



Haileybury

GCSE options

The GCSE years present an exciting opportunity for pupils to consider their subject choices; as such, these years are a time of great purpose and challenge. Pupils should take the opportunity to consider their strengths, and to consider their choices in the context of any future ambitions that they might harbour. Pupils will benefit from the support of their teachers, tutors and Housemasters/Housemistresses (HMs) when deciding upon the subjects that they would like to study in Middles and Fifths.



GCSE at Haileybury

The potential pathways that are available to pupils are child-centred: we believe in offering a personalised curriculum that will allow each and every pupil to study the courses that are appropriate to them.

Equally, the curriculum has, at its core, the subjects that sit at the heart of academic study: **English, studied as both Language and Literature, Mathematics and Science, studied as Biology, Chemistry and Physics.**

Every pupil will then develop this core through a selection of optional subjects, which will allow them to consider whether they want to begin to specialise, or whether they want to remain broad in their outlook. In addition to this, all pupils will benefit from the extension curriculum, which will include an inter-disciplinary module, for which an academic essay will be produced, and a course in study skills.

The GCSE years are a time of progression and development. Whilst it is easy to see them as a stepping stone to further study, it is crucial to remember that these courses are wonderful in their own right, and present an excellent opportunity to develop solid academic foundations upon which later learning will be built.

Key Point of Contact

Mr Stephen Campbell *Deputy Head (Academic)*



GCSE pathways

The **Core Curriculum** is made up of the subjects that all pupils need to study, both in terms of ensuring that options remain open throughout their educational journey, but also because they underpin wider study. All pupils will study **Mathematics**, and all will be examined at the end of the Fifths. Similarly, all pupils will study both **English Language** and **English Literature**, and will be examined in both at the end of their GCSE years. All pupils will also study **Science**, which will be taught as **Biology, Chemistry** and **Physics**. Early on in the Fifths, the Head of Science will consult with pupils and parents regarding the most appropriate outcome for each individual: most pupils will be examined in triple science, but, for a few, the double award will be more appropriate. The reasoning behind this is to allow all pupils the opportunity to study the sciences to the highest possible level, but to recognise that the outcomes of this study will need to be personalised.

The **Optional Curriculum** is designed to be customisable to match the personalised pathways of every single pupil. Whilst **Modern Languages** is not a compulsory subject, it is expected that most pupils will study a language, whilst gifted linguists will opt to study two. Equally, whilst there is no expectation that every pupil will study a humanity, in reality, most pupils opt to study **Geography, History** or **Religious Studies**, with many looking to study two. Regarding the **arts** and **technology**, it will be appropriate for some pupils to study one of these subjects, and some will opt to specialise further in this area. Equally, the **classical** subjects could be studied as part of a wide suite of options, or as part of a specialised pathway. By **removing the option blocks**, we are allowing for some pupils to opt to study for a broad, varied curriculum, but also recognising that, for some, a degree of specialism is what is appropriate.

This curriculum is then strengthened through the **Extension Curriculum**. The extension modules include the study of the **Middle Years Diploma Personal Project**. This is an independently assessed essay that allows pupils to consider their subject specific knowledge in the context of an inter-disciplinary project. It encourages them to think, challenge and probe, and is fantastic preparation for later studies. In addition to this model, which will be completed in the Middles, pupils in the Fifths will benefit

The inter-disciplinary project encourages pupils to think, challenge and probe...

from a **study skills module**. This will focus on long term memory, on examination literacy and on revision strategies, and will strengthen the learning processes that will be happening in subject departments. More details of these courses can be found at the back of this booklet.

Approaches to learning

Core Curriculum

Mathematics
English Language
English Literature
Science

Optional Curriculum

Art
Classical Civilisation
Classical Greek
Computer Science
Design Technology
Drama
Geography
History
Latin
Modern Foreign Languages
Music
Physical Education
Religious Studies

Enrichment Curriculum

Middle Years Diploma Personal Project
Study Skills

Whilst GCSE qualifications are significant in terms of future study, they are **strong, exciting and rigorous courses** in their own right. At Haileybury, we offer a mixed economy of qualifications: some are GCSE and some are IGCSE; some are graded 9-1 and some are graded A*–U. The simple explanation for this is that we are driven by the desire to offer the pupils the best possible course: by this, we mean the course that will be most **highly regarded by future institutions**, the course that will **best prepare pupils for later study**, and the course that we believe **challenges all pupils**. In light of this mixed economy, matriculation requirements will differ from previous years; these will be communicated over the coming months.

The GCSE years also present a time of educational maturity. The curriculum we offer ensures that **academic rigour** is treasured, and that pupils will start to identify as linguists, artists, historians, and other such specialists. They will not be driven towards examinations: they will be taught to interact with, and to love their subjects. This will, inevitably, bring about examination success. Equally, this rigour will be balanced with opportunities for pupils to develop their **curiosity**, to question and probe the veracity of the subjects that they are studying, and to recognise connections across these subjects. Finally, **independence** of thought and of study will be developed: this is, of course, the end goal of education, rather than the means through which it is delivered.

Mathematics

IGCSE (4MA1) Graded 9-1

Jocelyn Jennings BSc PGCE
Head of Maths

What will pupils learn?

The syllabus aims to enable pupils to develop their mathematical knowledge and skills. They will learn to apply Mathematics in everyday situations and develop an understanding of the part that Mathematics plays in the world around them. They will be encouraged to apply their mathematical skills in other areas of the curriculum.

Who is this course for?

All pupils are setted on ability in Mathematics but all take this course. Since this is a core subject the IGCSE syllabus is begun to be studied in Removes and is then built upon in Middles and Fifths. The department has consistently achieved excellent results with all sets. The higher sets will follow an accelerated course with set 1 aiming to finish the GCSE syllabus in the Middles and then following the OCR Freestanding Additional Mathematics course (level 3). Set 2 aim to finish the course in the Winter term of the Fifths and will also study some of the Additional Maths course. The Additional Mathematics course considerably extends the knowledge and understanding of Mathematics of the more able pupils and therefore will help them to achieve the challenging grade 9 at GCSE.

Where will this course take pupils?

The IGCSE Higher Tier course will also provide a sound basis for further study of Mathematics. The Additional Mathematics provides a very good foundation for A Level Mathematics most especially Further Mathematics as well as Higher Level International Baccalaureate (IB) Diploma Mathematics.

The department has consistently achieved excellent results with all sets



English Language

IGCSE (Edexcel) Graded 9–1

Dr Katherine Mair BA MA PhD PGCE
Head of English

What will pupils learn?

Pupils will develop core skills in reading and writing. The Language course exposes pupils to a wide-range of texts, including non-fictional writing, poetry and prose. Pupils will learn how to close read these texts and develop their analytical, evaluative and interpretative skills as they explore how they can formulate coherent essay responses in which they critique the style and content of the differing pieces. Pupils will also develop their skills in the production of imaginative writing, typically in the transactional mode (diaries, letters, magazine articles and speeches). The course will help pupils to appreciate the importance of sophisticated communication styles.



Who is this course for?

This course is compulsory for all pupils. An IGCSE in English Language is typically required by most UK universities. The reading and writing skills developed on the course are also integral to success in other curriculum subjects therefore it is recognised that undertaking this IGCSE will enrich the overall academic development of all pupils.

Where will this course take pupils?

The course provides a solid foundation for pupils who wish to study English at A Level. Given that English is a core component of the IB Diploma, the course will be an invaluable foundation for this qualification. It will also be particularly advantageous for pupils who are opting to study subjects which are assessed by essay responses in Sixth Form. More holistically, the development of reading and written communication will help all pupils improve their ability to synthesise narratives they encounter in other areas of society and communicate their ideas effectively in written discourse.

The authors studied range from Shakespeare through to celebrated postcolonial poets, including John Agard and Benjamin Zephaniah

English Literature

IGCSE (Edexcel) Graded 9–1



What will pupils learn?

Pupils will develop their appreciation of literary texts from the Renaissance period through to modernity. Pupils will be expected to study a wide range of literary forms, including poetry, fictional prose and drama. The authors studied range from Shakespeare through to celebrated postcolonial poets, including John Agard and Benjamin Zephaniah. In this way, the course will encourage pupils to understand and explore how literary texts can be used to explore a range of themes, emotions and relevant social

issues, including love, death and racism (to name but a few).

Who is this course for?

This course is compulsory for all pupils. The IGCSE in English Literature is recognised to improve the pupils' cultural awareness and develop their reading skills. It will be of particular appeal and interest for pupils who enjoy reading and literature, however, we hope that it will also foster an appreciation of literature within pupils who may not consider themselves as natural or confident readers.

Where will this course take pupils?

The course provides a solid foundation for pupils who wish to study English Literature at A Level or as part of their IB Diploma. Given that English is a core component of the IB Diploma, the course will be an invaluable foundation for this qualification. It will also be particularly advantageous for pupils who are opting to study subjects which are assessed by essay responses in Sixth Form. Pupils who are interested in Philosophy, Psychology or History are likely also to be particularly engaged by this course, as it requires pupils to contemplate the issues covered in these subjects as they evaluate literary works.

Science

IGCSE (Edexcel) Graded 9–1

Arthur Kattavenos BEd MSc
Head of Science

Major aims of the IGCSE Triple Science courses

To impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns;

To further pupils' appreciation of the practical nature of science, by understanding and applying the scientific methods based on correct and safe laboratory techniques;

To develop and sustain a life-long enjoyment of, and interest in, the scientific world;

To foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts.

Who is this course for?

The IGCSE Edexcel Science courses (**Biology 4BI1, Chemistry 4CH1 and Physics 4PH1**) are taught to all of our pupils in Middles. We believe that this is a more rigorous academic route than the UK GCSE qualifications and provides our pupils with an outstanding foundation for the advanced sciences in A Level and the IB Diploma. Assessment is linear and single tier consisting of two examinations papers for Biology, Chemistry and Physics which are taken at the end of Fifths. A separate grade for each subject is awarded on a numerical scale of 9–1, with 9 being the highest grade attainable. There is no coursework, however practical and investigative skills are incorporated within the written papers.

What will pupils learn?

IGCSE Biology enables pupils to:

Learn about the unifying patterns and themes of biology. Acquire knowledge and understanding of biological facts, concepts and principles and the skills needed to use them in new and changing situations. Sustain and develop an enjoyment of, and interest in, the study of living organisms.

Evaluate, in terms of their biological knowledge and understanding, the benefits and drawbacks of real-life applications of science, including their everyday, industrial and environmental aspect.

IGCSE Chemistry enables pupils to:

Explore what the world around us is made of. From the building blocks of atoms, pupils will explore how the fundamental particles of matter can be reacted and manipulated. Applications of chemistry to industrial processes and the environment give real world context to the theories covered by the course. Pupils will learn to draw links across the syllabus to develop a synoptic approach to problem solving. Experimental work is crucial in Chemistry; as such the development of practical skills forms a key part of the course.

IGCSE Physics enables pupils to:

Learn about a wide range of physics concepts and ideas, as well as some of the guiding principles that allow for the accurate description and prediction of the universe. The language of Physics is Mathematics, thus mathematical and problem solving skills are developed extensively

in Physics and applied to both familiar and unfamiliar situations. Additionally, the role of physics is emphasised in terms of its social, economic and environmental importance.

Where will the IGCSE Triple Sciences lead?

The Triple Sciences provide an excellent foundation for progression to the A Level and IB Diploma Sciences in the Sixth Form. More importantly, they expose pupils to a variety of problem solving approaches, critical thinking and research skills which are transferable not just in to the Sixth Form, but to university as well across a whole range of disciplines beyond the scientific ones.

IGCSE Double Award Science

As the name suggests, the IGCSE Double Award Science (**4SDo**) course provides a broad and balanced curriculum in each of the three main Triple Sciences described above (and as the name suggests leads to two IGCSEs). It enables pupils to appreciate and understand basic scientific ideas and their applications and thus to become well-informed citizens of the modern scientific and technological world. **Although all pupils will be taking the Triple Science route in the first instance**, a decision will be made towards the end of Fifths on whether pupils will be enrolled to take the complete set of Triple Award Science papers (meaning papers 1 and 2 for each Triple Science) or only paper 1 for each science (Double Award). This decision will be based on **academic performance** across all three of the sciences.

Art

GCSE (OCR) Graded 9-1

Nick Gorman BA
Head of Art



What will pupils learn?

The OCR Fine Art course is a creative course which encourages pupils to develop their 2D and 3D skills as well as their independent thinking. The two year course involves developing a variety of techniques and processes which draw on a range of materials and offer a chance to develop many different styles. All art pupils build a portfolio of work based around a clear theme which will be presented at the end of the academic year. As well as getting the opportunity to work individually on practical projects, you will learn from direct teaching, peer learning, presentations, trips, reflective reading and writing. All art students are encouraged to experiment and will have the opportunity to use a wide range of materials including ceramics, sculpture, print-making, photography, design and many others. Recording images and representing the world around you are at the heart of the projects. During your time on the course you will gain a strong understanding of the genres and styles in the history of art which underpin your own work.

You will develop a portfolio of work that demonstrates and evidences your creativity and understanding of art and design skills. You may explore a range of different subjects within a project such as the figure, architecture or natural forms.

Who is this course for?

The GCSE course is designed to be a challenging and rewarding experience for pupils who are creative thinkers with a solid background in drawing and making.

Where will this course take pupils?

Pupils choose art for a variety of reasons. Pupils can gain entry onto highly selective undergraduate degree programmes in Art, Architecture, Fashion, Graphic Design, Textiles, Sculpture, Computer Games Design and many other routes. In addition, many pupils choose to progress to A Level and then to an Art Foundation Course. As a complementary area of study to our other GCSE level subjects, Art presents opportunities to develop lifelong skills in analysis, research, interpretation and creative execution.

Art presents opportunities to develop lifelong skills in analysis, research, interpretation and creative execution

Classical Civilisation

GCSE (OCR) Graded 9–1

Richard Hunter BA
Head of Classical Civilisation

What will pupils learn?

Pupils will learn what life was like in Classical Greece and Rome through studying the lives of the people who lived at that time. The course is divided into two sections: a thematic study and a literature and culture module. In the thematic study pupils will read classical myths and study physical sources to develop an understanding of religion in both the Greek and Roman world. They will cover topics including Olympian gods, Hercules, The Underworld and how gods were honoured. In the literature and culture module pupils will develop an understanding of what city life was really like in Rome through studying what contemporary Romans had written. By reading the literature (in translation) of the Romans and Greeks pupils will see how similar (and how different) the Greeks and Romans are to us. Pupils will develop evaluative skills as they respond to the details drawn from the ancient sources.

Pupils will see how similar (and how different) the Greeks and Romans are to us

Who is this course for?

This course will suit a broad range of interests. The literary aspects of it may appeal to those studying English Literature and Drama; the historical aspect, those studying History; the archaeological aspect, anyone interested in visiting buildings of the past and imagining what they once were. There is certainly a creative aspect to the course as pupils are encouraged to respond personally to the information which they learn and draw their own opinions upon it. In particular the course focusses on the lives of people, so it is an opportunity for pupils to realise that Romans and Greeks lived their lives amidst similar pleasures and tensions to those which we live amidst today. No prior knowledge of the subject is required.

Where will this course take pupils?

The course encourages pupils to develop independent views on the material covered and an interest in how the modern world has been formed. In particular it nurtures the thinking and empathy skills which prepare pupils for the changing world in which they live. Pupils do not need to have studied GCSE Classical Civilisation in order to study the subject at A Level, but if they have an interest in the ancient world they will gain a broader understanding of it through studying both. The analytical skills gained through studying GCSE Classical Civilisation are adaptable to the study of any humanity subject at A Level or IB Diploma.



Classical Greek GCSE (OCR) Graded 9-1

Miss Alexandra Logan
Acting Head of Classics

What will pupils learn?

Through the combined study of language and literature, pupils will develop their understanding of the culture, values and society of the ancient Greek world. Whether pupils begin the course with prior experience of Greek or not, all pupils will learn to see patterns in Greek grammar and sentence structure, many of which are mirrored in English and other modern languages. They will become adept at spotting short-cuts in the learning of vocabulary through derivations and comparisons with those other languages. Pupils will also have the opportunity to study some original Greek, both verse (exploring the Iliad and the world of the hero) and prose (investigating Herodotus and the cultural conflicts of East and West). The unusual flexibility of Greek word order and syntax will challenge pupils as well as enabling them to develop refined literary analysis skills.

Pupils will become adept at spotting short-cuts in the learning of vocabulary through derivations and comparisons with other languages



Who is this course for?

All pupils, both those who have studied Greek before and those who have not yet had the opportunity, are able to choose Classical Greek at GCSE. Those who have enjoyed studying Greek in Removes will be well-placed to carry on their studies; equally those with an interest in languages, literature or history will enjoy the course. Pupils will encounter a wide range of sources and have the chance to hone their writing skills whilst considering varied, thought-provoking material, providing an insight into the enormous cultural differences between the ancient and modern world. GCSE Greek also gives pupils an enhanced understanding of the English language and its nuances. The holistic approach and broad range of skills required for GCSE Greek makes it a worthwhile prospect for any pupil who enjoys an academic challenge.

Where will this course take pupils?

This course is not designed purely for those who wish to study Classics later at Haileybury. Pupils develop a wide range of transferable skills, during both translation and literary or historical analysis, which are applicable to any number of subjects, including Classical Civilisation. Whether it be the attention to detail required in translation, the systematic thought process essential in deciphering a classical author, or the cultural appreciation needed for essay writing, Greek complements any combination of GCSE subjects.

There are various Classical Society events hosted for Middles and Fifths throughout the year, as well as trips to study days in London and visits to the Cambridge Classics Faculty and Colleges.

Computer Science

IGCSE (CIE) Graded 9–1

Jonathan Spavin
Head of ICT

Who is this course for?

Computer science is probably the fastest moving field in education today and whatever career you see yourself having, it is likely that to succeed you will need to have some understanding of this area. You might consider a job in Cyber Security, Artificial Intelligence, Robotics or Big Data (there are massive opportunities in all these fields), or you might want simply to make sure that you are fully informed of the underlying systems that we all use daily.

What will pupils learn?

This IGCSE (CIE) Computer Science course covers all aspects of modern computing, including practical skills such as programming in Python, using web technologies such as web scripting languages like HTML, JavaScript and an understanding of the hardware systems that underpin all this. Computer Science is as much about the computer as the telescope is about astronomy. Computing at its heart is about the application of logic to solve complex problems, but it also requires creativity, critical thinking, analytical skills, communication skills, innovation and perhaps most importantly, resilience.

The topic areas covered are:

- Data representation
- Communication and internet technologies
- Computer architecture, languages and operating systems
- Logic gates
- Sensors
- Security
- Ethics–legal, ethical, moral and social issues
- Algorithm design and problem solving
- Databases.

Where will this course take pupils?

Of course, this would be the ideal course for those pupils hoping to study Computer Science at A Level, university or just interested in the following fields: Cyber Security, Robotics, Artificial Intelligence or Big Data. It is also an ideal IGCSE for those hoping to study Mathematics, Science, Engineering, Economics and Business.



Computing is about the application of logic to solve complex problems, but it also requires creativity, critical thinking, analytical skills, communication skills, innovation and perhaps most importantly, resilience

Design Technology

IGCSE (CIE) Graded 9–1

Tom Opie BA PGCE
Head of Design Technology

What will pupils learn?

The IGCSE in Design Technology enables pupils to identify, consider and solve problems through creative thinking, planning, design and by working with different media, materials and tools. Pupils will gain technical and design awareness as a result and develop initiative, resourcefulness, inquisitiveness and ingenuity. They will also develop the communication skills central to design, making and evaluation.

Pupils at Haileybury have the choice of specialising in one of three areas at IGCSE; **Graphics**, **Resistant Materials** and **Design Engineering**. Each discipline has a different focus at its core and allows our pupils to specialise in these topics in their theory paper and project work. All pupils studying Design Technology must also sit a common Product Design paper that tests their design thinking and skills.

Graphics aims to develop the skills that designers use within the context of their activities in the design studio, with a particular focus on computer-aided design (CAD). It also aims to develop an awareness of the importance of communication and modelling techniques concerned with promotion and illustration of ideas and their interrelationship with all stages of commercial manufacture and marketing.

Resistant Materials aims to develop the skills which designers use within the context of materials and the equipment used to process them. Pupils gain practical experience and an understanding of materials and the physical and working properties of plastics, woods, metals and composites in relation to specific designing and manufacturing tasks.

Design Engineering (also known as **Systems and Control**) aims to develop skills and knowledge used by designers within the areas of structural, mechanical and electronic engineering. Pupils undertake practical activities in all three areas which augment the theoretical modules. By identifying how these areas interrelate, pupils can appreciate and exploit opportunities to design and make controlled systems.

Pupils studying these courses will have to complete an internally-assessed major project which makes up 50% of the IGCSE. This is a rewarding yet challenging aspect of the course as pupils need to develop excellent project management skills in order to complete a detailed design portfolio and high quality product.

Who is this course for?

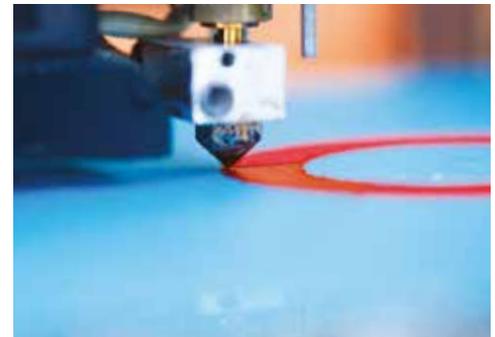
The Design Technology IGCSEs will suit pupils who have an interest in how products and applications are designed and made, both within industry and commerce and how wider issues affect design decisions. The **Graphics** course will suit pupils who have enjoyed the precise nature of technical drawing and will enjoy working with a range of computer aided software. The **Resistant Materials** course is the most hands on of the three subjects and best suits those pupils who learn better through practical activities; the course covers a wide range of traditional workshop practises and modern computer-aided design and manufacture (CAD/CAM). The **Design Engineering** course is best suited for those who are interested in the field of engineering and technical design.

Where will this course take pupils?

The IGCSEs are qualifications that enable our pupils to progress directly to further qualifications in Product Design or Design Engineering. Pupils who are awarded grades 9 to 6 in the IGCSE (9–1) Design and Technology are well prepared to follow courses leading to an A Level or IB Diploma Design and Technology course.

In Fifths all pupils studying Design Technology have the option of applying for the Arkwright Engineering Scholarship, which is the most prestigious scholarship of its type in the UK. It aims to identify, inspire and nurture the country's future leaders in a broad sweep of engineering professions.

For some, Design Technology IGCSE could be the start-point for highly satisfying and successful careers in design, engineering, manufacturing or the creative industries, which are predicted to grow strongly in the coming years. Estimates are that the UK will need 1.82 million new engineers in the decade up to 2022 (Engineering UK, 2015).



Drama

GCSE (WJEC Eduqas) Graded 9-1

Mr Robert Byers MA PGCE
Head of Academic Drama

What will pupils learn?

Pupils will investigate a practitioner or genre of drama, work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions, forms and techniques to produce and realise a piece of original theatre. They will also have the opportunity to participate in the performance of an extract from a play text. Furthermore, pupils will demonstrate their knowledge and understanding of drama, including their ability to interpret texts for performance, in a written examination.

Who is this course for?

This is an exciting, inspiring and practical course that is suitable for anyone with an interest in theatre be that in relation to acting or design. It promotes an involvement in and enjoyment of drama and pupils can opt to be either assessed as a performer and/or designer (lighting, sound, set or costume). Additionally it provides opportunities for pupils to attend live theatre performances, workshops run by industry professionals and to develop their skills as informed and thoughtful audience members. Pupils are not required to have studied Drama in Removes in order to choose this option.

Where will this course take pupils?

GCSE Drama is an excellent starting point for further study at A Level or IB Diploma and for university degree courses. Pupils develop creative skills, as well as knowledge and understanding of the arts, preparing them to study a broad range of subjects. Many go on to Drama and Theatre degrees or to Drama School. Much of the skills developed in Drama are transferable and in the past our pupils have been able to apply them to the study of humanities subjects, Literature, Law, Sociology, Psychology, and Education.

Pupils will work collaboratively to develop ideas to communicate meaning and experiment with dramatic conventions



Geography

GCSE (AQA) Graded 9-1

George Seccombe BA PGCE
Head of Geography

What will pupils learn?

The course is split into three papers, with two worth 35% and lasting 90 minutes with the other worth 30% and lasting 75 minutes. Paper 1 (Physical) looks at Natural Hazards (tectonic, tropical storms and climate change), The Living World (ecosystems, tropical rainforest and hot deserts) and UK Physical Landscapes (rivers and coasts). Paper 2 (Human) covers Urban Areas (both in the UK and in the developing world), the Changing Economic World (both in the UK and in the developing world) and the challenges of resource management. Fieldwork, issue evaluation and geographical skills are tested in paper 3, with these aspects covered throughout the course. Completing fieldwork is a requirement of the course and so pupils spend two days in Middles away from school conducting this research. Each year a voluntary overseas trip is run in October half term of Fifths. In 2019 this will likely be to Iceland where pupils can climb glaciers, explore lava caves, gaze at magnificent waterfalls, bathe in geothermally heated water and see first-hand the impacts of volcanic eruptions.

Who is this course for?

Geography is a popular subject at Haileybury as it balances the study of the physical environment and human interactions. It is ideal for pupils who want to learn more about how the physical nature of the world is interdependent and for those who are inquisitive about human movements, interactions and the consequences of such events.

Where will this course take pupils?

The course requires pupils to develop their analysis, communication, interpretation and evaluative skill – all of which are crucial when approaching Sixth Form subjects. Many GCSE Geography pupils go on to study the subject at A Level or as part of the IB Diploma and this course is designed to prepare them for the academic rigor that those courses require. For those wanting to study Geography in the Sixth Form or beyond, it is advisable that they study Geography as one of their GCSE options.

Pupils can climb glaciers, explore lava caves, gaze at magnificent waterfalls, bathe in geothermally heated water and see first-hand the impacts of volcanic eruptions

History

IGCSE (Edexcel) Graded 9-1

Kathryn Galbraith BA
Head of History

What will pupils learn?

Pupils studying IGCSE follow a varied and relevant course which focuses heavily on modern history. Middles study Stalin's dictatorship and the USA 1945-73, with heavy emphasis on the civil rights movement. Pupils in Fiftths study the Vietnam War and the development of medicine from the mid-nineteenth century to the introduction of the NHS. The course teaches pupils about key concepts such as totalitarianism and democracy. Many of the themes provide opportunities to discuss current national and global issues. As the course progresses pupils improve their literary skills, learning to construct arguments, write convincingly and analyse source material. The department places high priority on teaching critical thinking.

Who is this course for?

This course will suit pupils who have enjoyed History in Removes and are interested in world events and people. There are many opportunities to relate events being studied to current affairs so pupils who are interested in politics, economics and international relations are likely to find History stimulating. This is a literary subject but pupils should be aware that their skills will develop over time as they mature and receive support. Many lessons involve debate so pupils who enjoy argument tend to thrive. History is compatible with all other GCSE subjects and provides breadth for those focusing on sciences.

Where will this course take pupils?

The rigour of History as a subject is highly valued. IGCSE History prepares pupils well for the transition to A Level through its focus on argument and literacy. Many pupils choose to study History A Level but those who do not will be left with a good understanding of the foundations of the modern world. History is a good preparation for a wide range of careers such as law, work in the media or management.



Many of the themes provide opportunities to discuss current national and global issues

Latin

GCSE (OCR) Graded 9-1

Miss Alexandra Logan
Acting Head of Classics

What will pupils learn?

After charting the development of Rome from its legendary origins in the Trojan War in *Removes*, pupils will look at life in the empire at its height during the first century AD. The pupils will learn to see patterns in Latin grammar and sentence structure, many of which are mirrored in English and other modern languages, and will become adept at spotting short-cuts in the learning of vocabulary through derivations and comparisons with those other languages. Pupils will also have the opportunity to study some original Latin, both verse (exploring the *Aeneid* and the world of the hero) and prose (investigating Tacitus and the perils of empire). The unusual flexibility of Latin word order and syntax will challenge pupils as well as enabling them to develop refined literary analysis skills.

GCSE Latin also gives pupils an enhanced understanding of the English language and its nuances



Who is this course for?

This course will suit anyone who enjoyed the academic challenge of *Removes* Latin and the enormous cultural differences between the ancient and modern world. Those with a passion for Literature or History will encounter a wide range of sources and have the chance to hone their writing skills whilst considering varied, thought-provoking material. GCSE Latin also gives pupils an enhanced understanding of the English language and its nuances. The holistic approach and broad range of skills required for GCSE Latin makes it a worthwhile prospect for any pupil with a background in the language.

Where will this course take pupils?

This course is not designed purely for those who wish to study Classics later at Haileybury. Pupils develop a wide range of transferable skills, during both translation and literary or historical analysis, which are applicable to any number of subjects, including Classical Civilisation. Whether it be the attention to detail required in translation, the systematic thought process essential in deciphering a classical author, or the cultural appreciation needed for essay writing, Latin complements any combination of GCSE subjects.

There are various Classical Society events hosted for Middles and Fifts throughout the year, as well as trips to study days in London and visits to the Cambridge Classics Faculty and Colleges.

Modern Foreign Languages

French, Spanish & Italian Graded 9–1

Jose Garcia Martinez BA MA CAP
Head of Modern Foreign Languages

What will pupils learn?

Pupils can choose to study one or two languages at IGCSE level. The aim of the language courses is to develop an ability to use the language effectively for practical communication. The courses are based on the linked language skills of listening, reading, speaking and writing, and these skills are developed as pupils progress through their studies.

Who is this course for?

Pupils must be motivated and show real determination to master the wide range of vocabulary involved, in addition to learning grammar. Materials used throughout the courses are authentic and pupils work at all times with a clear purpose. A high level of participation in lessons is also expected.

Where will this course take pupils?

The syllabus also aims to offer insights into the culture and civilisation of countries where the language is spoken, therefore encouraging positive attitudes towards language learning and towards speakers of foreign languages. Pupils will also acquire a solid base for further study of the target language, or an additional language.

IGCSE Syllabus

All examination questions are set in the context of the following topic areas and sub-topic areas:

Topic

Sub-topics

A. Everyday activities

- Home life
- School routine
- Eating and drinking
- Health and fitness

B. Personal and social life

- Self, family, pets, personal relationships
- House and home
- Leisure, entertainments, invitations
- Eating out
- Festivals and special occasions
- Holidays; getting around
- Accommodation

C. The world around us

- Home town and geographical surroundings
- Shopping
- Public services
- Natural environment
- Weather
- Finding the way
- Meeting people
- Places and customs
- Travel and transport

D. The world of work

- Further education and training
- Future career plans
- Employment
- Communication
- Language at work

E. The international world

- Holiday travel and transport
- Geographical surroundings
- Weather
- Places and customs
- Food and drink
- Meeting people
- Issues according to available resources and individual interest

IGCSE French/Spanish/Italian course structure – content & assessment

Paper 1 – Listening (approximately 45 minutes)
25% of IGCSE

Paper 2 – Reading (approximately 1 hour)
25% of IGCSE

Paper 3 – Speaking (approximately 15 minutes)
25% of IGCSE

Paper 4 – Writing (approximately 1 hour)
25% of IGCSE



Music

GCSE (AQA) Graded 9–1

James Deveson BMus MMus PGCE
Head of Academic Music

What will pupils learn?

The three main components of the course are **Performing**, **Composing** (both coursework and worth 30% each), and **Listening/Analysing** (examined and worth 40%). Pupils submit two recordings for their Performing: one solo, and one ensemble (typically a duet); these can be on an instrument or voice. The Composition component is taught in academic lesson time and there is no necessity for any composing experience prior to taking the course. The Listening/Analysing component is taught through four set Areas of Study, (Classical Music to 1910; Popular Music; Traditional Music; and Classical Music since 1910), and includes a number of set works.

Who is this course for?

This course will suit pupils who have taken instrumental/singing lessons and reached a standard of Grade 3 or higher. Typically pupils taking this course enjoy listening to a broad range of musical styles and possess an open and receptive outlook towards unfamiliar musical genres. An elementary knowledge and understanding of Music Theory will be an advantage for pupils taking this course.

Where will this course take pupils?

The content of the Music GCSE syllabus complements the one-to-one work undertaken by pupils in their instrumental/singing lessons, ultimately making them better informed musicians with a broader understanding of the repertoire they are learning and playing/singing. Furthermore the course develops the core skills required at both IB Diploma and A Level music, and ultimately for the study of music beyond school at university/conservatoire.



Pupils taking this course enjoy listening to a broad range of musical styles and possess an open and receptive outlook towards unfamiliar musical genres

Physical Education

GCSE (OCR) Graded 9–1

Mr Daniel Payne-Cook BEd PGCE
Head of PE

What will pupils learn?

The impact of sport in the different contexts of all our lives is clarified. Pupils will learn the reasons why we do things, why some people outperform others – mentally and physically. They will also delve into the ethical considerations behind the use of drugs and the influence that modern technology is having on physical activity and sport. Pupils will learn how the healthy human body works during exercise, how exercise promotes health and the psychology of sport. This course will give pupils a fantastic insight into the amazing world of sports performance. The combination of physical performance and academic challenge provides an exciting opportunity for pupils, who can perform, and then through academic study, gain the knowledge to improve performance or coaching through application of the theory.

Who is this course for?

This subject provides pupils with the exciting opportunity to gain a deeper understanding of sports science. It will suit pupils who are interested in learning how the healthy human body works during exercise, how exercise promotes health and the psychology of sport, and those who are interested in opening up opportunities to work in the rapidly expanding sports industry. Stimulating content is at the heart of this engaging qualification, which will encourage pupils to immerse themselves in the world of sports, PE and science.

Where will this course take pupils?

Pupils will have the opportunity to develop a wide-ranging set of key skills, including communication using appropriate language, dealing with pressure, split-second decision making, interpreting and analysing data, as well as analysing and evaluating performance. This complete grounding in the subject provides a fantastic base for pupils to build on for the move to university, with over 40 future courses relating to the many strands of sports science available, ranging from physiotherapy and video analysis to medical disciplines or teaching. It also opens up opportunities to work in the rapidly expanding sports industry.



Pupils will develop key skills including communication using appropriate language, dealing with pressure, split-second decision making, interpreting and analysing data, as well as analysing and evaluating performance

Religious Studies

GCSE (OCR) Graded 9-1

Mr Hugo Wilson BSc PGCE
Acting Head of RS

What will pupils learn?

Throughout the duration of the course, pupils will be encouraged to develop their knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism. They will engage with questions of belief, value, meaning, purpose, truth and their influence on human life through a variety of philosophical challenges and debates. This course will allow pupils to reflect on their own beliefs and in turn aid their contributions to adult life in a pluralistic society.

Who is this course for?

This course is open to any pupil with an open and enquiring mind, who is willing to engage in thoughtful discussions of religious and non-religious matters. Pupils who enjoy questions of morality, philosophy and modern society, for example abortion, same-sex marriage and atheism, will find they suit the course well.

Where will this course take pupils?

By the end of the course, pupils will be able to construct well-informed and balanced arguments on matters concerned with religious beliefs and values. Pupils who complete this course will be in a good position to study Philosophy at A Level or IB Diploma. Philosophy and Religion is a gateway subject to a variety of occupations and is looked upon favourably by universities for producing pupils with clear analytical and moral skills.

Pupils will engage with questions of belief, value, meaning, purpose, truth and their influence on human life



Diploma personal project

Dr Kate Brazier
IBDP Co-ordinator

The Haileybury Personal Project is a self-directed project on a subject of personal interest. The average time to complete the project is about 25 hours.

The outcome is a process journal which is assessed and a product of some kind that is showcased, for example in a personal project fair.

Some examples of personal projects that pupils have undertaken include the following:

- An original work of art (visual, dramatic, performance, etc.)
- A piece of literacy fiction (creative writing)
- An original science experiment
- Creating a website or computer game
- Building a model, for example of the brain to use for teaching primary school children.

What will pupils learn?

The personal project has four phases each which foster particular skills:

Investigating

Pupils will define a clear goal for their project based on personal interests using research skills. They will learn how to research effectively using available resources and how to use a referencing system to cite the resources that they have used to develop academic honesty awareness.

Planning

Pupils will plan and record the development process of the project, for this part of the project they will get the opportunity to develop self-management and organisational skills.

Taking Action

Pupils will create a product/outcome in response to their goal during this phase, this will use many skills depending on the nature of their project. However, all projects will help them develop perseverance and to take pride in their creation.

Reflecting

During this phase pupils will learn how to evaluate the quality of their product/outcome against marking criteria. This process will help develop critical thinking skills.

Who is this course for?

The personal project is for all pupils in the Middles year. As the project is based on a personal interest, it allows pupils to pursue an interest in detail that they may not have had the time to pursue up to this point.

Where will this course take pupils?

The project will allow pupils to extend their knowledge and understanding in a topic of interest to them. This will facilitate an understanding about how personal interest combined with hard work can be an exciting learning experience. The skills learned during the project are skills that will be developed on further as they progress through their schooling and beyond. In the Sixth Form they will have the opportunity to produce an Extended Essay and at university the production of a dissertation or thesis will use some of the skills that they will acquire by participation in the personal project.

Pupils will define a clear goal for their project based on personal interests using research skills. They will learn how to research effectively using available resources and how to use a referencing system

Study skills

Mr Stephen Campbell
Deputy Head (Academic)



What will pupils learn?

Pupils will learn how to learn: they will be exposed to the latest research on memory and cognitive science, and taught how to turn this in to practical solutions that can be deployed both for their GCSE examination, but also during later study. They will understand how to read and comprehend texts in different contexts, and how to become examination literate. They will also be taught discrete vocabulary lessons that will allow them to become increasingly precise and articulate when communicating their ideas on the page.

Who is this course for?

All pupils will study this course for one period per fortnight during Fifths. The reasoning behind this is that many of the practices and approaches required for examination success are common across the subjects, and, therefore, should be addressed with commonality and clarity. The great benefit of this is that it allows subject teachers to focus even more closely on the specific detail required for their courses.

Where will this course take pupils?

Whilst this course will have a clear positive impact on GCSE examination success, it is more concerned with helping pupils to develop and establish effective working dispositions and patterns. Such dispositions will prove invaluable as pupils progress in to Sixth Form, and if they choose to stay in education beyond age 18. Rather than simply assume that pupils understand how to organise and manage their time, and that they know how to make use of their resources, this course teaches pupils how to do so, and helps them on that journey towards independence.

Pupils will be exposed to the latest research on memory and cognitive science, and taught how to turn this in to practical solutions

Next steps

Pupils should consider carefully the information that is presented in this options booklet. It is important that pathways and subject choices are made from a personal perspective, and that they are made in the context of any future plans. These decisions should not be made in isolation, and pupils should take their time over such decisions.

Whatever subject combinations are decided upon, the staff at Haileybury will guide and support pupils throughout their time studying for GCSEs. As decisions about further education are crystallised, we will provide further support for realising these plans. Pupils will continue to develop their sense of purpose and direction throughout these years, and this will continue into the Sixth Form.

For further information about
Haileybury's GCSE curriculum
and options please contact:

Mr Stephen Campbell
Deputy Head (Academic)
01992 706 210
s.campbell@haileybury.com

or:

Mrs Michele Metcalfe
Registrar
01992 706 353
registrar@haileybury.com