSE course and have access to an iGCSE text book. They will revisit and build upon ideas that they will have come across previously in mathematics: Algebra, Shape and Space, Number and Proportion, Probability and Data Handling. We ensure that students have a good foundation of basic number work, including the four operations with decimals and fractions. Students will also meet standard form and index rules. Some of the algebraic techniques will include solving equations, factorising and rearranging formulae, which are key techniques for the iGCSE course. Students are encouraged to form links between algebraic expressions and graphical representations.

Basic data handling skills are covered, including both representing and analysing data. Shape topics include common area formulae, units of measurement, Pythagoras, right angled trigonometry and circle theorems. In all aspects of the course real life problem solving is encouraged. Technology is planned into schemes of work to enhance learning where appropriate and mobile technology is particularly useful for revision purposes.

In the Remove and Fifth Form the work is a natural progression from studies in the Shell and earlier years.

In the new iGCSE specifications, there is now a heavier emphasis on interpreting and analysing problems, and generating strategies to solve them.

EXAMINATION STRUCTURE

There will be two calculator papers. For students who sit AQA Further Mathematics iGCSE there will be one non-calculator paper and one calculator paper in addition to the two iGCSE papers.

NON-EXAMINATION ASSESSMENT

There is no coursework.

EXAMINATION BOARD: EDEXCEL IGCSE

TEACHING APPROACH

We teach in a lively and communicative way. Our main aim is to ensure that pupils can understand spoken and written language and express themselves confidently, both orally and in writing. Grammar is taught alongside active communication skills so that pupils have the tools to use language creatively and accurately.

In addition to traditional text books we make considerable use of audio and video resources from the internet along with authentic materials from other sources. Pupils are also given the opportunity to develop their language skills and to make use of new technologies in the production of their work. The department aims to provide regular trips in order to promote and consolidate language learning along with an insight into culture and history.

Much of the teaching is conducted in the target language, but English is used for the explanation of grammar points and for clarification. We are fortunate to have native speaking language assistants who help us with preparation for the oral examination.

The Department aims to engender an enthusiasm for language that will encourage pupils to achieve the highest levels of academic success as well as giving them the important skills which they can use outside school and, hopefully, throughout their life.

COURSE STRUCTURE

In the Shell pupils revise some of the key basics before moving on to more advanced topics that will lay the foundations for the iGCSE course. Pupils will learn how to talk in more detail about themselves, their friends and their families. They will learn to describe their free time activities and to give justified opinions on a range of different topics.

In terms of grammar, pupils study definite and indefinite articles; how to form the plural of nouns and adjectives; possessive adjectives and the conjugation of the present, past and future tense of regular verbs, reflexive verbs and some irregular verbs.

In the Remove and Fifth Form, iGCSE languages are topic-based courses, covering the following five different subject areas:

- Everyday activities: home life and school, food, health and fitness
- Personal and social life: self, family and personal relationships, holidays and special occasions
- The world around us: home town and local area, environmental issues and climate change, people, places and customs
- The world of work: continuing education, careers and employment, language and communication in the workplace
- The international world: tourism at home and abroad, life in other countries and communities, world events and issues

Pupils learn how to cope with everyday situations within these topic areas, with the emphasis split between the four language skills: reading, writing, listening and speaking.

The language and grammatical structures gained during the foundation years are developed as pupils produce increasingly sophisticated language. Oral and written skills are furthered through the addition of more complex vocabulary and structures. Pupils learn how to manipulate and contrast the present, past and future tenses and to express their opinions on a variety of issues.

The ability to communicate effectively in a language other than your own is of increasing importance in today's world.

Our emphasis is on practical communication and we aim to provide a sound base of grammar, an insight into culture and civilisation, an awareness of the structure of the language and, most important of all, enjoyment and intellectual stimulation.

FRENCH & SPANISH

EXAMINATION STRUCTURE

The iGCSE consists of three separate examinations. They are based on the following skills:

Listening

25% of qualification

The listening examination takes 35 minutes.

All questions and rubrics are in the target language.

Oral

25% of qualification

The speaking examination is conducted by the teacher but is externally marked.

It consists of a photocard task and a general conversation on the five topics.

Reading and writing

50% of qualification

This is a comprehension exercise, with all texts, questions and rubrics in the target language. The material may include messages, e-mails, internet sources, articles and brochures of varying length.

For the written examination, candidates complete three writing tasks in the target language. The first task focuses on communicating a series of simple messages, and the second is a more creative writing task where pupils are rewarded for sophisticated language and accuracy. The third is a grammar gap-fill.

No dictionaries are allowed in any of the examinations.

NON-EXAMINATION ASSESSMENT

There is no coursework, though pupils will be expected to prepare for the oral examination, and will have practised each of the topic areas thoroughly in advance.

Please note that pupils may only select a modern foreign language if they have studied that language before joining the Shell year.

EXAMINATION BOARD: EDEXCEL

TEACHING APPROACH

In order to take Music, pupils will need to:

- play an instrument or sing
- be able to read music to a basic standard
- have an elementary knowledge of music theory
- be interested in learning more about music and developing their musical skills.

COURSE STRUCTURE

Shell Music lessons cover listening, composing and performing skills and throughout the year students have the opportunity to: perform in groups/as a soloist, compose in groups/solo and undertake individual listening and comprehension tests.

The following themes are covered:

1. Ground Bass Variations

By the end of this project pupils should be able to: perform parts from a piece called 'Time Lapse', answer listening questions and compose their own melodies using the techniques found in this work.

2. Song Writing

Students will study a variety of popular songs and use what they have learnt to write their own chorus. Specialist music software will be used in this project.

3. Theme and Variations

Students will complete a short project in which they develop a given melody to complete a set of musical variations.

4. Music for Film and Television

Pupils will examine how music is used for different purposes in film and television.

5. Gangsta's Paradise

This is a short performance based project where students arrange their own version and work towards a group performance of this rap.

Continuing into Remove and Fifth Form, lessons will include solo and group performance tasks, analysis work, composition exercises and listening questions.

6. Performance Assessment

Students will be given lesson time to prepare a performance of a piece and will then assess each other's work according to the GCSE Mark Scheme.

7. Analysis of Killer Queen

This is a set work to be covered in the GCSE course. Students will complete additional, individual research and give small-group presentations.

EXAMINATION STRUCTURE

There are two non-examined elements (Components 1 and 2) and one examination.

Component 1

30% of total GCSE

- Solo Performing 15%
- Ensemble Performing 15%

Component 2

30% of total GCSE

- Composing

Component 3

40% of total GCSE

The final part of the course is a 105 minute listening and written examination which will be held in the Summer Term at the end of the Fifth Form.

NON-EXAMINATION ASSESSMENT

This accounts for 60% of the overall examination.

The Music course in the Shell, Remove and Fifth Form years follows the Edexcel specification.

After a foundation year in which performance, composition and listening skills are developed, students commence the GCSE course.

60% of the final GCSE examination is non-examination assessment and the remaining 40% is a written examination with listening questions.

PHYSICAL EDUCATION

Physical Education at GCSE is a challenging and diverse course that covers the world of sport (including anatomical, cultural and psychological components) and is taught with emotional and social skill development underpinning all lessons for each individual.

EXAMINATION BOARD: OCR

TEACHING APPROACH

As a department, we take great pride in the standard and effectiveness of our teaching and learning techniques in the classroom. Differentiated lessons will use a variety of learning styles and methods to help achieve personal bests, promote fun and meta-cognitive learning. Our students will leave the course as more confident young people, who have been stretched and challenged on a regular basis. They will be regularly asked to organise, manage and communicate under pressure.

COURSE STRUCTURE

In the Shell the one hour per fortnight course covers the following sports/activities:

- Basketball, gymnastics, swimming and lifesaving, athletics and tennis.
- Leadership skills, self-discipline and working in groups or as an individual.
- An introduction to the GCSE Physical Education course covering: basic anatomy and physiology, cardiovascular and respiratory systems and sports psychology.

In the Remove and the Fifth Form the course is divided into two main parts: theory and practical.

EXAMINATION STRUCTURE

The theory section is 60% of the total GCSE. Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

There are two 1 hour examinations: an anatomy and physiology paper (where learners will develop knowledge and understanding of the basic structures and functions of body systems that are particularly important to physical activities and sports) and a second paper which covers socio-cultural influences, sports psychology and health, fitness and well-being. Learners will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports. They will also develop their knowledge and understanding of how sport impacts on society, including the influences of sponsorship and the media. Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports.

NON-EXAMINATION ASSESSMENT

This makes up the other 40% of the GCSE. Students will be assessed in three activities of their choice, one team sport, one individual sport and then a choice of either. It is important to note that students must be assessed in a competitive environment and therefore should be regularly participating in the three sports that they choose.

For a full activity list please see:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/447738/GCSE_activity_list_for_PE.pdf

Students will also be required to produce an Evaluation and Analysis of Performance. Candidates observe another person, performing in a chosen sport/activity, before evaluating the performance.

EXAMINATION BOARD: EDUQAS

TEACHING APPROACH

The GCSE course aims to:

- Stimulate interest in and enthusiasm for a study of philosophy and theology;
- Develop knowledge and understanding of aspects of faith and whether faith is reasonable;
- Promote exploration of, and reflection upon, questions about the meaning of life;
- Consider religious and, where appropriate, other responses to moral issues;
- Master analytical skills and learn to argue well.

The course enables students to show knowledge and understanding of religious beliefs and to have an awareness of the diversity of responses to personal and social issues as well as more general philosophical and ethical issues. The course is taught with a primary focus on Christianity and Judaism for GCSE.

COURSE STRUCTURE

Shell

Pupils learn about, and learn from, different religions and religious ideas as they begin the GCSE course. In particular pupils ask:

- How do we make sense of suffering?
- What do we believe about the origins of the universe and life on Earth?
- Can religion and science co-exist?
- What is the role of Art in religious history and tradition?
- How do we 'know' things?

There is a particular focus on literacy; pupils will be taught to write convincing and coherent essays which will prepare them for further study. Classes are lively and robust with an emphasis on engagement and debate.

Remove and the Fifth Form

The Eduqas GCSE specification consists of three components: Religious, Philosophical and Ethical studies (50%), Study of Christianity (25%) and Study of Judaism (25%). In the first component, students study four topics: Relationships, Life and Death, Good and Evil and Human Rights. In the latter components central beliefs and practices are examined, as well as a diversity of views within each faith.

EXAMINATION STRUCTURE

Three papers are taken at the end of the Fifth Form.

Component 1 (Religious, Philosophical and Ethical studies) is two hours.

Components 2 and 3 (Christianity and Judaism) are each one hour.

NON-EXAMINATION ASSESSMENT

There is no coursework.

Forget any preconceptions you have of Religion, Ethics & Philosophy. It is unlikely that this option will be like anything you have encountered before. Are you prepared to think and argue? Do you want to learn to write convincing essays?

Religion, Ethics & Philosophy is one of the fastest growing subjects in schools and universities. In the world of work, employers look for someone with an enquiring mind, an appreciation of different viewpoints, an ability to come to clear, balanced decisions. These skills all develop through studying REP.

REP provides students with the chance to study issues and questions that matter: What's the value of a life? What beliefs will you live by? What different ideas about God and life after death are there?

In studying religion, students are able to develop their own thoughts and ideas about moral and ethical issues and questions of belief. The specification does not presuppose faith, and is designed to be accessible to persons of any religious persuasion or none. What is necessary, is an interest in the beliefs and values of others.

REP is a valuable entry qualification to post 16 education and to other further education opportunities. All universities accept and welcome students with REP onto a variety of courses, in humanities, arts and sciences as well as to specific courses in Religious Studies, Theology, Philosophy and related disciplines.

The syllabuses followed are those of the Edexcel International GCSE. These are GCSE equivalent qualifications that provide a rigorous background in the three Sciences, whilst avoiding the constraints of coursework.

All pupils will follow the Triple Award specification in each of Biology, Chemistry and Physics during the Shell. Pupils (and their parents) will be advised during the Shell year if we think the Double Award route may be more appropriate for them in the Remove.

TRIPLE AWARD

The full specification is studied and examined in each of Biology, Chemistry and Physics. Pupils will sit an iGCSE paper in each science and an extension paper in each science. This will lead to three separate iGCSE grades, one in each of the sciences. It is anticipated that many pupils will follow the Triple Award route, including those pupils wishing to study a Science subject in the Sixth Form.

DOUBLE AWARD

Pupils following the Double Award route in the Remove, will continue to study Biology, Chemistry and Physics as three separate Science subjects, however they will follow a reduced specification in each. Pupils will sit one terminal examination in each of Biology, Chemistry and Physics and they will be awarded two iGCSE grades based on the average mark achieved across the three examination papers.

EXAMINATION BOARD: EDEXCEL IGCSE

TEACHING APPROACH

In practice the Science courses are tackled over three years as a significant start to the specification content is made in the Shell. Pupils will learn about the scientific process, performing practical and investigative work and covering the skills of investigation design, observation, measurement, data presentation and handling, drawing conclusions and evaluation. The courses aim to provide general scientific literacy, equipping pupils to question and engage in debate on the evidence used in decision-making, with substantial content to prepare for Sixth Form study of the Sciences.

Pupils will be encouraged to use both remote sensing equipment during lessons and their laptops for recording results and for research and revision.

COURSE STRUCTURE

Shell Biology

The course is an interesting and thorough course which builds on much that has already been established as a foundation in earlier years.

The year starts with a look at major biological concepts such as cell structure, diffusion and osmosis. We also look at life sustaining chemical reactions such as respiration and how these reactions are catalysed by enzymes. The students then consider microorganisms and how these can be useful in the food and drink industry. The Lent and Summer Terms are broadly devoted to physiology and disease, where students have an in-depth look at the structure of the heart and lungs and the mechanisms behind defences against pathogens.

The Shell year is also used to establish a strong grounding in experimental work. Throughout the year there is a focus on planning, implementing and analysing investigations. Pupils will complete a number of practical sessions and, in doing so, develop an understanding of the scientific method which is examined in written papers at the end of the course.

Shell Chemistry

The course builds upon earlier material and ensures that all pupils, irrespective of their background, have certain chemical ideas established as they start going through iGCSE material. These ideas include the difference between physical changes and chemical reactions and between mixtures and compounds and the division of pure substances into elements and compounds. This is done with an emphasis on the consolidation and development of practical skills in the laboratory.

Early on in the year pupils learn about atomic structure and electron arrangement (and its connection with the Periodic Table) in order to expose the pupils to new ideas and concepts. The introduction of ionic bonding and writing chemical formulae also allows pupils to gain a solid foundation in the language of Chemistry.

A number of key reactions are revisited such as metals reacting with air and with water, acids reacting with metals, alkalis, bases and carbonates. These are used as an opportunity to learn how to balance chemical equations, practice writing chemical formulae and consolidate practical skills. Pupils learn about covalent bonding and contrast this with ionic bonding that was taught earlier in the year. The chemistry of crude oil fractions is used to introduce pupils to organic chemistry and explore combustion and pollution further. The year ends with a topic on separation techniques which pulls together many of the ideas learnt earlier in the year.

Shell Physics

The curriculum builds upon earlier concepts and introduces new ideas that are then developed further in the Remove and Fifth Form.

A broad range of the fundamental topics are covered including energy uses and resources, waves and the electromagnetic spectrum, the essentials of forces, together with density and pressure, energy and voltage in circuits and mains electricity. Wherever possible, practical work and demonstrations support the lessons to underpin the physical nature of the subject.

The initial topics studied help to support the more complex topics covered in the Remove and Fifth Form. These topics include motion, light and sound, electromagnetism, electromagnetic induction, radioactivity and astronomy. At the end of the course pupils will have a good understanding of a wide range of topics in Physics.

The key topic areas covered are given in the table below:

DOUBLE AWARD	
Biology	<ul style="list-style-type: none"> • The nature and variety of living organisms • Structures and functions in living organisms • Reproduction and inheritance • Ecology and the environment • Use of biological resources
Chemistry	<ul style="list-style-type: none"> • Principles of chemistry • Inorganic chemistry • Physical chemistry • Organic chemistry
Physics	<ul style="list-style-type: none"> • Forces and motion • Electricity • Waves • Energy resources and energy transfer • Solids, liquids and gases • Magnetism and electromagnetism • Radioactivity and particles • Astrophysics

EXTENSION MATERIAL FOR THE TRIPLE SCIENCES

Biology	The Double Award topics taken further.
Chemistry	The Double Award topics taken further
Physics	The Double Award topics taken further.

EXAMINATION STRUCTURE

The assessment scheme takes the following form:

All pupils, Double Award and Triple Award:

Three x 2 hour written papers
(one for each of Biology, Chemistry and Physics)

Triple Award pupils sit in addition:

Three x 1 hour 15 minute written papers
(one for each of Biology, Chemistry and Physics)

NON-EXAMINATION ASSESSMENT

There is no coursework.

The English as a Second Language iGCSE is taken by pupils whose first language is not English. It is only relevant to those pupils who have ESL tuition.

ESL pupils prepare for the examination during ESL lessons (for which there is an additional charge) and are entered for the examination at the end of their Remove year if they have made sufficient progress. It is also possible to take the examination in the Fifth Form, alongside their other GCSEs.

ESL pupils are prepared for this examination in addition to the English Language iGCSE and, although the examinations complement each other to a certain extent, the aim of the ESL iGCSE is to ensure that students achieve a level of communication ideal for everyday use.

The examination is designed for students who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic life.

EXAMINATION BOARD: CAMBRIDGE

TEACHING APPROACH

ESL is taught in individual lessons, allowing the Head of ESL to respond to the individual needs of each learner. A variety of teaching approaches are employed and pupils are encouraged to take responsibility for their own learning. Our pupils usually have a relatively high level of English proficiency as they are following GCSE courses in their other subjects. The course is tailored to the particular needs of the pupil, with appropriate emphasis on grammar and vocabulary, listening, reading, writing and speaking skills. ESL tuition therefore focuses on supporting the pupil in his or her GCSE studies, as well as ensuring that all aspects of the ESL iGCSE are covered.

COURSE STRUCTURE

The ESL iGCSE focuses on four main skills:

1. Reading

(Factual texts from a variety of sources.)

Pupils will learn to:

- understand factual information, abstract ideas and arguments from a range of texts, e.g. leaflets, articles, blogs and web pages;
- identify relevant information and select correct details from a wide range of texts;
- identify ideas, opinions and attitudes from a wide range of texts and understand the connections between them;
- understand what is implied but not directly stated, e.g. gist, purpose and intention.

2. Writing

(Note-making, summary writing and writing letters and articles.)

Pupils will learn to:

- communicate factual information, abstract ideas and arguments with good expansion;
- select and organise relevant information and ideas into coherent paragraphs and use a range of appropriate linking devices;
- respond to a written stimulus and use appropriate register and style/format for the given purpose and audience;
- produce written texts with a wide range of language structures (i.e. grammatical and lexical);
- produce written texts that show very good control of punctuation and spelling.

3. Listening

(Responding to short and extended spoken passages.)

Pupils will learn to:

- understand factual information, abstract ideas and arguments from a wide range of sources;
- identify relevant information and select correct details from a wide range of sources;
- identify ideas, opinions and attitudes from a wide range of sources and understand the connections between them;
- understand what is implied but not directly stated, e.g. gist, purpose and intention.

4. Speaking

(Discussion in relation to a set topic.)

Pupils will learn to:

- communicate clearly, accurately and appropriately;
- convey information and express opinions clearly;
- demonstrate knowledge of a range of appropriate vocabulary;
- engage in and influence the direction of conversation;
- employ suitable pronunciation and stress patterns.

EXAMINATION STRUCTURE

The examination consists of two papers and an oral test.

- The Reading and Writing paper is 2 hours long and has a 70% weighting.
- The Listening paper is 50 minutes long and has a 30% weighting.
- The Oral test is 10-15 minutes long and the marks for the oral component do not contribute to the overall grade candidates receive for the written components. Instead, pupils are awarded a separate grade for Speaking. As an alternative, a different syllabus is also available, which allows the oral component to be included in the overall grade. This count-in oral component option reduces the weighting for the Listening paper to 20% and allocates 20% to the Oral test. Pupils are entered for the syllabus which is most suited to their abilities.

NON-EXAMINATION ASSESSMENT

There is no coursework.

PSHE (Personal, Social, Health and Economic) education at Hurst helps pupils to improve their knowledge as well as developing personal skills and attributes that will equip them as they grow up and in adulthood. Our aim is to ensure that all our pupils stay safe and healthy by helping to prepare them to take on new responsibilities whilst having the necessary skills to make informed choices when managing risk. Our programme helps to develop resilience and the ability to empathise, whilst also encouraging independent thinking.

Citizenship lessons in the Remove year aim to prepare our pupils to develop the skills and knowledge needed to play an active part in society, whilst at school and beyond. We encourage our pupils to engage in politics and current affairs as well as exploring a range of topics such as human rights and the economy.

LEARNING SUPPORT

For a student who has a learning support need and requires some individualised support in the Senior School, it is necessary for them to study one less option subject at GCSE and therefore they should choose 'Learning Support' in one option block. This will ensure that they a) have space in their timetable to accommodate LS and b) allow some 'breathing space' for them to keep on top of their other subjects. Following this path enables the student to have the opportunity of attaining the best possible grades in their other subjects.

Please do not hesitate to contact the Head of Learning Support if you have any queries.

LS lessons are currently recharged termly. The number of lessons taught will be charged at the end of each term.

For the current rate per lesson, please refer to the Bursar's annual letter or contact the LS department.









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