



Hurst

GCSE Choices Information

2025–2027

Remove and Fifth Form



Welcome



Dear Parents

The time has come for your son or daughter to start to make decisions about which subjects they wish to take for the remainder of their GCSE journey. This booklet will give you an overview of the GCSE curriculum, as well as the key information regarding each subject that we offer.

The GCSE Curriculum

The GCSE curriculum has been designed to allow pupils the flexibility to obtain between eight and ten GCSEs, whilst creating space for them to experience everything else College life has to offer. All pupils will be taught a core curriculum of English Language and English Literature (taught jointly within English), Mathematics, Biology, Chemistry and Physics.

Beyond the core curriculum, pupils will choose three subjects from Art, Computer Science, Design and Technology, Drama, French, Geography, History, Latin, Music, PE, Photography, REP and Spanish. Unlike the Shell year, any required Learning Support will be in addition to, rather than in place of, one of the choice subjects.

At the appropriate point along their GCSE journey, which will be outlined by the Head of Science once the Remove year is underway, your son or daughter will decide to head down either the Double or Triple Science route. Similarly, the Head of Mathematics will outline the process for adding Further Mathematics to your son's or daughter's curriculum at the appropriate point in the Remove year.

Pupils who crave further academic challenge may wish to opt into our bespoke Explore programme, which is designed to allow pupils go beyond the confines of their GCSE studies. This will take place in addition to the standard GCSE curriculum, with pupils able to initially choose between one of two pathways, STEM or Arts and Humanities, before having the option to change track at several points along Remove and Fifth form. Academic award holders will be automatically enrolled into the Explore programme.

Throughout the year, Personal, Social, Health, Citizenship and Economic Education (PSHCE) is covered as part of a wider through-college course.

The Subject Choices Process

Tutors will have already begun to discuss possible subject combinations with your son or daughter, and Shell Parents' Evening, which takes place in early January, will give you the opportunity to speak to teachers individually.

In the first of a two-stage process, post Parents' Evening, we will ask for subject preferences. This will provide us with the information we need to work out the combination of subjects within our 'option blocks' that ensures as many pupils as possible can choose their top three subjects. While we have tended to be quite successful in doing so, it may not always be possible to accommodate everyone's top three choices. In that case, we will endeavour to find a solution that suits as many pupils as possible.

As we approach February half-term, the second stage of the process will take place. Option blocks will be released, and your son or daughter will make their final choices. You should submit the choices as soon as possible so that pupils can be allocated to classes.

Note that pupils are allocated as choices are received and if a subject becomes oversubscribed, we will maintain a waiting list, notifying you if your son or daughter is added to one. Five is the minimum number of pupils for which we would normally run a subject; if a subject has less than five pupils, we will notify those involved.

If, after you have submitted their final choices, your son or daughter changes their mind and wants to choose a different combination of subjects, do let us know as soon as you can. While we may not be able to guarantee the change will work, we will do everything we can to attempt to make it possible.

I hope that this booklet will provide you with the key information you need to make the right choices, but if you have any further questions, do get in touch and I will be happy to answer them.

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The Curriculum

Core subjects	Options - Choose Three
English Language	Art
English Literature	Photography
Mathematics	Computer Science
Biology	Design and Technology (DT)
Chemistry	Drama
Physics	French
	Geography
	History
	Latin
	Music
	Physical Education (PE)
	Religion, Ethics and Philosophy (REP)
	Spanish

English Language and English Literature

IGCSE

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 (English Language)

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 (English Literature)

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 (Level 2 Qualification) - this is an extra qualification 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 Level 2 Qualification 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 Level 2 Qualification

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

Non-examination Assessment

There is no coursework.

Science: Biology, Chemistry and Physics

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 Double Award specification in Biology, Chemistry and Physics during the Shell. Pupils will then have the opportunity to opt into the Triple Award Pathway during 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, 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		Extension material for the Science Triple 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 	The Double Award topics taken further
Chemistry	<ul style="list-style-type: none"> • Principles of chemistry • Inorganic chemistry • Physical chemistry • Organic chemistry 	The Double Award topics taken further
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 	The Double Award topics taken further

Art

GCSE

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.

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 and 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

Art and Photography 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.

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 areas 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 areas 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 fundamentals
- 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.



Design and Technology (DT)

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

Remove practical projects:

- Wooden key cabinet (Michaelmas)
- Design movement inspired lights, including a practice NEA portfolio (Lent and Summer)

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

GCSE

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

AQA

Teaching approach

GCSE 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 and the human condition. Drama students are guided in developing their own creativity and imagination through engagement with challenging subject matter that poses 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 exploration 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 GCSE 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, GCSE 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 study the work of a range of theatre practitioners such as Brecht, Stanislavski and Frantic Assembly, applying their ideas on theatre to creative workshops and mini practical projects. In the Lent and Summer term students will explore a stimulus item before devising their own piece of theatre ready for assessment. Written work is refined throughout the practical components and submitted as part of the assessment. Throughout the first year, students will view and critique the work of live theatre makers, writing reviews routinely on productions seen.

In the second year of the course, during the Michaelmas Term, students study a play text from the point of view of actor, director and designer, in preparation for their written exams. In the Lent term, students will produce a piece of theatre from a pre-written play, applying their theatrical knowledge from the course. They will continue to view live theatre throughout the year and critique it through discussion and essays.

Examination structure

The written examination is worth 40% of the overall course. Section A asks short questions on theatrical concepts, Section B asks extended questions on the play text studied and Section C is a question on the work of live theatre makers.

Good essay writing skills, organisation, adaptability and communication are an essential element of the GCSE Drama course. The collaborative nature of the two practical exam components can be demanding and students are urged to consider this carefully.

Non-examination assessment

The practical coursework component and accompanying written work is worth 60% of the overall GCSE.



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 the Shell year so they are fully prepared for the Remove and Fifth years. The modules covered in the IGCSE 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 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

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. 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. The attention to detail, logic, communication and analytical skills that pupils develop through their study of Latin are crucial qualities for a CV and would be highly valued by any employer. Students of Latin are excellent applicants for a range of careers, including (but not limited to) law, finance, marketing and the civil service.

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 helpful apps and websites specifically for students studying Latin at school. We are also eager for pupils to engage with the Classical World beyond the classroom, which is why we plan to run a trip to Italy as part of the course.

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 studying visual 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 these 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:

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
Texts on either 'Heroes and Villains' or 'Come Dine with me'.

Component 3 Latin Literature (Narratives)

One paper, 1 hour
20% of qualification
Either Livy's Hannibal Crosses the Alps or Virgil's Hercules and Cacus.

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 (NEA) 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

Physical Education at GCSE is a broad, coherent and practical course, which encourages learners to be inspired, motivated and challenged by the subject. The course aims to equip learners with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

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. Lessons will use a variety of learning styles and methods to help achieve personal bests, promote fun and meta-cognitive learning. Our pupils will leave the course as more confident young people, who have been stretched and challenged on a regular basis.

Course structure

In the Remove year, pupils will start to study physical factors affecting their performance which includes applied anatomy and physiology. Lessons will be split into theory and practical sessions across the five lessons per fortnight. This continues as the pupils move into Fifth.

Component 01: Physical factors affecting performance:

- 1.1. Applied anatomy and physiology
- 1.2. Physical training

Component 02: Socio-cultural issues and sports psychology:

- 2.1. Socio-cultural influences
- 2.2. Sports Psychology
- 2.3. Health, fitness and well-being

Examination structure

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 60 minute examinations:

Paper 01 – Physical factors affecting performance.
(30% of the total GCSE, 60 marks, 60 minutes)

Assessed using a mixture of objective responses including multiple-choice questions, short answers and extended response items.

Assessment in Paper 01 includes:

- 1.1.a. The structure and function of the skeletal system
- 1.1.b. The structure and function of the muscular system
- 1.1.c. Movement Analysis
- 1.1.d. The cardiovascular and respiratory systems
- 1.1.e. Effects of exercise on body systems

Paper 02 – Socio-cultural influences and sports psychology.
(30% of the total GCSE, 60 marks, 60 minutes)

Assessed using a mixture of objective responses including multiple-choice questions, short answers and extended response items.

Assessment in Paper 02 includes:

- 2.1.a. Engagement patterns of different social groups in physical activities and sports
- 2.1.b. Commercialisation of physical activities and sport
- 2.1.c. Ethical and socio-cultural issues in physical and sport
- 2.2. Sport Psychology
- 2.3. Health, fitness and well-being

Non-examination assessment

Component 04: Practical performances (NEA)

Performance of three activities taken from the two approved lists:

- One from the 'individual' list
- One from the 'team' list
- One from either list

The practical options are worth 30% of the total GCSE. It is important to note that pupils 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:

<https://www.ocr.org.uk/Images/234827-gcse-guide-to-non-exam-assessment.pdf>

Component 05: Analysing and Evaluating Performance (NEA)

This component is worth 10% of the total GCSE. Pupils will complete this written task in 14 hours, which involves drawing on their knowledge and understanding to analyse and evaluate their own performance and implement an action plan to improve a chosen weakness within their sport.



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.

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

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 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.

PSHCE

Remove and Fifth Form

Here at Hurst the PSHCE (Personal, Social, Health, and Citizenship Education) programme is designed to equip students with vital life skills and knowledge that will help them navigate the complexities of modern life. The programme covers a wide range of topics, including mental and physical health and relationships, ensuring that students are well-prepared for their future.

The course is covered in co-educational groups which allows students to interact and learn from their peers in a diverse and inclusive environment. The curriculum follows the statutory guidance from the government, ensuring that all content is relevant, up-to-date, and meets national educational standards. It is a course designed to encourage our young people to develop their resilience and the ability to empathise, whilst also asking them to think independently.

In addition to the core curriculum, the PSHCE programme at Hurst includes sessions with visiting speakers who provide expert insights on various topics including diversity, human rights and identity, with finance and careers sessions organised and run by our in-house careers department. Citizenship is also a key component of the programme, with sessions dedicated to understanding civic responsibilities and the importance of active participation in the community.

The programme helps to raise awareness of current global and social issues. We provide pupils with the opportunity to reflect on all of these matters, and more, 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 individual support, it is necessary for them to select 'Learning Support' on the Choices Form for their pathway of study.

Following this path enables the student to have the opportunity of attaining the best possible grades across all of their subjects. Students are supported holistically to develop organisational, study and revision skills, alongside subject consolidation.

Please do not hesitate to contact the Head of Learning Support if you have any questions.
jill.silvey@hppc.co.uk

Explore

Remove and Fifth Form

Pupils who crave further academic challenge may wish to opt into our bespoke Explore programme, which is designed to allow pupils go beyond the confines of their GCSE studies. This will take place in addition to the standard GCSE curriculum, with pupils able to initially choose between one of two pathways, STEM or Arts & Humanities.

The programme itself will run throughout Remove and Fifth form, inspiring pupils to be academically curious and develop a love of learning, as well as expecting them to take the initiative. As it will serve as a pathway through the middle school towards highly selective universities, academic award holders will be automatically enrolled into the Explore programme.

Please do not hesitate to contact the Deputy Head Academic, Dr Graham Moir (graham.moir@hppc.co.uk), if you have any queries.

Staff Contacts

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
Art/Photography	Mr Cuerden	richard.cuerden@hppc.co.uk
Computer Science	Mr Crook	steve.crook@hppc.co.uk
Design & Technology (DT)	Mr MacDonald	kaeran.macdonald@hppc.co.uk
Drama	Mrs Summers	mady.summers@hppc.co.uk
English Language and Literature	Mr Songer	matthew.songer@hppc.co.uk
Explore	Dr Moir	graham.moir@hppc.co.uk
Geography	Mr Hubbard	edward.hubbard@hppc.co.uk
History	Miss Clarke	joanna.clarke@hppc.co.uk
Latin	Miss Morton	tamsin.morton@hppc.co.uk
Learning Support (LS)	Mrs Silvey	jill.silvey@hppc.co.uk
Mathematics	Miss Ratford	abby.ratford@hppc.co.uk
Modern Languages: French	Mrs Butler	grace.butler@hppc.co.uk
Modern Languages: Spanish	Mr Garcia Marcos	jorge.garciamarcos@hppc.co.uk
Music	Mr Dean	cyrus.dean@hppc.co.uk
Physical Education (PE)	Miss Trafford	maisie.trafford@hppc.co.uk
PSHCE	Mr Woods	ben.woods@hppc.co.uk
Religion, Ethics and Philosophy (REP)	Mr Hollins	aiden.hollins@hppc.co.uk
Science: Biology	Mrs Coombe-Tennant	emily.coombe-tennant@hppc.co.uk
Science: Chemistry	Mr Silvey	jon.silvey@hppc.co.uk
Science: Physics	Mrs Smith	naomi.smith@hppc.co.uk

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