

GCSE Curriculum

2024-2026



Croydon High School

for girls aged 3-18

GDST
GIRLS' DAY SCHOOL TRUST

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Where girls
aspire without limits

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 7) 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/guardians are able to make informed choices when the time comes. There will 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.

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 extra I/GCSE, if appropriate. Requests to do so, must be made in writing to Mr Rew.

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.



Mr Ben Rew
Deputy Head (Academic)

Important Dates

Event	Date
GCSE Electives Evening	07/11/23
Next Pupil Report	14/12/23
Individual Parent/Guardian Meetings with a member of the SLT or Senior Staff	09/01/24
GCSE Electives forms sent out electronically	16/01/24
Year 9 Parents' Evening	16/01/24
Deadline for GCSE Elective Choices	09/02/24
Year 9 Examinations	16/04/24 to 22/04/24



Our 'Every Girl, Every Day' GCSE Curriculum

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

Core Curriculum	
English Language & Literature Mathematics	
<p><i>Science Elective A</i></p> <p>Pupils choose to study for an IGCSE in each of the separate sciences: Biology, Chemistry & Physics.</p>	<p><i>Science Elective B</i></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>
Non-Examined Physical Education	
Non-Examined Wellbeing & Citizenship	

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

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

Tenth & Additional Subjects

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

Pupils can request to study a tenth GCSE. Pupils in place of the Exploring Courses by writing to Mr Rew. 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. Pupils 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 will study for the L2 Certificate in Extended 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 Mr Rew to study GCSE Classical Greek as a twilight option. This qualification will be studied outside the formal timetable at lunchtime 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. Examples of Exploring Courses are given below. The final set of taught courses will be confirmed later in the year.

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"> • What is politics and what is government? Why are they important? • What is democracy and why it important? • Why is there a participation crisis in UK politics? • What functions do elections serve? • Who holds power within the Executive? 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 have 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.

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 and Computer Science
Creative	Might include one or more of the following: Art, 3D Design, Music and 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 and 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 current grading system, Grade 9 represents a very high standard in each subject. In 2023, 29% of all entries in examinations were awarded a Grade 9. Indeed, several pupils achieved straight Grade 9s. Furthermore, 56% of examination entries scored 8 or 9.

Current Grading Structure	Previous Grading Structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GCSE *Examination Results 2023*

83 candidates took 767 GCSE/IGCSE subjects. The 9 to 8 pass rate was 56%, the grade 9 to 7 pass rate was 77%. The 9 to 6 pass rate was 89%. Results correct as of Oct 2023.

Subject	Entry	9/A [^]	8/A*	7/A	6/B	5/C	4	3	2/I	%9 to 7 A* to A	%9 to 5 A* to C
Art GCSE	17	2	5	5	4	0	0	1	0	71	94
Biology IGCSE	57	23	19	8	7	0	0	0	0	88	100
Chemistry IGCSE	57	16	20	14	5	1	1	0	0	88	98
Classical Civilisation GCSE	9	1	1	3	0	2	2	0	0	56	78
Computer Science IGCSE	14	1	5	4	1	2	1	0	0	71	93
3D Design GCSE	17	1	2	7	6	1	0	0	0	59	100
Drama GCSE	26	4	7	6	3	3	2	1	0	65	88
English Language IGCSE	83	14	25	24	15	2	3	0	0	76	96
English Literature IGCSE	83	45	19	13	4	2	0	0	0	93	100
French IGCSE	19	9	7	2	1	0	0	0	0	95	100
Further Maths L2 Certificate	28	6	6	1	9	2	1	0	0	46	86
Geography GCSE	19	3	8	4	1	2	0	1	0	79	95
German IGCSE	10	5	3	1	1	0	0	0	0	90	100
History IGCSE	43	17	12	6	6	2	1	1	0	77	95
Latin GCSE	9	5	3	1	0	0	0	0	0	100	100
Mathematics IGCSE	83	20	20	19	8	9	7	0	0	71	92
Music GCSE	10	0	5	3	1	1	0	0	0	80	100
Physical Education GCSE	17	8	3	3	3	0	0	0	0	82	100
Physics IGCSE	57	21	15	15	2	3	1	0	0	89	98
Religious Studies GCSE	28	8	7	4	6	1	1	0	0	68	93
Spanish IGCSE	31	9	7	10	3	1	1	0	0	84	97
Totals	767	220	208	162	95	41	26	11	0	77	95

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	<p>Paper 1: 1 hour 45-minute examination (50%) Section A: Reading: one literary fiction text, four questions Section B: Writing: descriptive or narrative composition</p> <p>Paper 2: 1 hour 45-minute examination (50%) Section A: Reading: 4 questions comparing one non-fiction and one literary non-fiction text (19th Century / modern) Section B: Writing to present a viewpoint</p>

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 persuasive 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%) Section A: Poetry - from a named list to be studied Section B: Prose – selected from a list of options</p> <p>Paper 2: 1 hour 45-minute examination (25%) Drama – text from a named list</p> <p>Paper 3—Unseen Poetry or prose (25%) Choose to write on either an unseen poem OR unseen prose extract (1 hr)</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 range of times, places and authors;
- One literary fiction prose text (novel);
- One drama text (play);
- A range of 'unseen' poetry and prose fiction extracts.

What could you do next with English Language & Literature?

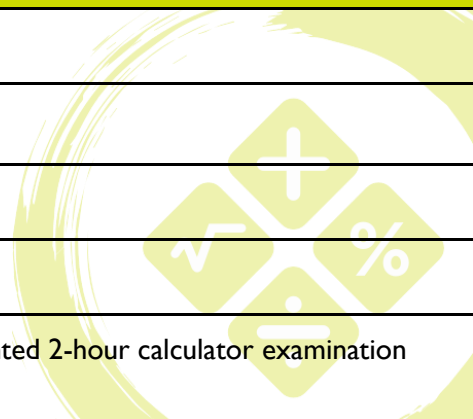
Pupils who enjoy and do well in English Language and Literature are highly valued in all sorts of careers. They can demonstrate excellent language skills and are informed and critical readers and writers. This means that they are not only well suited to any language-based courses or careers: journalism, media, publishing, forensic linguistics, scriptwriting, videogame writer, 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

'The beauty of mathematics only shows itself to more patient followers.'

Maryam Mirzakhani (1977-2017), First Female Mathematician to win the Fields Medal.

Mathematics at a Glance	
Subject Title	Mathematics
Examination Board	EdExcel
Qualification	IGCSE
Subject Code	4MA1
Assessment	Two equally weighted 2-hour calculator 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 study many different aspects of Mathematics, including algebra, number, geometry and statistics. They will be given opportunities to develop 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?

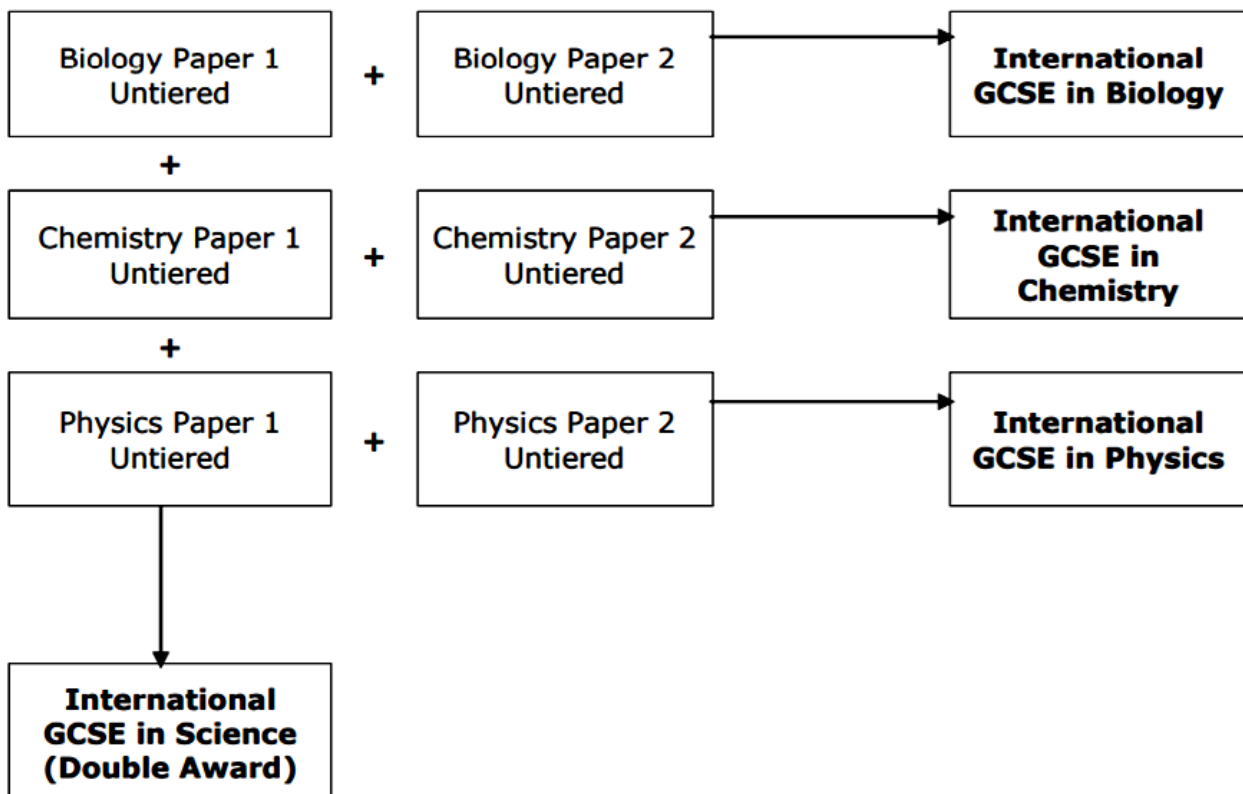
Pupils who enjoy and do well in IGCSE Mathematics should consider taking Mathematics at A Level which complements many other subjects such as Physics, Chemistry, Biology, Economics and Geography.

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 three further Elective Subjects.	Pupils studying Science Elective B choose four 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	4CHI
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	4PHI
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 Physics, Engineering, Mathematics, Science and medical-related fields, but not exclusively so. It is quite usual for pupils to combine A level Physics with either Mathematics, Computer Science, Further Maths, Economics, Chemistry or Biology.

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 PSHE

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 PSHE 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. PSHE 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 found I could say things with colour and shapes that I couldn't say any other way —
things I had no words for'*

Georgia O'Keeffe (1887-1986 artist)

Fine Art at a Glance	
Subject Title	Art & Design: Fine Art
Examination Board	EdExcel
Qualification	GCSE
Subject Code	IFA0
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. Last 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 as well as problem solving, taking risks and thinking outside the box.

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 also 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

‘Geography and earth science underpin everything in how we manage our relationship with nature and evaluate the impact we have on the world around us. From plastic pollution to global climate strikes, if you have a background in geography you are empowering yourself to be equipped with the skills you will need for an uncertain future’

Dr Anjana Khatwa, 2019,

Earth Scientist and advocate for diversity in the geographical, geoscience and nature conservation sectors

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 45-minute examination (30%)

Subject Overview

Geography is a contemporary, forward thinking subject. We prepare students with the knowledge, skills and confidence to be aware of local and global issues that will impact them as citizens of tomorrow's world and we examine the most sustainable options for tackling these issues, through making connections between physical, human and environmental geography. We will tackle a diverse range of questions, from “why did so many people die in typhoon Haiyan?”, “why do sloths have algae growing in their fur?”, “why is Nigeria's culture so important internationally?” to “what are the alternatives to importing food in the UK?”. The lessons are practical, engaging, investigative and challenging. We focus on building geographical skills, such as applied numeracy and technology, a love of geographical fieldwork, as well as the knowledge and confidence to make geographical decisions. There is a compulsory three day residential field trip as part of the GCSE Geography course to help prepare for Paper 3; at present we visit Southwold in Suffolk at the start of Year 11.

Course Content

There are three papers in Geography. Paper 1 includes the themes of tectonics, weather & climate, ecosystems, coasts & glaciers. Paper 2 includes the themes of growing cities, opportunities and challenges in Lagos and East London, the significance of and changes in the economies of the UK and Nigeria, tackling uneven development & challenges with food supply.

Paper 3 includes a pre-release booklet and fieldwork. In March of Year 11 we receive a booklet from the exam board, AQA, which contains information about a contemporary issue (such as deforestation in the Amazon or tourism in the Cayman Islands). You will have time to work through the booklet and prepare potential exam

answers, in advance of the exam. It also contains questions on our fieldwork (based on our 3 day residential trip) and more general fieldwork and skills.

You should consider taking this subject if:

- You want to learn more about the world you live in today and make decisions about how best to tackle global issues
- You want to develop a wide range of skills which are deemed to be of great importance in the world of work, including creative thinking, analytical thinking, curiosity, technological literacy and empathy (skills taken from the World Economic Forum Future of Jobs Report 2023)
- You enjoy fieldwork and working as a team as much as independent research
- You enjoy completing a mix of questions styles, including multiple choice, short questions and extended questions, with frequent graphs and photos to interpret

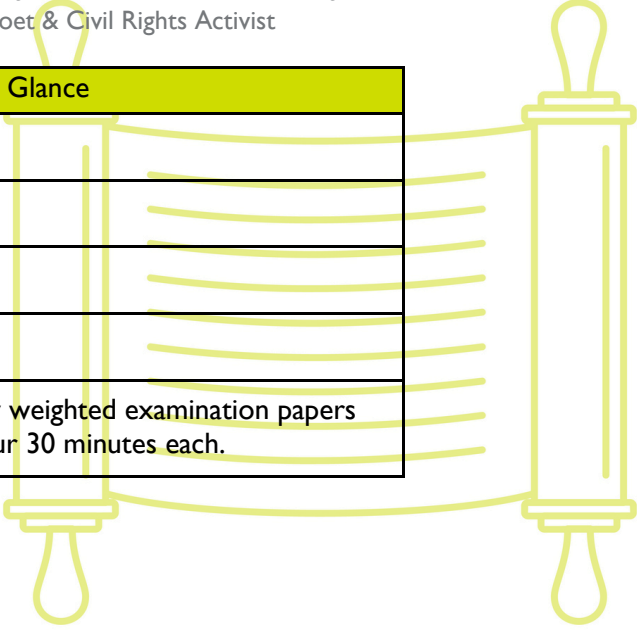
What could you do next?

Studying Geography at GCSE keeps your options open as wide as possible for the next step of A Levels, because we bridge the arts and sciences, are contemporary and include a breadth of skills, ranging from applied numeracy skills to extended writing. Geography fits very well with every other A Level subject. We regularly have prospective medics, architects and lawyers studying Geography alongside their other A Level subjects. Many students also find that Geography A Level fits incredibly well with the new subjects offered in the 6th form, such as Economics and Sociology. Geography is also a popular subject at University, because students love studying it and it leads to a wide range of career opportunities.

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	4HII
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 inter-disciplinary 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

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

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

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.

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.

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	IMU0
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
- 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 than pupils of any other subject. There are also opportunities in music administration, managing orchestras and music therapy.



Physical Education

'Nobody wins afraid of losing. We go into every game to win it,'

Leah Williamson, Arsenal & England Footballer

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

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 (*REP*)

'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.

3D 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 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 represent ideas in a range of drawing styles, including drawing to scale;
- 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 courses as well as computing, dentistry, veterinary, farming, industrial design and engineering.

Tenth GCSE Electives

Typically, pupils studying for a tenth GCSE will be those who have demonstrated their academic acumen and who have shown the ability to use their time wisely and meet deadlines etc. Pupil progress in these tenth GCSEs, and the impact that they have on a pupil's other GCSEs, will be subject to regular review.

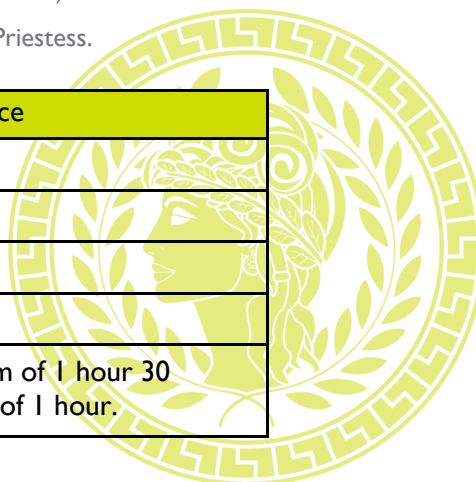


Classical Greek

'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 (25%);
- Greek Civilisation (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.

Extended Mathematics

'I like to learn. That's an art and a science.'

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

Extended Mathematics at a Glance	
Subject Title	Extended Mathematics
Examination Board	Edexcel
Qualification	Level 2 (GCSE Equivalent)
Subject Code	TBA
Assessment	Two examination papers of 1 hour, 15 minutes each. One paper is non-calculator and one calculator

Subject Overview

The Edexcel Level 2 Certificate in Extended Mathematics is designed to provide genuine stretch and challenge to those pupils excelling in GCSE and IGCSE Mathematics. It builds on and extends the content in the GCSE qualification to deepen their understanding, especially in algebra and algebraic manipulation. The areas that have been chosen for the course have been selected to help build a strong foundation to A Level Mathematics study.

Extended Maths is not an option subject and will be taught, during curriculum time, to the top two Mathematics sets in year 10. This will continue through the start of year 11, though not all pupils will be entered for the qualification. We anticipate that the top set will complete the Extended Mathematics course, whilst those in set 2 focus on revising IGCSE Mathematics.

Course Content

In Extended Mathematics, pupils will study:

- Algebra (at least 50% of the assessed questions will be algebra)
- Surds and Indices
- Trigonometry
- Vectors
- Probability

What could you do next?

Pupils who enjoy and excel in Extended Mathematics should consider studying Mathematics and Further Mathematics at A Level.

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/or 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. 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 Music Technology, Economics, 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 9-7 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 *Subject Entry Requirements 2024*

There is a minimum requirement of 40 points accrued across the six highest GCSE grades 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 8 in Biology GCSE
Business	Grade 6 in Mathematics GCSE and Grade 6 in English GCSE
Chemistry*	Grade 8 in Chemistry GCSE and Grade 7 in Mathematics GCSE
Classical Civilisation	Grade 6 in English Literature
Computer Science	Grade 7 in Mathematics and at least Grade 6 in Computer Science
Drama & Theatre Studies	Grade 6 in Drama GCSE where taken, or Grade 6 in English Literature where Drama was not taken, with an audition piece
Economics	Grade 7 in Mathematics GCSE, Grade 7 in English GCSE
English Language	Grade 6 in English Language GCSE
English Literature	Grade 6 in English Literature GCSE
French	Grade 7 in French GCSE
Geography	Grade 6 in Geography GCSE plus grade 7 in Mathematics or a Science
German	Grade 7 in German GCSE
Greek	Grade 7 in GCSE Greek
History	Grade 7 in GCSE History
Latin	Grade 7 in GCSE Latin
Mathematics*	Grade 8 in Mathematics GCSE
Further Mathematics*	Grade 8 in Mathematics at GCSE and minimum Grade 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
Music Technology	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 8 in Physics GCSE and Grade 7 at GCSE Mathematics
Politics	Grade 6 in English or one of the humanities
Psychology	Grade 6 in GCSE Mathematics and English
Religion, Ethics & Philosophy	Grade 6 in R.S. GCSE
Sociology	Grade 6 in English
Spanish	Grade 7 in Spanish GCSE
3D Design	Grade 6 in GCSE Mathematics and English

Most pupils 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 Grade 8 requirement is as stated, 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 pupils should always discuss suitability for these subjects with their Head of Department/teacher.



Every girl,
every day



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