

# Croydon High School

## GCSE Curriculum

2023-2025



# Croydon High School

*for girls aged 3-18*

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**GDST**  
GIRLS' DAY SCHOOL TRUST



# Contents

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Introduction	5-6
Important Dates	6
Our 'Every Girl, Every Day' GCSE Curriculum	7
Tenth & Additional Subjects	7-8
Non-Examined 'Exploring' Courses	8
Typical Pupil Profiles	8-9
GCSE Grade Structure	9
GCSE Results 2022	10
<b>Core GCSE Curriculum</b>	<b>11</b>
English Language	12
English Literature	13
Mathematics	14
Science Electives	15
The Difference between Science Triple and Science (Double Award)	15
Biology (Elective A)	16-17
Chemistry (Elective A)	18
Physics (Elective A)	19
Science (Double Award) (Elective B)	20-21
Non-Examined Physical Education	22
Non-Examined Citizenship & Wellbeing	22
<b>Free-Choice GCSE Electives</b>	<b>23</b>
Classical Civilisation	24
Computer Science	25-26
Drama	27
Fine Art	28
Geography	29-30
History	31
Latin	32
Modern Foreign Languages (French, German & Spanish)	33-35
Music	36-37

# Contents

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Physical Education	38-39
Religion, Ethics & Philosophy	40-41
Three-Dimensional Design	42
Additional Subject: Classical Greek (Twilight Option)	43
Additional Subject: Further Mathematics	44
Upper School PREP	45
Upper School Assessment & Examinations	45
Upper School Reporting & Parents' Evenings	45-46
Upper School Careers, Education & Guidance	46
Looking Ahead to Sixth Form	46
Sixth Form General Entry Requirements	47
Sixth Form Subject Entry Requirements for September 2023	48
Notes	49-51

# Introduction

'Like what you do, and you'll do your best.'

*Katherine Johnson (1918-2020), NASA Mathematician*

After some ten years of compulsory education, the I/GCSE curriculum allows pupils an element of choice in what they study for the first time. Our I/GCSE Electives Evening (on November 8) marks the start of this process. It offers pupils, their parents and guardians an opportunity to hear about our exciting academic curriculum. This booklet, in tandem with the various Parents' Evenings and reports throughout Year 9, are positioned so that pupils and their parents and guardians are able to make informed choices when the time comes. However, we would recommend that pupils and their parents and guardians devote time to read, carefully, the information contained in this booklet. There will also be opportunities for pupils to discuss their I/GCSE electives with their Form Tutor, Head of Year, and a senior member of staff, if necessary.

We are especially excited to launch the third year of our reformed Upper School I/GCSE curriculum offer, which we feel matches our 'every girl, every day' mantra. On the one hand, it allows pupils to construct a *bespoke* programme of study which maximises the chances of enjoyment and success. On the other hand, our core curriculum ensures that a pupil is not disadvantaged in the future by the choices they make now. It is important to point out, however, that there is typically more than one way to reach a desired endpoint, whatever that may be.

At Croydon High School, most pupils study nine I/GCSEs as standard. We wish to emphasise *quality* over quantity. Universities and employers tend to be far more interested in the grades which pupils achieve at I/GCSE rather than the number of subjects they took. This is especially important given that reforms to I/GCSEs mean that there is more content to learn and skills to master than has previously been the case. However, as you might expect, there is an opportunity for pupils to apply to study for an additional I/GCSEs, if appropriate. Requests to do so, must be made in writing to me.

We are a proudly academic school, but we also take seriously our duty to prepare pupils to do more than pass examinations. Alongside our core curriculum, therefore, pupils will have the opportunity to engage with a number of supplementary courses. These will sharpen their study skills, encourage them to lead healthy and balanced lifestyles, ensure that they are 'real-world ready', and encourage them to engage critically with the world around them. More information about these courses can be found in the pages that follow.

Some pupils will know already what they want to study at A level, which subject(s) they want to read at University and which career path they want to follow. I would suspect, however, that the majority of pupils in Year 9 will not have a fixed idea about what their future holds. Please do not worry; this is perfectly normal. In this situation, pupils should choose subjects which they find enjoyable and intellectually stimulating since experience shows us that this approach leads to both engagement and success at I/GCSE, and beyond.

As you read this booklet, you will notice that some qualifications are GCSEs while others are IGCSEs (or International GCSEs, to give them their full title). Our Heads of Department have chosen the qualification that they think best suits our pupils and that, crucially, best prepares them for the rigour of A level. For

some subjects this is the IGCSE, while for others it is the GCSE qualification. Neither universities nor employers pay attention to the type of qualification an applicant has, preferring instead to focus on the grades that they achieve. Heads of Department regularly review the qualifications we offer: the ultimate aim—which bears repetition—is that we choose the qualifications which best prepare our pupils for their future, whatever that future may be. In the interests of simplicity, reference to GCSEs in the next few pages refers to both IGCSEs and GCSEs.

I wish our pupils every success as they embark on the next and exciting stage of their educational careers.



Dr Philip Purvis  
Deputy Head (Academic)

### Important Dates

Event	Date
GCSE Electives Evening	08/11/22
Individual Parent/Guardian Meetings with a member of the SLT or Head of Department	From November 2022 – January 2023
Next Pupil Report	15/12/22
GCSE Electives forms sent out electronically	17/01/23
Year 9 Parents' Evening	17/01/23
Deadline for GCSE Elective Choices	08/02/23
Year 9 Examinations	19/04/23 to 25/04/23



## Our 'Every Girl, Every Day' GCSE Curriculum

Our core curriculum seeks to provide pupils with a solid foundation for further study and beyond:

<b>Core Curriculum</b>	
<b>English Language &amp; Literature</b>	
<b>Mathematics</b>	
<p><b>Science Elective A</b></p> <p>Pupils choose to study for an IGCSE in each of the separate sciences: Biology, Chemistry &amp; Physics.</p>	<p><b>Science Elective B</b></p> <p>By choosing to study 'Science (Double Award)', pupils study topics from each of the three sciences. They are awarded two GCSE grades in the final examinations.</p>
<b>Non-Examined Physical Education</b>	
<b>Non-Examined Wellbeing &amp; Citizenship</b>	

<b>Free-Choice Elective Subjects</b>	
<p>Pupils studying Science Elective A choose <b>three free-choice Elective Subjects.</b></p>	<p>Pupils studying Science Elective B choose <b>four free-choice Elective Subjects.</b></p>
<p>Art</p> <p>Computer Science</p> <p>Drama</p> <p>Classical Civilisation</p> <p>German</p> <p>French</p> <p>Geography</p>	<p>History</p> <p>Latin</p> <p>Music</p> <p>Physical Education</p> <p>Religion, Ethics &amp; Philosophy (REP)</p> <p>Spanish</p> <p>Three-Dimensional Design</p>

Pupils will also supplement their GCSE studies through our Non-Examined 'Exploring' Courses:

<b>Indicative Non-Examined 'Exploring' Courses</b>
Exploring Climate Change
Exploring Enterprise Technology
Exploring Politics & Philosophy
Exploring Economics
Exploring A Research Topic

### Tenth & Additional Subjects

Pupils can request to study a tenth GCSE in place of the Exploring Courses by writing to **Dr Purvis**. Pupils applying for a tenth GCSE will be those who already have demonstrated their academic acumen. These tenth subjects are taught in less time than a standard GCSE; the school decides which subjects classify as the tenth GCSE from all optional subjects. Pupil progress in these tenth GCSEs, and the impact that they have on a pupil's other subjects, will be subject to regular review.

Pupils in top set Mathematics, and some pupils in set two, will study **Further Mathematics**. Teaching for this additional qualification will be delivered to the whole class as stretch and challenge activities and outside lessons, as the course demands. However, not all pupils will want to be entered for the qualification. Pupils may also apply to Dr Purvis to study **GCSE Classical Greek** as a twilight option. This qualification will be studied outside the formal timetable at lunchtimes and after school.

## Non-Examined 'Exploring' Courses

Our 'Exploring' Courses offer pupils the time and space to consider a variety of issues. This teacher-led series of courses will encourage pupils to question the world around them and to keep pace with the changing nature of our society as they become global citizens and leaders of the future. We very much hope that these short courses will spark interests and nurture passions that linger long after pupils have left Croydon High School.

Exploring Courses	Indicative Content
Exploring the Science of Sustainability	Climate change – all you need to know, and do! Get to the heart of the science behind climate change, debunk the myths, connect with our planet, get creative and challenge the status quo!
Exploring Computer Science for Business	Coding; Disruptive Technologies.
Exploring Politics & Political Engagement	The aim of this elective is to give you a good working knowledge of the political systems in the UK. We will be exploring the answers to questions such as: <ul style="list-style-type: none"> <li>• What is politics and what is government? Why are they important?</li> <li>• What is democracy and why it is important?</li> <li>• Why is there a participation crisis in UK politics?</li> <li>• What functions do elections serve?</li> <li>• Who holds power within the Executive?</li> </ul> This course will also look at the different political ideas from liberalism to conservatism, nationalism to ecologism.
Exploring Economics & Personal Finance	This elective will investigate the world of finance, such as credit cards, mortgages, loans and retirement. We will also be looking at starting a business and there will be opportunities to interview women who work in the world of finance.
Exploring a Research Topic	The Higher Project Qualification (or HPQ for short) is a chance to explore any topic of your choosing. It is an assessed qualification requiring pupils to generate, plan, research and deliver on a subject of their choosing. Projects can take the form of an essay, or an 'artefact' such as composition within music, drama, art or design. It is an ideal choice for the self-motivated pupil who is keen to stretch their understanding. More information can be found <a href="#">here</a> .

## Typical Pupil Profiles

Our 'every girl, every day' approach to the GCSE curriculum seeks to allow pupils the flexibility to tailor their GCSE programme to their talents and skills. To that endpoint, we have created several typical pupil profiles to demonstrate how these talents and skills may be maximised through judicious choice of elective subjects. We recommend that pupils garner options from Form Tutors and subject teachers as they construct their GCSE programme.

While we endeavour to accommodate all permutations of elective subject combinations, staffing and timetabling constraints may mean that this is not always possible. Where clashes arise, we will contact pupils and their parents to discuss alternatives.



Profile	Electives
Scientist	Triple Science & Computer Science;
Creative	Might include one or more of the following: Art, 3D Design, Music & Drama;
Linguist	Might include two or more of the following: French, German, Spanish and Latin, plus twilight Classical Greek;
Traditionalist	Triple Science, a Language, a humanity and a creative subject;
Classicist	Consider two or more of: One modern foreign language, Latin, Classical Civilisation & twilight Classical Greek;
Humanities specialist	Consider two or more of: History, Geography and Religion, Ethics & Philosophy (REP);
Sportsperson	Triple Science or Science (Double Award) and Physical Education;
Medic/Dentist/Vet	Triple Science, Further Maths, a Language and a creative subject.

## GCSE Grade Structure

In the new grading system, Grade 9 represents a very high standard in each subject. In 2022, 36% of all entries in examinations were awarded a Grade 9. Indeed, several pupils achieved straight Grade 9s. Furthermore, 60% of examination entries scored 8 or 9.

NEW Grading Structure	OLD Grading Structure
9	A*
8	A
6	B
5	C
3	D
2	E
1	F
	G
U	U

# Year 11 IGCSE & GCSE Results 2022

53 pupils took 501 GCSE/IGCSE subjects. The 9 to 8 pass rate was 60%, the grade 9 to 7 pass rate was 78%, the 9 to 6 pass rate was 92% and the 9 to 5 pass rate was 98%. Results correct as of Sept 2022.

Subject	Entry	9/A <sup>^</sup>	8/A*	7/A	6/B	5/C	4	3	2	1	%9 to 7 A* to A	%9 to 5 A* to C
Art GCSE	11	3	3	2	0	2	1	0	0	0	73	91
Biology IGCSE	32	17	9	5	1	0	0	0	0	0	97	100
Chemistry IGCSE	32	14	10	4	2	2	0	0	0	0	88	100
Classical Civilisation GCSE	5	0	0	0	2	0	3	0	0	0	0	40
Computer Science IGCSE	8	2	2	3	0	1	0	0	0	0	88	100
3D Design GCSE	12	0	2	1	6	3	0	0	0	0	25	100
Drama GCSE	21	8	4	1	6	1	0	1	0	0	62	95
Science (Dual Award) IGCSE	42	8	9	14	5	2	4	0	0	0	74	90
English Language IGCSE	53	8	16	10	12	6	1	0	0	0	64	98
English Literature IGCSE	53	25	13	9	4	2	0	0	0	0	89	100
French IGCSE	11	5	4	1	1	0	0	0	0	0	91	100
Further Maths L2 Certificate	15	8	3	4	0	0	0	0	0	0	100	100
Geography GCSE	15	1	2	6	1	5	0	0	0	0	60	100
German IGCSE	13	5	2	3	3	0	0	0	0	0	77	100
History IGCSE	25	10	4	8	2	1	0	0	0	0	88	100
Latin GCSE	9	5	1	3	0	0	0	0	0	0	100	100
Mathematics IGCSE	53	21	12	8	9	2	1	0	0	0	77	98
Music GCSE	8	4	3	1	0	0	0	0	0	0	100	100
Physical Education GCSE	9	7	1	0	0	1	0	0	0	0	89	100
Physics IGCSE	32	12	14	3	3	0	0	0	0	0	91	100
Religious Studies GCSE	19	9	4	1	3	2	0	0	0	0	74	100
Spanish IGCSE	21	6	4	4	7	0	0	0	0	0	67	100
<b>TOTALS</b>	<b>501</b>	<b>178</b>	<b>123</b>	<b>91</b>	<b>67</b>	<b>30</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>78</b>	<b>98</b>

## **Core GCSE Curriculum**

# English Language

'The English Language has a deceptive air of simplicity.'

*Dorothy Sayers (1893-1957), English Crime Writer & Poet*

English Language at a Glance	
Subject Title	English Language
Examination Board	AQA
Qualification	GCSE
Subject Code	8700
Assessment	Paper 1: 1 hour 45-minute examination (50%) Section A: Reading: one literary fiction text, four questions Section B: Writing: descriptive or narrative composition Paper 2: 1 hour 45-minute examination (50%) Section A: Reading: 4 questions comparing one non-fiction and one literary non-fiction text (19 <sup>th</sup> Century / modern) Section B: Writing to present a viewpoint

## Subject Overview

This qualification is designed to inspire and motivate pupils, by enabling them to develop the skills they need to read, understand and critically analyse a wide range of different texts, in addition to producing texts of their own. Pupils are assessed via two equally balanced papers, each including reading and writing in an integrated way and drawing upon both fiction and non-fiction texts. Pupils will encounter texts from the nineteenth century to the present day. Pupils will develop skills in planning, writing, and editing in a range of styles and for a variety of audiences and purposes. There is also a compulsory spoken language component, in which pupils prepare a speech or presentation on a topic of their choice.

## Course Content

In English Language, pupils will study:

- Literary fiction;
- Non-fiction reading and writing – presenting a point of view;
- Composition: narrative and descriptive;
- Speaking and listening: presenting a point of view.

# English Literature

'The answers you get from literature depend on the questions you pose.'

*Margaret Atwood (1939-), Author*

English Literature at a Glance	
Subject Title	English Literature
Examination Board	Cambridge Assessment International Education
Qualification	IGCSE
Subject Code	0992
Assessment	<p>Paper 1: 1 hour 30-minute examination (50 %)</p> <p>Section A: Poetry - from a named list to be studied</p> <p>Section B: Prose – selected from a list of options</p> <p>Paper 2: 1 hour 45-minute examination (25%)</p> <p>Drama – text from a named list</p> <p>Coursework (25%)</p> <p>Two essays, one may be on a text studied in examination</p>

## Subject Overview

This course is designed to immerse pupils in challenging literature from a range of times and places. Pupils will develop skills as critical readers and will learn about texts and the contexts in which they have been produced and received. It aims to foster a love of reading and an understanding of the significant role that literature plays in both responding to, and shaping, societies and cultures.

## Course Content

In English Literature, pupils will study:

- A collection of poetry from a named author;
- One literary fiction prose text (novel);
- One drama text (play);
- Texts leading to two pieces of coursework.

## What could you do next with English Language & Literature?

Pupils who enjoy and do well in English Language and Literature are highly valued in all sorts of careers. They can demonstrate excellent language skills and are informed and critical readers and writers. This means that they are not only well suited to any language-based courses or careers: journalism, media, publishing, advertising and so on, but they will also be highly sought after in careers such as the Law. It is hard to think of a career in which being a successful pupil of English is not an advantage!

# Mathematics

'You're either right, or you're wrong. That's what I like about it!'

*Katherine Johnson (1918-2020), NASA Mathematician*

Mathematics at a Glance	
Subject Title	Mathematics
Examination Board	Edexcel
Qualification	IGCSE
Subject Code	4MA1
Assessment	Two equally weighted 2-hour examination papers

## Subject Overview

Throughout the course, pupils will continue to build upon the skills, knowledge and understanding that they have encountered in the Senior School. Pupils will continue to solve many different aspects of Mathematics, including algebra, number, geometry and statistics. They will be given opportunities to develop further their mathematical communication skills and their use of technology. Pupils will be encouraged to think logically to solve problems. In doing so, pupils will draw on a wide variety of techniques to explore new areas of Mathematics.

## Course Content

In Mathematics, pupils will study:

- Problem-solving in a wide range of contexts;
- Manipulating algebra in order to model real-life problems in context;
- Geometrical problems including angle reasoning, constructions and Trigonometry;
- Statistical problems;
- Working accurately with numbers in a range of contexts.

## What could you do next?

Pupils who enjoy and do well in IGCSE Mathematics tend to consider studying Mathematics at A level or pursue subjects with some mathematical content such as Chemistry, Economics & Physics.

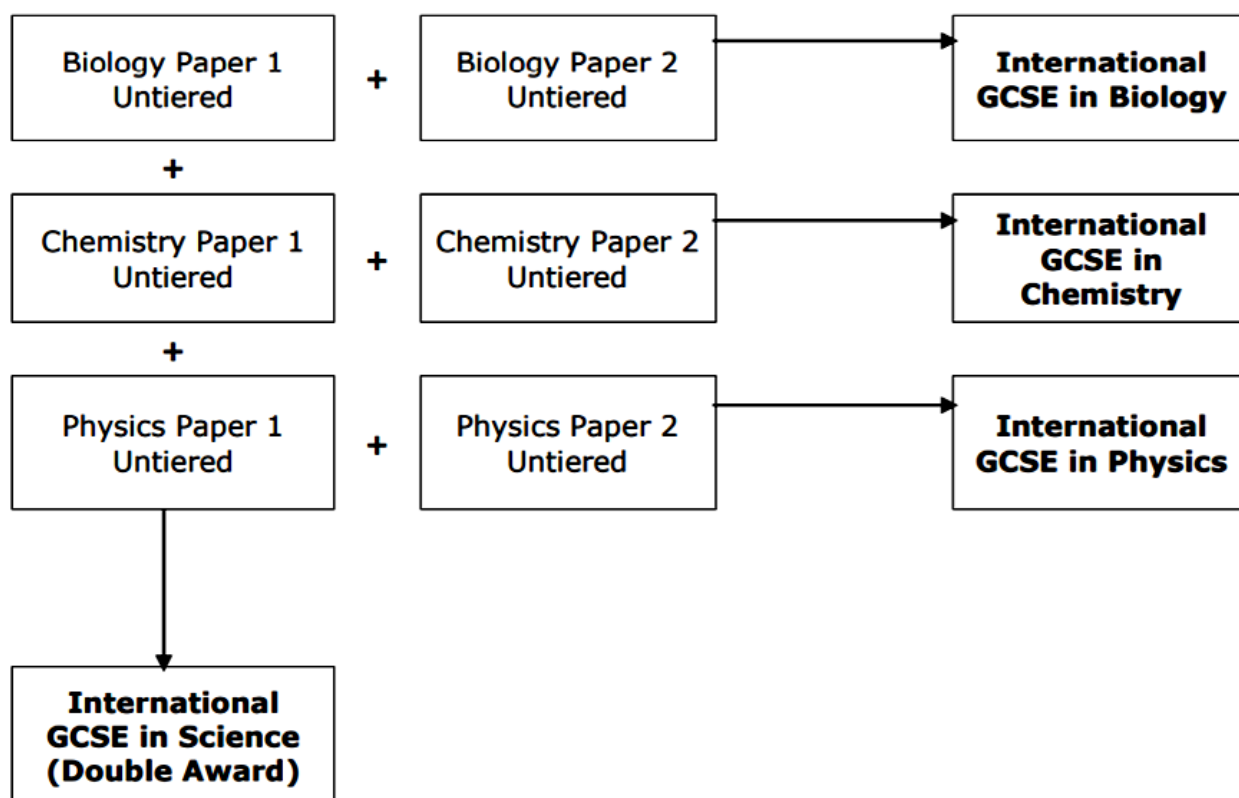


## Science Electives

Pupils choose one of the two options below:

Science Elective A	Science Elective B
Pupils choose to study for an IGCSE in each of the separate Sciences: Biology, Chemistry & Physics.	By choosing to study 'Science (Double Award)', pupils study topics from each of the three sciences. They are awarded two GCSE grades in the final examinations.
Pupils studying Science Elective A choose <b>three</b> further Elective Subjects.	Pupils studying Science Elective B choose <b>four</b> further Elective Subjects.

### The Difference between Triple Science and Science (Double Award)



## Biology (Elective A)

'There is Biology in everything.'

*Helen Fisher (1945-), Biological Anthropologist*

Biology at a Glance	
Subject Title	Biology
Examination Board	Edexcel
Qualification	IGCSE
Subject Code	4BIO
Assessment	Paper 1: 2-hour examination (66.6%) Paper 2: 1-hour examination (33.3%)

### Subject Overview

The study of Biology is relevant to everyday life: from your own health, to the country's food and how we can prevent, cure or even eliminate disease. It is a very diverse subject in which we investigate living organisms and life processes from molecules, cells, individual organisms to the environment and our effects upon it.

We commence teaching the course in Year 9 building on topics already studied. The course is divided into five sections that are examined in two papers, but all topics allow pupils to develop the knowledge of many aspects of Biology and an ability to apply their understanding to new and challenging situations. Considerable emphasis is also placed on scientific investigation, the analysis of scientific evidence and mathematical skills. IGCSE Biology provides a firm foundation for progression to A level Biology.

### Course content:

In Biology, pupils will study:

- The nature and variety of living organisms;
- Structures and functions of living organisms;
- Reproduction and inheritance;
- Ecology and the environment;
- Use of biological resource.

### What could you do next?

Pupils who enjoy and do well in IGCSE Biology have a wide range of courses and careers available to them, due to the many skills they develop such as making observations, analysing data and problem solving. Pupils who go on to study Biology at A level may choose careers in:

- Biological Sciences;
- Biochemistry;
- Conservation and ecology;

- Forensic science;
- Medicine/dentistry;
- Neuroscience;
- Pharmacy and pharmacology;
- Ophthalmology;
- Environmental Consultancy;
- Nutrition;
- Sports Science.

## Chemistry (Elective A)

'I am amongst those who think that Chemistry has great beauty.'

*Marie Curie (1867-1934), Pioneering Scientist*

Chemistry at a Glance	
Subject Title	Chemistry
Examination Board	Edexcel
Qualification	IGCSE
Subject Code	4CH1
Assessment	Paper 1C: 2-hour examination (61.1%) Paper 2C: 1 hour 15-minute examination (38.9%)

### Subject Overview

Chemistry is all around us. From the food we eat, the clothes we wear and the beauty products we use, to the pharmaceuticals that treat our ills, the materials that keep us safe and the sports equipment that we employ: all these things rely on Chemistry. There are few areas to which Chemistry has not made a substantial contribution. As such, Chemistry is an essential part of our modern society. Indeed, today's Chemists are at the forefront in helping to control, reduce and avoid environmental pollution as well as working on the thorny issue of our climate.

Studying Chemistry unlocks a wide range of exciting careers from Medicine to Environmental Science. Chemistry pupils learn to identify patterns, acquire experimental and investigative skills and develop a logical approach to problem solving in a wider context. These skills are highly sought after and are valuable in all types of further study and employment.

### Course Content

In Chemistry, pupils will study:

- Principles of Chemistry (atomic structure; bonding; chemical formulae; equations and electrolysis);
- Chemistry of the elements (the Periodic Table; hydrogen and water and the reactivity series);
- Organic Chemistry (hydrocarbons and ethanol);
- Physical Chemistry (acids, alkalis and salts; energetics; rates of reaction and equilibria);
- Chemistry in society (extraction and uses of metals; crude oil and synthetic polymers).

### What could you do next?

Pupils who enjoy and do well in IGCSE Chemistry can employ their skills in: making detailed observations, planning investigations, manipulating and interpreting data and in problem solving to delve further into chemical reactions and our understanding of atoms, molecules and chemical structures. All these can be pursued further in A level Chemistry. These skills are desired, and readily applied, in health care and clinical professions, and in the study of law, finance or engineering, as well as in sectors such as pharmaceutical, petrochemical or forensic science.

## Physics (Elective A)

'There is stardust in your veins. We are ultimately children of the stars.'

*Jocelyn Bell Burnell (1943-), Astrophysicist*

Physics at a Glance	
Subject Title	Physics
Examination Board	Edexcel
Qualification	IGCSE
Subject Code	4PH1
Assessment	Paper 1: 2-hour examination (61.1%) Paper 2: 1 hour 15-minute examination (38.9%)

### Subject Overview

In Physics, we study a broad range of topics. They are exciting and engaging, with the opportunity to relate the ideas and concepts to everyday situations. While studying Physics, pupils' skills are broadly developed but also deepened. For example, pupils' practical skills are developed by introducing them to some of the recommended practical work in the specification content which they carry out themselves. These can be supplemented with discussion of their results to help improve pupils' analytical and logical skills; this process should help them apply these skills to a range of situations that could appear on the examination papers. Their mathematical skills will be enhanced by tackling examination questions that are more problem-solving in style.

The subject is also designed to ensure good preparation for those pupils who wish to undertake A levels in Mathematics and Science. Physics is also useful for any field that requires analytical skills and an ability to think clearly using logic and reasoning.

### Course Content

In Physics, pupils will study:

- Producing and measuring electricity;
- How electricity can be used in everyday life;
- Types of waves and their uses;
- The planets in our solar system and the stars beyond, and history of the universe;
- Forces and motion of everyday objects;
- Energy changes and transfers to explain typical processes;
- Nuclear processes and the energy from them;
- Uses of radioactivity in everyday life and medicine;
- Medical Physics: seeing inside our bodies; its role in diagnosing and curing illnesses.

### What could you do next?

Pupils who enjoy and do well in IGCSE Physics tend to continue to pursue further study in Mathematics, Science and medical-related fields, but not exclusively so. It is not unusual for a few pupils to mix A level Physics with Arts, Humanities and Language subjects.

## Science (Double Award) (Elective B)

'Science and everyday life cannot and should not be separated.'

*Rosalind Franklin (1920-1958), Chemist*

Science (Double Award) at a Glance	
Subject Title	Science (Double Award) 9-1
Examination Board	Edexcel IGCSE
Qualification	Pupils will be awarded two GCSE qualifications
Subject Code	4SDS0
Assessment	Paper 1: Biology, 2-hour paper (33.3%) Paper 2: Chemistry, 2-hour paper (33.3%) Paper 3: Physics, 2-hour paper (33.3%)

### Subject Overview

The course is designed to give pupils the opportunity to learn about the unifying themes in science and to use them in new and challenging situations. Pupils will gain an appreciation for the practical nature of science, and develop experimental and investigative skills based on safe and correct laboratory techniques. The Science (Double Award) course covers Biology, Chemistry and Physics. Pupils in Year 9 will already have embarked on this course.

### Course Content

In Double Science, pupils will study the following topic from Biology, Chemistry & Physics:

#### Biology

- 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

- Principles of chemistry;
- Inorganic chemistry;
- Physical chemistry;
- Organic chemistry.



## **Physics**

- Forces and motion;
- Electricity;
- Waves;
- Energy resources and energy transfers;
- Solids, liquids and gases;
- Magnetism and electromagnetism;
- Radioactivity and particles;
- Astrophysics.

## **What could you do next?**

This course provides a good grounding in all three Sciences and does not restrict A level option choices. It would be best suited for pupils needing further support to achieve top grades in at GCSE. If a pupil already knows they want to study science at A level, however they should choose separate sciences for IGCSE.

## **Non-Examined Physical Education**

The emphasis in Upper School is to give pupils a broader experience of ways in which to maintain health and fitness. We aim to help pupils find an activity which they may wish to build into their social and leisure life now, and beyond their time at school. Pupils will be able to choose from a range of activities such as: athletics, badminton, basketball, cricket, fitness, football, hockey, netball, rounders, table tennis, tag rugby, tennis and swimming.

## **Non-Examined Citizenship & Wellbeing**

Why is society necessary?

What was Apartheid?

What are the main global issues today?

What career am I suited too?

What are 'positive' relationships?

What issues surround teenage pregnancy?

These questions represent the range of issues and questions that pupils will face in their Wellbeing & Citizenship lessons. The programme follows three key areas are covered:

- Relationships;
- Living in the Wider World;
- Health and Wellbeing.

Lessons will enable pupils to explore contemporary issues and to consider their own position and cultural standpoints. Wellbeing & Citizenship will help pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes will help them to stay healthy, safe, and prepare them for life and work in modern Britain.

## **Free-Choice GCSE Electives**

## Classical Civilisation

'Classical Civilisation is not about the ancient world.  
Well, it is partly about the ancient world, of course, but it's about our conversation.

It explores how we try to talk to antiquity.'

*Professor Dame Mary Beard (1955-), Academic & Broadcaster*

Classical Civilisation at a Glance	
Subject Title	Classical Civilisation
Examination Board	OCR
Qualification	GCSE
Subject Code	J199
Assessment	Two equally weighted written examinations of 1 hour 30 minutes

### Subject Overview

This subject focuses on the civilisations of Greece and Rome. It allows pupils to do something different at GCSE by studying a combination of literature, art, archaeology, religion, philosophy and history. Component 1: Myth and Religion involves the visual and ethical study of ancient ideas about the cosmos and our place in it. Component 2: The Homeric World involves the archaeological study of Troy and other sites, as well as a literary appreciation of Homer's *Odyssey*. This course will provide pupils with advanced analytical and evaluative skills, the ability to structure an argument in the form of an essay, and it is excellent preparation for a wide range of A level subjects.

### Course Content

In Classical Civilisation, pupils will study:

- Myth and Religion;
- The Homeric world.

### You should consider taking this subject if:

- You have a genuine interest in the stories and ideas of the ancient world;
- You enjoy the challenge of multi-disciplinary study (literature, history, philosophy, art, archaeology to mention but a few!);
- You want to explore the origins of what we call 'western civilisation'.

### What could you do next?

Pupils who enjoy and do well in GCSE Classical Civilisation tend to find that this humanities subject provides the perfect preparation for the world of A level critical analysis and essay writing. The cultural awareness and empathy of classicists is a vital tool in the modern world which is highly attractive to employers in a wide variety of fields.

# Computer Science

'Coding is today's language of creativity. All our children deserve a chance to become creators as well as consumers of Computer Science.'

*Maria Kwale, Computer Scientist and Scholar*

Computer Science at a Glance	
Subject Title	Computer Science
Examination Board	OCR
Qualification	GCSE
Subject Code	J277
Assessment	Paper 1 : Computer systems (1 hour 30 minutes, 50%) Paper 2 : Computational thinking, algorithms and programming (1 hour 30 minutes, 50%) Both are written papers

## Subject Overview

This qualification builds on the knowledge, understanding and skills established through the Computer Science elements of Enterprise Technology. GCSE Computer Science enables pupils to develop an interest in computing, gaining confidence in computational thinking and programming. Pupils develop their understanding of the main principles of problem-solving using computers.

Pupils apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test and evaluate computing solutions. This qualification will help pupils appreciate current and emerging technologies along with the benefits of their use. They also learn to recognise the ethical issues and potential risks when using computers.

GCSE Computer Science is an ideal foundation for further study in Computer Science at A Level and beyond. Understanding the principles of Computer Science provides pupils with the knowledge required for many other subjects in science and engineering; the skills learnt through Computer Science can also be used in everyday life.

## Course Content

- Computer architecture;
- Hardware and software;
- Networks and security;
- Ethical, legal and cultural impacts of technology;
- Programming fundamentals;

- Computational thinking;
- Searching and sorting algorithms;
- Boolean logic;
- Design, programming and testing (Python and SQL).

### **You should consider taking this subject if:**

- You are a logical thinker and want to learn how to apply the fundamental principles and concepts of Computer Science including abstraction and decomposition;
- You would like to apply your mathematical problem solving skills to designing, writing and debugging programs;
- You made good progress with coding at KS3 and want to develop your Python programming skills further;
- You are curious about how technology works and want to understand the components that make up digital systems ;
- You are considering a career in technology, business, programming, game development, app design, robotics, AI, cybersecurity, or any other industry driven or supported by technology;
- You want to develop skills that enable you to invent solutions to real-world problems: for example, analysis and design skills, and programming.

### **What could you do next?**

The GCSE course provides an unrivalled foundation for studying A level Computer Science. The course also provides an excellent opportunity to develop problem solving skills and a wide range of other soft skills that are valued by universities and relevant across subject areas, industries, and careers.



## Drama

'I like the ephemeral thing about theatre, every performance is like a ghost – it is there and then it is gone.'

*Dame Maggie Smith (1934-), Actor*

Drama at a Glance	
Subject Title	Drama
Examination Board	Eduqas
Qualification	GCSE
Subject Code	C650QS
Assessment	Practical coursework internally assessed and externally moderated (60%) Written examination, 1 hour 30 minutes (40%)

### Subject Overview

This GCSE course offers an exciting challenge to be involved in:

- Practical Drama;
- Group work;
- Performance opportunities;
- Visits to the theatre.

Pupils will undertake:

- The practical study of two set texts;
- The exploration of scripts;
- The production of devised and scripted work for performance.

Pupils will need to enjoy all aspects of Drama and be able to work in a group. Pupils must be interested in people and the world around them.

### Course Content

In Drama, pupils will study:

- Devising Theatre;
- Performing from a text;
- Interpreting Theatre.

### You should consider taking this subject if:

- You are interested in theatre or media;
- You are considering any career in which you have to communicate and work with members of the public;
- You are considering any career in which you would need to make presentations;
- You are considering any career in which you will need to work in a group;
- You are thinking of pursuing any subject at higher education which requires analytical skills.

### What could you do next?

Pupils who enjoy and do well in GCSE Drama tend to do whatever they want to! If they take GCSE Drama, it gives them a whole range of transferable skills that benefit any career path they may choose.

## Fine Art

'I paint flowers so they will not die.'

*Frida Kahlo (1907-1954) Artist*

Fine Art at a Glance	
Subject Title	Art & Design: Fine Art
Examination Board	Edexcel
Qualification	GCSE
Subject Code	1FA0
Assessment	Coursework: 60% Examination Project: 40%

### Subject Overview

Fine Art is much more than drawing and painting. As well as traditional media, including sculpture, printmaking and photography, pupils have also produced textiles and fashion work, digital images and videos. Each pupil makes their choice individually. On each project, pupils will develop their ideas via a sketchbook. They will be encouraged to think independently, research artists of their choosing, visit exhibitions and eventually decide on a specialist area. This might be in ceramics, glass, photography, painting, printmaking, plaster or textiles. Past Art trips have been to Prague, Florence, New York, Venice and Rome. This year, Key Stage 4 & 5 enjoyed a residential trip to St Ives, Cornwall. We have tutors from the Royal Academy teaching life drawing. Each year we have workshops from visiting artists.

### Course Content

In Fine, Art, pupils will:

- Develop their existing skills and discover new ones;
- Broaden their knowledge of artists and designers, past and present;
- Learn how to think creatively and work independently;
- Learn from their mistakes and problem solve.

The culmination of the course is the 'GCSE Exhibition' where pupils' best work is presented and appreciated by family and friends who will be invited to a private viewing.

### You should consider taking this subject if:

- You enjoy working with different Art media. We have: a heat press, two clay kilns, a glass kiln, textiles room, photography darkroom and studio with professional equipment including iMac computers, alongside all traditional materials like oil paint, printmaking and sculpture;
- You love the challenge of developing original ideas, taking risks, problem solving and thinking creatively;
- You are considering a career in art, craft, design, architecture, graphics, fashion, photography, theatre design or History of Art;
- You are a creative person who loves a challenge!

### What could you do next?

Pupils who enjoy and do well in GCSE Fine Art tend to carry on to A level and might be interested in taking an Art Foundation course or study many of the art degrees available. In the past we have had students going on to study Law, Psychology, Medicine, Dentistry as the course lends itself to problem solving, manual dexterity, creative thinking and independent learning.

# Geography

'Nature forms us in a certain manner, both inwardly and outwardly, and it is in vain to attempt to alter it.'

*Lady Hester Stanhope (1776-1839), Adventurer*

Geography at a Glance	
Subject Title	Geography
Examination Board	AQA
Qualification	GCSE
Subject Code	8035
Assessment	Paper 1: Living with the Physical Environment, 1 hour 30-minute examination (35%) Paper 2: Living with the Physical Environment, 1 hour 30-minute examination (35%) Paper 3: Geographical Applications, 1 hour 30-minute examination (30%)

## Subject Overview

Geography is about our contemporary world and prepares pupils to move on to further studies and employment. Whether pupils are interested in the wonders of the natural world, the complex activities of humanity, or the impact of people on the environment, Geography will help them to make sense of things. The range of topics means there is always something interesting to explore.

Fieldwork skills are important part of the course and is examined in Paper 3. We have field trips in both Years 10 and 11. New demands from top universities have driven Geography to be taught through a systems-based approach. As such, pupils will make good use of data. This will enable pupils to take a logical and analytical approach. Pupils will also make good use of specialised technological applications such as Geographical Information Systems to enhance their understanding of data sets and what they tell us about the world.

As geographers, pupils will be encouraged to care about what is happening to the planet and to take an active interest in Geography related events in the UK, and around the world.

## Course Content

In Geography, pupils will study:

- Living within the physical environment (e.g. physical hazards and natural landscapes in the UK);
- Challenges with the human environment (e.g. urban issues and challenges and the changing economic world);
- Geographical applications (e.g. issue evaluation and fieldwork);
- Geographical skills.

## You should consider taking this subject if:

- You want to learn more about the world that you live in;
- You want to develop the research skills that are prized by universities and employers;
- You want to learn through investigation;
- You enjoy completing practical work away from the classroom.

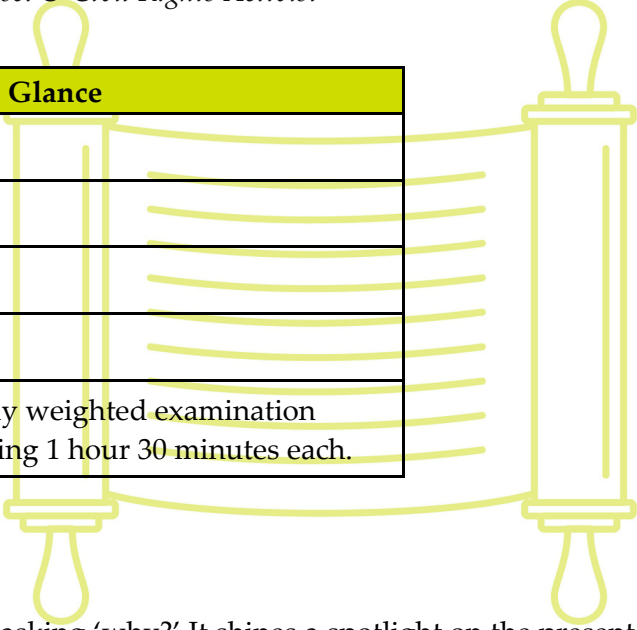
## **What could you do next?**

Pupils who enjoy and do well in GSCE Geography tend to be valued by employers. This is because Geographers possess the abilities and skills that employers seek, such as conducting research, critical thinking and writing effectively. For this reason, many pupils opt to study Geography at A level and university.

# History

'The more you know of your history, the more liberated you are.'

*Maya Angelou (1928-2014), Poet & Civil Rights Activist*



History at a Glance	
Subject Title	History
Examination Board	Edexcel
Qualification	IGCSE
Subject Code	4HI1
Assessment	Two equally weighted examination papers lasting 1 hour 30 minutes each.

## Subject Overview

IGCSE History is not all about dead people! It is about asking 'why?' It shines a spotlight on the present; it increases pupils' understanding of how historical events have shaped the world in which we live today. Do you want to find out about how people's lives have changed and how people in the past thought differently from us? If so, then the IGCSE History course will provide pupils with an opportunity to explore some of the most fascinating and vital aspects of the nineteenth and twentieth centuries.

## Course Content

In History, pupils will seek to answer questions such as:

- What happened to the USA during the 'roaring 20s'?
- Who are the Ku Klux Klan, and why did they have 500,000 members by 1924?
- Why was Alphonse Capone Chicago's most successful gangster?
- How did Hitler become the leader of Germany in 1933?
- What was life like living inside Hitler's Third Reich?
- How far was Malcolm X responsible for African American people gaining more civil rights?
- Was Martin Luther King Jr a 'saint' or a 'flawed sinner'?
- What were operations like in 1840 and how quickly could the best surgeon of the age amputate your leg?
- What was 'Germ Theory', and how did it revolutionise medicine?

## You should consider taking this subject if:

- You love learning about the past;
- You are interested in topical issues;
- You like writing essays.

## What could you do next?

Pupils who enjoy and do well in IGCSE History tend to be able to consider all sides of an argument before reaching their own conclusions. They can challenge conventional ideas, which makes them excellent lawyers and journalists. Many pupils go on to study History at A level and university.

# Latin

'Non scholae sed vitae discimus'

Latin at a Glance	
Subject Title	Latin
Examination Board	Eduqas
Qualification	GCSE
Subject Code	40/C990PB
Assessment	One paper of 1 hour 30 minutes (50%) One paper of 1 hour 15 minutes (30%) One paper of 1 hour (20%)

## Subject Overview

This is the only course available where pupils can combine a language with a humanity. It is also a pupil's only opportunity to read and appreciate literature not composed in English. This subject is the most interdisciplinary of all; in Latin pupils study language, literature, history, religion, philosophy, art, religion, politics, psychology, design, architecture, and much more!

Latin will provide pupils with the platform to understand the structure of language and the mechanics of English syntax. Some 80% of French and Spanish vocabulary derives from Latin and German has many grammatical similarities. Research in the USA has shown that pupils who study Latin achieve significantly higher test scores in Mathematics and the Sciences.

Latin pupils are highly valued for their ability to analyse information and produce critical, well-structured and independent responses. They also develop an advanced level of cultural sensitivity and empathy. Latin pupils are highly regarded by the leading universities and employers for the intellectual rigour and analytical skills which they develop through the course.

## Course Content

In Latin, pupils will study:

- Latin language;
- Latin literature;
- Roman civilisation or further literature.

## You should consider taking this subject if:

- You have a genuine interest in Languages and/or the cultural history of the ancient world;
- You enjoy the academic challenge of studying a range of different disciplines – e.g. linguistic analysis, evaluation of historical sources, literary criticism, philosophical dialogue;
- You wish to study in a small to medium-sized class of like-minded pupils.

## What could you do next?

Pupils who enjoy and do well in GCSE Latin tend to select a wide range of A level courses (such as, Languages, Humanities and Sciences). Latin has a proven reputation as arguably the most academically challenging programme of study available in Upper School and it is the perfect preparation for undergraduate studies and employment in law, media, advertising, politics and business.

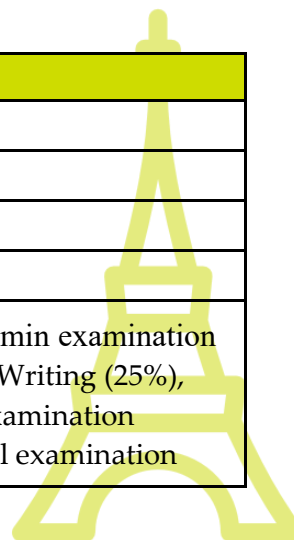


## Modern Foreign Languages (French, German & Spanish)

'Languages are the road map of a culture. They tell you where its people come from and where they are going.'

*Rita Mae Brown (1944-), American Writer, Activist & Feminist*

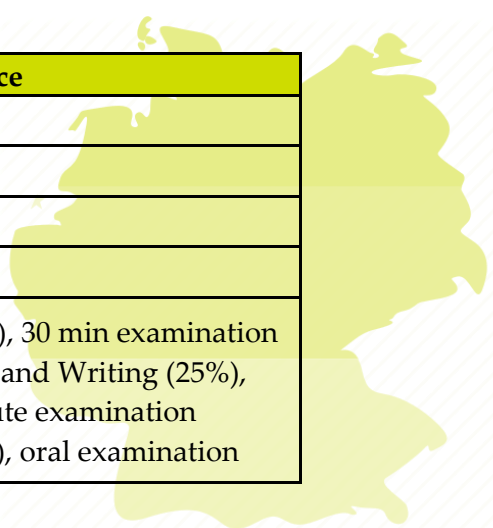
French at a Glance	
Subject Title	French
Examination Board	Edexcel
Qualification	IGCSE
Subject Code	4FR1
Assessment	Listening (25%), 30 min examination Reading (25%) and Writing (25%), 1 hour 45-minute examination Speaking (25%), oral examination



### Subject Overview

By studying one or more IGCSE Modern Foreign Languages, pupils will develop their language skills with an emphasis on practical communication. Pupils will build on topics covered in Lower School, such as Food and Drink, Health and Fitness, Free Time and Social Activities, but also study new topics including: Technology and Media, Culture and Festivals, and the Environment. Pupils will continue to develop the four skills of Reading, Listening, Speaking, and Writing. They will also work from authentic materials including newspapers, magazines, books, films, radio and television, and the Internet.

German at a Glance	
Subject Title	German
Examination Board	EdExcel
Qualification	IGCSE
Subject Code	4GN1
Assessment	Listening (25%), 30 min examination Reading (25%) and Writing (25%), 1 hour 45-minute examination Speaking (25%), oral examination



The speaking part of the examination is conducted by a pupil's teacher and recorded for marking by the examination board. Each discrete skill is worth 25%, and there is no coursework. Instead, there is one final examination in each skill at the end of the two-year course. Pupils are encouraged to spend some time in the relevant country during the IGCSE course. Pupils will attend additional conversation classes in Year 10 & 11 with the Foreign Language Assistant to develop further their oral skills and improve their confidence.

Spanish at a Glance	
Subject Title	Spanish
Examination Board	Edexcel
Qualification	IGCSE
Subject Code	4SP1
Assessment	Listening (25%), 30 min examination Reading (25%) and Writing (25%), 1 hour 45-minute examination Speaking (25%), oral examination

## Why should you choose French?

- French has long been the language of international politics and diplomacy and largely remains so. The French economy is strong and diversified, offering many employment and trade opportunities. French is also a common business language in large parts of Africa and the Mediterranean;
- French combines well with the study of History, Art, Social Sciences and Humanities. It is very highly regarded by elite universities and they especially value students being able to access important texts and research in the original. In a changing world, the ability to communicate in one of the globe's most important and widely spoken languages can offer competitive advantages in all kinds of areas.

## Why should you choose German?

- Did you know that German is the most spoken language in Europe with over 100 million native speakers?
- Germany is also the fourth largest economy in the world and is the economic powerhouse of Europe. It is the UK's largest European trading partner and the second largest business partner for the UK in absolute terms (after the US);
- German is also the business language of choice in large parts of Eastern Europe, South-East Europe and the former Soviet Union;
- There are many German companies with investments in the UK, and UK companies are also strongly represented in the German-speaking world. This means that both German and UK businesses are looking for people with a knowledge and understanding of the German language, and this is becoming much harder to find;
- With German language skills you have a competitive advantage in business, politics, the law, arts & media and journalism, to name just a few areas;
- In terms of future study, German is especially well-combined with sciences owing to Germany's pre-eminent position in engineering, chemistry and human biology. It also combines well with History, Law, Music, Art, Social Sciences and Literature.

## Why should you choose Spanish?

- It's the second most spoken language in the world; indeed, it's the mother tongue of an estimated 450 million people all over the world;
- Spanish enjoys official language status in 21 countries across Europe, Africa and the Americas;

- Spanish is a phonetic language which means that you pronounce letters consistently and each letter represents a certain sound, making it easier to learn and speak;
- The use of Spanish online has risen by an incredible 800% in recent years and this means it's the third most popular language on the internet, not far behind Mandarin and English;
- With excellent examination results, Spanish has always been a popular choice at GCSE and A level at Croydon High School.

### **Pupils should consider taking more than one language if:**

- You enjoy using and manipulating language and are interested in general language awareness issues;
- You enjoy learning and applying grammar;
- You are interested in different cultures and lifestyles;
- You enjoy linguistic risk taking;
- You want to develop your confidence in speaking in unfamiliar contexts;
- You are considering a career in business, law, accounting, teaching, the civil service, working for a charity or NGO, sales and marketing, media and fashion, journalism.

### **What could you do next?**

Employers value language knowledge in their employees because they demonstrate:

- Excellent general communication and interpersonal skills;
- An interest and awareness of the wider world;
- An ability to understand and empathise with people from elsewhere;
- A high level of mental agility and problem-solving skills;
- A mind able to cope with demands of accuracy and attention to detail;
- A willingness to view things from an alternative perspective.

Language study is readily combined with all other subjects such as Mathematics, Science, Humanities and Social Sciences. A significant number of pupils go on to study one or more languages at A level and university.

## Music

'There is nothing greater than the joy of composing something oneself and then listening to it.'

*Clara Schumann (1819-1896), Composer & Teacher*

Music at a Glance	
Subject Title	Music
Examination Board	Edexcel
Qualification	GCSE
Subject Code	1MU0
Assessment	Performing coursework (30%) Composing coursework (30%) A listening examination of 1 hour 45 minutes (40%)

### Subject Overview

Music is a highly respected subject in both the academic and working environments. This is because it is a broad subject which covers a whole range of skills such as aural perception, performing, self-discipline, composing, music appreciation and teamwork.

For GCSE Music, pupils will be required to play at least one musical instrument or have a good singing voice and have a good ear for (and interest in) Music. The practical element consists of two prepared performances (one solo and one ensemble). Pupils will need to submit two compositions. Music Technology will undoubtedly be used to assist in the production of a quality piece.

The listening examination is designed to broaden pupils' musical experience through the study of eight set works from four different areas of study. Pupils' knowledge of music theory will help in this section and they will have the opportunity to attend concerts and workshops.

'I chose to study Music because I enjoyed participating in the school choirs and orchestra, and I wanted to learn more about the academic side of Music. It was interesting to learn about Music history in more depth and it helped me to gain confidence with performing. I especially enjoyed composing; learning how to use computer software and the chance to be creative was exciting!'

*GCSE Music pupil*

### Course Content

In Music, pupils will study:

- How to compose idiomatically;
- How to perform on your instrument;
- Instrumental music 1700-1820;
- Vocal music;
- Music for Stage & Screen;
- Fusions of different musical styles.

### You should consider taking this subject if:

- You have achieved a standard of Grade 4 on a musical instrument or voice and enjoy performing in groups at school.;

- You enjoy composing and would like to learn more about using technology to create compositions in the new Music Technology Suite;
- If you enjoy listening to Music and would like to learn more about where it comes from and how it is put together.

### **What could you do next?**

The creative arts and entertainment sector are currently the UK's largest export industry, and Music A level can lead to a career as a performer, composer, publicist, arts manager, radio broadcaster, live promoter, teacher or academic, and much more. Recent pupils who have studied GCSE and A level Music have gone on to work with the BBC, in the recording industry, the Arts Council, performing, teaching, music publishing, retail and librarianship.

However, studying Music equips you for other careers too; with a rigorous intellectual base, it's no surprise that many Music graduates boast some of the highest employability ratings and win places on competitive postgraduate courses. There are also opportunities in music administration, managing orchestras and music therapy.

# Physical Education

'Champions keep playing until they get it right,'

*Billie Jean King (1943-), American Tennis player*

Physical Education at a Glance	
Subject Title	Physical Education (PE)
Examination Board	AQA
Qualification	GCSE
Subject Code	8582
Assessment	Paper 1: 1 hour 15-minute written examination (30%) Paper 2: 1 hour 15-minute written examination (30%) NEA: 3 practical activities plus coursework (40%)

## Subject Overview

GCSE Physical Education is 60% theory and 40% non-examined assessment (practical performance) of which 30% will be based on being a player/performer and 10% will be the analysis and evaluation of the performance.

## Course Content

Paper 1: The human body and movement in physical activity and sport (30%)

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

Paper 2: Socio-cultural influences and well-being in physical activity and sport (30%)

- Sports psychology;
- Socio-cultural influences;
- Health, fitness and well-being;
- Use of data.

In the practical element of the GCSE PE course (40%), pupils will be assessed in three different activities in the role of a player/performer. One must be a team activity; one an individual activity and the third either a team or individual activity.

Team Activity (examples)	Individual Activity (examples)
<b>Association Football</b> <b>Badminton</b> – cannot be assessed with singles badminton <b>Basketball</b> <b>Camogie</b> <b>Cricket</b> <b>Dance</b> (can only be used for one activity) <b>Gaelic Football</b> <b>Handball</b> <b>Hockey</b> – must be field hockey <b>Hurling</b> <b>Lacrosse</b> <b>Netball</b> <b>Rowing</b> <b>Rugby League</b> <b>Rugby Union</b> – sevens or fifteen-a-side <b>Sailing</b> <b>Squash</b> - cannot be assessed with singles squash. <b>Table tennis</b> – cannot be assessed with singles table tennis <b>Tennis</b> – cannot be assessed with singles tennis <b>Volleyball</b> <b>Water Polo</b>	<b>Amateur Boxing</b> <b>Athletics</b> <b>Badminton</b> – cannot be assessed with doubles badminton. <b>Canoeing/Kayaking</b> <b>Cycling</b> <b>Dance</b> (can only be used for one activity) <b>Diving</b> - Platform diving only <b>Golf</b> <b>Gymnastics</b> (artistic) – Floor routines and apparatus only <b>Equestrian</b> <b>Rock Climbing</b> <b>Sculling</b> <b>Skiing</b> – outdoor/indoor on snow. Cannot be assessed with snowboarding. <b>Snowboarding</b> – outdoor/indoor on snow. Cannot be assessed with skiing. <b>Squash</b> – cannot be assessed with doubles squash. <b>Swimming</b> <b>Table tennis</b> – cannot be assessed with doubles table tennis <b>Tennis</b> – cannot be assessed with doubles tennis <b>Trampolining</b>

### You should consider taking this subject if:

- You enjoy all forms of sport and regularly represent the school at a high level;
- You think that physiotherapy or PE teaching might be a career choice for you;
- You want the knowledge to keep yourself fit, healthy and active for life;
- You find the human body fascinating;
- You want to learn how to train SMART, not just train harder;
- You want to develop the knowledge to get better in the sport/s that you engage in.

### What could you do next?

Pupils who do well in GCSE PE often go onto take A level. If this is a preferred A level subject choice and you are passionate about taking it forwards to degree level, you could consider the following careers:

- Exercise physiology or sports science;
- PE teacher or sports coach/consultant;
- Physiotherapist/sports therapist;
- Sports policy at a local and national level;
- Diet and fitness instructor;
- Personal trainer;
- Professional sportsperson;
- Fitness centre manager;
- Sports development officer.

## Religion Ethics & Philosophy (*Religious Studies*)

'When the whole world is silent, even one voice becomes powerful.'

*Malala Yousafzai (1997-) Activist & Noble Prize Laureate*

Religion, Ethics & Philosophy at a Glance	
Subject Title	Religion, Ethics & Philosophy ( <i>Religious Studies</i> )
Examination Board	AQA
Qualification	GCSE
Subject Code	8062MA
Assessment	Two equally weighted written examinations of 1 hour 45 minutes each

### Subject Overview

Religion, Ethics & Philosophy is a GCSE course designed around responding to the philosophical questions of what might be considered right and wrong. Pupils will explore some of the philosophical questions which have puzzled and perplexed the greatest minds for millennia, for example, 'Is there really a God?' or 'When does life begin?' Pupils will also investigate the impact that religion has in Britain today.

The GCSE is divided into two parts. Pupils will have one examination on the Beliefs, Teachings and Practices of two religions and one examination on Philosophical and Ethical issues surrounding these religions. Throughout the course, pupils will be given various opportunities to review their ability to recall, explain, analyse and evaluate their learning.

Religion, Ethics & Philosophy provides pupils with the critical enquiry skills which can be adapted to a range of subjects at Sixth Form, including History, Psychology, Sociology and the Sciences. Beyond Sixth Form, Religion, Philosophy and Ethics is a well-respected qualification which demonstrates the ability to debate, think critically and assess different sources.

### Course Content

In Religion, Ethics and Philosophy, pupils will study:

- Christianity: Beliefs, Teachings and Practices;
- Islam: Beliefs, Teachings and Practices;
- Four topics which are chosen by the class from six different themes. These are Relationships; Life (including topics such as abortion, euthanasia, the environment and life after death), Religion, Peace and Conflict; Crime and Punishment; Human Rights and Social Justice; and Religion and Revelation.



## **You should consider taking this subject if:**

- You love debating and discussing questions that matter;
- You would like to develop skills of critical analysis, independent thinking, and the ability to articulate your ideas effectively and persuasively.

## **What could you do next?**

Pupils who enjoy and do well in GCSE Religion, Ethics and Philosophy tend to embark on careers that might involve presenting arguments effectively, such as law and management. Many of our A level pupils go on to study Medicine. Essentially, this subject is beneficial to any career where you need to communicate ideas effectively, think logically, or have a good understanding of the world around you. It also helps to develop you as a human being and formulate your own opinions on important philosophical, political and religious issues.

# Three-Dimensional Design

'There are 360 degrees, so why stick with one?'

*Zaha Hadid (1950-2016), Architect*

Three-Dimensional Design at a Glance	
Subject Title	Art & Design: Three-Dimensional Design
Examination Board	Edexcel
Qualification	GCSE
Subject Code	1TD0
Assessment	Coursework: 60% Examination project: 40%

## Subject Overview

Pupils will learn how to develop their ideas for furniture, product design, architecture and jewellery from the 'drawing board' into finished products. GCSE 3D Design is a 'project-based' course. As well as working on set design briefs, pupils will also be encouraged to discover and investigate design problems of their own, choosing and developing their own original solutions. The emphasis will be on designing and making products which are based on an interest in the work of historical and contemporary designers of all kinds.

## Course Content

In the Three-Dimensional Design course, pupils will study:

- The work of historical and contemporary designers;
- How to use computer-aided design (CAD) programmes to develop and illustrate their ideas;
- How to work with hand and machine tools in the workshop;
- The qualities of different materials, including wood, metal, plastics, ceramics and glass;
- How to develop technical drawing skills in one-point and two-point perspective as well as exploded view diagrams;
- How to use our laser cutter and 3D Design printer.

## You should consider taking this subject if:

- You relish practical problem solving;
- You like planning solutions;
- You enjoy making things in the workshop;
- You are excited by new designs of anything, from architecture to jewellery, chairs to lighting;
- You are considering a career in design, engineering, or architecture, or careers like dentistry or veterinary science where your work needs to be precise!

## What could you do next?

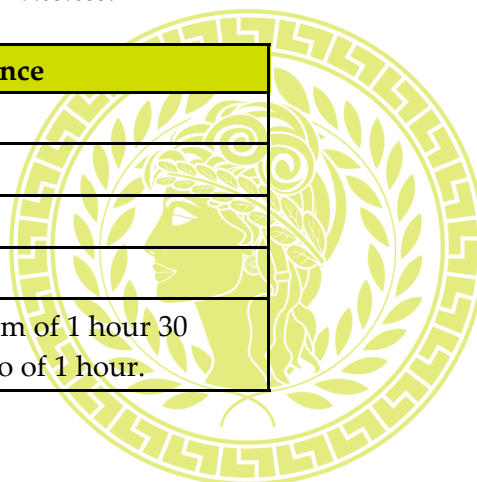
Pupils who enjoy and do well in GCSE Three-Dimensional Design tend to go onto A level and may focus on product, furniture, product engineering, interior graphic or set design. Design skills and the ability to visualise new ideas can be useful in many job families such as: marketing; sales and advertising; arts, crafts and design; broadcast media and performing arts; journalism; publishing; construction; engineering; and manufacturing. In previous years, we have had pupils go on to study traditional design

## Additional Subject: Classical Greek (Twilight Option)

'I am sure that later on, in an age quite unlike our own, someone will remember us.'

*Sappho (c.630-570BC), Poet and Priestess.*

Classical Greek at a Glance	
Subject Title	Classical Greek
Examination Board	OCR
Qualification	GCSE
Subject Code	J292
Assessment	One written exam of 1 hour 30 minutes and two of 1 hour.



### Subject Overview

This subject focuses on the language and literature of ancient Greece and how they have shaped the fabric of modern life, as well as our imaginations. The initial emphasis is on developing and deploying a strong understanding of how Classical Greek operates as a language. Pupils then move onto the intellectually-exciting challenge of reading and responding to some of the greatest literary texts ever produced: Homer's *Odyssey* and Herodotus' *Histories*.

### Course Content

In Classical Greece, pupils will study:

- Language – vocabulary, accidence, syntax, comprehension and translation (50%);
- Verse literature – Homer *Odyssey* 7 (25%);
- Prose Literature – Plato *Phaedo* or Greek Civilisation (Women) (25%).

### You should consider taking this subject if:

- You would like the academic challenge of studying a new subject as a twilight GCSE in a small and highly motivated class;
- You have a proven ability and interest in language and literature;
- You are intrigued by the history, myths and ideas of ancient Greece.

### What could you do next?

Pupils who acquire a GCSE in Classical Greek are able to relate their knowledge and understanding of the ancient world to other disciplines, develop research and analytical skills which will empower them to become independent learners and enquirers, equipping them for further study in arts, humanities and science. This course is the perfect preparation for whatever comes next.

**Greek is taught as a twilight option outside of the normal school timetable. Pupils should, therefore, not count this subject as one of their main electives. Pupils should apply to Dr Purvis to enrol on this course.**

## Additional Subject: Further Mathematics

‘Reserve your right to think, for even to think wrongly is better than not to think at all.’

*Hypatia (c. 350-415 AD), Philosopher & Mathematician*

Further Mathematics at a Glance	
Subject Title	Further Mathematics
Examination Board	AQA
Qualification	Level 2 (GCSE Equivalent)
Subject Code	8365
Assessment	Two examination papers of 1 hour 45 minutes each

### Subject Overview

Pupils in the top set will study for an AQA Certificate in Further Mathematics alongside the IGCSE Mathematics qualification. Pupils in set 2 will have the option of taking Further Mathematics if there is a desire to do so, and if they are making excellent progress with the IGCSE. The aim of this qualification is to extend understanding in different branches of Mathematics to provide challenge, while also embedding topics which have been learned within the IGCSE. Further Mathematics gives an introduction to A level topics and develops further problem-solving skills required for A level study.

### Course Content

In Further Mathematics, pupils will study:

- Algebra;
- Trigonometry;
- Geometry;
- Matrices;
- Calculus;
- Coordinate Geometry.

### What could you do next?

Pupils who enjoy and do well in Further Mathematics should consider studying Mathematics and Further Mathematics at A level.

Pupils in top set Mathematics, and some pupils in set two, will study **Further Mathematics**. Teaching for this qualification will be delivered to the whole class as stretch and challenge activities and through some lessons outside of the normal timetable, as the course demands. However, not all pupils will want to be entered for the qualification. Pupils should not include Further Maths as one of their option choices, therefore.

## Upper School PREP (Homework)

Throughout our school, PREP is set to *aid* the learning process; this is especially the case for examination classes. In Upper School, pupils will have one piece of PREP per subject each week. Lasting no longer than an hour per subject, the PREP will serve one, or more, of the following functions, and it will not be set for its own sake:

**Practise:** These activities will be based on prior knowledge and will allow pupils to practise new skills and knowledge gained in the classroom.

**Reflect:** These kinds of tasks will require an element of evaluation or opportunities to reflect on progress.

**Explore:** Challenges falling into this category will entail something that arouses curiosity, leading to further research and perhaps capturing our pupils' imagination and creativity. It may be something touched upon in the lesson or something that takes the pupil beyond the curriculum.

**Prepare:** These will be activities that prepare pupils for the lesson(s) ahead, sometimes involving 'flipped learning' activities. Flipped Learning is a pedagogical approach in which direct instruction moves from the group to the individual learning space. The resulting group space is transformed into a dynamic, interactive learning environment where the educator guides pupils as they apply concepts to and engage creatively with the subject matter.

It is the parents' and guardians' prerogative to decide when a pupil has done sufficient work for one evening. Messages to that effect will be accepted, but the subject teacher and Head of Department should be informed if this becomes a regular occurrence.

## Upper School Assessments & Examinations

Internal examinations are scheduled for the summer term of Year 10 to measure pupils' progress in their GCSE subjects. These are followed—for those who would benefit from them—by a set of re-sit examinations at the very end of Year 10. In January of Year 11, pupils will sit a full set of mock examinations in all their subjects. This more formal experience is followed by the final public GCSE examinations in the summer of Year 11.

A regular programme of 'low stakes' end of unit and topic tests operates in all subjects throughout the two-year GCSE programme of study. Collectively, the testing and examination programme aims to sharpen knowledge retrieval and retention practices, as well as providing the necessary experience of sitting formal, public examinations. It is of paramount importance, therefore, that pupils make the most of the testing and examinations on offer.

## Upper School Reporting & Parents' Evenings

We place a great deal of importance on communication with a pupil's home throughout their time at school. Against this backdrop, school reports and Parents' Evenings are scheduled around the GCSE Electives process to provide support for pupils and their parents and guardians when they are choosing a GCSE programme of study. During their time in Upper School, pupils will receive a report from their teacher in every half term. As in Year 9, this report will include an Aspirational Target Grade for each subject, as well as assessing engagement with class-based learning and PREP.

In Upper School, there is one formal opportunity for parents and guardians to meet a pupil's teachers in each academic year. However, we encourage parents and guardians to communicate regularly with

teachers about any aspect of a pupil's school experience via their Form Tutor or Head of Year who, together, are responsible for a pupil's academic and pastoral welfare.

## **Careers Education, Information, Advice and Guidance (CEIAG) in Upper School**

CEIAG is delivered throughout pupils' studies at Croydon High School in a variety of ways. By the time pupils get to GCSE, they will already have had CEIAG sessions delivered during Citizenship and Wellbeing lessons and will have had small group sessions with the Head of Progression and Futures exploring the world of work. CEIAG continues through the Citizenship and Wellbeing programme in Upper School, and is supplemented by a range of additional activities and resources to help pupils explore their options for the future.

In Year 10, pupils are encouraged to interact more frequently with Unifrog: a software package that brings higher education and careers information together in one place. This user-friendly platform gives impartial information that helps pupils make informed choices about their futures. Pupils use Unifrog all the way into Sixth Form and it is a valuable tool to help them plan their post-16 and post-18 options. Unifrog also provides personality and interests matching tools to highlight careers that suit each pupil's preferences.

Throughout Year 10 and 11, pupils have regular one-to-one meetings, both with the Head of Progression and Futures, and with their Personal Progression Adviser. The Head of Progression and Futures gets to know each pupil's dreams and goals for the future and guides them towards relevant information to help them make informed choices. Each pupil has their own Personal Progression Adviser, who is a senior member of the teaching staff, and who acts as a pupil's 'champion' in the school. These meetings give each pupil bespoke mentoring to help them make the right decisions for them.

Our CEIAG programme is supplemented by careers events and activities at various points throughout the year. We also provide Year 10 and Year 11 with their own 'Progression and Futures' Google Classroom where we post links to online events and work experience that may be of interest. The Head of Progression and Futures is available for drop-in meetings at any point during the two years.

## **Looking Ahead to Sixth Form**

Although Year 9 may seem early to be considering Sixth Form study, it is important to consider what pupils might want to do after GCSE when they are picking their elective subjects. At Croydon High, Sixth Form, pupils choose three A levels plus an elective. The most popular elective is the Extended Project Qualification (EPQ), but others include the Further Mathematics A level, AS Music, and a Creative Arts Portfolio (CAP).

All GCSE subjects are available at A level alongside new subjects such as Economics, Government and Politics, Psychology, and Sociology. All subjects have their own entry requirements. A level Mathematics, for example, requires Grades 8 or 9 in GCSE Mathematics. Some subjects set GCSE requirements in more than one subject. Chemistry, for example, requires a Grade 8 or above in Chemistry and Grade 7 or above in Mathematics. More information about individual subject requirements can be found on page 49.

## Sixth Form Entry General Requirements

Year 11 pupils have automatic entry into Croydon High Sixth Form and it is assumed they will continue. The exception to this is those pupils who do not meet the entry requirement into our Sixth Form which has been set, for September 2024, at 40 points.

The points represent the numerical values of GCSE grades, for example, a grade 9 will count for 9 points, grade 8 for 8 points and so on, and a pupil's total points are calculated using their best six grades.

This entry requirement exists to ensure we are advising all Year 11 girls correctly as to the most suitable course of study for them in Sixth Form. Not all pupils are suited to the very challenging academic demands of 3 A levels plus an EPQ, which is the typical programme followed at Croydon High School. Therefore, the strong suggestion for pupils in Year 9 is that they select GCSE subjects in which they are confident of achieving the highest grades.

It is worth noting in addition, however, that pupils who meet the 40 points threshold, must also meet entry requirements for their chosen A level subjects. The subject-specific entry requirements for our Sixth Form are given on the next page.

Pupils who are aiming for straight 7-9 grades at GCSE should be aware that they will have the opportunity to apply for a Sixth Form Scholarship in the Autumn Term of Year 11.



## Sixth Form Entry Requirements: September 2023

There is a minimum requirement of six grade 6s or equivalent qualifications to enter the Sixth Form at Croydon High.

SUBJECT	SUBJECT CRITERIA FOR A-LEVEL STUDY
Art	Grade 7 GCSE Art if taken, or personal portfolio approval by the Head of Art
Biology*	Grade 7 in Biology GCSE
Business	Grade 6 in Mathematics, grade 6 in English GCSE and grade 6 in another humanities subject
Chemistry*	Grade 7 in Chemistry GCSE and Grade 7 at GCSE Mathematics
Classical Civilisation	Grade 6 (B) in English Literature /humanities GCSE
Computer Science	Grade 7 in Mathematics and at least grade 6 in Computer Science
Economics	Grade 6 in Mathematics, grade 6 in English GCSE and grade 6 in another humanities subject
English Language	Grade 6 (B) in English and grade 6 in English Literature GCSE
English Literature	Grade 6 (B) in English and grade 6 in English Literature GCSE
French	Grade 7 in French GCSE
Geography	Grade 6 in Geography GCSE plus grade 6 in Maths or a science
German	Grade 7 in German GCSE
Government & Politics	Grade 6 (B) in English or one of the humanities
History	Grade 7 in GCSE
Latin	Grade 7 in GCSE Latin
Mathematics*	Grade 8 in Mathematics GCSE and ideally a grade B minimum in AQA Level 2 Further Mathematics
Further Mathematics*	Grade 8 in Mathematics at GCSE & IGCSE and minimum 7 in L2 Further Mathematics
Music	Grade 7 in Music GCSE (where taken) or a sufficiently high level of musicianship determined by the Director of Music
PE	Grade 7 in P.E. GCSE where taken, or a grade 6 in GCSE Biology and English where PE was not taken
Physics*	Grade 7 in Physics GCSE and Grade 7 at GCSE Mathematics
Psychology	Grade 6 in GCSE Mathematics and English
Religion, Ethics & Philosophy	Grade 6 in R.S. GCSE
Sociology	Grade 6 in English and a humanities subject
Spanish	Grade 7 in Spanish GCSE
Theatre Studies	Grade 6 in Drama GCSE where taken, or grade 6 in English Literature where Drama was not taken
Three Dimensional Design	Grade 7 in GCSE 3D Design if taken, or personal portfolio approval by the Head of Art

Most students opt to take 3 A level subjects and will be offered clear advice regarding which combination of subjects best suits their aspirations for University or future careers. Girls are fully supported to help them transfer smoothly from Lower Sixth to Upper Sixth, with regular feedback to parents and an open door policy from the Head of Sixth Form to enable early resolution of any concerns.

\* The requirement is as stated (7/8), however, the new linear A levels are more challenging in terms of content and skills and GCSE is seen to be a poor predictor of success at A level in these subjects. In particular, any weaknesses identified at GCSE will be magnified at A level and so students should always discuss suitability for these subjects with their Head of Department/teacher.





Use these pages to keep notes of your conversation with teachers.

# NOTES

**Subject**

**Advice**

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