



Hurst



GCSE Choices Information

Remove and Fifth Form

2024 - 2026



Welcome

Dear Shell parents

The time has come to start the Options process for the Remove and Fifth Form years so we have prepared this booklet to give you brief details about each of the courses that we have on offer. Please take the time to read about the subjects that your son or daughter is considering taking at GCSE level.

The curriculum for Remove and Fifth Form

The Curriculum is split into two parts: Core subjects and Optional subjects. The Core contains the compulsory subjects: English, Mathematics and Science and it accounts for 60% of lessons in the Remove and Fifth Form. Up to four Optional subjects complete the remaining curriculum time and at least one of these subjects must be chosen from the following list: Computer Science, French, Geography, History, Latin, REP and Spanish.

Our pupils can obtain up to eleven GCSE grades at the end of the Fifth Form (if Further Mathematics is taken) but this number may be lower depending on progress over the coming years. For example, all students follow a course in Science and most, but not all, take three GCSEs at the end of the Fifth Form. Those who are finding the course difficult, however, concentrate on getting two good GCSE grades in Double Award Science rather than three lower grades in the separate sciences. Students who have additional educational needs, and who have benefited from Learning Support in the Shell, usually take one fewer option in order for them to continue with that support. Pupils receiving scholarships or exhibitions in Art, Dance, Drama, or Music are required to take those subjects at GCSE.

Some GCSEs have a coursework component, but all are linear courses, with all the assessment happening 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.

Personal, Social and Health Education gives breadth to the pupils' academic programme and in the Remove year focuses on Citizenship.

The Options process

Shell tutors have already started to discuss possible subjects with their tutees and this will continue next term as the options process progresses. They will be able to offer advice on suitable subject combinations and explain how a pupil can book an appointment with our Careers Department if advice on careers is needed.

The Shell Parents' Evening takes place in January and the evening will give you the chance to talk to staff individually about the GCSE courses.

You will then be asked to submit your subject preferences immediately after the parents' evening. From the information provided we will then draw up the Option Blocks. Given the number of permutations that exist 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.

At half term the Option Blocks will be released and you will then need to make your final choices, remembering to choose a balance of subjects by considering carefully any possible career paths. 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.

Pupils do sometimes change their minds about their GCSE subjects between the time they submit their options choices and the start of the course. If this happens, then you should contact me about the proposed change as soon as possible, preferably by e-mail to graham.moir@hppc.co.uk.

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 at the Shell Parents' Evening.

Yours sincerely

Graham Moir
Deputy Head Academic

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The Curriculum

Core subjects	Options
60%	40%
These subjects are compulsory at GCSE	Up to four subjects <i>Pupils must select at least one subject with an asterisk (*) next to it.</i>
English	Art
Mathematics	Photography
Science	Computer Science*
	Dance
	Design and Technology (DT)
	Drama
	French*
	Geography*
	History*
	Latin*
	Music
	Physical Education (PE)
	Religion, Ethics and Philosophy (REP)*
	Spanish*

English Language and English Literature

iGCSEs

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.

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 (iGCSE)

Teaching approach

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

English Language

iGCSE

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 future life, they also underpin successful study at all levels.

Examination structure

The English Language exam consists of questions on unseen and pre-prepared non-fiction texts. There is one writing task, testing pupils on their ability to write accurate, well-structured and purposeful prose for a given purpose.

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.



English Literature

iGCSE

Course structure

Pupils read a range of texts, covering 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 exam on poetry and prose. Pupils will be required to respond to unseen poetry, and to write comparatively about poems from the anthology they have studied. This anthology is issued by the exam board. Pupils will also be expected to write essays in response to questions on their set texts, for example, 'Of Mice and Men'.

Non-examination Assessment

The remaining two units are coursework; one consisting of an essay on a modern drama text such as 'An Inspector Calls', and the other an essay on a literary heritage text such as 'Romeo and Juliet'.



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 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 solve problems that might happen in real life by:

- using mathematical skills and knowledge
- using logic and reason
- breaking them down into small steps
- learning how to use a calculator quickly and effectively

In common with many other schools, at Hurst we have decided that we will not enter our top set for the iGCSE examinations 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 the top sets will also be taught the content of AQA iGCSE Further Maths and entered for this extra qualification if appropriate. In this way they will be ready to tackle Mathematics in the Sixth Form.

Course structure

The work is a natural progression from studies in the Shell (Year 9) and earlier years. iGCSE Mathematics covers a wide range of basic mathematical knowledge and skills, grouped into four areas:

- Numbers and algebra
- Shape, space and measure
- Data handling

The fourth area is using and applying the mathematics contained in these areas to solve a range of problems. In the new specifications, there is now a heavier emphasis on interpreting and analysing problems, and generating strategies to solve them.

Examination structure

Mathematics iGCSE

There will be two calculator papers.

Further Mathematics iGCSE

There will be one non-calculator paper and one calculator paper.

Non-examination Assessment

There is no coursework.

Science

iGCSE

The syllabuses followed are those of the Edexcel International GCSE (iGCSE). These are GCSE equivalent qualifications that can only be taught in Independent Schools; they 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. Parents and pupils will be advised during the year if we think the Double Award route may be more appropriate in the Remove.

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.

Course structure

Triple Award

The full specification is studied and examined in each of Biology, Chemistry and Physics. Pupils will sit the terminal 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 exam in each of Biology, Chemistry and Physics and they will be awarded two iGCSE grades based on the average mark achieved across the three exam papers.

Examination structure

Each science certificate is assessed 100% externally and all examinations are taken at the end of the course. 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).

The exam papers are not tiered, meaning that all candidates sit the same papers. There is no foundation paper option.

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.

Art Photography GCSEs

Art education gives pupils the skills that will become increasingly important to their future development both in the workplace and during their leisure time. Aesthetic awareness will heighten and improve a pupil's personal perception of the world and their reactions and responses to it. This makes Art/Photography unique within the curriculum and a qualification that is valued by both universities and employers.

Art GCSE

Examination board
OCR

Teaching approach

Through critical analysis pupils will learn to understand and enjoy the multicultural and historical contexts in which works of art are created and will be able to communicate this knowledge articulately. They are required 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 (line, tone, colour, pattern, texture, shape, form and space) can be learnt as in any language, and similarly forgotten if not used. To really excel however, pupils need the same high level of theoretical and practical intellect required for any other area of the curriculum. 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. It should not therefore, be seen as an easy option, but as a very rewarding one.

Pupils are introduced to a variety of experiences employing a range of general art and design media and techniques. Through visits to galleries, museums and art history lectures they are introduced to a range of art, craft and design from past cultures as well as the present, including European and non-Western examples. Their response to these examples is shown through practical and critical activities and pupils are required to keep work journals for the collection and processing of visual information and ideas.

A range of opportunities will be provided for pupils to share and celebrate their progress and their outcomes in exhibitions during and at the end of the two year course.



Course structure

There are 2 components:

Component 1

Personal Portfolio in Fine Art (coursework)

Component 2

Externally Set Task in Fine Art

Students can choose to work in one of the disciplines listed below, photography and drawing is integral to all students' work and concepts:

- Drawing and Painting: Pencils, charcoal, pastels, pen and ink, water colour, oil, acrylic and collage processes.
- Print making and Textiles: Lino cutting, relief printing, etching, mono-printing, screen-printing. Fabrics, appliqué, batik, tie dye, paper making, pattern design, printing, embroidery, weaving, collage, fashion design, constructed textiles.
- Ceramics and Three dimensional studies: Carved, modelled, constructed, clay, mixed media, assemblage, card, plaster, wood, stone and concrete.
- Digital Media and Photography: Photoshop, animation, film, performance, photography (both digital and analogue).

Examination structure

This comprises an externally set assignment. Students have eight weeks to produce initial research, preparatory sheets and a work journal towards a final outcome. Students must choose to work in only one discipline from the list above. The 10-hour exam carries a weighting of 40%.

Non-examination Assessment

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

Coursework and Examination will be internally marked and externally moderated.



Photography

GCSE

Examination board

OCR

Teaching approach

GCSE Photography 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.
- 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 Photography pupils will:

- develop and explore ideas.
- select and experiment with appropriate media, materials, techniques and processes and gain practical skills such as digital and analogue camera use.
- 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.

Photography is defined as the practice of creating durable static or moving images by recording light with light-sensitive materials such as photographic film or digitally by means of an image sensor. Learners must explore, acquire and develop skills, knowledge and understanding through the application of traditional and or digital techniques and processes specific to their chosen area(s) of study of Photography. Learners must explore practical and relevant critical and contextual sources such as the work of historical and contemporary photographers and the different purposes, intentions and functions of photography as appropriate to their own work. Learners must demonstrate the knowledge, skills and understanding through area(s) of study relevant to Photography.

Areas of study

Learners are required to work in one or more area(s) of Photography, such as those listed below. Combinations of these areas are also possible:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image

Techniques

Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area(s) of study such as: photograms, pin hole cameras, film (chemical) processes, digital processes, time-lapse photography, stop-frame animation, installation, film, video, animation, photomontage and digital manipulation of images.

Course structure

Component 01: Portfolio 60%

Students produce a portfolio of practical work showing their personal response to a set starting point, brief, scenario or stimulus. The portfolio may be presented in appropriate formats for the specification title they are following and chosen area of study, including sketchbooks, digital presentations, mounted sheets, maquettes, prototypes, animated work, scale models or illustrated written work.

The portfolio must provide evidence that the student has met all four assessment objectives in one or more disciplines: Digital Media, Photoshop, animation, photography both digital and analogue.

Component 02: Externally set task 40%

Students respond to one of five themes, each with a range of written and visual starting points and stimuli. Students research, plan and develop ideas for their response to the option they have chosen, which they must then realise within the ten-hour supervised time period.

Learners are required to choose one or more area(s) of study:

- Documentary photography
- Photo-journalism
- Studio photography
- Location photography
- Experimental imagery
- Installation
- Moving image: film, video and animation

Work is not limited to one area of study.

Examination structure

This comprises of an externally set assignment. Students have eight weeks to produce initial research, preparatory sheets and a work journal towards a final outcome. The 10-hour exam carries a weighting of 40%. Students submit a portfolio of 60% coursework by the deadline in the Lent Term. Coursework and Examination will be internally marked and externally moderated.



Computer Science

GCSE

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. Computer Science 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 the Remove year pupils will learn a range of programming techniques, such as selection, iteration and sub-programs, by creating a series of programs using a high-level programming language. Pupils will learn how to design an algorithm to solve a problem and how to define algorithms using flowcharts and pseudocode. Key computing theory is covered in a range of learning activities which will prepare the pupils for the two theory exams which are sat at the end of the Fifth Form.

Component 1 – Computer Systems

This 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
- System software
- Ethical, legal, cultural and environmental impacts of digital technology

Component 2 – Computational Thinking, Algorithms and Programming

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

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

Examination structure

Component 1:

Written paper (90 minutes)

50% of the GCSE

80 marks

This is a non-calculator paper. All questions are mandatory. This paper consists of multiple choice questions, short response questions and extended response questions.

Component 2:

Written paper (90 minutes)

50% of the GCSE

80 marks

This is a non-calculator paper. This paper has two sections: Section A and Section B. Students must answer both sections. All questions are mandatory. In Section B, questions assessing students' ability to write or refine algorithms must be answered using either the OCR Exam Reference Language or the high-level programming language they are familiar with.

Non-examination assessment

There is no coursework.

Dance

GCSE

GCSE Dance focuses on the aesthetic and artistic qualities of dance and the symbolic use of movement to express and communicate ideas and concepts through the interrelated processes of performance, choreography and appreciation.

Dance is a powerful and empowering form of non-verbal communication and it is both physical and expressive, which makes it similar to and different from other art forms and physical activities.

The course acknowledges the important role that dance plays in young people's lives. Whilst many students will bring some previous experience of dance, others will have very little. This GCSE aims to value and build on whatever experience they have. GCSE students will study a range of dance styles which acknowledge aspects of the repertoire of dance that can be seen in the United Kingdom today.

Examination board

AQA

Teaching approach

Dance does not exist in its own esoteric bubble, it is influenced and shaped by the world around it. To dance is to be human and to dismiss the subject as irrelevant dismisses all that it can reflect and expresses about the human condition.

The holistic study of prescribed professional dance works therefore provides the context for learning through performance, choreography and critical appreciation and enables candidates to experience different cultural influences and styles of dance.

Developing so much more than just dance technique, the course is rich in transferable skills such as lateral thinking, communication, teamwork and self discipline. Regardless of whether or not a student wishes to pursue a career in the performing arts, dance as a GCSE can play as relevant and rewarding a role in a young person's education as any other subject.

Course structure

Component 1: Performance and Choreography

- Solo Performance of two set phrases
- Duo/trio performance
- Solo or group choreography

Component 2: Dance Appreciation

- Knowledge and understanding of choreographic processes
- Critical appreciation of own work
- Critical appreciation of professional works

Examination structure

Component 2: Dance Appreciation

80 marks for written paper (90 Minutes)

40% of GCSE

Non-examination assessment

Internally marked and externally moderated.

Component 1:

Performance

30% of GCSE

15 marks for set phrases

25 marks for duo/trio performance

Choreography

30% of GCSE

40 marks

There is clear progression to further study, equipping students to succeed not only in their GCSEs but their A-levels as well.

Other information

It will be expected that students regularly attend the theatre to see live dance performances to further stimulate their own creativity as well as reinforce and enrich their understanding of dance. Dance students should also become a member of one of the College's in-house dance companies to reinforce and develop performance and choreographic skills.



Design and Technology

GCSE

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. Pupils build on their previous learning from Shell allowing them to participate confidently and successfully in the GCSE years.

At GCSE, pupils will gain awareness and learn from wider influences on Design and 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 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 final project represents a substantial proportion of the examination marks. Preparation for the exam is covered in specific theory lessons. In Remove, theory lessons are taught weekly. They are separate from project lessons (two in five lessons are theory based) and cover every aspect of the specification, although much of the theory dovetails with project lessons.

This is not an easy option – pupils must be prepared to spend time in the department in addition to normal lessons and there will be a charge for non-examination assessment 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

iGCSE

Students who are inquisitive and critical about the world around them tend to succeed in Drama. Students must be willing to take risks, be self-critical and willing to openly present their own thinking in front of others.

Whether you wish to pursue a career in the arts or study something like Law at university, Drama is an excellent choice to develop the skills you need to succeed not only academically, but in life.

Examination board

Cambridge (iGCSE)

Teaching approach

iGCSE Drama is a course designed for pupils with an interest in the world around them. In the Drama classroom we explore, observe and create stories that examine the complexities of the world around us. Drama students are guided in developing their own creativity and imagination through engagement with challenging subject matter that poses the fundamental questions about the world in which we live.

Students learn through doing in Drama, completing a range of creative tasks. Lessons are facilitated by a specialist teacher but there is a great deal of independent thinking and doing within the classroom. Students often work in groups for large parts of the course.

Drama develops a range of what have become known as 'soft' skills: confidence, teamwork, reflection, evaluation, organisation, responding to feedback, resilience, communication, presentation skills, dealing with pressure and meeting deadlines... to name but a few!

When studying Drama students will fine tune their performance skills, however the iGCSE course will also develop students' ability to shape and structure dramatic material, conceptualise their own and other's art, design for the stage (including lighting, sound, costume and set) and direct others.

Above all, iGCSE Drama asks students to consider how they might reimagine the world through their own drama. It asks them to be human.

Course structure

In the first year of the course, students will work on three practical assessments. In the Michaelmas term students will explore a play text in preparation for a scripted performance of around 10 minutes in length. In the Lent term students will explore a stimulus item before devising their own piece of theatre ready for assessment. In the Summer term students will complete their third practical assessment – a monologue of between 3 and 4 minutes in length.

In the second year of the course, students will have an opportunity to re-complete their weakest assessment in the Michaelmas term. In the Lent and Summer terms, students prepare for the written exam. Students will study a set play text and devise their own piece of theatre in preparation to answer questions about their devising process.

Examination structure

The written examination is worth 40% of the overall course. Section A asks short and extended response questions on an extract from a published play, while Section B asks extended questions on a second extract from a different published play. Play texts change each year and are released by the exam board in September of the Fifth Form year. Section C asks extended response questions about a piece of work students have devised as a part of the coursework component. Section D contains a similar question for their devised performance.

Non-examination assessment

The coursework component is worth 60% of the overall iGCSE.

Students submit their three strongest performances from throughout the course. These must include:

- A monologue
- A devised group performance
- Group scripted performance

Geography

iGCSE

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, is the great challenge of our day. We encourage our students to embrace a broader view and become global citizens by taking responsibility for the world we live in. Sustainability remains a significant issue which our students explore both within and outside the classroom.

Geography as a subject 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, GIS, internet-based programs, documentaries and fieldwork in order to get the best out of all pupils.

All pupils have the opportunity to subscribe to the 'WideWorld' magazine which allows the students to explore topical articles, case studies and expert exam advice to deepen pupil's subject knowledge and help them to develop independent learning skills.

Course structure

All students start the iGCSE course during Year 9 so they are fully prepared for the Remove and Fifth years. The modules the iGCSE covers include:

- **Paper 1** Physical Geography: River Environments and Hazardous Environments
- **Paper 2** Human Geography: Economic Activity and Energy, Urban Environments and Globalisation and Migration

Examination structure

There are two exam papers in Geography.

Paper 1

40% of the iGCSE

1 hour and 10 minutes

70 marks

The paper consists of two sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions. Section A contains questions based on the two physical topics. Section B contains fieldwork-related questions on river environments.

Paper 2

60% of the iGCSE

1 hour and 45 minutes

105 marks

The paper consists of three sections. The questions are a mixture of multiple-choice, short-answer, data-response and open-ended questions. Section A contains questions based on two human topics. Section B contains fieldwork-related questions on urban environments. Section C contains questions based on globalisation and migration.

Non-examination assessment

There is no coursework.

Other information

We offer a trip each academic year for the Remove to support the iGCSE course. Previous destinations have included: Iceland, Sicily and the Azores. We also run a local trip to Brighton and the River Tillingbourne to support section B of the exam papers.

History

iGCSE

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 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.

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.



Latin

GCSE

Latin is the basis of a great deal of our language as well as of a number of languages native to Europe, but its influence is not limited to language. Many cultural, political, philosophical, military and literary allusions are made to events from the Roman world and their systems of civilisation and government can be spotted in your own home, in your city, in your favourite TV series and in countries that the Romans never even got as far as visiting. The main aim of the GCSE Latin course is to acquire an understanding of some of the elements of classical civilisation, literature and language which have had a profound influence on modern societies. The course is designed to fire the imagination and stretch the brightest pupils, as well as challenge those of all abilities. In essence, it aims to develop competence in the Latin language and a sensitive analytical approach to literature.

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 world, develop certain skills of analysis and strengthen their own use of the English language. These approaches include teacher-led sessions, paired and group work and sessions geared towards independent learning. We also aim to use IT as far as possible in lessons, and there are a number of good apps and websites specifically for students studying Latin at school.

Language work is cumulative and any work completed by pupils prior to the Remove year is relevant. All components of the language paper will be practised in lessons and there is a Defined Vocabulary List which accompanies the course. There is nothing like the joy of reading literature in its original language, and this is why we bother to learn the vocabulary and grammar of Latin; the literature aspect of the course is important, challenging and rewarding and pursued through two different papers.

The literature is read together as a class, and there are roughly 120 lines of prose and verse literature. Exercises are used in lessons designed to teach pupils how to take a critical approach to the literature through spotting literary techniques used by the authors, which pupils may find tough at first as they build up their skills in this new discipline. Through these exercises, pupils also gain an appreciation of the historical context and so content of the literature, about which they will need to answer questions in the exam.

Essay writing forms part of the course, as does learning what each word of the Latin literature means. Coupled with the literature learning, pupils are encouraged to gain an understanding of the Roman world by learning about sources linked to the prose and verse literature. This will be a more familiar aspect of the course which links back to work done by pupils in Years 7, 8 and Shell, and is vital to gaining a full understanding of the theme which ties the verse and prose literature together. Pupils will be required to think about the reliability of sources and engage with additional source material and factual information so that they can evaluate what life was like for the Romans.

Course structure

The GCSE breaks down into three key component parts: Language (50%), Literature and sources (30%) and Latin Literature (narrative) (20%).

Paper	Content	Length	Marks	Percentage of total GCSE
Language	Unseen translation; comprehension questions; English derivations from Latin words; and either English to Latin translation or grammar questions.	1 hour 30 mins	100	50%
Literature and sources	Questions on literary style, plot development and historical context of verse and prose literature and sources on a chosen theme; essay style question evaluating information.	1 hour 15 mins	60	30%
Latin Literature (narrative)	Candidates are assessed on their ability to understand, analyse and respond to the literary style and context of a piece of continuous prose or verse Latin.	1 hour	40	20%

Please note that for both the Literature and Sources paper and the Latin Literature paper, the candidates are provided with a clean copy of the relevant resources booklet and vocabulary.

Non-examination Assessment

There is no coursework.



Modern Languages (MFL): French and Spanish

iGCSE

Demand for linguists has never been as high as it is today. Employers and universities are seeking students who have demonstrated, through formal language learning, that they have good communication skills, are open-minded and willing to accept and work alongside people from around the globe.

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 textbooks we make considerable use of audio and video resources and authentic materials. Pupils are also given the opportunity to develop their language skills by making use of new technologies in the production of their work. The department aims to offer residential 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

iGCSE languages are topic-based courses, covering the following five different subject areas:

- Home and Abroad
- Education and Employment
- Personal Life and Relationships
- The World Around Us
- Social Activities, Fitness and Health

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 assessments, which are based on the following skills (each skill worth 25%):

Listening

The listening examination is a 30-minute assessment. All questions and rubrics are in the target language.

Oral

The speaking examination is conducted by the teacher and externally marked. It consists of a photocard and a conversation on two of the five topic areas.

Reading and Writing

This examination is 1 hour 45 minutes and is split into a reading section and writing section. Exercises vary from multiple choice and gap-fills to answers in French and Spanish. In the writing section, candidates write about two of the five topic areas and then complete a gap-fill activity, which tests their grammatical knowledge and ability to manipulate language.

No dictionaries are allowed in any of the examinations, although pupils may use them when preparing for the speaking examination.

Non-examination assessment

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

Music

GCSE

The GCSE Music course follows the OCR specification of which 60% is Non-examination Assessment or coursework. The remaining 40% is a written examination which involves listening questions. Whilst aspects of NEA can be practised in the Remove Year, the four pieces of NEA can only be started and completed in the Fifth Form.

Examination board

OCR

Teaching approach

In order to start the GCSE Music course, pupils will need to:

- Play an instrument (or sing) to about Grade 3 Associated Board level. For the final, examined performance, a student can attain full marks with a piece which is standard level (Grade 4 equivalent).
- 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

Within the GCSE course, pupils will perform as an instrumentalist, a singer or both, as a soloist and as part of an ensemble. Students will compose two pieces of any style, whether this is a fully orchestrated symphony or a professionally mixed popular song.

Examination structure

The overall structure and weighting is as follows:

Paper 1

30% of total GCSE

Solo Performing 15%

A solo piece is performed that is assessed by the teacher and recorded for external moderation. Any style of music and any instrument or voice is accepted.

Ensemble Performing 15%

A piece which is an ensemble performance (i.e. 2 or more players) is also performed. The part a pupil plays in the ensemble must not be doubled by any other instrument or voice and, like the solo performance above, it can be in any style.

Paper 2

30% of total GCSE

Composing - 2 compositions worth 15% each

In this unit, musical ideas are developed in the form of two compositions. One of these compositions must be in response to a brief set by the exam board and this is released in the last year of the GCSE course. The second composition can be completed at any point during the course and is in a free style. Pupils may choose to write for acoustic or electronic instruments/voice.

Paper 3

40% of total GCSE

The final part of the course is a listening and written examination in the Summer Term of the Fifth Form. The musical extracts which this part of the examination is based upon will be taken from the following Areas of Study:

Film and Video Game Music

Rhythms of the World

The Conventions of Pop

The Concerto through Time

Non-examination assessment

This accounts for 60% of the overall examination. This work must be carried out in school and under teacher supervision.



Physical Education (PE)

GCSE

GCSE Physical Education will open your eyes to the amazing world of sports performance. Not only will you have the chance to perform in three different sports through the non-examination assessment component, you will also develop wide ranging knowledge into the how and why of physical activity and sport.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through academic study, learn how to improve your performance by applying the theory.

Physical Education is learned about through a range of different contexts and the impact it has on both others and our everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and gain an understanding of the consequences of inactivity and poor diet.

Examination structure

The theory section is worth 60% and comprises two separate exam papers each an hour long.

Non-examination assessment

The non-examination assessment is worth 40% and comprises two sections:

30% - Performance practical in three activities (one team sport, one individual sport, one either team or individual).

10% - Analysing and Evaluating Performance, a written piece of work where students are required to evaluate their own or someone else's performance in a chosen activity.

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

The course is divided into three components:

Component 1

Physical Factors Affecting Performances (Examined)

Component 2

Socio-Cultural Issues and Sports Psychology (Examined)

Component 3

Performance with Physical Education
(Non-examination Assessment)



Religion, Ethics and Philosophy (REP)

GCSE

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 and Civil Service, charities, technology, science and 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.

The teaching approach involves a variety of different activities focusing on the development of good reasoning and analytical skills. Discussion and debate will be an integral part to the development of the right approach to the study of religious, ethical and philosophical issues.

Course structure

The course explores three main components:

Component 1 (50%)

Religious, Philosophical and Ethical Studies in the Modern World, explored from Jewish, Christian and non-religious perspectives. This component consists of four topics: relationships, life and death, good and evil, and human rights.

Component 2 (25%)

A study of Christianity. Central beliefs and practices are examined and the diversity of views within Christianity are considered.

Component 3 (25%)

A study of Judaism. Central beliefs and practices of Orthodox and Reform Judaism are explored and examined.

Examination board

Eduqas

Teaching approach

The GCSE course aims to:

- develop knowledge and understanding of Christianity, Judaism and non-religious beliefs, such as atheism and humanism
- develop knowledge and critical understanding of religious beliefs, teachings and practices
- develop an ability to construct well-argued, well-informed, balanced and structured written arguments
- consider religious and, where appropriate, other responses to issues relating to life and death, relationships, morality and social justice
- deepen learners' understanding of the relationships between people within the UK and around the world
- challenge learners to reflect on and develop their understanding of values

Examination structure

There will be three written examinations. Component 1 will be examined by a 2 hour examination of all topics. Components 2 and 3 will each be assessed by a 1 hour examination.

Non-examination assessment

There is no coursework.

PSHE and Citizenship

Remove and Fifth Form

In Remove, PSHE is largely covered within the tutorial and visiting speaker programme. It 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 Equity, Diversity and 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.

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 Remove and Fifth Form

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
English Language and English Literature	Mr Songer	matthew.songer@hppc.co.uk
Mathematics	Miss Goodger	larissa.goodger@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
Art/Photography	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
Geography	Mr Hubbard	edward.hubbard@hppc.co.uk
History	Miss Clarke	joanna.clarke@hppc.co.uk
Latin	Miss Faulkner	clementine.faulkner@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
Learning Support (LS)	Mrs Silvey	jill.silvey@hppc.co.uk

Hurstpierpoint College

College Lane, Hassocks,
West Sussex BN6 9JS

Telephone 01273 833636

Email info@hppc.co.uk

 @Hurst_College

 @HurstCollege

 @Hurst_College

www.hppc.co.uk

