



CATERHAM
SCHOOL

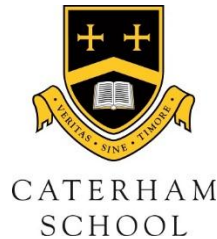
caterhamschool.co.uk

GCSE

SUBJECT
CHOICES

2026 - 28





AN EDUCATION FOR LIFE

Caterham is a highly successful and ambitious school which balances outstanding pupil outcomes with an exciting breadth of opportunity beyond the classroom. The success of our pupils is underpinned by a culture that promotes high expectations but also enjoyment and participation. Lessons are exciting and fizzy, taught by teachers who are experts in their fields and who seek to inspire intellectual curiosity and scholarship. Above all else, Caterham is a warm and welcoming community where pupils are nurtured and encouraged to flourish. We are committed to providing an environment in which all pupils are challenged to be the best they can be, and one in which pastoral care and wellbeing underpin academic and co-curricular excellence and achievement.

We believe in providing an inspiring 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 presented by new technologies. We know that future success is based on strong academic outcomes and also the development of character. Embracing innovation and learning how to learn are key facets of a Caterham education. Our pupils gain the academic grades which open doors of opportunity, whilst developing the skills to succeed in whatever path they choose. In 2025, 92% of all GCSE grades were at 9 to 7, with 50% at the top grade 9. The average grade achieved by a Caterham pupil was 8.2.

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.

We intentionally develop the whole person, aiming to ensure that each pupil leaves here prepared for the challenges and opportunities of life beyond school, understanding their responsibilities towards others, and having developed character and values that help them engage with their futures in a fulfilling and meaningful way. We want our pupils to be well equipped to engage positively with a rapidly changing world as accomplished problem solvers, innovators, and optimists, confident in their ability to lead with integrity and with a clear appreciation of and respect for the views and potential of others.

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, and to take two other subjects of their choice, which can include further languages and/or humanities. Studying the core subjects fulfils both the requirements of the national curriculum and the School's aims by providing a strong foundation for every pupil's education at this stage. We recognise the importance of all subjects in adding depth and interest to learning. However, there is not enough time for every subject studied in the Third Year to be continued as a GCSE option.

Most pupils will study nine or ten subjects at GCSE. This provides a broad and balanced curriculum that meets university expectations while allowing pupils to explore each subject in enough depth to prepare thoroughly for A Level study.

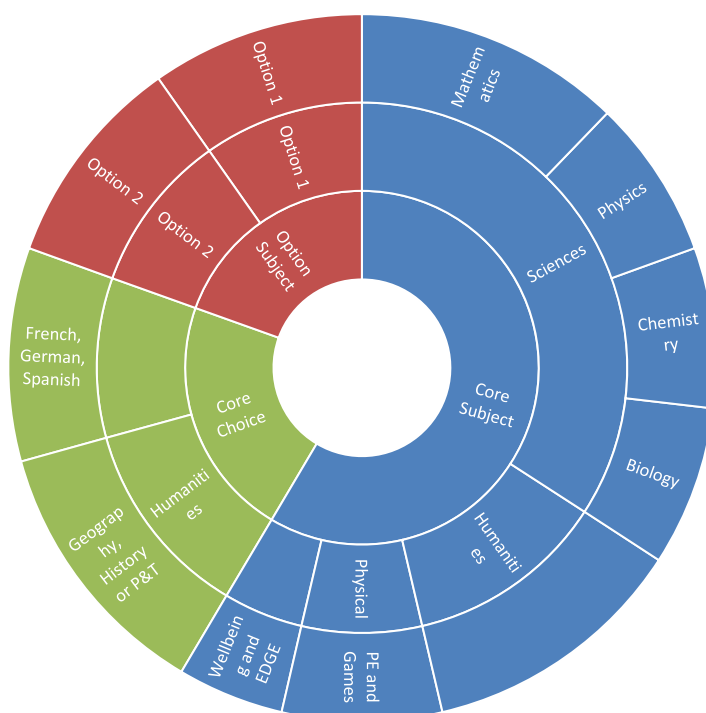
The optional subjects give pupils the opportunity to shape part of their GCSE curriculum while maintaining a well-balanced education. To support a broad range of future opportunities and keep doors open for A Level and beyond, pupils are asked to choose:

- at least one modern foreign language, and
- at least one subject from Geography, History, or Philosophy & Theology.

These choices ensure both variety and depth, helping pupils develop valuable skills and perspectives that will benefit them in their future studies and beyond.

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 exception of Philosophy & Theology.



Core subjects (all studied by all pupils)			
Sciences	Mathematics		
	Physics		
	Chemistry		
	Biology		
Humanities	English Literature		
	English Language		
Physical	Core Physical Education and Games		
Enrichment	Wellbeing and Core EDGE		
Core Choices (choose one from each column, e.g. French and History)			
Modern Languages	French	Humanities	Geography
	Spanish		History
	German		Philosophy and Theology
Option Subjects (choose two more subjects from any below that were not chosen above, e.g. German and Philosophy & Theology)			
Languages ²	French	Creative/ Technical	Design and Technology
	Spanish		Art: Fine Art
	German		Art: Fashion/Textiles
	Mandarin		Computer Science ¹
	Latin		Drama ¹
	Greek		Music ¹
	Mandarin	Humanities	Geography
Other	EDGE		History
	Physical Education ¹	Philosophy and Theology	

1 In certain option subjects, pupils must demonstrate that they already possess the essential foundation of skills required for success before beginning the GCSE course. This ensures that they are making choices in which they are likely to do well. This requirement is particularly important in subjects such as Computer Science, Music, Physical Education, and Drama.

2 No language may be taken as a completely new subject in the Fourth Year.

If the number of pupils choosing a particular subject is very small, it may not be possible for that subject to run. In such cases, pupils who have opted for it will be invited to make an alternative choice. While every effort will be made to accommodate each pupil's preferred combination of subjects, it is sometimes unavoidable that certain combinations cannot be met due to timetabling constraints.

At this stage, very few pupils in the Third Year have made firm decisions about their future beyond school. Most will continue to develop their ideas and interests between the ages of 14 and 17. It is therefore important that choices are made not only based on current preferences, but also with an eye to keeping

a broad range of A Level options open. Since there are entry requirements for both the Sixth Form and individual A Level subjects, pupils should aim to choose subjects in which they are likely to achieve strong grades. A list of the current Sixth Form entry requirements can be found at the back of this booklet.

Because of the structure of GCSE courses and the grading system, pupils do not sit GCSE subjects early. High-achieving pupils are instead encouraged to aim for the top grade (a 9) at the end of the Fifth Year and to begin developing the skills that will support success at A Level.

The main section of this booklet provides details of each GCSE subject offered. Each entry outlines the course content, the nature of the examinations, and any coursework or practical assessments that contribute to the final grade. Pupils should note that in many subjects, up to 5% of marks in both examinations and coursework are awarded for the accuracy of spelling, punctuation, and grammar.

Examinations during the GCSE years

Internal examinations are held in the Fourth Year to assess pupils' progress, followed by a full set of mock examinations in January of the Fifth Year. These mock examinations provide valuable preparation for the final GCSE examinations, which take place in May and June. Alongside these formal assessments, pupils take part in a regular programme of testing across all subjects.

The purpose of these assessments is not only to build knowledge but also to develop pupils' familiarity with examination techniques in advance of their first public examinations. It is important that both pupils and parents approach these practice examinations with the same seriousness and determination that will be required for the final GCSEs, while taking reassurance from the fact that these are opportunities to learn and improve. Through this preparation, pupils gain the skills, discipline, and confidence needed to perform successfully in their final examinations.

Homework

Homework plays a vital role in helping pupils consolidate their understanding and build the body of notes and knowledge that will support them throughout the two-year GCSE programme. To help with organisation and consistency, teachers set homework on Teams.

Our aim is for every pupil to maximise their future opportunities by achieving the best possible set of GCSE grades. This can only be accomplished through sustained effort, good organisation, and effective study habits, all of which are supported through regular homework and guidance and feedback from teachers.

Co-Curricular Activities

During the GCSE years, it is important that pupils continue to pursue a range of interests and activities beyond their academic studies. These experiences help to develop both depth and breadth in their personal growth. In addition to the Games programme, the school offers a wide variety of co-curricular activities designed to support this broader development.

We also recognise and record pupils' achievements in school-based initiatives, such as projects, trips, and activities, as well as in their personal hobbies and pursuits outside school. Over time, these records form a valuable reflection of each pupil's interests, achievements, and responsibilities. Continued into the Lower Sixth, they provide a useful foundation for future applications to universities, colleges, and other post-school pathways.

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 reading.

English Language

Exam Board: Edexcel IGCSE Specification A

The examination consists of teacher-assessed written coursework (40%), and one written examination paper (60%).

The **written coursework portfolio** is made up of two pieces of writing around 800-1200 words long: an analytical piece based on the Pearson Edexcel International GCSE English Anthology Part 2, and a piece of imaginative writing. Each first draft of the coursework assignment is written in controlled assessment conditions to ensure pupils' work is authentically their own and there is the opportunity to re-draft both pieces following feedback.

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 around 800-1200 words long: 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*, *Macbeth* or *The Merchant of Venice*) including contextual analysis. Each first draft of the coursework assignment is written in controlled assessment conditions to ensure pupils' work is authentically their own and there is the opportunity to re-draft both pieces following feedback.

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 run 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, so 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.

Core EDGE

The Core EDGE curriculum which runs throughout the school (not to be confused with the further EDGE option subject) aims to enrich the individual subject curriculum and help students to learn skills that are essential for the modern world. It often focuses on big issues such as the meaning of truth, Epistemological theories and how these apply to the social media age. It encourages interdisciplinary study, pulling core concepts from multiple disciplines, and encourages and expects students to express themselves more fluently in a wide range of settings.

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. The majority of pupils at Caterham regularly achieve top grades (**97.4% 9-7 in 2025**).

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 or three years, there is also the opportunity for students to travel to Iceland usually in August of the 4th or 5th Year and hopefully Costa Rica from February 2027 for 5th Year and those going on to A Level. 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 range of skills learned 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 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, 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: 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. 70% of students secured an 8-9 grade in 2024, and this rose to 90% at grade 7-9.
- e) The opportunities for enrichment are almost limitless. There are fantastic resources in the form of books, documentaries, podcasts, films, TV series, and beyond, which engage with course material in an accessible way and a thriving history society meets weekly and is open to all. We offer an annual visit to Berlin for fifty history students in their Fifth Year which many have cited as the highlight of their time at Caterham. 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 the CIE IGCSE History course which breaks down into two modules (International Relations 1918-2000 and a Depth Study on Germany 1918-45):

International Relations c.1918-2000

This 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 both modules (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. Five questions ranging from 6-9 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

Why study GCSE Philosophy and Theology?

- The content is fascinating, academically stimulating and engages with real-world issues. Not only do we focus on how to construct and support a clear and convincing argument, but we do so while tackling some of the most controversial issues faced by modern society. Students will discuss environmental ethics, animal testing, rights to abortion, religious and legal issues surrounding euthanasia, and whether the death penalty has a place in modern British society, to name but a few. You will explore how Christianity and Islam shape the worldview of their followers and influence the lives of individuals, communities and societies.
- It is a widely respected and highly regarded academic discipline that facilitates the development of critical and analytical thinking skills. Studying P&T speaks volumes about your ability to build arguments and understand and articulate complex ideas. P&T is consistently recognised as enabling the development of well-rounded, thoughtful, confident individuals and intellectually curious students.
- P&T is a well-respected academic subject at all universities, including Oxbridge and Russell Group. It complements a wide variety of other subjects across the curriculum, exploring questions raised in physics, biology, maths, history and English.
- P&T provides a wide variety of valuable and transferable skills, including research, problem-solving, formulating and defending positions, critical evaluations, independent learning, appreciating others' perspectives, logical reasoning, analysing and synthesizing data and communicating with others.
- P&T provides the skills necessary for a range of future careers including; medicine, law, journalism, business, engineering, architecture, creative industries and any role where working with people and making decisions is fundamental.
- P&T produces learners who analyse their own views, who cultivate a better understanding of themselves and others, and who develop a moral awareness and a sense of responsibility. In P&T diversity is valued and respected, as we engage with some of the most challenging real moral issues facing society today.
- P&T is a course for all inquiring minds; those who hold a faith, and those who don't. This course exists to expand what you think you know about the world. It occupies a unique place in the curriculum as it touches on politics, history, language, human rights, art, media, music, sociology, anthropology, law, physics, biology – the list is endless. The P&T course is not a vacuum, which means that it is colourful, challenging and will completely absorb you from day one.
- P&T has an impressive results record, not least because of the excellent support and guidance offered by the departmental staff. In Summer 2024 we achieved 84% Level 7-9 which reflects skilled and committed teaching, alongside real enthusiasm and diligence from our pupils.

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 this is a course you will love!

Modern Languages

French, German, Spanish and Mandarin

Exam Board: Edexcel IGCSE (French, German); AQA GCSE (Mandarin, Spanish)

French, German and Spanish

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 (I)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 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 Edexcel International GCSE course for French and German and the AQA GCSE course for Spanish with 25% assessment weightings per skill. All examinations will be terminal. The IGCSE course has only one entry level which caters for grades 9-1. The AQA GCSE for Spanish will see pupils entered at either Foundation Tier (grades 1-5) or Higher Tier grades (3-9) for all papers depending on their level. Entry levels (Foundation/Higher) will be decided after regular assessments. It is anticipated that the majority of candidates will sit the Higher Tier award.

We use a mixture of electronic textbooks, staff-produced and other resources such as newspaper and magazine articles, internet resources and AI-created materials. In addition, the department makes use of various online resources, which the pupils can access at home.

We strongly advise all pupils to visit the European country where the language they are learning is spoken and to practise speaking as often as they can. To this end, we would encourage pupils to take part in the various trips we organise.

Mandarin

Mandarin is open only to those who studied Mandarin in the 3rd year. The course looks at developing a set of transferable skills for understanding and communicating in everyday situations in Chinese. Learners begin to develop cultural awareness of countries and communities where Chinese is spoken. They acquire the essential linguistic skills required for progression to further studies or employment. It is a programme designed for students learning Mandarin as a foreign language, not Chinese students studying in the UK. Our usual requirement is for Mandarin to sit alongside a European modern foreign language - exceptions to this rule can be considered based on individual circumstances.

The subject content is organised in three broad topic areas.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The study of these topic areas enables students to gain an insight into countries and communities where Chinese is spoken.

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.

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 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.

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 30 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.

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, October 2025), 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.

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?

Design and Technology is the most versatile subject on the curriculum, offering students a unique blend of creativity, critical thinking, and practical problem-solving skills. This hands-on learning experience fosters expertise in areas like prototyping, manufacturing, and the use of cutting-edge technologies, all while preparing students for the demands of an ever-evolving job market. By developing a wide-ranging skill set, students are equipped to thrive in diverse industries, ensuring they are ready for dynamic, future-focused careers. Ultimately, this subject provides a well-rounded education that is both adaptable and directly relevant to the real world.

Related careers:

You will learn something in this subject to adapt to any career, but the most related careers are: industrial design, product design, engineering (mechanical, civil, electrical), architecture, UX/UI design, 3D modelling/animation, fashion design, automotive design, sustainability consulting, CAD technology, graphic design, and interior design.

Structure of course:

In the Fourth Year, students undertake a series of engaging design projects that prepare them for the two assessed components of the course. These projects effectively combine the principles of the design process with essential theoretical topics. The first project offers a unique opportunity for collaboration with an external company specialising in sustainable product design, allowing students to apply their skills to real-world scenarios. The second project begins with a thorough product analysis and explores the exciting world of 3D printing, helping students to refine their design and 3D CAD skills. Outside the classroom, students participate in a problem-solving day with the ‘Inventor Club.’ A former Dyson design engineer will share his journey through the world of design and innovation, providing students with a valuable insight into the challenges and rewards of working in design, as well as the art of storytelling through the products we create. Following the talk, students will engage in a group problem-solving activity.

In the Fifth Year, students complete their NEA project as well as continuing to build on theory knowledge and practice exam technique.

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.

EDGE

In partnership with Enactus UK, Next Gen Leaders, and the University of Nottingham Business School

The EDGE certificate is Caterham School's flagship innovation course. The EDGE certificate provides a rigorous pathway that blends business theory with social entrepreneurship, sustainability and innovation through project-based learning. It prepares pupils to not only pass exams but to thrive as changemakers, confident, curious, and capable of shaping meaningful futures.

Pupils will benefit from the expertise of Enactus UK and the University of Nottingham Business School, gaining the knowledge, skills and behaviours required to thrive as ethical, innovative and enterprising leaders.

Course Structure

Pupils study across four phases, following the EDGE learning model:

Fourth Year: Discover & Define (Explore Phase)

- Pupils begin by exploring the foundations of entrepreneurship and ethical problem-solving.
- Pupils investigate a community problem, conduct surveys or interviews, and map stakeholders using digital and AI tools. They connect local challenges to the UN Sustainable Development Goals (SDGs), building an understanding of social enterprise and sustainability.
- Project: "Opportunity Investigation" – research and pitch a viable, ethical business idea.

Fourth Year: Prototype & Validate (Develop Phase)

- This module focuses on transforming ideas into testable products or services. Pupils explore production methods, quality control, technology in business and customer feedback systems. Using rapid prototyping, they design and test early versions of their product or service, applying lean start-up principles.
- Lessons integrate topics from GCSE Business such as operations, supply chains, and the importance of innovation. Pupils study Inclusive Entrepreneurship and circular economy.
- Project: "Prototype Challenge" – build, test, and refine a minimum viable product (MVP), supported by feedback from peers and Enactus mentors.

Fifth Year: Launch & Finance (Grow Phase)

- Pupils focus on how to successfully launch and sustain a social enterprise. They study marketing mix, business growth, sources of finance, cash flow forecasting, and ethical marketing. Lessons integrate digital strategy, branding, and financial modelling using case studies.
- Project: "Venture Launch Plan" – develop a full business plan, create a digital marketing campaign, and pitch for investment.

Fifth Year: Impact & Future-Proofing (Evolve Phase)

- The final term centres on measuring social and environmental impact. Pupils apply ESG and SDG frameworks to evaluate their ventures, exploring long-term sustainability and ethical governance. They learn about corporate responsibility, AI and neurodiversity in the workplace, and strategic foresight.
- Project: "Impact Audit and Future Roadmap" – assess the success and legacy of their social enterprise, presenting findings at the EDGE Project Fair, judged by industry and university partners.

Assessment Overview

- Written Exam (20%) – taken at the end of Fourth Year.
- Project Portfolio & Reflection Journal (30%) – Pupils compile evidence of learning and growth across the four modules, demonstrating how theory is applied in real-world contexts.
- Final Venture Project (50%) – A capstone social enterprise project presented at the EDGE Project Fair.

Recognition

Graduates of the course will receive a certificate (Pass, Merit or Distinction) following an analysis of their portfolio, written exam and final project assessment by Enactus UK, Next Gen Leaders and University of Nottingham Business School. Whilst this is not a formal GCSE, pupils will leave with a professional portfolio, practical leadership experience, and real-world impact credentials.

Who is the EDGE Social Entrepreneurship & Innovation Qualification for?

Pupils who want to create something real that makes a difference, enjoy solving problems, working in teams, and coming up with new ideas.

This isn't a traditional classroom course, it's an opportunity to launch a venture, shape the community and develop the skills crucial for future success.

Pupils will work with mentors from Enactus UK, Next Gen Leaders and the University of Nottingham Business School as well as from our Caterham Connected network; real entrepreneurs, innovators and leaders, who will help to bring these ideas to life.

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 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. 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: Pearson/Edexcel (1MU0)

GCSE Music is an immensely enriching and creative course that enables pupils to form personal and meaningful relationships with music through the development of musical knowledge, performance, composing, and appraising.

The main components of this course include:

- performing, both as a soloist and with others
- composing music in a range of styles and using music technology
- appraising, listening to, and learning about a wide variety of music

Pupils will engage critically and creatively with a wide range of musical styles and musical contexts, develop an appreciation for the role of music in various cultures, and reflect on how music expresses personal and collective identities. This course offers a profound exploration of music and its place in society, making it a captivating choice for aspiring musicians and enthusiasts alike.

The GCSE encompasses four Areas of Study, each studied in-depth and consisting of two set works.

Area of Study A: Instrumental Music • Bach: <i>Brandenburg Concerto No. 5</i> • Beethoven: <i>Pathétique Sonata</i>	Area of Study B: Vocal Music • Purcell: <i>Music for a While</i> • Queen: <i>Killer Queen</i>
Area of Study C: Music for Stage and Screen • Schwartz: <i>Defying Gravity</i> from <i>Wicked</i> • Williams: <i>Star Wars</i>	Area of Study D: Fusions • Afro-Celt Sound System: <i>Release</i> • Esperanza Spalding: <i>Samba Em Preludio</i>

Component 1: Performing (30%)

- Pupils will perform a solo and ensemble piece
- These can be of any style or genre
- Combined duration of a minimum of 4 minutes
- Recorded and assessed in Fifth Year (usually in the Autumn Term)

Component 2: Composing (30%)

- Pupils will compose a Free Composition and Set Brief Composition
- These can be written in any style or genre
- Combined duration of a minimum of 3 minutes

Component 3: Appraising (40%)

- Pupils will sit an exam that lasts one hour and forty-five minutes
- Section A – comprising of shorter answers (68 marks)
- Section B – comprising of an extended answer that requires pupils to compare one of the set works with an unfamiliar work in relation to specific musical elements (12 marks)

Who should consider taking GCSE Music?

The course is suitable for anyone with a passion for music as a vocalist and/or instrumentalist. It is generally expected that Music Scholars and Music Exhibition holders study this subject for GCSE to further their musical development. They will already be very strong in the performance relative to the GCSE standard and will have a strong aptitude in the subject.

It is recommended that:

- Pupils are of an approximately a Grade 3 or higher standard on an instrument/voice upon entering the Fourth Year.
- Pupils have an understanding of Music Theory.

It is expected that:

- Pupils must have regular lessons on their principal instrument/voice throughout the GCSE course.
- Pupils should attend co-curricular music activities – either an instrumental or vocal ensemble.

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 main areas (Theory and Practical) with 2 sections within those areas, creating four components overall:

Theory (60%)

The syllabus for the theoretical aspects includes:

1. Applied anatomy and physiology
2. Movement analysis
3. Physical training
4. Health, fitness and wellbeing
5. Sports psychology
6. Socio-cultural influences

The pupils will sit two written examinations at the end of the course to assess their theoretical knowledge, both comprising multiple choice, short, long and extended answer questions (maximum 9 marks and only one per paper).

Component One – Fitness and Body Systems (36%)

- 80 marks
- 1 hour 30 mins
- Topics 1-3 (*as seen above*)

Component Two – Health and Performance (24%)

- 60 marks
- 1 hour 15 mins
- Topics 4-6 (*as seen above*)

With its cross-curricular content, the study of GCSE Physical Education compliments 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.

Component Three - Practical (30%)

- 105 marks
- 35 marks per activity
 - 10 marks for skills in isolation
 - 25 marks for application of skills, techniques and decision-making in competitive situations

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. Sports from outside of school can also be selected, for example Skiing, Horse Riding and Golf. Student must choose at least one **team** and one **individual** activity with the third being a **free** choice.

Pupils aim to improve their performance in each sport and to build on their knowledge of the necessary skills, tactics and rules across the two years. They are assessed throughout the course and then in a final practical assessment at the end of the course.

Component Four – Personal Exercise Programme (10%)

- Internally marked and externally moderated

- 20 marks

Pupils choose one of their sports 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.

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 examinations. Access arrangements have to be applied for and approved in advance of the examinations 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 provided, and evidence that they have used the access arrangements both in the classroom, and in tests and examinations. Ultimately, the School decides whether an application for access arrangements should be made, considering all evidence available. 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).

Sixth Form Entry Criteria

The School applies a range of academic and behavioural criteria to ensure that those who progress into, or join, the Sixth Form will be able to thrive. **Pupils need to achieve a minimum of 40 points from their best six GCSEs (excluding native language GCSEs) in order to qualify for entry into the Sixth Form.** The School will enter into a consultation with parents before the end of the Spring Term in the Fifth Year if there appears to be any reason why a pupil may be unlikely to meet our thresholds for entry into the Sixth Form. Parents of pupils in the Fifth Year must in every case give a term's notice if it is not the pupil's and their intention to progress from the Fifth Year into the Sixth Form at Caterham.

SUBJECT REQUIREMENTS Individual subject thresholds are as follows:

Subject	Minimum Requirement for A Level
Art: Fashion Textiles	7 in an Art, Design (e.g. 3D or DT) or Media GCSE
Art: Fine Art	7 in Art
Art: Photography	7 in an Art, Design (e.g. 3D or DT) or Media GCSE
Biology	7 in Biology and 7 in Mathematics
Business	7 in Business Studies (if taken at GCSE) and 6 in English Language or Literature and 6 in Mathematics (7 in English and Mathematics if Business Studies not taken at GCSE)
Chemistry	7 in Chemistry and 7 in Mathematics
Computer Science	7 in Computer Science and must study Mathematics 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 (if taken at GCSE)
English Literature	7 in English Literature and in English Language
French	7 in French
Geography	7 in Geography and 6 in English Language or Literature
German	7 in German
History	7 in History and 6 in English Language or Literature
Latin & Greek	7 in Latin (if taking Latin), 7 in Greek (if taking Greek)
Mathematics	8 in Mathematics*
Further Mathematics	9 in Mathematics*
Music	7 in Music and Grade 5 instrument/voice
Philosophy, Ethics & Theology	7 in Religious Studies (if taken at GCSE) and 6 in English Language or Literature (7 in English if Religious Studies not taken at GCSE)
Physical Education	7 in Physical Education*
Physics	7 in Physics and 7 in Mathematics
Politics	7 in a Humanity and 6 in English Language or Literature
Design & Technology: Product Design	7 in DT or 7 in 3D Design (Art & Design)
Psychology	7 and 6, or 6 and 7 in Biology and Maths 6 in English Language or Literature
Spanish	7 in Spanish

* Further information can be found in the Academic Departments section on the school website.



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