



CATERHAM  
SCHOOL

# GCSE Subject Choices 2024-26





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## **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**

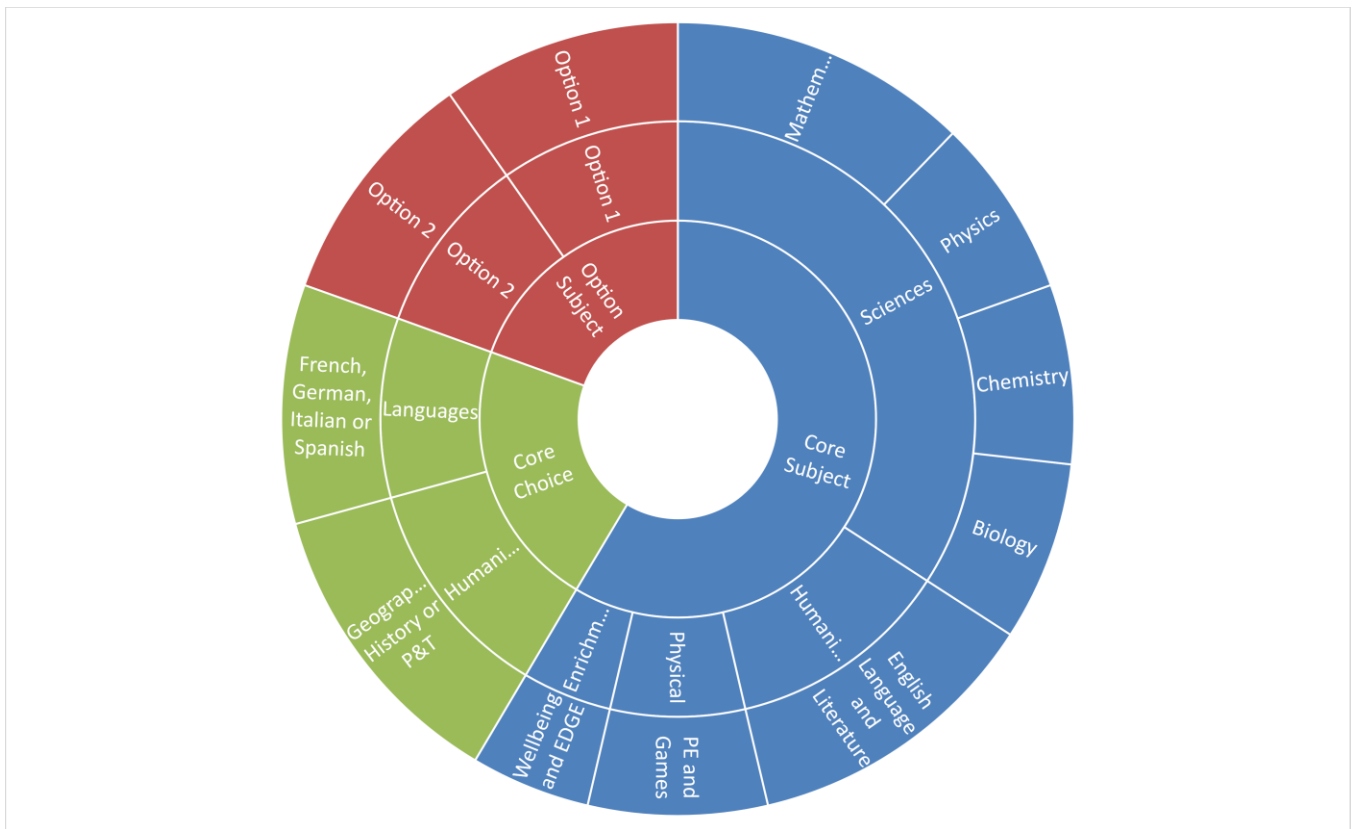
The academic programme for pupils starting their GCSE years in September requires all pupils to take the compulsory core subjects, including a choice of modern foreign language and humanity subjects and to take two other subjects of their choice, which can include further languages and/or humanities. 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 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 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 pupils must select:

- at least one modern foreign language
- 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.

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.

<u><a href="#">Core subjects</a></u> (all studied by all pupils)	
<b>Sciences</b>	<u><a href="#">Mathematics</a></u>
	<u><a href="#">Physics</a></u>
	<u><a href="#">Chemistry</a></u>
	<u><a href="#">Biology</a></u>
<b>Humanities</b>	<u><a href="#">English Literature</a></u>
	<u><a href="#">English Language</a></u>
<b>Physical</b>	<u><a href="#">PE and Games</a></u>
<b>Enrichment</b>	<u><a href="#">Wellbeing</a></u> and <u><a href="#">EDGE</a></u>

<b>Core Choices</b> (choose one from each column, e.g. Spanish and History)			
<b>Modern Languages</b>	<a href="#">French</a>	<b>Humanities</b>	<a href="#">Geography</a>
	<a href="#">Spanish</a>		<a href="#">History</a>
	<a href="#">German</a>		<a href="#">Philosophy and Theology</a>
<b>Option Subjects</b> (choose two more subjects from any below that were not chosen above, e.g. French and Philosophy & Theology)			
<b>Languages</b> <sup>2</sup>	<a href="#">French</a>	<b>Creative/ Technical</b>	<a href="#">Design and Technology</a>
	<a href="#">Spanish</a>		<a href="#">Art: Fine Art</a>
	<a href="#">German</a>		<a href="#">Art: Fashion/Textiles</a>
			<a href="#">Computer Science</a> <sup>1</sup>
	<a href="#">Latin</a>		<a href="#">Drama</a> <sup>1</sup>
	<a href="#">Greek</a>		<a href="#">Music</a> <sup>1</sup>
<b>Social Sciences / Physical</b>	<a href="#">Business Studies</a>	<b>Humanities</b>	<a href="#">Geography</a>
	<a href="#">Physical Education</a> <sup>1</sup>		<a href="#">History</a>
			<a href="#">Philosophy and Theology</a>

<sup>1</sup> **NB** In certain option subjects, to ensure they are making choices at which they can do well, pupils will need to show that they are starting with the foundation of skills necessary for success before they are allowed to start the GCSE course. This is especially the case in Computer Science, Music, PE and Drama.

<sup>2</sup> No language can be taken as a new subject in the Fourth Year.

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.

Few pupils at the Third Year stage have made permanent decisions about their future beyond school. Almost all will develop 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 engage with these practice examinations with a similar level of determination to that which they will devote to their GCSE examinations, though of course with security in the knowledge that there is time to learn from mistakes. It is often through this determined preparation that pupils develop the range of skills and the confidence 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.

# Core Subjects

## English

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 800-1200 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*, *An Inspector Calls* or *The Curious Incident of the Dog in the Night-time*) and Assignment B (Literary Heritage Texts) requires one essay response to a studied Shakespeare play (currently *Romeo and Juliet*, *Macbeth* or *The Merchant of Venice*).

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 and *To Kill a Mockingbird* by Harper Lee, *Of Mice and Men* by John Steinbeck, *Things Fall Apart* by Chinua Achebe or *The Whale Rider* by Witi Ihimaera.

# Mathematics

## ***Exam board: Edexcel IGCSE***

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.

### **Further Mathematics**

All sets currently take the IGCSE at the end of the Fifth Year. Pupils in the top two sets also take the AQA Further Mathematics qualification. It is excellent (but not essential) preparation for Mathematics in the Sixth Form, and it is expected that any student who wishes to study Further Mathematics at A level will have studied this course. We are currently trialling a supported self-study programme for capable students not in the top two sets who wish to study this course in the 5th year.

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

# Sciences – Physics, Chemistry and Biology

## *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 Spring exams in 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 etc. 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 Spring 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 students are awarded 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



## **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.

## **EDGE**

## **PE and 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.

# Option Subjects

NB – Unless there are extenuating circumstances, one Humanity and one Modern Foreign Language must be chosen.

## Humanities

### Geography

#### ***Exam Board: Edexcel IGCSE***

Geography today is the most relevant subject to help identify and solve the biggest problems facing the world – Climate Change, Inequality and Environmental Degradation. It is a subject that bridges the humanities and sciences. It focuses on people and their relationship with their environment, both human and physical. These physical and human elements are often separated, but it is impossible to truly study one effectively without addressing the other. 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 IGCSE specification. 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 two exam units, sat at the end of the Fifth Year. Fieldwork is an integral part of the course and whilst there is no coursework or NEA, there are two days of compulsory fieldwork spread over the two year course which will be examined in both **Paper 1** and **Paper 2** (see below).

**Paper 1 – Physical Geography**, consists of a choice of 2 out of 3 core topic areas on a global scale, along with fieldwork. These include:

- **Topic 1: River Environments** – an understanding of the global hydrological cycle, plus two in-depth studies of river management in contrasting locations.
- **Topic 2: Coastal Environments** – an understanding of the way in which human and physical systems interact to affect the coast, plus two in-depth studies of coastal management in contrasting locations
- **Topic 3: Hazardous Environments** – an overview of the causes and challenges of atmospheric and tectonic hazards plus two in-depth studies of hazard management for earthquakes in contrasting locations.

The paper is **1 hour 10 minutes long** and is split into two sections – **Section A** where candidates answer questions on 2 of these three topic areas, and **Section B** where candidates choose 1 out of 3 fieldwork-related questions.

**Paper 2 – Human Geography**, consists of a choice of 2 out of 3 core topic areas on a global scale, along with fieldwork, and 1 out of 3 option topics. The core topics include:

- **Topic 4: Economic Activity and Energy** – an understanding of energy use and economic activity plus two in-depth case studies of energy resource management in contrasting locations.
- **Topic 5: Rural Environments** – an understanding of natural and human factors affecting rural environments, plus case studies of rural environments in two contrasting locations.
- **Topic 6: Urban Environments** – an understanding of the growth of cities and the challenges faced by this growth, plus case studies of cities in two contrasting locations.

The option topics include:

- **Topic 7: Fragile Environments and Climate Change**
- **Topic 8: Globalisation and Migration**
- **Topic 9: Development and Human Welfare**

The paper is **1 hour 45 minutes long** and is split into 3 sections – **Section A** where candidates choose 2 of the 3 core topics, **Section B** where candidates choose 1 out of 3 fieldwork-related questions and **Section C** where candidates choose 1 of the 3 option topics.

In the Fourth Year there will be a field study to Seaford and Cuckmere Haven. In the Fifth Year we currently undertake our fieldwork at the Olympic Park, although these locations may change in the coming years. Every two years, there is also the opportunity for students to travel to Iceland, usually in August of the 4<sup>th</sup> or 5<sup>th</sup> Year. Further details of this will be available on request.

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.

# History

## **Exam Board: CIE IGCSE – Specification B**

Why take History GCSE?

- a) The content is exciting and the issues are engaging. The GCSE focuses on international relations across the twentieth century, beginning in 1918 amidst the ashes of the First World War and ending in the victories of Operation Desert Storm, passing through the League of Nations, causes of the Second World War, formation of the UN, the Cold War and collapse of communism on the way. If you want to understand the roots of modern world crises, from Israel-Palestine, Brexit, Trump/Biden, Xi, and Putin, then this is the course for you. There is also a fascinating depth study on Germany from 1918-45 exploring the tragically doomed Weimar Republic, the roots and rise of fascism, life in the Nazi state, and the horrors of the Holocaust.
- b) History is a 'greedy' subject. In no other discipline can you simultaneously learn law, economics, politics, literature, art, music, philosophy, geography, identity, and so much more. There is little which falls outside the remit of history.
- c) The qualification is highly valued by universities and employers. History is a facilitating subject; meaning it imbues its students with the transferrable skills for any discipline they may wish to pursue. GCSE History inculcates and sharpens skills of analysis, argument and evaluation, alongside the ability to discuss and debate, both orally and in writing.
- d) Pupils typically do extremely 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 is a huge amount of support for pupils available from a vastly experienced and committed department.
- e) The opportunities for enrichment are functionally limitless. There are fantastic resources in the form of books, documentaries, podcasts, films, TV series, and beyond, which engage with course subject material in an accessible way and a thriving history society meets weekly and is open to all. Furthermore, a trip to Berlin for the Fifth Form ran in October 2022 and is now planned as an annual visit for fifty pupils. The department offers a range of extra-curricular opportunities including trips, external speakers, weekly society meetings, and much more.

The department is excited to offer a brand-new course from September. CIE IGCSE History breaks down into two modules (International Relations 1918-2000 and a Depth Study on Germany 1918-45):

### **International Relations c.1918-2000**

This course comprises six components:

1. Were the peace treaties of 1919–23 fair?
2. To what extent was the League of Nations a success?
3. Why had international peace collapsed by 1939?
4. Who was to blame for the Cold War?
5. How effectively did the United States contain the spread of Communism?
6. How secure was the USSR's control over Eastern Europe, 1948–c.1989?

### **Germany 1918-45**

The depth study comprises four components:

1. Was the Weimar Republic doomed from the start?
2. Why was Hitler able to dominate Germany by 1934?
3. How effectively did the Nazis control Germany 1933-45?

4. What was it like to live in Nazi Germany 1933-45?

Pupils are examined over three forms of assessment:

**Paper 1: Knowledge – Breadth Paper (40%)**

Exam lasts 2 hours and is worth 60 marks. Questions are on all topics (two sets on International Relations topics and one set on Germany depth study) and are worth a mixture of 4, 6, and 10 marks.

**Paper 2: Sources (30%)**

Exam lasts 1 hour 45 minutes and is worth 40 marks. The topic changes annually but is always taken from international relations. Pupils will know which topic well ahead of time. Six questions ranging from 6-12 marks in value.

**Paper 4: Knowledge – Depth Paper (30%)**

Exam lasts 1 hour and is worth 40 marks with two questions to be answered on the Germany depth study worth 15 and 25 marks.

# 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.

# Modern Foreign Languages

## French, German, Spanish

### ***Exam Board: Edexcel IGCSE (Spanish & German); Edexcel (French)***

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 Mandarin-speaking countries - an important asset for life in the 21<sup>st</sup> 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 Edexcel IGCSE course for Spanish and German, and the Edexcel GCSE course for French, 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.

The textbooks used at GCSE are the following:

French	<i>Studio</i>
German	<i>Hodder IGCSE</i>
Spanish	<i>Viva</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 trips we organise: a cultural and study visit to Nice and the French Riviera in France (Third, Fourth and Lower Sixth), and the exchange with Germany (Second Year to Lower Sixth) and Spain (Third and Fourth Years).



## Further Option Subjects

### **Art: Fine Art**

#### ***Exam Board: Eduqas***

GCSE Fine Art fosters and encourages imagination, sensitivity, divergent and convergent thinking, observation skills, analytical and practical abilities. These attributes help to build a fully rounded individual. The ability to think creatively is 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 (Exam Unit) 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.

## **Art: Fashion/Textiles**

### ***Exam Board: Eduqas***

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 21<sup>st</sup> 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 21<sup>st</sup> 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 4<sup>th</sup> Year through to Christmas of the 5<sup>th</sup> 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 5<sup>th</sup> 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"> <li>• Business activity</li> <li>• Classification of businesses</li> <li>• Enterprise, business growth and size</li> <li>• Types of business organisation</li> <li>• Business objectives and stakeholder objectives</li> </ul>
People in business	<ul style="list-style-type: none"> <li>• Motivating workers</li> <li>• Organisation and management</li> <li>• Recruitment, selection and training of workers</li> <li>• Internal and external communication</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>• Marketing, competition and the customer</li> <li>• Market research</li> <li>• Marketing mix</li> <li>• Marketing strategy</li> </ul>
Operations management	<ul style="list-style-type: none"> <li>• Production of goods and services</li> <li>• Costs, scale of production and break-even analysis</li> <li>• Achieving quality production</li> <li>• Location decisions</li> </ul>
Financial information and decisions	<ul style="list-style-type: none"> <li>• Business finance: needs and sources</li> <li>• Cash-flow forecasting and working capital</li> <li>• Income statements</li> <li>• Balance sheets</li> <li>• Analysis of accounts</li> </ul>
External influences on business activity	<ul style="list-style-type: none"> <li>• Government economic objectives and policies</li> <li>• Environmental and ethical issues</li> <li>• Business and the international economy</li> </ul>

### **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: AQA*

### **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. 50% 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 GCSE will be Python, the world's most popular programming language (TIOBE, December 2022), which is used by companies ranging from Google and Dropbox to NASA.

### **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:

- Paper 1 is a problem-solving and programming exam worth 50%, 2 hours.
- Paper 2 is a theory exam worth 50%, 1 hour 45 minutes.

**Entry Requirements**

The course assume that you already possess a reasonable level of skill in Python programming. Internal pupils must have taken Computer Science in the Third Year and have demonstrated significant programming prowess to solve challenges throughout the year.

For more reasons why you should study Computer Science, head to [bit.ly/YstudyCS](https://bit.ly/YstudyCS).

# Design & Technology: Product Design

## Exam Board: OCR

“Design and Technology gives young people the skills and abilities to engage positively with the designed and made world and to harness the benefits of technology. They learn how products and systems are designed and manufactured, how to be innovative and to make creative use of a variety of resources including digital technologies, to improve the world around them”

Design & Technology Association (DATA)

### Why study D&T?

Studying design and technology is beneficial as it cultivates creative problem-solving skills, enabling individuals to conceptualise and develop innovative solutions to real-world challenges. Additionally, it provides a hands-on learning experience, fostering practical skills in areas such as prototyping, manufacturing, and the use of cutting-edge technologies. Moreover, a design and technology education equips individuals with a versatile skill set that is applicable across various industries, preparing them for dynamic and evolving careers. Furthermore, design and technology stands out as the most diverse subject on the curriculum, offering a broad spectrum of applications and ensuring a well-rounded educational experience.

### Related careers:

Automotive Design, Civil/Mechanical Engineering, Computer Animation, Furniture Design, Graphic Design, Jewellery, Industrial design, Interior Design, Product Design and many other related areas.

### Structure of course:

In the Fourth Year, students embark on a series of engaging design projects that prepare them for the 2 assessed components of the course. These projects seamlessly integrate the principles of the design process with essential theory topics. The first project provides a unique opportunity for collaboration with an external company specialising in sustainable product creation, allowing students to apply their skills to real-world scenarios. In the second project, students delve into the realm of modern materials and cutting-edge technologies through an E-Textiles project, fostering a hands-on understanding of innovative design elements. The third project involves in-depth product analysis and explores the exciting realm of 3D printing, enabling students to further refine their design skills. In addition to these projects, there will be some stand-alone theory lessons and opportunities to practice for the examination content of the course.

### Assessment:

At GCSE, students will complete two forms of assessment, a written exam (worth 50% of the total) and a substantial ‘Design and Make’ project known as the NEA, Non-Examined Assessment, also worth 50%.

### Component 1 (written exam)

*Paper 1 (2 Hours)* – Is split into two sections and brings together the learner's ‘core’ and ‘in-depth’ knowledge and understanding:

- ‘**Core**’ knowledge of Design and Technology principles and ‘**In-depth**’ knowledge allows learners to focus more directly on at least one main material category i.e. Polymers.
- A **minimum of 15%** of the paper will assess learners’ **mathematical skills** within a D&T context.

**Component 2 – Non-Exam Assessment (NEA)** – completed within **40 hours of lesson time**. Students will undertake the ‘**Iterative Design Project**’ which requires students to design, make and evaluate a project centred on a context provided by the exam board. Using the skills and experience developed over the GCSE course, students will produce a portfolio of evidence and final prototype/s in real time to demonstrate their competence and ability. *All NEA coursework is produced under strict guidelines and must be the work of the pupil.*





# Drama

## ***Exam Board: Cambridge International Examinations IGCSE***

The Drama IGCSE 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. As a creative and performance subject, we explore a variety of techniques theatre uses to communicate meaning to an audience.

Drama 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.

The course is split into two components:

### **Component One: Written examination (40%)**

Candidates answer questions on two set play extracts from the exam board, and on one of the devised pieces they have created during the course. They will be required to answer questions from the perspective of actor, director, and designer. Externally assessed.

### **Component Two: Coursework (60%)**

Candidates submit three pieces of practical work, with no written accompaniment:

- Individual performance based on an extract from a play
- Group performance based on an extract from a play
- Group performance of an original devised piece.

Internally assessed and externally moderated.

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.

# Classical Greek

## Exam Board: OCR

The Classical Greek 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 accidence 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. This course is supplemented by various digital resources developed by the Classics Department to facilitate and enhance the student's learning. 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.

# Latin

## **Exam Board: OCR**

Learning Latin offers students direct access to some of the most impressive, challenging and influential literature the world has produced, literature that still underlies much of western culture. It also brings the ancient Romans to life, in everything from gladiators to steamy love poetry, bridge-building to the theory of politics. Latin should not be seen merely as a possible choice for brilliant linguists. At GCSE, the subject involves a stimulating combination of language, literature and classical studies. High grades regularly gained by students who have made a good start to the language, are interested and are prepared to work.

The linguistic course used at Caterham is *Discenda*, a specially written iBook written by the department and tailored around the demands of the new GCSE syllabus. Pupils learn grammar and the remaining GCSE vocabulary methodically, and, through a mixture of consolidation and practice, fine-tune their language work. 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.

# 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
- Pupils **must** be having regular lessons on their principal instrument throughout the GCSE process.
- 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

Pupils are expected to purchase a GCSE Anthology of music; these can be purchased through the school at the start of term at cost price.

# 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 (30%)**

#### **Coursework based on practical performance (10%)**

Pupils will cover a range of sports offered by the School, from which they will then select **three** for assessment: Rugby, Hockey, Cricket, Athletics, Lacrosse, Netball, Tennis 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.

# ADDITIONAL INFORMATION

## Exam access arrangements for GCSEs

Access arrangements are 'reasonable adjustments' for pupils who have a disability, long term medical condition or special educational need that significantly affects their performance in exams. Access arrangements have to be applied for and approved in advance of the exams by the JCQ (Joint Council for Qualifications) or Cambridge Assessment International Education (CAIE) for certain subjects. The school is required to have evidence of the pupil's needs over time, ongoing support and evidence that they have used the access arrangements both in the classroom, and in tests and exams. Ultimately, the school decides whether an application for access arrangements should be made considering the evidence. We are not allowed to accept independently arranged assessments, so parents should seek advice from the Learning Support Department if they are considering any type of educational or psychological assessment.

A psychologist's, psychiatrist's or other medical specialist's recommendations cannot be used to award access arrangements. In line with JCQ (and CAIE) rules, this has to be decided by the SENDCo, based on detailed and long-term evidence of need for those arrangements from the pupil's teachers.

Word processing in examinations is an arrangement which needs approval by the Learning Support Department, based on the criteria set out by the JCQ or CAIE, where appropriate.

## 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 40 points from their best six GCSEs 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:

<b>Subject</b>	<b>Minimum Requirement for A Level</b>
<b>Art: Fashion Textiles</b>	7 in an Art, Design (e.g., 3D or DT) or Media GCSE
<b>Art: Fine Art</b>	7 in Art
<b>Art: Photography</b>	7 in an Art, Design (e.g., 3D or DT) or Media GCSE
Biological Sciences	7 in Biology Paper and 7 in Mathematics
Business	7 in Business Studies (if taken) as well as a minimum of 6s in English Language or Literature and in Maths (7s if Business Studies not taken at GCSE)
Chemistry	7 in Chemistry Paper and 7 in Mathematics
Computer Science	7 in Computer Science and must study Maths A Level
Drama and Theatre	7 in Drama and 7 in English Language or Literature
Economics	7 in Mathematics and 7 in English Language or Literature 7 in Business studies only if taken at GCSE
English Literature	7 in English Literature and in English Language
French	7 in French
Geography	7 in Geography and a minimum of 6 in English Language or Literature
German	7 in German
History	7 in History and a minimum of 6 in English Language or Literature
Latin & Greek	7 in relevant Language
Mathematics	8 in Mathematics*
Further Mathematics	9 in Mathematics*
Music	7 in Music and Grade 5 instrument
Philosophy, Ethics & Theology	7 in Religious Studies (if taken) and a minimum of 6 in English Language or Literature (7 if RS not taken at GCSE)
Physical Education	7 in PE*
Physics	7 in Physics Paper and 7 in Mathematics
Politics	7 in a Humanity and a minimum of 6 in English Language or Literature
Design & Technology: Product Design	7 in 3D or DT
Psychology	7 in either Biology or Mathematics, a minimum of 6 in the other and also 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.



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