



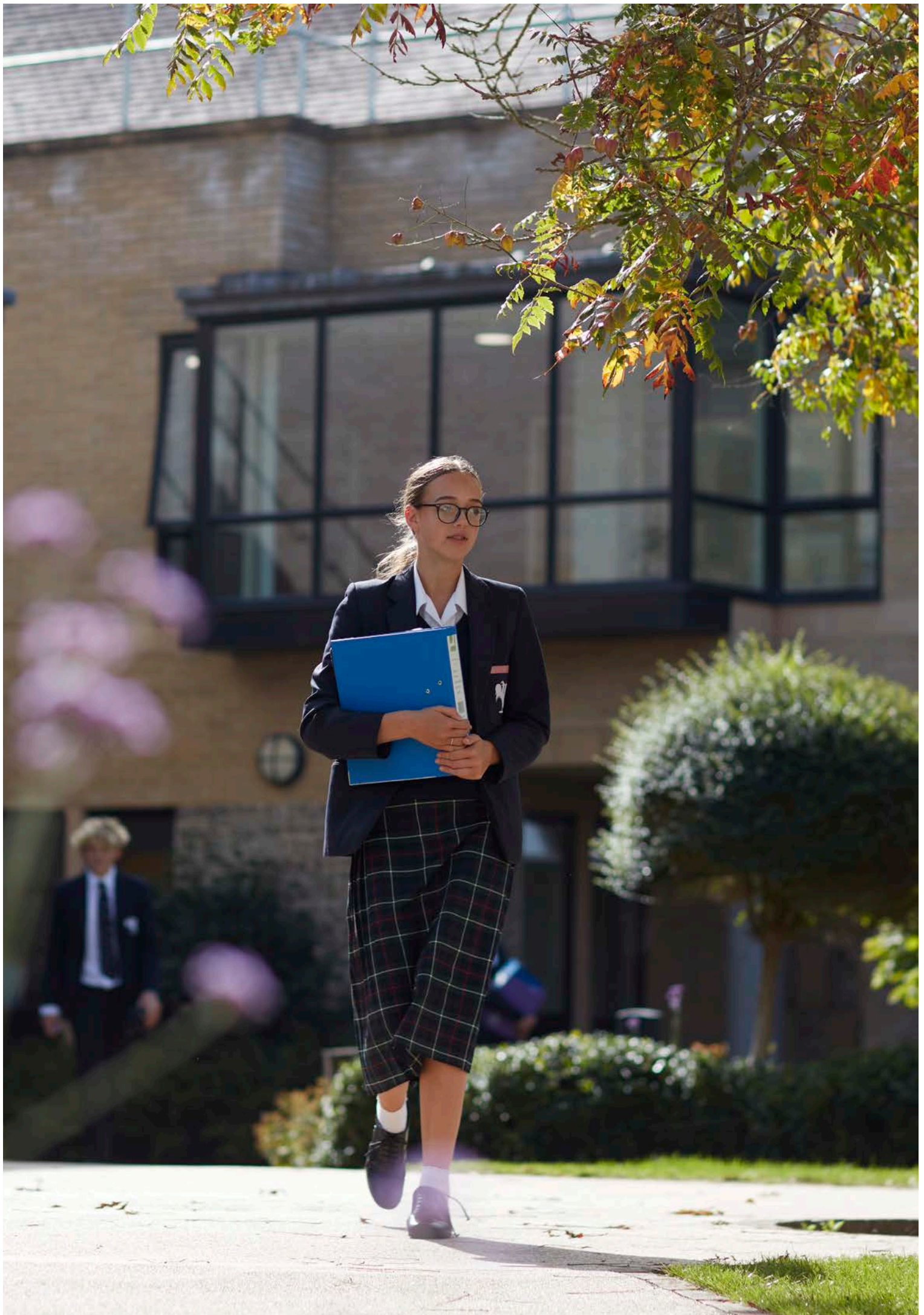
Hurst



Choices Information

Shell

September 2024



Welcome

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 Shell curriculum

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 that have an award 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. If you are the parent of a beginner who is prepared to undertake a considerable amount of independent work in advance of a continuers' course starting, you should contact me no later than February to find out what work your son/daughter needs to do in the 6 months before the Shell year starts.

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 are assessed 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 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. 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 received 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, you should contact me about the proposed change as soon as possible.

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.

Yours sincerely

Graham Moir
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The Curriculum

Core subjects	Options
These subjects are compulsory in the Shell year	Up to six subjects
English Language and English Literature	Art and Design
Mathematics	Computer Science
Science	Design and Technology (DT)
Dance	French
Drama	Geography
Physical Education (PE)	History
	Latin
	Music
	Religion, Ethics and Philosophy (REP)
	Spanish



Art and Design

in the Shell year

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

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.

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

Component 1: Personal Portfolio (Coursework)

60%

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

Component 2: Set Task

40%

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.



Computer Science

in the Shell year

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 computer game using the LiveCode programming language. Pupils will learn how to design algorithms to solve problems and how to define algorithms using flowcharts. Key Computer Science concepts such as converting numbers into and out of binary and hexadecimal are introduced.

Component 1: Computer Systems

This component is focused on computer systems covering the physical elements of computer science and the associated theory.

Component 2: Computational Thinking, Algorithms and Programming

This component is focused on solving problems in a computational way, applying solutions through the use of algorithms and applying these in a high-level programming language.

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

Non-examination assessment

There is no coursework.

Dance

in the Shell year

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.

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



Design and Technology (DT)

in the Shell year

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 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 are suitable for intended users and devise modifications where necessary that would improve performance

Course structure

There are two units – a non-examination assessment 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 NEA takes place during the final year of the course and is worth 50% of the final marks. It is internally assessed and externally moderated. Pupils are required to submit a concise design folder and/or the appropriate ICT 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.



Drama

in the Shell year

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.

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.



English Language and English Literature in the Shell year

We follow the Edexcel International GCSE (iGCSE) 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 co-curricular clubs and competitions. Similarly, we encourage wider reading at all levels of the school and subscribe to a range of literary magazines and websites.

Examination board

Edexcel (iGCSE)

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 in the Shell year

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 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

There are two coursework pieces each for English Language.

English Literature

in the Shell year

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

Pupils will be examined on the texts they have been studying in the Michaelmas and Summer Terms: a selection of poetry and a work of modern prose respectively. In the Lent Term, pupils complete a coursework-style essay on the Shakespeare text to prepare them for the demands of iGCSE.

Non-examination assessment

There are two coursework pieces each for English Literature.



Geography

in the Shell year

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.

Examination board

Edexcel (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 two topics:

- Hazardous Environments
- Economic Activity and Energy

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

- Urban Environments
- River Environments
- Fieldwork (Brighton and River Tillingbourne)
- Global Issues - Globalisation and Migration

Examination structure

There are two examination papers in iGCSE Geography:

Paper 1 'Physical Geography' tests

Hazardous Environments, River Environments and fieldwork from the River Environments (River Tillingbourne) trip.

Paper 2 'Human Geography' tests

Economic Activity and Energy, Urban Environments, Global Issues (Globalisation and Migration) and fieldwork from the Urban Environments (Brighton) trip.

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 and use these skills to complete section B in paper 1 and paper 2 of the exam.

History

in the Shell year

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 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 coursework.

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 four 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.



Latin

in 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 Remove begin their literature journey with the Component 3 module in which they read an extract of Ovid's *Metamorphoses*. Students explore the exploits of Perseus as he journeys from Medusa to Atlas and beyond.

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

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

- De Romanis 1 and 2 books. 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

- De Romanis 2 book and departmental resources. 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 role of the gods, oracles, the history of Rome (its kings and the Republic), oratory and the army and Julius Caesar.
- We begin to study the Roman literature in Michaelmas, starting with Ovid's *Adventures of Perseus*, some of which is tested in the GCSE-style Summer Examination, and finish all of the material for Component 3 by the end of the academic year. We also begin exploring Roman culture through the Component 2: love and marriage.

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.

Additional information

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



Mathematics

in the Shell year

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 middle school students.

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, interpret 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 boards

Edexcel (iGCSE)

AQA Further Mathematics (iGCSE) - this is 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. These pupils in higher sets will be taught the content of AQA Further Mathematics iGCSE during Fifth form, having worked at a faster pace towards the end of Remove. 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.

Modern Languages (MFL): French and Spanish

in the Shell year

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.

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.

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.

Additional information

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



Music

in the Shell year

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

Examination board

OCR

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. Film & Video Game Music

Each class will observe the conventional tropes of music within Horror, Action and Romantic film. They will study what it is to use a Leitmotif, how recorded sound is utilised in film, the difference between diegetic and non-diegetic music and what it is to Mickey Mouse.

2. The Conventions of Pop

The class will look at performing pop arrangements of songs from the OCR GCSE Conventions of Pop area of study.

The class will hear Iconic Artists and the typical features of: Rock 'n' Roll of the 1950s and 60s, Rock Anthems of the 1960s and 70s, Pop Ballads of the 1970s, 80s and 90s and Solo Artists of the 1990s till the Present Day. Students will review their knowledge of music notation and look at lettering and performing pieces typical of the area of study whilst studying the style and context.

3. Rhythms of the World

Students will look at creating several practical compositions based on Rhythms of the World. The topic will cover listening work that focuses on: Indian Classical Music, Bhangra, Israeli and Palestinian music, African Drumming, Greek Music, Samba work and Calypso music.

4. Sampling & Arranging

The class will discuss and analyse what goes into the process of sampling in music and review the contemporary debates that have arisen since the process originated in the 1970s.

Students will firstly develop a composition based around a Soundtrap loop of their choice, with the awareness that the loop is in fact a pre-recorded sample. Then, the class will create a composition based around one of five vocal samples.

5. The History of Western Music

This course takes students through the traditional Western Music Timeline, from the Baroque Period to the 21st Century. Students learn about iconic composers, key works and musical trends throughout Western History.

Each week students focus on one composer of a new period and then begin to play a work of that composer on the keyboard or their chosen instrument.

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.

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.



Physical Education (PE)

in the Shell year

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/944828/GCSE_PE_activity_list_revised_2020.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.



Religion, Ethics and Philosophy (REP)

in the Shell year

The study of REP has huge value in the 21st century, as we seek to unpack the nuanced debates of our time. At the core of our teaching is an interest in diverse beliefs and worldviews, and different ways of understanding the world around us.

Students of Religion Ethics and Philosophy (REP) are found working across almost every employment sector; an ability to understand and critically consider a range of viewpoints before reaching your own judgement is a highly prized skill in today's world. Ethicists work across industry (AI, medicine, pharmaceuticals, Government & Civil Service, charities, technology, science & research, law, and others).

Developing religious literacy in an increasingly pluralistic world is, some would say, a civic duty. And Philosophy ('love of knowledge') is increasingly offered at degree level to accompany Mathematics, Physics, Law, Economics, Biology, Medicine, Politics, and Sociology: an indication of its relevance across academic disciplines.

At GCSE level, REP enables students to study moral issues and philosophical questions such as 'What's the value of life?', 'What beliefs will you live by?' and 'Is euthanasia permissible?' This 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.

Examination board

Eduqas

Teaching approach

The REP classroom is a safe environment to reconsider and challenge prior assumptions. Students are supported to express their ideas and learn to respectfully disagree with each other through a broad range of contemporary and ancient debates. Students encounter two faith systems in detail during GCSE REP: Christianity and Judaism. This is accompanied by an extensive study of ethics (euthanasia, abortion, environmental stewardship, relationships, censorship, etc). The subject is examined through a range of short answer questions and essays, skills which students are supported to hone throughout the course, which commences in January of the Shell year.

The GCSE course aims to:

- Stimulate interest in and enthusiasm for a study of philosophy, ethics 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 non-religious responses to moral issues
- Master analytical skills and learn to argue well

Course structure

Shell

A Brief History of Religion, including the anthropological and psychological basis for religion, a study of five major world faiths, discussion of whether religion is relevant in the 21st century.

- Ethics: Good and Evil
- Judaism: Beliefs and Teachings

Remove

- Ethics: Life and Death
- Christianity: Beliefs and Teachings
- Ethics: Human Rights
- Judaism: Practices

Fifth Form

- Ethics: Relationships
- Christianity: Practices

Examination structure

This GCSE is assessed by exam only. There are three papers at the end of Fifth Form:

Component 1: Religious, philosophical and ethical studies in the modern world

Component 2: Christianity

Component 3: Study of a World Faith (Judaism)

Non-examination assessment

There is no coursework.

Science

in the Shell year

The syllabuses followed are those of the Edexcel International iGCSE. 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 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 and acids reacting with metals, alkalis, bases and carbonates. These are used as an opportunity to learn how to balance chemical equations,

Continued over the page

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 stores and transfers, waves and the electromagnetic spectrum, the essentials of forces and motion, density and pressure and the fundamentals of electricity and electric circuits. 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 ideal gases, light and sound, heat transfers, electromagnetism, particles, radioactivity and astrophysics. 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.

Examination structure

The assessment scheme takes the following form:

Double Award and Triple Award (all pupils)

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

Triple Award pupils only

Sit the following additional papers:
Three x 1 hour 15 minute written papers
(one for each of Biology, Chemistry and Physics).

Non-examination Assessment

There is no coursework.

Science Double Award iGCSE	
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 transfers • Solids, liquids and gases • Magnetism and electromagnetism • Radioactivity and particles • Astrophysics

Extension material for the Science Triple Award iGCSE	
Biology	The Double Award topics taken further.
Chemistry	The Double Award topics taken further.
Physics	The Double Award topics taken further.

PSHE and Citizenship

in the Shell year

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. Our pupils engage in discussions surrounding politics and current affairs, and explore a range of topics including diversity, identity, community, prejudice and discrimination, human rights and finance.

Both of these programmes are supported by the EDI (Equity, Diversity & Inclusion) team, who work with pupils and staff across the College to raise awareness of global and social issues, and provide the pupils with an opportunity to reflect on them, learn about them, and discuss them – all in a structured, supportive and open environment.

Alongside PSHE, in Shell Hurst runs a Wellbeing programme on alternate weeks. This provides a suite of sessions over the year for pupils to spend time taking part in a novel and rewarding activity to support their Wellbeing. The activities change each year but presently include the following; Forest and Farm, Circus Skills, Drop Everything and Read, Mindfulness and Physical Wellbeing.



Learning Support

Remove and Fifth Form

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 firstly, they have space in their timetable to accommodate Learning Support (LS) and secondly, 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.

jill.silvey@hppc.co.uk

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 contact the Head of Learning Support.

Staff contacts

for Shell

If you would like further information on any of the subject areas mentioned in this booklet then please get in touch with the relevant person from the list below.

Subject	Name	Email address
Art and Design	Mr Cuerden	richard.cuerden@hppc.co.uk
Computer Science	Mr Crook	steve.crook@hppc.co.uk
Dance	Miss Dominy	nicola.dominy@hppc.co.uk
Design and Technology (DT)	Mr MacDonald	kaeran.macdonald@hppc.co.uk
Drama	Mr Parkin	nigel.parkin@hppc.co.uk
English Language and English Literature	Mr Songer	matthew.songer@hppc.co.uk
Geography	Mr Hubbard	edward.hubbard@hppc.co.uk
History	Miss Clarke	joanna.clarke@hppc.co.uk
Latin	Miss Faulkner	clementine.faulkner@hppc.co.uk
Mathematics	Miss Goodger	larissa.goodger@hppc.co.uk
Modern Foreign Languages: French	Miss Hyman	madeleine.hyman@hppc.co.uk
Modern Foreign Languages: Spanish	Mr Garcia Marcos	jorge.garciamarcos@hppc.co.uk
Music	Mr Dean	cyrus.dean@hppc.co.uk
Physical Education (PE)	Mr May	steve.may@hppc.co.uk
Religion, Ethics and Philosophy (REP)	Mr Hollins	aiden.hollins@hppc.co.uk
Science: Biology	Dr Hutchinson	kathryn.hutchinson@hppc.co.uk
Science: Chemistry	Mr Dawson	sam.dawson@hppc.co.uk
Science: Physics	Mrs Smith	naomi.smith@hppc.co.uk
Learning Support (LS)	Mrs Silvey	jill.silvey@hppc.co.uk

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