



CATERHAM
SCHOOL

GCSE Options 2019-21





CATERHAM SCHOOL

AN EDUCATION FOR LIFE

We believe in providing an education for life for all Caterhamians and we seek to ensure that the learning experience at our school blends the best of tradition with the exciting opportunities provided by new technology. Learning how to learn is a key facet of a Caterham education and is in our view an essential skill for life in the twenty-first century. We believe that a truly excellent school is about more than academic achievement alone: it is also about developing a passion for learning, a capacity for independent and critical thinking, self-awareness and resilience, self-confidence without arrogance and genuine interests that extend beyond the confines of the classroom.

At Caterham School we focus on developing the whole person, aiming to ensure that each pupil leaves here ready for the challenges of life beyond Caterham and understanding their responsibilities towards others. We want our pupils to leave Caterham well equipped to engage positively with a rapidly changing world as accomplished problem solvers and innovators, confident in their ability to lead and with a clear appreciation of and respect for the views and potential of others. In so doing we remain true to our founding Christian principles and values.

AN INTRODUCTION TO THE GCSE COURSES

The academic programme for pupils starting their GCSE years in September requires all pupils to take the compulsory core subjects, including a choice of modern foreign language and humanity subjects and to take two other subjects of their choice, which can include further languages and/or humanities. The studying of core subjects meets both the national curriculum objectives and those of the School in providing a desirable basis to education for all pupils at this level. We recognise the value of all subjects in providing depth and interest to education. However, time does not permit all of the subjects studied in the Third Year to be taken as GCSE subjects.

Most pupils will take nine or ten subjects to GCSE. This number of subjects provides sufficient breadth of curriculum to ensure that pupils are acceptable to the universities of their choice and allows sufficient depth to be reached in each subject to give a sound preparation for A Level subjects.

Please note that the grading for GCSEs is now from 9 to 1, with 9 being the highest grade, awarded to about half the proportion that used to achieve A*, and 7 being the equivalent of an old A grade.

The Core subjects:

English Language and English Literature
Mathematics
Science – Biology, Chemistry and Physics
Modern Language – French, German, Italian or Spanish
Humanity – Geography, History or Philosophy and Theology

The Option Subjects:

3D Design	Computer Science	German	Latin	Spanish
Art: Fine Art	Drama	Greek	Music	
Art: Fashion/Textiles	French	History	PE	
Business Studies	Geography	Italian	Philosophy and Theology	

The purpose of the option subjects is to allow pupils to express a preference in part of their GCSE curriculum and yet maintain a balanced education to GCSE. To preserve balance and provide for future A Level choices, the freedom to choose is constrained so that as well as at least one modern foreign language, pupils must select **at least one subject from Geography, History and Philosophy & Theology**. These subjects provide balance in the GCSE curriculum and develop skills of writing and analysis. Each of these subjects provides a basis for the skills required in many subjects at A Level. Exceptions to this requirement may be made if a pupil has a particular interest in and aptitude for a curriculum area: e.g., a very strong linguist might wish to take Latin, Greek and two modern languages as their options; a pupil planning a future career in the Arts might wish to take Art, Music and Drama.

NB In certain option subjects, pupils will need to show that they have the skills necessary for success before they are allowed to start the GCSE course. This is especially the case in Music, PE and Drama.

If uptake for a subject is very small, it may be withdrawn. In this case those who have opted will be invited to select another subject.

No language can be taken as a new subject in the Fourth Year.

In making choices pupils need to bear in mind that it is generally necessary to have taken a subject at GCSE in order to opt for it at A Level, with the exceptions of Business Studies and Philosophy and Theology.

Few boys and girls at the Third Year stage have made permanent decisions about their future beyond school. Almost all will change their ideas between the ages of 14 and 17, and so it is important in choosing option subjects to decide not just based on current interests but with a view to retaining a breadth of A Level options. Since there are entry requirements for the Sixth Form and for individual A Level subjects, it is important that pupils choose subjects in which they can expect to achieve good grades. A list of the current Sixth Form entry requirements is given at the back of this booklet.

Due to the structure of the courses and the grading system for GCSE, no pupils take GCSE subjects early. High achieving pupils are able to set their sights on obtaining a 9 at the end of the Fifth Year and begin to develop skills relevant to A Level.

The major part of this booklet describes the work done in each of the GCSE subjects. Each subject entry covers the content of the course and the nature of the examinations and the coursework or investigations that form part of the final course marks. It is worth noting that 5% of marks both in examinations and in coursework are often awarded for spelling, punctuation and grammar.

Examinations during the GCSE years

Internal examinations are held in the Fourth Year to measure progress, and in January of the Fifth Year a full set of 'mock' examinations is held preparatory to the final examinations in May and June. In addition to these examinations, there is a regular testing programme in all subjects. Both the testing and examination programme aim to build up knowledge and to provide experience in techniques of examinations prior to pupils' first experience of public examinations. It is important for both pupils and parents to take each examination experience seriously so that pupils develop the range of skills necessary to be successful at the final GCSE examinations.

Homework

Homework allows pupils to build up gradually the notes and knowledge that will sustain them over the two-year programme to the GCSE examinations. To facilitate the organisation of homework, teachers use Firefly to set homework and there is a student planner app which shows what work has been set and what is still outstanding. Our emphasis for our pupils is that they can maximise their opportunities

in the future by working towards the best possible set of grades, and that this can only be achieved by appropriate study strategies.

Reports

Parents Evenings are held once a year for each Year Group and provide an opportunity to discuss progress with each of the subject teachers. The dates for Parents Evenings are always announced well in advance through the termly calendar and, just prior to the evening, parents are able to book appointments using a link on their Firefly account. Subject teachers and tutors also prepare written reports once a year. Pupils' progress is monitored each half term through effort and attainment grades. Fourth Years receive their written reports at the end of the Summer term and Fifth Years at the end of the Autumn term. Between these opportunities, if parents wish to discuss the academic progress of their son or daughter they should, in the first instance, get in touch with the subject teacher, tutor or the Head of Year.

An additional form of monitoring is a report card which is issued to pupils having particular problems in the organisation of work and the sufficiency of their homework. This report is completed daily and is monitored and signed for completed work either by parents or by boarding house staff. By reviewing a pupil's work habits closely it is hoped to develop better study habits and so promote improved grades of achievement and, through these, better self-motivation and confidence.

Co-Curricular Activities

During the GCSE years, it is important for pupils to pursue a number of interests, activities and hobbies that will give both depth and breadth to their developing personalities. Apart from Games, there is a range of activities in school that can support this development. We will record the positive achievement of pupils in both school-initiated enterprises (holiday projects, activities, etc.) and their own hobbies and pursuits. In this way pupils will gradually build up useful records reflecting their development and any responsibilities they have undertaken. These records, continued into the Lower Sixth, will then provide useful background to university and other applications.

Wellbeing

At Caterham School we recognise the crucial role that individual wellbeing plays in allowing our pupils to thrive and succeed. During the GCSE years our pupils continue to have curriculum time set aside to focus on promoting and improving wellbeing since we aspire for all our pupils to be mentally and physically healthy, to develop their spirituality, to have the necessary awareness and skills to make healthy decisions, to engage positively with the community and to be ready for their futures. Topics covered in Fourth and Fifth years include emotional literacy and mental health awareness, developing healthy relationships, financial literacy, careers, critical thinking, risky behaviour, study skills and operating safely and effectively online.

Games

In the Fourth Year all pupils have a Games afternoon and a PE Lesson. While the Games session is largely centred on the School's major sports (rugby, hockey, cricket, netball, lacrosse, tennis and athletics), as pupils get older, more and more choices are offered. Dance, swimming, badminton and outdoor learning are all introduced as options for non-team players and these can be continued in the Fifth Year. Fifth Year pupils have their games session on a Wednesday morning and the format is the same as for the Fourth Year. Our aim is to ensure that all pupils are engaged in a physical activity that they enjoy and will continue with long into their adult lives.

3D DESIGN

Exam Board: AQA

The GCSE 3D Design course allows pupils to develop a broad spectrum of design skills, producing a variety of outcomes, including Furniture, Lighting, Jewellery and Product Design. 3D Design is primarily concerned with designing to meet a need in a functional and aesthetic manner.

Studying 3D Design could be the first step towards a wide range of careers. Anyone who might eventually wish to train as a designer, working in areas such as Architecture, Industrial Design, Product, Furniture, Theatre & Film Sets, Jewellery and Engineering, should consider 3D Design at GCSE and Product Design at A Level.

The course requires pupils to think creatively using problem-solving skills to develop unique and interesting solutions to everyday design problems. Pupils work on individual projects, producing a portfolio of work including designs, personal research and also a critical studies journal to record and respond to their growing awareness of, and interest in, design history and contemporary practice. Towards the end of the third term it is expected that pupils will be initiating their own work following their particular strengths and interests.

Candidates for GCSE will be working mainly with resistant materials (wood, metal and plastic), however links with other specialisms will be available if required. Pupils will be taught the circular nature of the design process from concept, formulation of brief, research, experimentation and realisation. CAD/CAM is a strength at Caterham as we can build rapid prototyping and high quality modelling outcomes on the CNC Laser and Router machines and the 3D printer.

Computers with a scanner, A3 colour printer and CAD programs (Photoshop, 2D Design and AutoDesk Inventor) are widely available and the departmental library can be used for in-depth research.

Commitment, enthusiasm and an openness to explore possibilities are the major requirements for success at GCSE in 3D Design.

Caterham follows the AQA GCSE syllabus. The course is internally marked and externally moderated. 60% of the marks are allocated to coursework and 40% to the externally set and timed unit. Coursework is not an additional element but is built up, through lessons and homework, over two years towards a final exhibition at the end of the course.

Lunchtime and afterschool workshops are offered to pupils as an enhancement of the course. Gallery visits are encouraged and at least one visit will be made as a group during the course.

ART: FINE ART

Exam Board: Eduqas (WJEC)

GCSE Fine Art fosters and encourages imagination, sensitivity, conceptual independent thinking, observation skills, analytical and practical abilities. These attributes help to build a fully rounded individual. The ability to think creatively is also highly valued in today's fast changing job market, where roles in the creative economy are the least likely to be affected by the advance in digital automation. One in eleven adults in the UK work in the creative industries and one in eight in London. There are many exciting pathways that a visual art qualification can support. GCSE Fine Art students will have the opportunity to be creative, realise their own ideas through developing visual concepts. Art allows pupils to learn a more advanced set of skills, techniques and processes which are not addressed elsewhere in the curriculum.

The Art department has a range of facilities and equipment including a kiln for ceramics work, a suite of PCs furnished with Adobe Suite, digital sublimation printing, photography equipment, A3 colour printing and A1 large format printing as well as a departmental library. These media and resources are available to be mixed and stretched as far as pupils' imaginations can allow them. Students of Fine Art develop their personal ideas through a variety of media and processes creating a lively and dynamic environment in the Art Department.

The GCSE course involves both practical work and critical studies. Pupils look at related works of artists, designers and architects to inform their ideas and approaches to making their own art.

Caterham follows the Eduqas GCSE syllabus. Component 1 (Personal Portfolio) is worth 60% and component 2 is worth 40% of the total marks. The Personal Portfolio projects develop pupils' skills and understanding within art over two years and the Externally Set Assignment is set by Eduqas during the second year of the course. The final piece for this project is made in timed conditions towards the end of the course.

Pupils are encouraged to attend open studio sessions which provide the opportunities for advice and use of specialist materials. Other opportunities such as trips to galleries and artist-led workshops occur during the course. Occasional Saturday workshops, some with visiting artists and teachers, are offered to pupils as an enhancement of the course. Gallery visits are encouraged and at least one visit will be made as a group during the course.

A pupil with a strong interest in the visual arts and the ability to analyse and understand the background and context of creative works will enjoy this course. Pupils will have a passion for recording from first hand and will enjoy developing visual outcomes. An enquiring and open mind, an independent spirit and the willingness to take on new ideas and be experimental will be great assets.

Pupils interested in the following areas of higher education or careers should strongly consider taking Fine Art: Film, Design, Architecture, Animation, Photography, Fashion, Illustration, Fine Art, Visual Communication; Set design for Film, TV and Theatre; Make up for Film, TV and Theatre; Commercial Photography; Film Animator; Cartoonist; Book Illustrator; Art Teacher / Lecturer, Craftsperson. Art skills also translate well in a variety of other areas such as Medicine, Dentistry and Psychology.

Our exam board has consistently described Caterham's GCSE Art as 'superb – one of the best centres seen'.

ART: FASHION/TEXTILES

Exam Board: Eduqas (WJEC)

This course is an alternative Art GCSE enabling pupils to explore outcomes using textiles techniques and materials. Textiles is an academic, creative pursuit fostering abilities to critically analyse art, textile and fashion design from all eras and cultures; self-direct personal investigations through high level thinking and making skills and translate those ideas into fashion/textiles outcomes; foster imagination, observation skills and conceptual, independent thinking; develop digital skills using the Adobe Suite and 21st century printing techniques. Fashion shoots are integral to the showcasing of the pupils' work.

Pathways for pupils include all Fashion and Textile Design routes, Fashion forecasting, Retail, PR, Merchandising, Journalism, Styling, Photography, Buying, and Advertising. The textiles industry in the UK is the largest employer of all the creative industries within which 1 in 8 adults in London are currently working. Creativity is increasingly highly valued in the 21st century job market and is the area least likely to be lost to automation. It is estimated that the digital and creative sector need 1.2 million new workers by 2022.

At Caterham we are fortunate to have a designated Textiles studio equipped with sewing machines, sublimation printer and heat press, screen printing facilities, felt making, an embellisher, and computers with the latest Adobe Suite. We also have a well-stocked Art Textiles library. Pupils can make use of combinations of these media and resources in any ways their imaginations will take them. Members of the Visual Arts team have over 24 years of experience teaching this qualification consistently to the highest level of outcomes with this exam board.

The course is divided into two components: Personal Portfolio (worth 60%), carried out during the 4th Year through to Christmas of the 5th Year, involving the development of ideas in a sketchbook and fashion/textiles outcomes. Externally Set Assignment (worth 40%), set by the exam board and involve the development of ideas in a sketchbook culminating in a 10 hour timed practical exam taken at the start of the summer term of the 5th Year.

Pupils are encouraged to attend open studio sessions which provide the opportunities for advice and use of specialist equipment, e.g., sewing machines and printers. Other opportunities such as trips to galleries and artist-led workshops occur during the course. Occasional Saturday workshops are offered to enhance pupils' work. Work experience contacts within the textiles industry are also available as pupils consider their future pathways.

Pupils will thrive taking this course if they have a strong interest in fashion and textiles and enjoy practical making skills, analysing the work of fashion/textile designers and expressing their own ideas without the constraints of a more information-based syllabus. An enquiring and open mind, an independent spirit and the willingness to be experimental will be great assets.

Business Studies

Exam Board: Cambridge

What do I need to know, or be able to do, before taking this course?

It is unlikely that you will have studied business before taking this course, but that does not matter. You might have an interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up, and what it is that makes someone a great entrepreneur.

Is this the right subject for me?

This course is both active and enjoyable. You need to be good at communicating and explaining your ideas, and not afraid of learning new things and working with numbers to solve business problems. You will learn how to be a creative thinker and how to make decisions. You will also learn about the world of business through research and investigation, as well as through practical tasks.

What will I learn?

While studying this course you will learn many new things. You will be introduced to the world of small businesses and will look at what makes a successful business person. You will find out how to develop an idea and spot an opportunity, and turn that into a successful business. You will understand how to make a business effective and manage money well. You will also see how the world around us affects small businesses and all the people involved. The units contain the following core topics:

Understanding business activity	<ul style="list-style-type: none">• Business activity• Classification of businesses• Enterprise, business growth and size• Types of business organisation• Business objectives and stakeholder objectives
People in business	<ul style="list-style-type: none">• Motivating workers• Organisation and management• Recruitment, selection and training of workers• Internal and external communication
Marketing	<ul style="list-style-type: none">• Marketing, competition and the customer• Market research• Marketing mix• Marketing strategy
Operations management	<ul style="list-style-type: none">• Production of goods and services• Costs, scale of production and break-even analysis• Achieving quality production• Location decisions
Financial information and decisions	<ul style="list-style-type: none">• Business finance: needs and sources• Cash-flow forecasting and working capital• Income statements• Balance sheets• Analysis of accounts
External influences on business activity	<ul style="list-style-type: none">• Government economic objectives and policies• Environmental and ethical issues• Business and the international economy

What can I do after I have completed the course?

You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of team. Even if you do not want to go on to study Business or Economics further you will have benefited from studying a GCSE course because many jobs that you do will involve working for a business.

However, a GCSE Business course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

How is the course assessed?

The course is assessed through two 1½ hour exams at the end of the course. There is no coursework or controlled assessment.

COMPUTER SCIENCE

Exam Board: Cambridge International Examinations

Why should you study Computer Science?

Take a look at the world around you. How close to a computer are you? When was the last time you used one? When was the last time you were creative with one? Life without computers is almost unimaginable. There is nothing that does not involve computing in some way.

Computing is not just about writing code for a computer. There is far more to it than that. If you want evidence of this, just look at the amazing artwork or the surround sound and special effects that go into all the multi-million pound video games. Watch any modern film and the special effects will show countless examples of computing in action. The music you listen to has been engineered, compressed and transmitted all thanks to computers. Every aspect of modern life is captured on social media.

A GCSE in Computing will give you a fantastic set of skills needed for any career. If you want to become a designer, architect, engineer, publisher, medical researcher, sports coach, music or film producer (the list is endless), then Computing is one of the best points to start from. If you do not know what you want to do with your life just yet, perfect! Most of the jobs that will be available when you leave university have not even been thought of yet. Computing is the very best start for these jobs too.

What does the course cover?

Computing is an intellectually challenging yet very practical and rewarding discipline and the course reflects this. 40% of the marks involve solving problems and programming solutions to real-world problems. The rest of the marks come from a range of theoretical topics which will help you understand how computers work and can be used to solve problems in the world you live in.

Lessons will include both practical and theoretical topics. At least two periods a week will be practical.

Practical

For the practical side of the course you will learn techniques to help you think like a computer scientist. You will learn how to break large problems down into small manageable chunks, each of which can lead to sub-systems within a program.

Algorithms in the form of flowcharts and pseudocode will be used to help solve these problems. Before they can be turned into computer code you need to ensure that the logic you have used is correct, so you will learn how to use trace tables and dry runs to check that the values stored in your variables are what you expect.

The main language for the IGCSE will be Python, which is used by companies ranging from Google and Dropbox to NASA. You will also use HTML to create websites.

Theory

The theory side of the course is in three main parts: Hardware, Software and Data

- Hardware is all about how computers and networks, including the Internet, work. What is actually going on inside your computer when it is processing data? How is the CPU constructed and how does it work?
- Software is the programs computers run, including the operating system. How does the OS constantly manage what your computer is doing? What are high level and low level programming languages?
- Computers process data – that is all they do. But what exactly is data? What forms can it take and how do computers use it? How do they process images and sounds?

How is the course assessed?

At the end of the Fifth Year, you will sit two exam papers, both 1 hour and 45 minutes in length.

- Paper 1 is a theory exam worth 60%.
- Paper 2 is a problem-solving and programming exam worth 40%. Some of the questions are based on programs you create earlier in the year to solve problems set by the exam board.

For more reasons why you should study Computer Science, head to bit.ly/YstudyCS.

DRAMA

Exam Board: AQA

Drama GCSE offers pupils the opportunity to experience all aspects of theatre, developing performance skills, a thorough understanding of drama and theatre, highly toned analytical and creative skills, and the ability to communicate effectively with others. Pupils will explore the interpretation and performance of texts and have the opportunity to create original devised drama. As a creative and performance subject, we explore a variety of techniques theatre uses to communicate meaning to an audience.

Pupils may choose to be assessed as a performer or designer. Design options include: lighting, sound, set, costume and puppetry.

Drama GCSE helps develop essential transferable skills, such as spontaneity, independent learning, individual and group discipline, self-confidence, communication skills, team work and the application of theory to practice.

Over the course of the two years pupils will explore:

- The characteristics of performance texts
- Character development
- A wide range of theatrical styles and genres
- Interpretation of text
- The social, cultural and historical context of drama
- Performance and stage conventions
- The roles and responsibilities of performers, practitioners and designers
- The evaluation of live theatre
- The creation, development and performance of devised drama
- The realisation of dramatic intention to an audience

Assessment is via two practical units (60%) and a written examination (40%). The practical components include a group devising project, supported by a written devising log, and the performance of scripted drama. The written examination focuses on practical work covered during the course and the evaluation of a live theatre production. The emphasis throughout the course is on practical exploration. Pupils' written responses analyse both the learning and outcome of practical work and live productions, informed by their theoretical knowledge of drama and theatre.

This course encourages pupils to challenge themselves personally and creatively. It requires pupils to identify a clear intention and to work together to communicate this successfully to an audience. It requires them to be open-minded and to explore alternative approaches to overcoming challenges. Commitment to rehearsals, the creative process and support for other group members is essential.

Theatre visits and workshops are an important part of the course. Pupils are actively encouraged to visit the theatre and participate in workshops independently, extending their understanding of performance styles and skills.

ENGLISH LANGUAGE AND ENGLISH LITERATURE

English Language and English Literature are core subjects and we complement our pupils' wider study by developing skills of analysis and communication. However, we also aim to inspire and enrich pupils' experience of English over the two year course, fostering what we hope will be a life-long love of literature.

English Language

Exam Board: Edexcel IGCSE Specification A

The examination consists of teacher-assessed written coursework (40%), optional Speaking and Listening component (not part of the qualification) and one written examination paper (60%).

The **written coursework portfolio** is made up of two pieces of writing: an analytical piece based on the Pearson Edexcel International GCSE English Anthology Part 2, and a piece of imaginative writing. Each coursework assignment should be around 800 words long and there is the opportunity to re-draft both pieces.

There is **one examination paper** which is 2 hours and 15 minutes long, containing two sections. Pupils are required to read and respond to an unseen non-fiction passage; read and respond to a pre-taught passage from the Pearson Edexcel International GCSE English Anthology Part 1, and then compare the two; the final task is an extended writing task.

English Literature

Exam Board: Edexcel IGCSE

There are two components: a coursework portfolio (40%) and an externally assessed examination (60%).

The **written coursework portfolio** is made up of two pieces of writing: Assignment A (Modern Drama) requires pupils to produce one essay on the studied modern play (currently *A View from the Bridge* or *An Inspector Calls*) and Assignment B (Literary Heritage Texts) requires one essay response to a studied Shakespeare play (currently *Romeo and Juliet*).

The **one examination paper** contains three sections. Section A (Unseen Poetry) comprises one 20 mark essay question exploring the meaning and effects created in an unseen poem. Section B (Anthology Poetry) asks pupils to write one 30 mark essay question from a choice of two, comparing two poems from Part 3 of the Pearson Edexcel International GCSE English Anthology. Section C (Modern Prose) asks pupils to write one 40 mark essay question from a choice of two on their studied modern novel. The examination is closed book, although they will be provided with the anthology poems.

Current examination texts are: poems from Part 3 of the Pearson Edexcel International GCSE English Anthology, *An Inspector Calls* by J. B. Priestley or *A View from the Bridge* by Arthur Miller, and *To Kill a Mockingbird* by Harper Lee or *Of Mice and Men* by John Steinbeck.

GEOGRAPHY

Exam Board: Edexcel B

Geography is a subject that bridges the humanities and sciences. It focuses on people and their relationship with their environment, both human and physical. In the past, the physical and human elements have all too often been separated. However, the modern approach integrates these two closely-linked areas to create a subject that is so important to our understanding of the planet on which we live.

GCSE Geography at Caterham follows the Edexcel B 1GB01 specification – Investigating Geographical Issues. This is a modern specification for the 21st Century, engaging the interest of pupils by covering exciting and relevant issues that challenge the future of our dynamic and evolving planet. It adopts recent approaches to the study of geography and focuses on a range of places at different levels of development from different parts of the world.

In total there are three exam units, sat at the end of the Fifth Year. Fieldwork is an integral part of the course and whilst there is no coursework, there are two days of compulsory fieldwork spread over the two year course which will be examined in **Unit 2, Topic 6** (see below).

Unit 1, Global Geographical Issues, consists of 3 core topic areas on a global scale. These include:

- **Topic 1: Hazardous Earth** – an understanding of the global circulation of the atmosphere and changing climate. Plus two in-depth studies of an extreme weather hazard (tropical cyclones) and tectonic hazards in contrasting locations.
- **Topic 2: Development Dynamics** – an understanding of the scale of global inequality. Plus an in-depth study of how one emerging country is developing and the consequences for people, environment and the country's relationship with the wider world
- **Topic 3: Challenges of an Urbanising World** – an overview of the causes and challenges of rapid urbanisation across the world. Plus one in-depth study of a megacity in a developing or emerging country.

Unit 2, UK Geographical Issues, consists of compulsory topic areas and two options. The compulsory topics are:

- **Topic 4: The UK's Evolving Physical landscape** – an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus two in-depth studies of distinctive landscapes – coastal change and conflict and river processes and pressure
- **Topic 5: The UK's evolving human landscape** – an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus a case study of a major UK city – Dynamic UK cities.
- **Topic 6: Geographical investigations** – two investigations, including fieldwork and research, carried out in contrasting environments, **one** from 'Coastal change and conflict' **or** 'River processes and pressures' and **one** of either 'Dynamic urban areas' **or** 'Changing rural settlements'.

Unit 3, People and Environment Issues - Making Geographical Decisions

In this component, pupils will develop their knowledge and understanding of the processes and interactions between people and environment and investigate related issues at a variety of scales. It is a comprehension-based unit that requires pupils to make decisions based on resources given in the exam. This component has three sections:

- **Topic 7: People and the Biosphere** – an overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to human wellbeing and how humans use and modify it in order to obtain resources

- **Topic 8: Forests Under Threat** – a detailed study of tropical rainforests and the taiga, looking at processes and interactions, and issues related to their biodiversity and to their sustainable use and management
- **Topic 9: Consuming Energy Resources** – a study of renewable and non-renewable energy, its supply and demand, access and energy security issues, its sustainable use and management

Units 1 and 2 are each worth 37.5% of the GCSE, both being sat in 1 hr 30 min exams. Unit 3 is worth 25% of the GCSE and is sat in a 1 hr 15 min exam.

In the Fourth Year there has been a field study to the Dorset Coast, the River Cuckmere and the Olympic Site in the past. This depends on the relevance to **Unit 2**, and is likely to change year by year. In the Fifth Year we currently undertake our fieldwork in Croydon, at the Olympic Park or on the River Darent, although this may change in the coming years.

GCSE Geography therefore provides a rounded introduction to the Human Sciences and a broad-based foundation for further study at A Level and university, both in Geography and in a range of other subjects. The majority of pupils at Caterham regularly achieve top grades and gain the same range of skills that make geographers amongst the most employable university graduates.

CLASSICAL GREEK

Exam Board: OCR

The GCSE specification allows candidates to experience at first hand elements of the culture, language and political life of a civilisation that has, perhaps more than any other one, exerted a profound and ongoing influence on Western Civilisation.

Three papers (or components) are taken, which test in turn a candidate's skill in unseen translation and comprehension, and knowledge of the prose set text (typically an extract from Herodotus' *Histories*) and verse set text (typically an extract from Homer's *Iliad*). There is no coursework.

Component One is the language paper. The Greek passages on this exam paper tell a story or stories drawn from Greek mythology, history or domestic life. Pupils will answer some comprehension questions, offer responses to some questions on accident and syntax and translate an extract of Greek into English. This one and a half hour paper carries a maximum score of 100 marks.

Component Two is the prose literature paper. Pupils will answer comprehension and literary appreciation questions on the prose texts (typically extracts from writers such as Herodotus and Plutarch) which they have studied in class. They will be required to translate a section of the set text into English, and answer questions focusing on literary style, characterisation, argument as appropriate to the set text studied and an extended response. This one hour paper carries a maximum score of 50 marks.

Component Three is the verse literature paper. Pupils will answer comprehension and literary appreciation questions on the verse texts (typically, extracts from Homer or Euripides) which they have studied in class. They will be required to translate a section of the set text into English, and answer questions focusing on literary style, characterisation, argument as appropriate to the set text studied and an extended response. This one hour paper carries a maximum score of 50 marks.

The coursebook followed is *Hellenikon*, which has been developed in-house to meet the needs of Caterham pupils following the course to GCSE level. Handbooks are also produced for each of the set texts, to provide candidates with useful background material, notes, vocabulary and practice questions. Greek goes together most naturally with Latin but can just as easily be taken to GCSE level in combination with other subjects. If a candidate is linguistically competent, prepared to work hard and is willing to study the prescribed texts in depth, then high grades are eminently possible.

HISTORY

Exam Board: Edexcel

Why take History GCSE?

- a) The content is exciting and the issues are engaging. History takes pupils from trying witches in the 16th Century, to the streets of Whitechapel in the 1880s, to the brink of nuclear war in 1960s' Cuba.
- b) The qualification is highly valued by universities and employers. A History GCSE shows skills of analysis, argument and evaluation. History students develop their ability to argue and debate, both orally and in writing.
- c) It is, fundamentally, a study of people – what they did, why they did it, and with what consequences. These are engaging questions and allow pupils to empathise with, question or judge the characters they study.
- d) Pupils typically do very well in History at Caterham and a good grade at History GCSE prepares them well for a whole host of A Levels, degrees and careers.

There are FOUR components which make up the GCSE:

1. Crime and Punishment, 1000 A.D. to the present (30% of total grade)

This unit looks at how crime and punishment have developed over a thousand years. Pupils look at witch-hunts, torture, the death penalty, Jack the Ripper, prisons, highwaymen and more. The unit has a special focus on Whitechapel in the 1880s. Pupils develop their understanding of continuity and change by looking at similarities and differences across periods and exploring the reasons for our changing relationships with crime and punishment.

2. Henry VIII and his ministers (20% of total grade)

Henry VIII is perhaps England's most memorable monarch. From Catherine of Aragon to Catherine Parr, this unit looks at the women Henry loved, those he beheaded and those he discarded along the way. It explores how Henry ruled and the men who helped him. This unit encourages pupils to look at specific events and people and explain their importance to the period as a whole.

3. Germany 1918-1939 (30% of total grade)

This unit takes us into the 20th Century and looks at the rise and rule of Hitler. It considers how he was able to seize power and what he did to keep it. Pupils look at how German society changed under Hitler: from the lives of women and children, to the role of speeches and cinema, to the treatment of Jews and other minorities. This unit focusses on the analysis of interpretations and sources. It encourages pupils to look at how historians build their arguments and develops their ability to question them.

4. The Cold War 1941-1991 (20% of total grade)

This unit looks at why and how the world nearly tipped over into nuclear war. It looks at flashpoints such as the Berlin Blockade, the Cuban Missile Crisis and the eventual fall of the Soviet Union. This unit focusses on the understanding of cause and consequence and helps develop skills of linking.

Method of Assessment:

There is no coursework or controlled assessment, just three papers.

Paper 1: Crime and Punishment. Exam lasts 1 hour 15 minutes. The questions assess skills of inference, source investigation, change, continuity and argument. Questions range from 1 mark to 16 marks.

Paper 2: Henry VIII and the Cold War. Exam lasts 1 hour 45 minutes. The questions assess source inference, cause, consequence, judgement and argument. Questions range from 4 marks to 16 marks.

Paper 3: Germany 1918-1939. Exam lasts 1 hour 20 minutes. The questions assess skills of source inference and utility, comprehension of historical interpretation, argument and judgement.

LATIN

Exam Board: OCR

The subject should not be seen merely as a possible choice for brilliant linguists. Latin at GCSE involves a stimulating combination of language, literature and classical studies. High grades are attainable by any candidate who has made a good start to the language, is interested and is prepared to work.

The coursebook followed is *Discenda*, which has been developed in-house to meet the needs of Caterham pupils following the course to GCSE level. Handbooks are also produced for each of the set texts, to provide candidates with useful background material, notes, vocabulary and practice questions.

There are three components to the GCSE paper:

Component One is the language paper. The Latin passages on this exam paper tell a story or stories drawn from Roman mythology, history or domestic life. Pupils will answer some comprehension questions, offer responses to some questions on accident and syntax and translate an extract of Latin into English. This one and a half hour paper carries a maximum score of 100 marks.

Component Two is the prose literature paper. Pupils will answer comprehension and literary appreciation questions on the prose texts (typically extracts from writers such as Caesar, Cicero and Tacitus) which they have studied in class. They will be required to translate a section of the set text into English, and answer questions focusing on literary style, characterisation, argument as appropriate to the set text studied and an extended response. This one hour paper carries a maximum score of 50 marks.

Component Three is the verse literature paper. Pupils will answer comprehension and literary appreciation questions on the verse texts (typically, extracts from Virgil, Ovid and Catullus) which they have studied in class. They will be required to translate a section of the set text into English, and answer questions focusing on literary style, characterisation, argument as appropriate to the set text studied and an extended response. This one hour paper carries a maximum score of 50 marks.

Latin is a highly regarded subject that can only enhance a candidate's GCSE portfolio. The advantages for capable modern linguists of pursuing Latin to GCSE level are obvious but the course will help any candidate to develop analytical skills and intellectual flexibility which will be useful in a wide range of jobs or in further study.

MATHEMATICS

Exam board: IGCSE EDXCEL

The IGCSE syllabus encourages pupils to develop:

- a positive attitude to mathematics, including confidence, enjoyment and perseverance;
- an appreciation of the place of mathematics in society and ability to think mathematically - precisely, logically and creatively;
- a willingness and ability to work independently and co-operatively;
- an ability to understand mathematical ideas and to communicate them;
- an appreciation of the interdependence of different branches of mathematics;
- an appreciation of the ways in which mathematics is used and the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives.

Pupils will then have an ability to use mathematics across the curriculum and the IGCSE course in particular provides a firm foundation for further study at A Level.

The four areas of study are:

1. Number
2. Algebra
3. Geometry
4. Statistics

Assessment: Two written examination papers (calculators in both), 2 hours each, equally weighted. Foundation papers which eliminate some of the more abstract areas of the curriculum may be offered to a small number of pupils.

NB: There is **no coursework** component for this examination.

ADDITIONAL MATHEMATICS and FURTHER MATHEMATICS

All sets currently take the IGCSE at the end of the Fifth Year. Pupils in the top two sets currently take either the Free Standing Mathematics Qualification in Additional Mathematics offered by the OCR examination board, or the AQA Further Mathematics qualification. Both go significantly beyond the IGCSE course, with the Additional Mathematics course being particularly demanding. These courses offer a broad and challenging mathematics component to the Fifth Year curriculum, strengthening algebraic skills, encouraging rigour in solutions to problems and introducing modelling in mechanics and statistics. Indeed, many of the areas of study overlap with the mathematics covered in the Lower Sixth course and, as such, it is excellent (but not essential) preparation for Mathematics in the Sixth Form.

Assessment for Additional Mathematics (OCR): A single written paper of 2 hours, with calculator.

Assessment for Further Mathematics (AQA): A 1½ hour non-calculator paper and a 2 hour calculator paper.

MODERN LANGUAGES - FRENCH, GERMAN, SPANISH, ITALIAN

Exam Board: AQA (Spanish & Italian); Edexcel (French & German)

Why study a foreign language?

- 90% of the world's population live in a country where English is not the native tongue.
- 74% of all employers are looking for candidates with language skills.
- A GCSE course in a foreign language is stimulating and enjoyable. Whilst emphasising pupils' roles as European citizens, it also teaches practical communication skills and develops awareness of pupils' own cultures and those of French, German, Spanish and Italian-speaking countries - an important asset for life in the 21st century.

With all modern languages, the four key skill areas of language learning - Listening, Speaking, Reading and Writing - are examined separately. Each skill is equally weighted and represents 25% of the overall examination grade. Topics will be linked to identity and culture; local, national, international and global areas of interest; and current and future study and employment.

We use the AQA GCSE course for Spanish and Italian, and the Edexcel GCSE course for French and German, with 25% assessment weightings per skill. All examinations will be terminal with pupils entered at either foundation or higher level for all papers. Levels will be decided after regular assessments and it is anticipated that the majority of candidates will sit the higher papers. Please note that Italian A Level is not currently offered.

The textbooks used at GCSE are the following:

French	<i>Studio</i>
German	<i>Edexcel GCSE German</i>
Spanish	<i>Viva</i>
Italian	<i>Amici</i>

Lessons are conducted mostly in the target language and, as well as the textbook, we use other resources such as newspaper and magazine articles, internet resources and computer-based materials. In addition, the department makes use of various online resources, which the pupils can access at home.

Assessment

Homework covering a variety of skills is set twice a week. In addition to normal school examinations pupils will have the opportunity to practise past papers in preparation for the GCSE.

Last but not least, we strongly advise all pupils to visit the country where the language is spoken and to practise speaking as often as they can. To this end, we would encourage pupils to take part in the exchanges we organise with our partner schools in France (Second Year to Upper Sixth), Germany (Third Year to Upper Sixth) and Spain (Third and Fourth Years). Students of Italian can take advantage of our strong links with our Italian partner school and, providing there is sufficient interest, a trip will be organised to Milan.

MUSIC

Exam Board: Edexcel

Who should consider taking GCSE Music?

Music is a tremendous option for those pupils who enjoy performing, composing, and critiquing music. Pupils will study music of ranging genres and styles and will have several opportunities to develop their compositional and performing skills throughout the course.

Prerequisites

- Pupils **must** be of a minimum performing standard of Grade 4 on entering Fourth Year, however Grade 5 or above is advised in order to receive the highest marks.
- Pupils should have a good understanding of music theory – Grade 5 would be a good guideline. If a pupil has limited knowledge of music theory, it is expected that individual lessons (from one of our Visiting Music Teachers) will be undertaken. Lesson charges are as per normal instrumental lessons but these lessons will only run until the essential elements of music theory are covered.

Co-Curricular Expectations

- All pupils taking GCSE Music are expected to participate in musical ensembles offered by the Music Department. Moreover, they are expected to sing in Vocalpoint or Close Harmony (choirs) in order to further their musical understanding and theoretical awareness.

What does the GCSE entail?

Performing Music (30%)

Two Performances: Solo & Ensemble

Composing Music (30%)

Two Compositions: Composition to a Brief & Free Composition

Appraising Music (40%)

Written Examination – Two Sections:

Section A – Areas of study, dictation, and unfamiliar pieces

Section B – Extended response comparison between a set work and one unfamiliar piece

PHILOSOPHY AND THEOLOGY

Exam Board: AQA

GCSE Philosophy and Theology is a highly relevant and academically stimulating subject which, over the two year course, will ask challenging and thought-provoking questions about the nature of religious faith, explore topical ethical issues and explore some of the most fundamentally significant philosophical debates surrounding the nature of humanity.

The specification is divided into two components:

The Study of Religions, Beliefs, Teachings & Practices

This paper allows students the opportunity to explore two world religions in significant detail. We have chosen to focus on Christianity and Islam: the first has had significant influence in developing British society, culture, literature and laws; the latter is the world's second largest and fastest-growing religion and is also often one of its most misunderstood.

Thematic Studies

In this paper, pupils will explore four religious, philosophical and ethical themes. They will be introduced to the debates between religion and science, questions concerning the existence of God and discussions concerning humanity's responsibility towards the environment. Furthermore, they will examine topical concerns in medical ethics such as abortion and euthanasia, and explore ethical issues related to human relationships, equality and human rights, poverty and wealth, war, peace and justice, and animal testing.

The study of Philosophy and Theology will develop a pupil's ability to argue, to write critically evaluative essays which are clear and concise, and to select and deploy relevant ideas which demonstrate an empathetic and reflective understanding of society. These are all skills which both universities and employers value highly and are also skills which are easily transferable to other A Level subjects.

The aims of the course are:

1. That pupils should examine and understand both religious and non-religious attitudes towards these relevant and controversial issues.
2. That pupils should develop an alert and enquiring mind. This includes an ability to analyse critically the views of others and an increasing degree of independent judgement which can select salient points.
3. That pupils should learn to communicate effectively both on paper and orally so that they can present their own views and pursue arguments to their logical conclusions.
4. That pupils have an understanding of the Judeo-Christian foundation of philosophy and ethics that is at the heart of British values, culture and tradition as well as learning about the core beliefs and practices of Islam.
5. That pupils will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Assessment is based on two written exam papers, which are externally assessed. Each paper is 1 hour 45 minutes.

If you enjoy examining moral issues and discussing current events; if you are prepared to listen, understand, argue and debate and if you are willing to think through and justify your own opinions on issues that will affect you, then you are likely to enjoy this course.

PHYSICAL EDUCATION

Exam Board: Edexcel

GCSE Physical Education enables pupils to develop their practical skills in a range of activities and to gain knowledge of the theoretical basis of sport. The syllabus consists of two parts:

Practical (40%)

Pupils study five different sports, from which they will then select **four** for assessment.

Boys: select four from Rugby, Hockey, Cricket, Athletics and Swimming

Girls: select four from Lacrosse, Netball, Tennis, Athletics and Swimming

Pupils aim to improve their performance in each sport and to build on their knowledge of the necessary skills, tactics and rules. They are assessed throughout the course and then in a final practical assessment at the end of the course. In addition, pupils choose one of their activities to explore in greater depth and will be assessed on their ability to analyse performance in this activity; this includes planning, performing and evaluating a **Personal Exercise Programme**, which is worth **10%** of the final grade.

Theory (60%)

The syllabus for the theoretical aspects includes:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Sports psychology
- Socio-cultural influences
- Health, fitness and wellbeing

The pupils will sit two written examinations at the end of the course to assess their theoretical knowledge, both comprising short answer questions as well as extended questions.

Paper One: Component One – Fitness and Body Systems (36%)

Paper Two: Component Two – Health and Performance (24%)

With its cross-curricular content, the study of GCSE Physical Education complements work in other subjects, particularly Biology. It provides a fun, yet challenging option for the sports-minded and can be continued at A Level in the Sixth Form.

SCIENCES

Exam Board: Edexcel IGCSE

Science is a core subject, which is studied by all pupils in the school up to GCSE. Pupils are prepared for the Edexcel IGCSE Science Examinations. The subject is taught as the three separate Sciences of Biology, Chemistry and Physics. Pupils will be entered for either the IGCSE Double Award Science Examination (2 GCSE passes) or Triple Award - three separate IGCSE Sciences (3 GCSE passes).

IGCSE Triple Award

At Caterham, all pupils will follow the Triple Award (Separate Sciences) course in the Third and Fourth Year. After the January exams of the Fourth Year, pupils and parents will be advised if we think the Double Award route might be the more suitable option. If after the summer exams of the Fourth Year this is still the case, then after discussion with parents/guardians, pupils will complete the Fifth Year in a Double Award set.

Pupils following the Triple Award course will take the same 2 hour exams in Biology, Chemistry and Physics as a Double Award pupil. In addition they will sit a further 1¼ hour extension paper in each of the three Sciences. Pupils following separate science courses will receive accreditation for IGCSE Science: Biology, IGCSE Science: Chemistry and IGCSE Science: Physics. Each examined subject is given a separate single grade award e.g., 9, 8, 7 or 6. The work covered in each subject is the same material for Biology, Chemistry and Physics in the Double Award plus extension material in each area.

IGCSE Double Award

Double Award is suitable for pupils struggling with Science by the time they get to the January and Summer exams of the Fourth Year. However, for any pupil wishing to pursue a Science at A Level, we would recommend that they continue with Triple Award as this has greater coverage of content and is therefore better preparation for A Level. 7 or above is required at GCSE to continue with a Science at Caterham in the Sixth Form. Nevertheless, please be assured that Double Award Science does not preclude a pupil from studying a Science at A Level, as long as they achieve a 7 or above in the appropriate paper.

The course provides a sound foundation of knowledge and develops an understanding of the concepts, principles and application of the three separate sciences. As with Triple Award, each science is taught by a specialist teacher and is allocated three periods a week in the Fourth and Fifth Years.

Pupils following the Double Award Course will take three separate 2 hour terminal examinations in Biology, Chemistry and Physics. The examined subject is given a double award e.g. 99, 98, 87 etc. - it is equivalent to two GCSE passes. A 77 or better indicates the potential to take a science subject at A Level provided that the performance on the individual subject paper was also at the required standard.

There is **no coursework** in IGCSE Science

ADDITIONAL INFORMATION

Pupils with Special Educational Needs and their GCSEs

Many pupils with additional needs do not require exam access arrangements. Access arrangements have to be applied for and approved by the JCQ (Joint Council for Qualifications). For an application to be made, the school needs to have evidence of the pupil's needs over time, ongoing support and evidence that they have used the access arrangements. Ultimately, the School decides whether an application for access arrangements should be made considering the evidence. An up-to-date assessment is required from a specialist assessor known to the School or from the SEND Coordinator. External assessments must be discussed with Mrs Sullivan, the SEND Coordinator.

Word processing in examinations is an arrangement approved by the School, dependent on the criteria set out by the JCQ.

Sixth Form Entry Criteria

It is anticipated that the vast majority of pupils will pass through to our Sixth Form, though the School will apply a range of academic and behavioural criteria to ensure that pupils are able to thrive in our Sixth Form. Performance at GCSE, previous academic performance, and previous behaviour will inform this decision. Experience tells us that pupils who achieve around or below six 6s (or their equivalent) at GCSE find the pace of study in our Sixth Form extremely challenging with potential consequences for their wellbeing. **Consequently pupils need to achieve a minimum of six 6s in order to qualify for the Sixth Form. In addition, individual A Level subjects have their own GCSE qualification requirements which pupils must also achieve.** The School will consult parents before the end of the Spring Term in the Fifth Year if there appears to be any reason why the pupil may be refused a place at the next stage of the School, although it is likely that these conversations will start at the beginning of the Fifth Year or earlier. Parents must in every case give a term's notice if it is not the pupil's and their intention to continue from Fifth to Sixth Form.

Individual subject qualifications are as follows:

Subject	Minimum Requirement for A Level
3D Design	6 in 3D or DT
Art	6 in Art
Biological Sciences	7 in Biology Paper and 7 in Mathematics
Business	6 in Mathematics & 6 in English Language or Literature as well as 6 in Business Studies GCSE if taken
Chemistry	7 in Chemistry Paper and 7 in Mathematics
Computer Science	7 in Computer Science and must study Mathematics A Level
Drama and Theatre	6 in Drama & 6 in English Language or Literature
Economics	6 in Mathematics & 6 in English Language or Literature
English Literature	6 in English Literature and in English Language
French	7 in French
Geography	6 in Geography & 6 in English Language or Literature
German	7 in German
History	6 in History & 6 in English Language or Literature
Latin & Greek	7 in relevant Language
Mathematics	7 in Mathematics*
Further Mathematics	8 in Mathematics*
Music	7 in Music & Grade 5 instrument
Philosophy, Ethics & Theology	6 in Religious Studies (if taken) & 6 in English Language or Literature
Photography	6 in an Art, Design (e.g., 3D or DT) or Media GCSE
Physical Education	6 in PE*
Physics	7 in Physics Paper and 7 in Mathematics
Politics	6 in English Language or Literature & 6 in a Humanity
Psychology	6 in Biology, 6 in Mathematics & 6 in English Language or Literature
Spanish	7 in Spanish

* Further information is in the Sixth Form options booklet which is given out in the Fifth Year.

Below is a copy of the options form you will be given to fill in after the February half term.



CATERHAM
SCHOOL

NAME : _____

FORM: _____

Please tick the option subjects you wish to take at GCSE.

Tick 4 subjects only, including:

At least one Modern Language (you can choose more than one);

At least one Humanity (Geography, History, Philosophy & Theology - you can choose more than one).

NB: If you have not studied any of the Modern Languages (French, Spanish, German and Italian) please still tick 4 subjects.

3D DESIGN	
ART: FINE ART	
ART: FASHION/TEXTILES	
BUSINESS STUDIES	
COMPUTER SCIENCE	
DRAMA	
FRENCH	
GEOGRAPHY	
GERMAN	
GREEK	
HISTORY	
ITALIAN	
LATIN	
MUSIC	
GCSE P.E.	
PHILOSOPHY AND THEOLOGY (RELIGIOUS STUDIES)	
SPANISH	

Please return this form to your Tutor by Monday 25 February 2019.



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