



SURBITON

HIGH SCHOOL

INFORMATION BOOKLET

**2025-2027**

GCSE OPTIONS

# Contents

Subject Choices	4
GCSE Pathways	6
Balancing Your Time	7
Careers	8
Art	10
Art and Design	12
Art Photography	14
Classical Civilisation	16
Classical Greek	18
Computer Science	20
Dance	22
Design and Technology	24
Drama	26
English Language and English Literature	28
Geography	30
History	32
Latin	34
Mathematics	36
Modern Foreign Languages	38
Music	40
Physical Education (Academic)	42
Religious Studies	44
Science	46
Sport and Physical Education	48
OPAL – Opportunities for Personalised Additional Learning	50



# SUBJECT CHOICES

The GCSE options curriculum at Surbiton High School presents an exciting opportunity for pupils to delve deeper into their academic passions. With a diverse range of subjects on offer, pupils can explore their interests and strengths across various disciplines. This period of academic exploration empowers pupils to make informed choices about their future educational pathways and career aspirations. We hope this GCSE Options Booklet inspires you to embark on a stimulating intellectual journey and envision the limitless possibilities that lie ahead.

## **Mr James Flynn**

Vice Principal - Academic

All pupils will study the core subjects of English Language, English Literature and Mathematics.

All pupils will study either separate Sciences (Biology, Chemistry and Physics, which count as three GCSEs) or Combined Science Trilogy (formerly known as Double Science, counting for two GCSEs).

All pupils must choose at least one language GCSE (French, German, Latin or Spanish).

Although not a subject option as such, OPAL (Opportunities for Personalised Learning) can be taken in lieu of a GCSE option.

The list of subject options is shown below:

- Art and Design
- Art Photography
- Classical Civilisation
- Classical Greek
- Computer Science
- Dance (via audition)
- Design and Technology
- Drama
- French
- Geography
- German
- History
- Latin
- Music
- Physical Education
- Religious Studies
- Spanish
- Combined Science: Trilogy
- Biology
- Chemistry
- Physics

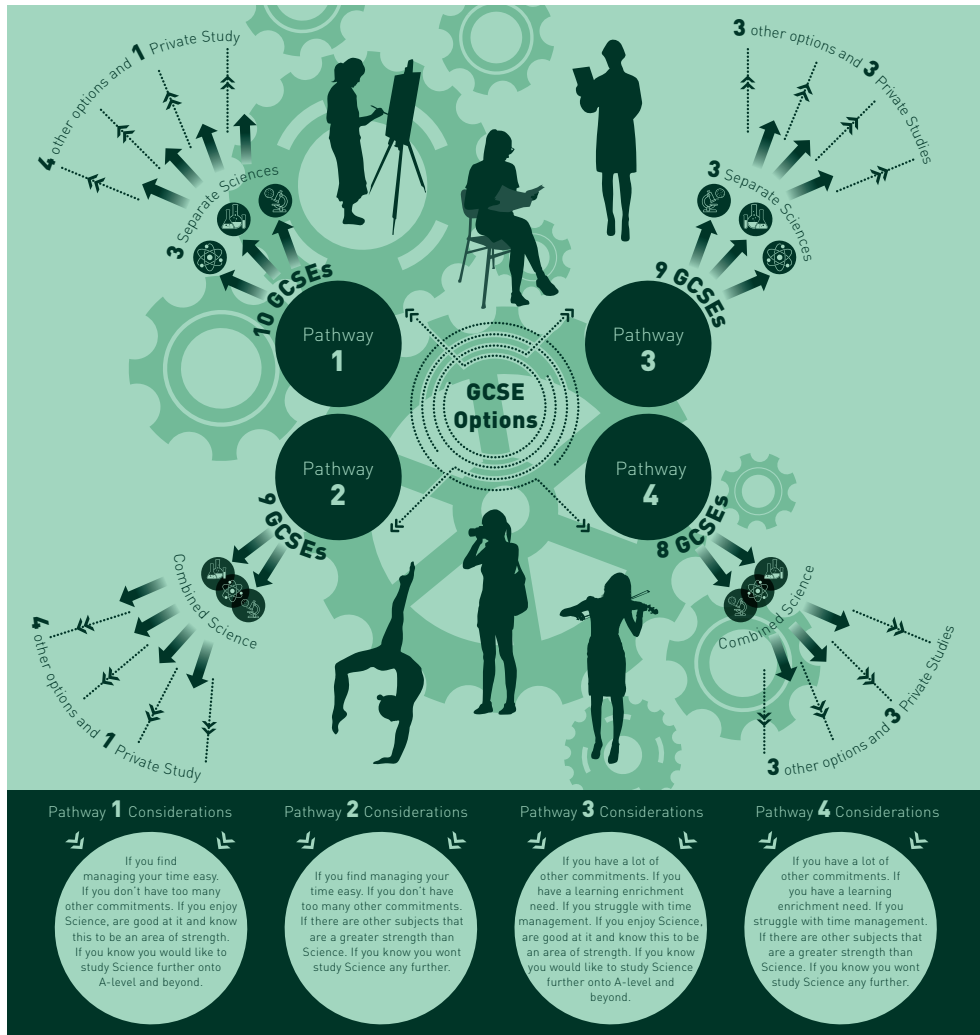
} **This leads to two GCSE Grades**

} **This leads to three GCSE Grades**





# GCSE PATHWAYS



# BALANCING YOUR TIME

Score: 5 (Strongly agree).....1 (Strongly disagree)

1. I find it difficult to manage my time	Score 5 – 1	<input type="checkbox"/>
2. I have lots of commitments (sport, drama, music, other)	Score 5 – 1	<input type="checkbox"/>
3. I have a learning enrichment need	Score 5 – 1	<input type="checkbox"/>
4. I am planning to study at least one subject out of Art, DT or Photography at GCSE	Score 5 – two subjects Score 3 – one subject Score 1 – none	<input type="checkbox"/>

Total score of 9 – 15	consider studying either pathway 3 or 4
Total score of 3 – 8	consider studying either pathway 1 or 2

## Science

1. Science is an area of strength for me	Score 5 – 1	<input type="checkbox"/>
2. I am confident that I would like to study at least one science at A-level and beyond	Score 5 – 1	<input type="checkbox"/>

Total score of higher than 7	consider studying either pathway 1 or 3
Total score of lower than 7	consider studying either pathway 2 or 4





# CAREERS



for most careers. We recommend that pupils choose their options on the basis of enjoyment and ability. No Admissions Tutor at a top university is going to sift through your GCSEs asking why you did a particular GCSE – it is your overall grade profile that counts. Further, even if you aspire to apply for the minority of degrees/careers which are quite prescriptive about A-level subject choices, note there is often flexibility here too and not all your choices have to be degree/career “aligned”. For example, we have seen pupils get into medical school with Biology, Chemistry and a creative A-level, such as Fine Art or Drama.

Year 9 is, however, a good time to begin exploring career possibilities and, for a few pupils, it may be important to include a particular subject in view of future career aspirations.

For some creative careers, such as Architecture or Design, where candidates often have an Art School background (such as an Art Director in an advertising company or a Fashion Designer), a portfolio will generally be a requirement as part of the university application.

While it may not be stated that GCSE or A-level Art or DT is an entry requirement, in practice, in order to devise a portfolio and develop the skills required to be a competitive applicant, we highly recommend pupils take a design option for GCSE. For some top Art and Architecture Schools, Art GCSE and A-level may be highly preferable, in order to develop the right skills and images for the portfolio. For students considering Engineering, Product Design and Textiles (as opposed to Fashion Design where Art may be preferred), DT could be useful.

Students considering both Art and DT need to consult the Art and DT Departments to check which subject might suit them best depending on their skills and aspirations. Before considering taking more than one 'portfolio' GCSE (i.e. subjects with significant coursework components like Art and DT), students are advised to speak to subject teachers

and Heads/Assistant Heads of Year to find out if it is right for them.

While separate sciences are not necessarily required to study Science at A-level, the Science Department consider it an advantage. However, if a student knows that their interests and likely A-levels will be in the arts and humanities, they should not worry about taking combined science over three separate sciences. No university admission, including at the most competitive universities, will view having combined science as “less academic”.

To support understanding issues like those outlined above, Year 9 pupils receive PSHE sessions on the impact of GCSE choices on long-term choices and complete exercises using the Morrisby career questionnaire. Year 9 students also have the opportunity to undertake a group and/or virtual interview that encourages them to self-reflect on their GCSE choices and the link to future options. Students and parents are also very welcome to see the Careers Department at the GCSE Options Evening and if required, have a meeting with us at another time.

## Developing an understanding of their interests, abilities and personality and linking these to future choices

In addition to the Careers activities in Year 9, the pupils will also undertake the full Morrisby Profile in Year 10. The Morrisby Profile is the leading careers psychometric test available. Each girl sits a two-hour profile which looks at a wide range of career aptitudes, personality attributes and interests. This produces an in-depth report and webspace which, among many other things, includes individually-tailored career suggestions and bespoke resources for researching options. The report provides a starting point for a full career and higher education interview in Year 11. Pupils and parents will receive a write-up of this interview (on each girl's individual webspace) including an action plan to aid further research.

## The Careers Department's resources and its work

The Careers Department at Surbiton High School is well-stocked with books and computer software aimed at helping your child make informed choices about careers and courses.

The Careers Department put on careers and higher education fairs, lunchtime events, trips and other activities. The underlying aim of these events is to extend ideas, highlight recent developments and encourage pupils to carry out further research. The Careers Department are happy to answer queries, help pupils find specific information and to discuss subject choices and career plans.

For further information and resources on our Careers and Progression provision, such as our Careers Newsletters and Bulletins, see: [www.surbitonhigh.com/senior/careers-progression](http://www.surbitonhigh.com/senior/careers-progression).

**Mr Terry McDermott**, Director of Careers & Guidance; Head of Oxbridge





---

# ART

---

## Why study this subject at GCSE?

Art and Design is a broad and flexible course that equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives. It has immense value as a GCSE subject, enabling pupils to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds. Pupils become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.

GCSE Art and Design provides the opportunity for pupils to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Pupils will critically explore how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning through visual language.

## What skills and abilities/aptitudes will I need?

You will need good basic skills gained throughout Key Stage 3, but more importantly, you will need to be enthusiastic and actively enjoy the subject. You will need to be able to manage your time effectively as this subject has a large coursework component. You must enjoy visiting galleries, museums and places of interest in your spare time. These visits will enable you to learn from other artists/designers by exploring their ideas to develop your own creative and artistic skills.





# ART AND DESIGN

## What is the content of the course?

- **Component 1: Personal Portfolio (internally set) 60% of the qualification**

GCSE in Art and Design consists of assessed coursework and one assessed exam project. The assessed coursework is a portfolio of work which demonstrates the progress of creative, artistic and technical skills developed over the duration of the course. Coursework is project based and will include sketchbook developments and a range of larger scale outcomes. You will be fully supported by your teacher. The coursework ends with the mock exam in January.

Please note: Mock exams for this subject usually take place at the beginning of the January, on the last two days of the Christmas holidays

- **Component 2: Externally Set Assignment 40% of the qualification**

The final exam project, to start in Year 11, is an intensive 10-week project with an externally set theme. The course will conclude with a 10-hour exam.

Please note: Mock exams for this subject usually take place at the beginning of the January, on the last two days of the Christmas holiday.



## What can I do after GCSE?

You have the opportunity to study the subject further at A-level in Fine Art, History of Art, Art Textiles or Photography. Many pupils decide to study Art and Design at university or Art College in order to progress into creative careers. You may not wish to study further, but GCSE Art will equip you with excellent transferable skills. Art encourages awareness, understanding and deep thinking, both introspectively and with the world around us, both past and present.

**Mrs Daisy King**, Director of Art (MaternityCover)

**Mrs Hayley Bowden**, Director of Art





---

# ART PHOTOGRAPHY

---

(There must be at least five pupils for this to run)

## Why study this subject at GCSE?

We live in an age where photographic images play a large part in all our lives. Photography will give pupils the opportunity to explore a medium which is both artistic and science based. Pupils will learn to be independent thinkers, take risks and understand the purpose and importance of the visual image. Photography GCSE may be defined as the creative journey through the process of lens and light-based media. This will include work created using film, video, digital imaging or light sensitive materials. You will also have the opportunity to explore alternative artistic techniques by developing your photography through a range of medium and materials used in the Art Department. You will be encouraged to visit galleries, museums and investigate the world around you to find inspiration and discover multiple processes. Exploring the work of photography practitioners in industry will broaden your awareness of the vast possibilities available. This new knowledge will enable you to further explore, experiment and make informed progress in your own work.

## What skills and abilities/aptitudes will I need?

It is not necessary to be a fine artist but you will benefit from a creative eye and understanding of aesthetics. You will need basic computer skills and should enjoy the processes of digital editing using a computer. To make the most of this subject, you should be enthusiastic and willing to take many sets of photographs in your

spare time and often for homework. You should be able to manage your time independently and effectively as Photography has a large coursework component. You will also be required to provide your own SLR camera.

## What is the content of the course?

- **Component 1: Personal Portfolio (internally set) 60% of the qualification**

GCSE in Art Photography consists of assessed coursework and one assessed exam project. The assessed coursework is a portfolio of work which demonstrates the progress of creative, artistic and technical skills developed over the duration of the course. Coursework is project based and will include sketchbook work and out-of-book work. You will be fully supported by your teacher. The coursework ends with the mock exam in January.

Please note: Mock exams for this subject usually take place at the beginning of the January, on the last two days of the Christmas holidays.

- **Component 2: Externally Set Assignment 40% of the qualification**

The final exam project, to start in Year 11, is an intensive 10-week project with an externally set theme. The course will conclude with a 10-hour exam.

Please note: Mock exams for this subject usually take place at the beginning of the January, on the last two days of the Christmas holiday.

## What facilities are there to help me?

We have a digital editing suite in the art studio as well as a darkroom for analogue photography. We have several highly trained staff who teach GCSE and A-level Photography. Each pupil has one-to-one dialogue with staff. In addition to your lesson time, you will be able to use the computers and darkroom facilities at lunch times and after School.

## What can I do after GCSE?

You have the opportunity to study the subject

further at A-level. Some pupils decide to study Photography at university or Art College. You may not wish to study further, but GCSE Photography will equip you with skills that will be useful in a whole range of different careers. The photography course asks you to consider past and present events, beliefs and question our everyday environment as well as introducing pupils to today's world of visual language.

**Mrs Daisy King**, Director of Art (MaternityCover)

**Mrs Hayley Bowden**, Director of Art



## Why study this subject at GCSE?

It is easy to say that ancient civilisations form the foundation stone of our modern society and that we see reminders of the ancient world around us everywhere, such as the neo-classical design of the White House - a symbol of the US; champion of democracy.

This is most certainly true, but what Classical Civilisation allows you to do is study a world where we delve beyond the obvious and look at the everyday issues ancient people faced. Religion, racism, inequality, political upheaval and immigration: the pressing matters of their day were not unlike our own! In studying how Greek and Roman citizens faced these issues, you can form an opinion of your own and become an informed and active citizen of the modern world too!

evaluate and use this evidence to form your own judgements and responses.

## What is the content of the course?

Two examinations, each worth 50% of the course and 1 hour 30 minutes in length. In the first examination, which takes the form of a thematic study, you have the opportunity to compare and contrast the Greek and Roman worlds through their myth and religion; two extremely important aspects of ancient life. Learners will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies, and the impact of the different cultural contexts of myth and religion. They will also be expected to use literature and visual/material culture in conjunction with one another in order to inform their judgements, including discussion of why or how the sources

# CLASSICAL CIVILISATION

## What skills and abilities/aptitudes will I need?

You will need a good memory and enthusiasm. If you are someone who is interested in the ancient world, but find the linguistic side of Latin daunting, then this is the subject for you! You do not need any knowledge of Latin to study this course. Alternatively, if you love all things classical, this course offers a challenging extension to your Latin studies. You will be required to know and understand the surviving literary and material remains of the classical world in their social, historical and cultural contexts. You will interpret and analyse a range of this evidence from classical sources, and

may present things differently from each other. The second examination is on the Homeric world, where pupils will focus on different aspects of Greek life in the age of Homer. The Literature topics examine poetry and prose texts to provide pupils with an introduction to a variety of literature. The epics of Homer and Virgil and the poetry of Ovid will give learners an insight into different literary styles and techniques, alongside the context of the Mycenaean civilisation and Greek religious practices.

## What facilities are there to help me?

The Classics Department have a wealth of knowledge, books, documentary and radio tips and resources to help you with your studies. You will be given a range of exam board source material, in addition to a swathe of extra-departmental resources. Being close to London means that there is much opportunity to attend plays, exhibitions and talks, which will no doubt complement your studies. We plan for this GCSE to be fully interactive and believe partaking in activities such as re-enacting Roman sacrifices, creating role-plays between everyday characters from history and making films to be an essential part of learning this subject.

## What can I do after GCSE?

There is the opportunity to study the subject at A-level, which will continue to focus on more aspects of the subject. There may also be the opportunity to visit Greece during the A-level course, to further enhance pupils' knowledge of Classical Civilization. In the longer term, you will come to see many people in the public eye who have a background in Classics: Tom Hiddleston, Chris Martin, J. K. Rowling and C. S. Lewis, to name a few!

**Mrs Olivia Adams**, Head of Classics





# CLASSICAL GREEK



Studying Classical Greek is an opportunity to unlock the past and have a better understanding of language and the world today.

The language, literature and culture of classical Greece have had an immense influence on those of our own times. For this reason alone, Classical Greek deserves to be studied. Our intellectual debt to the Greeks is immense: Comedy and Tragedy, History and Philosophy, Mathematics and Politics, Geography, Biology and Medicine.

Many pupils also love learning about Greek myths and soon realise how these stories have influenced later authors. Pupils at Surbiton High School have the opportunity to learn the language which gave us the first literature in the western world, i.e. the epic poems of Homer – the 'Iliad' and 'Odyssey'. You will quickly learn the new alphabet and how to write in Greek and you will have lots of practice by translating Greek words into English.

When reading and translating, you will be amazed by the number of English words which are derived from Greek roots. Scientific and technical words in particular are more easily understood when you have knowledge of Greek – you will be better educated as a result!

## What skills and abilities/aptitudes will I need?

If you like languages, you will enjoy learning Greek. Anyone can learn Greek, but you will find it easier if you have studied Latin for some time as the two languages are highly inflected (i.e. change their endings) and have a wide vocabulary. Pupils should also have an interest in Greek mythology and enjoy reading and writing about literature.

## What is the content of the course?

We are following the OCR specification for GCSE Classical Greek (J292). The examination is divided into two components: Language and Literature, each worth 50% of the GCSE. In Key Stage 3, we teach Classical Greek lessons alongside the pupils' Latin studies each half term. This introduces students to the Greek alphabet and the core building blocks of grammar. In Year 10, we introduce you to learning and writing the Greek language, although in the GCSE examination at the end of Year 11, all translation will be from Greek into English only. Pupils also learn some aspects of Greek society and civilisation, and about Athens and Sparta in particular. There is one Language paper and two Literature papers. The set authors for 2025 are:

- Prose texts: extracts could include 'The Tales from Herodotos' (the father of History)
- Verse text: selections from Greek Tragedy (Euripides). There is no coursework. The examination consists of 50% Literature and 50% Language.

## What facilities are there to help me?

- A coursebook which is really interesting and will help you progress quickly
- ICT software, including the Eton College site with interactive software to help you test yourself as you go along
- A manageable vocabulary list to help you prepare for the language papers.

## What can I do after GCSE?

GCSE Greek prepares you very well for taking A-level in this subject: there is not such a wide gap between the two courses. Greek goes well with other A-level subjects, including languages and especially Latin and Classical Civilisation. It will enhance English, History and Religious Studies and it is a very valuable foundation to the understanding of technical terms in Science. It will also enable you to read the New Testament in the original Greek if you are a Theology pupil later on.

**Mrs Olivia Adams**, Head of Classics





## Why study this subject at GCSE?

GCSE Computer Science opens the door to some of the most exciting and in-demand careers in the modern world, from software development and cybersecurity to artificial intelligence and game design. Technology is everywhere—in our phones, cars, workplaces, and even in the way we shop, communicate, and learn. By studying Computer Science, you will gain the skills to not only understand how this technology works but also to create and improve it. Whether you dream of designing apps, building smart devices, or working in fields like healthcare, finance, or entertainment, Computer Science gives you the foundation to succeed in any industry. In a world where technology touches every aspect of our lives, studying Computer Science ensures you'll have the tools to thrive in a digital future.

## What skills and abilities/aptitudes will I need?

To excel in programming, you'll need a mix of key attributes. A strong curiosity and eagerness to learn are vital in the fast-evolving tech world. Our course teaches programming from ground zero using an inclusive approach, so come with an open mind. Through hands-on exercises, you'll develop crucial problem-solving skills and logical thinking. Attention to detail is essential for coding, as is perseverance for debugging and troubleshooting. Creativity also plays a role in finding unique solutions. By developing these skills, you'll not only become a proficient programmer but also gain valuable, future-proof abilities applicable across many industries in our digital age.

## What is the content of the course?

We are teaching the OCR Computer Science GCSE specification.

There are two papers worth 50% each. Paper 1: Computer Systems. Paper 2: Computational thinking, algorithms and programming. As a result, the course at Surbiton High School is structured as one lesson of practical programming, and one lesson of theory.

The course covers a range of topics including



computer architecture, network (cyber) security, data representation, programming, SQL and algorithms.

Pupils are also required to complete a large practical programming project in Python.

## Is programming difficult?

Programming can be challenging at first, but it is not inherently difficult.

Coding is a skill that requires time, practice, and patience to master. Like learning any new language or skill, it can be demanding initially. Some concepts may seem complex at the start, but they become clearer with practice and application.

Having structured guidance and hands-on practice makes the learning process smoother.

## What can I do after GCSE?

**Further Education: A-Levels:** You can continue your studies by taking A-Level Computer Science, which delves deeper into programming and computer theory.

**Entry-level IT jobs:** Some companies hire GCSE-level students for junior IT support roles or as junior developers.

**Apprenticeships:** Many tech companies offer apprenticeships in software development, IT support, or cybersecurity.

**Personal projects:** Use your skills to build websites, apps, or games to enhance your portfolio.

Your GCSE in Computer Science provides a solid foundation for various tech-related careers, including software development, data analysis, cybersecurity, and artificial intelligence. It also equips you with valuable problem-solving and logical thinking skills applicable to many fields.

Remember, technology is a rapidly evolving field, so continuing to learn and adapt will be key to your success, regardless of the path you choose.

**Mr Greg Northwood**, Head of Computing





# DANCE

Through the study of performance, choreography and critical appreciation, GCSE Dance helps pupils develop technical and expressive skills, as well as knowledge and understanding of the various vocational and academic professions of dance. We will be following the newest AQA specification, which encourages pupils to develop their creative, physical, emotional and intellectual capacity. This course allows pupils to increase confidence and self-esteem through performance, employ the skills of problem-solving and creativity through choreography and make analytical and critical decisions about dances through critical appreciation. Please note: places on this course are subject to a successful audition.

## What skills and aptitudes do I need?

You will need to have a reasonable level of dance technique to achieve well in this GCSE, as it is 60% practical, but this skills level could come from any dance style and dance grades are not a requirement. Pupils should be committed and open-minded, with a desire to learn about all areas of dance, practical and theoretical, as well as a variety of dance styles and practices. The written component takes the form of examination questions rather than pieces of extended writing, so pupils who don't consider themselves strong in this area should not feel discouraged by the theory aspect.

## What is involved in the audition process?

In order to ensure that all pupils who take GCSE Dance have the skills needed to achieve well in the qualification, interested candidates undertake an audition as a baseline assessment. In the audition, pupils will be asked to take part in a choreography workshop, engage in some discussion based on dance, and learn a section of taught choreography. The dates for the auditions will be sent out in a communication and parents will then be able register their child for an audition via MIS online replies.

## What is the content of the course?

There are two components to the GCSE Dance specification: Performance and Choreography, and Dance Appreciation. The practical unit,

Performance and Choreography, accounts for 60% of the qualification; pupils are assessed on their performance of set phrases (solo) and a duet/trio performance and their creation of an original piece of choreography (solo or group piece). Dance Appreciation is assessed as a written exam and comprises the other 40% of the GCSE. It assesses knowledge and understanding of choreographic processes and performing skills, the critical appreciation of pupils' own work and of a series of professional works specified by the exam board. Pupils study a wide range of dance styles and works from an anthology for this unit, exploring these practically as well as theoretically in preparation for the exam.

## What are the facilities like?

The Upper Hall is the main venue for the practical and performance work and is fully equipped with a sprung floor, dance mirrors, a ballet barre and lighting equipment. We also have a wide range of other resources to utilise in lessons and in practical exam work.

## What can I do after GCSE?

Dance develops a wide range of skills; as well as developing their knowledge, understanding and dance technique, pupils will develop their independent learning, conceptual thinking and collaborative and communication skills. These skills are valuable for any A-level or degree programme of study. GCSE Dance also gives pupils the skills and experience to prepare them for A-level Dance, should they choose to progress with their academic study of the subject. Dance GCSE links well with a wide range of careers, such as physiotherapy, sports science, performing arts careers and teaching; it could also be a stepping stone into a career where communication and collaborative skills are highly regarded.

**Miss Rachel Ward**, Head of Dance





# DESIGN AND TECHNOLOGY

## GRAPHIC PRODUCTS, PRODUCT DESIGN AND TEXTILES TECHNOLOGY

Design and Technology is split into three groups, specialising in one of the main materials, building on the learning that you have done in Years 7, 8 and 9. The Product Design group will focus on woods and polymers, the Textiles Group will focus on textiles materials and the Graphics Group will specialise in paper and board materials. In their final outcomes during the Non-Examined Assessment project (NEA), pupils will use their main material, but can use any material from within the specification.

### Why study this subject at GCSE?

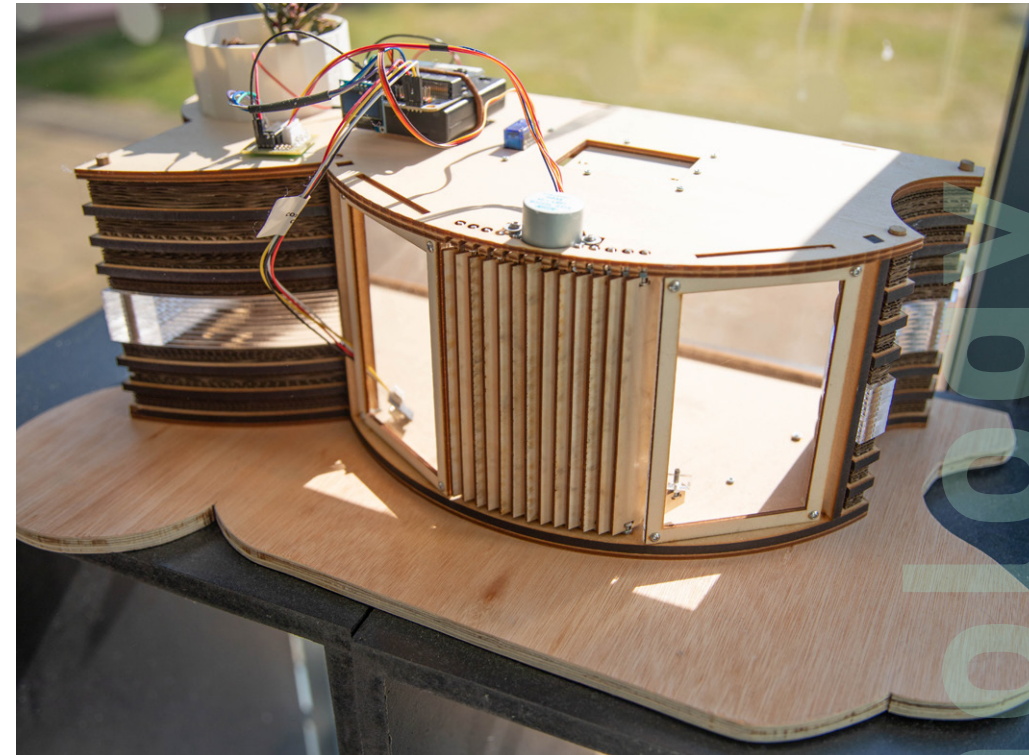
Design and Technology is a highly creative subject where the pupils will be tasked with designing and making a product that fulfils the needs of a target market or user. You will need to use ingenuity combined with excellent analytical skills to make a high quality working prototype using a range of advanced manufacturing skills. No matter which specialist material that you work in, you will combine traditional manufacturing techniques with modern computer aided design and manufacturing equipment. Where possible, you will learn in a practical way and the knowledge you gain in the theoretical part of the course can be employed in your own designs.

### What skills and abilities/aptitudes will I need?

You should enjoy using a range of media to sketch and draw potential design solutions, and relish the challenge of learning new practical skills and creatively applying them in a different context. You should take pride in presenting your ideas with clarity and flair. You should enjoy the challenge of solving practical problems and that this might take a number of iterations before a solution is found; therefore tenacity and perseverance are important skills. You need to be curious as to how and why products are designed the way they are, and use this curiosity and knowledge in your own designing. The NEA will require you to be organised to ensure that your final outcome is manufactured by the deadline.

### What is the content of the course?

You are assessed in two parts, with both elements accounting for 50% of your final grade. Firstly, you will sit a two-hour examination which will test your knowledge across a range of core materials, and in more detail in your chosen specialist material. The second part is the NEA which you will start in June of Year 10. This is your major design and make project, and for this you will need to submit a working prototype with a supporting 20-page A3 design portfolio. The NEA will need to be completed by Easter of Year 11.



There is some scientific and mathematical content within the course, but this is equivalent to the work that you have already been studying in Year 9. You will be successful in Design and Technology if you have a genuine passion and interest in the subject, and enjoy the practical and creative nature of it.

### What can I do after GCSE?

This GCSE course will prepare you for further study at A-level in Product Design or Fashion and Textiles, with both courses on offer at Surbiton High School. In turn, these courses will prepare you for entry into a very wide range of creative and technical degrees in engineering, product design and fashion.

**Mr Alex Kew**, Head of Design and Technology





# DRAMA



GCSE Drama gives you the opportunity to get out from behind your desk, make your own creative decisions and exercise your imagination. You will develop self-confidence and presentational skills as well as work with others as part of a team. You will also study plays, learn about the history of theatre and see a range of live performances.

## What skills and abilities/aptitudes do I need?

A genuine desire to learn more about theatre is the most important attribute you can bring to the course. You do not have to be a great actor to successfully study GCSE Drama; we welcome pupils with an interest in technical elements and design (you can choose to be assessed as a designer instead of as a performer for the practical components of the course). You will need to be well-organised, open-minded and reliable. Though there is a significant written

component to the course, pupils can achieve very highly even if they don't consider themselves to be great in this area; the examiner looks for responses with clear, creative and practical ideas that are well-justified and accurate evaluations of live performance, rather than lengthy essay-style responses.

## What is the content of the course?

We follow the Eduqas GCSE Drama specification, to which there are three components: Devising Theatre, Performing from a Text and Interpreting Theatre. The Devising unit accounts for 40% of the qualification; pupils must produce an original devised performance, a portfolio of evidence and an evaluation of the final performance. Pupils study extracts from a published play and participate in a performance to a visiting examiner for the Performing from a Text unit, which is 20% of the GCSE and is entirely practical in nature. The final component, Interpreting



Theatre, is a written paper which questions pupils on their performance and design ideas for a section from their chosen set text and asks them to review live performance(s) seen throughout the course. This unit comprises the final 40% of the qualification.

## What are the facilities like?

The Drama Studio and the Upper Hall are the main venues for performance work and are fully equipped with lighting and sound equipment. We also have a wide range of other resources to utilise in lessons and in practical exam work. Within reason, we can develop the facilities according to your design ideas and requirements.

## What can I do after GCSE?

Drama can lead on to Drama and Theatre A-level and then on to many popular Drama, Film and Media degrees. As well as preparing you for a possible career in film or theatre, Drama GCSE could be the first step towards a career in any field where interpersonal and communication skills are highly valued, e.g. law, marketing, social work, teaching etc.

*Mr Chris Griffin*, Director of Drama and Dance



---

# ENGLISH LITERATURE

AND

# ENGLISH LANGUAGE

---

## Why study these subjects at IGCSE?

English Literature and English Language are core subjects studied by all pupils. An English GCSE is a necessary university entrance requirement, but you will also be learning skills for life; your increasing ability to read and respond to texts will help you in all your subjects, as will your ability to write for a range of different purposes and audiences. Furthermore, if you are intending to study English Literature or Language in the Sixth Form and beyond, you will gain an idea of the great variety of writing which will become available to you. Most importantly, we hope that your GCSE studies will help you to develop a lifelong love of writing and of literature.

## What skills and abilities/aptitudes will I need?

You will need to be conscientious, of course, but also inquisitive and critical. You will need to be an independent thinker and learner who can respond imaginatively to both new and familiar material.

## What is the content of the course?

We follow the Edexcel IGCSE for English Language (Specification A) and English Literature. You will be studying two subjects, even though they will be taught together. The IGCSE courses are entirely exam-based and assessed at the end of Year 11. You will receive two separate numbered grades from 9-1.

Your English Language exam will consist of two papers, both of which have a reading and a writing section. Paper 1 will be based on non-fiction texts, whilst Paper 2 will focus on poetry and prose texts. The writing sections will ask you to write creatively for a variety of purposes and audiences.

In your English Literature course, you will learn to read in depth, critically and evaluatively so that you are able to discuss and explain a range of ideas. You will be assessed across two papers: Paper 1 is on poetry and modern prose, whilst Paper 2, which is open book, tests your knowledge of modern drama and Shakespeare. As well as these pre-prepared texts, the exam will also include some unseen poetry. You will be taught how to respond to unseen poetry in lessons.

## What facilities are there to help me?

Visits to the theatre, filmed versions of plays and other texts, visiting writers and a great deal of background material in the library will enrich your experience. We will provide resources on the English Learning Space to support and extend your learning, and your teacher will keep all classroom learning resources on Showbie and OneNote. The department also has its own Podcast Channel, 'Surbiton English Lit', with over 50 episodes on a range of course-related topics. In addition, attending our wonderful Lit Soc will boost your wider literary knowledge, and coming to the relevant clinics will hone your exam skills and accuracy. We have plenty of debating, creative writing clubs and book clubs – so if you want to immerse yourself in all things English, you can!

## What can I do after IGCSE?

English Literature and English Language are popular subjects at A-level and are subjects which grow out of GCSE work. Skills learnt and honed at GCSE will give you an appreciation of our rich language and be of benefit for the rest of your life.

**Mr Anthony Sebastian**, Head of English







# GEOGRAPHY

## Why Study Geography?

Geography is the study of people, places and the environment over time which combines multiple skills, and disciplines to allow us to understand the world in which live today and into the future. Geography explores the links between our natural world, its intricacies, and systems and how we as humans use our world for better or worse. Geography makes the links between elements of science, sociology, economics and politics, requiring pupils to develop key skills of empathy and communication, appreciating multiple viewpoints across the physical and human spheres.

## What skills and abilities/aptitudes will I need?

Through key stage 3 and into year 9 you have built up a solid foundation of core knowledge and geographical skills that you will be able to apply further in the GCSE course. In addition to this, an awareness of current events, powers of observation and an inquisitive mind will all allow you to succeed at GCSE level. The main requirement is an active interest in the world around you, how it has changed, the causes of these changes, what may happen in the future and your role in this future.

## What is the content of the course?

### 1. Physical Geography (35%)

This component consists of studying three main units; The Challenge of Natural Hazards, The Living World and Physical Landscapes in the UK.

### 2. Human Geography (35%)

This component consists of studying three main units; Urban Issues & Challenges, The Changing Economic World, The Challenge of Resource Management.

### 3. Geographical Applications (30%)

This component consists of three units; An issue evaluation (unseen pre-release material supplied in March of Year 11), Fieldwork, and Geographical skills.

## What facilities are there to help me?

Full teaching coverage of the course will be hosted on Showbie online platform, with additional links to articles, videos and reading to supplement your learning. There will also

be tutorial videos summarising some of the main aspects of the course, as well as revision questions from past papers, and consistent integration of core knowledge retrieval practice. Where necessary geography teachers will be on hand to help with any questions or concerns through geography clinics.

## What can I do after GCSE?

Geography provides an excellent basis to continue study in a wide range of disciplines and is highly regarded as an academically rigorous subject. As a result, geography GCSE provides more options than many other subjects for further study, it opens doors to almost any desired career or further study options, rather than restricting you to narrow options in the future. The GCSE course provides an excellent opportunity to continue geography into A level, which also enables a wide choice of further education opportunities and futures.

**Mr Andrew McMillan**, Head of Geography





# HISTORY

## Why study this subject at GCSE?

Above all, History is a subject which is about people. It is fascinating to discover more about the circumstances and reactions of people in the past, and for our specification we have a wealth of different types of evidence available. It is a subject which also helps pupils to develop important skills, such as presenting a logical argument which is supported by factual detail.

## What skills and abilities/aptitudes will I need?

The GCSE course builds on skills you have been developing during Key Stage 3. You should be confident that your source evaluation skills are good, as much of the assessment for GCSE is based on these. You should also ask yourself whether you find it easy to write at some length, developing your arguments. There is a lot of factual content, so it is important to know you are good at learning facts and at choosing the most apposite examples to use in written assignments.

## What is the content of the course?

The course will appeal to you if you are interested in British and International History of the 20th Century.

Paper 1 is the Depth Study Unit. We will learn in detail about Germany 1918–45, and the Cold War between 1945 and 1972. Paper 2 contains the Historical Investigation of The USA, 1918–41, and the Breadth study of Diversity, rights and equality in Britain, 1914–2010. Some fascinating questions will be discussed, such as 'how was Hitler able to turn Germany from a democracy to dictatorship in less than a year?' 'Why was the NHS created in Britain?' and 'did the banning of the sale of alcohol in the USA benefit society?'



Throughout the course, you will practice extended writing and source evaluation questions, but will also approach topics creatively and collaboratively. There will be opportunities for group work as well as individual research. Above all, we love discussion, so students need to come to lessons ready to debate and defend their opinions!

The examination board is Pearson IGCSE. There will be two examination papers, both of which will be taken at the end of Year 11. There is no coursework or controlled assessment.

## What facilities are there to help me?

You will be issued with course specific resources to keep for the duration of the 2 year course. The department use Showbie extensively to share resources with students, and students are guided in the use of technology to assist their research and writing skills.

## What can I do after GCSE?

History provides an excellent background for the study of many other academic and creative subjects at a more advanced level. It is particularly useful for those who are considering careers in law, journalism or any other area where research and clarity of expression are an important part of the job. History enhances knowledge about areas such as politics and culture, and this helps anyone who has studied it to understand more about the world we live in today.

*Mrs Anja Suthers*, Head of History





# LATIN



## Why study this subject at GCSE?

After studying Latin for three years, at last you reach the threshold where you can read and enjoy, in the original language, the stories, letters, love poems and thoughts of the Romans; in other words, their literature. Other very valuable benefits for choosing a classical subject are:

- Latin is enjoyable in itself and encourages logical thinking and linguistic skills

- A very varied subject content: Language, Literature and Civilisation
- Studying a classical language will also help your understanding of English words and scientific terms, and you will be able to learn foreign languages, especially Spanish, French and Italian, more easily.

## What skills and abilities/aptitudes will I need?

You do not have to be perfect at Latin, but you

should be comfortable with the learning of new words and language and be prepared to work hard. If you enjoy translating stories from Latin into English, and working out the meaning, you will find studying the literature both interesting and rewarding. You should enjoy reading.

## What is the content of the course?

We follow the OCR specification for GCSE Latin (J282). In Year 10, we use the Cullen and Taylor Latin to GCSE coursebook, aimed directly at the

demands of the recently-changed specification. By the end of the year, most of the grammatical constructions and vocabulary required at GCSE have been covered. You will read a selection of Roman Life topics which continue to fascinate, such as Entertainment, the City of Rome and Roman Women. From early on in Year 10, you will begin reading and discussing the literature. The prose literature set for 2025 comes from Cambridge Latin Anthology. It includes a dramatic tale of a rebellious empress, Massalina, whose adultery, behind the emperor Claudius' back, doesn't go unpunished. The verse literature includes extracts from Virgil's epic poem, 'The Aeneid'. It recalls the amazing description of what future lies in store for the Trojan hero, Aeneas, and the challenges he will face in founding the Roman Empire. There is no coursework. The 4 examinations consist of 50% Literature and 50% Language.

## What facilities are there to help me?

Apart from the support and encouragement of your teachers, the following will aid you in your studies:

- In Latin, a new edition of the coursebook with colour illustrations
- ICT software used on the interactive whiteboards and a good library selection of books for further reading
- A definitive and shortened vocabulary list for GCSE Latin, making the learning of words more manageable
- Vocabulary and grammar programmes on the network for individual practice.

## What can I do after GCSE?

GCSE Latin prepares you very well for taking an A-level in this subject as there is not such a wide gap between the two courses. Latin combines well with many other A-level subjects, especially English, History, MFL, Religious Studies, Classical Civilisation and Classical Greek.

**Mrs Olivia Adams**, Head of Classics





## MATHEMATICS

### Why study this subject at IGCSE?

As a core subject studied by all pupils, Mathematics is a necessary qualification for Sixth Form, university and future career choices. Mathematics equips you with a powerful set of skills and techniques that enable you to understand the modern world and communicate and function in it. Mathematics is important in everyday life, most forms of employment, science and technology, medicine, the economy, the environment and development, and in public decision-making.

Mathematics is also a creative discipline. It encourages curiosity and can be very rewarding when you solve a problem for the first time, discover a more elegant or sophisticated solution to that problem or start to appreciate hidden connections between different areas of mathematics and its application (artistic as well as scientific) in the world around you. Mathematics is therefore one of the compulsory core subjects of the National Curriculum studied by all pupils throughout Key Stage 4.

### What skills and abilities/aptitudes will I need?

Your formal study of Mathematics at School has equipped you with the necessary skills for future success at IGCSE Mathematics. You should have acquired strong numerical and calculating skills, developed basic graphical, algebraic and data-handling techniques and a basic understanding of analysis, problem-solving and reasoned argument in geometric proof.

### What is the content of the course?

We follow the Edexcel IGCSE (9-1) course. The course develops and extends all the topics that you have already started to study in the areas of Number and Algebra, Shape and Space, and Data Handling and Probability. You will further develop your numerical and calculating skills so that you can work confidently and accurately without a calculator and can appreciate when efficient use

of a calculator is necessary. You will learn and practise more advanced algebraic techniques that will enable you to solve a variety of problems expressed algebraically and graphically. You will use definitions and formal reasoning to describe and understand the properties of geometrical figures – this will include further work on trigonometry. You will also learn how to use a broader range of techniques for handling and

analysing data, including sampling. You will also learn the first elements of set theory, functions and calculus.

Assessment at IGCSE consists of two written examinations.

Pupils with a high aptitude for mathematics will have the option to study the Further Mathematics course in Year 11 alongside the IGCSE.

### What facilities are there to help me?

The school library has a large collection of up-to-date books that will enable you to broaden and enhance your mathematical knowledge, improve your appreciation of the cultural and historical development of mathematics since ancient times, and develop problem-solving skills through a variety of puzzle books. All teachers in the department make extensive use of the interactive whiteboards and mathematical software in their teaching. Through the School network, pupils also have access to this software and much of the explanatory material developed within the department.

### What can I do after IGCSE?

Mathematics and Further Mathematics are popular subjects at AS and A-level. Their content builds on key skills learnt at IGCSE. Mathematics will also be an important qualification for several other A-level subjects, including Biology, Chemistry, Physics, Economics, Business, Psychology and Geography.

**Mrs Megan Guinan & Ms Emily Jervis**, Heads of Mathematics



# MODERN FOREIGN LANGUAGES

FRENCH, GERMAN AND SPANISH



A glance at the appointments section of any quality newspaper will reveal the value of familiarity with at least one foreign language. The huge increase in foreign travel for leisure also highlights the importance of having an awareness of the basics of another language.

## What skills and abilities/aptitudes will I need?

All pupils are required to take at least one language at GCSE level and many will opt to take two. The main requirement for language IGCSEs is a willingness to “have a go” at communicating.

A recognition and interest in the role of grammar is also vital as this forms the bedrock of being able to manipulate the language for one’s own purpose.

## What is the content of the course?

The IGCSE foreign language specifications emphasise the ability to use language effectively for the purpose of practical communication, in both spoken and written forms. The four skill areas of listening, speaking, reading and writing are tested by final examinations as follows: Paper 1: Listening 25% (35 minute examination), Paper 2: Reading and Writing 50% (1 hour and 45 minute examination) and Paper 3: Speaking 25% (8-10 minute examination). All papers are marked by Edexcel.

The specification is divided into five different topic areas:

- Home and Abroad
- Education and Employment
- Personal Life and Relationships
- The World Around Us
- Social Activities, Fitness and Health

The grammatical structures which a pupil is expected to know are defined in detail and the intention of skills learnt in preparing for the examination is to equip candidates with a basis for operating at least at a basic level in countries where the languages are used.

## What facilities are there to help me?

The department encourages pupils to undertake work beyond normal class and homework. We offer a superb range of shared resources and recommend suitable internet sites to help candidates develop their language skills at home. Here, pupils can access materials used in class as well as current music, cultural information and further links relating to each of the countries in question. We make full use of the opportunities offered by digital technologies and a number of our Key Stage 3 and Key Stage 5 resources are available to pupils digitally. Past

paper listening sound files are easily accessible on the system for additional examination practice. In Year 11, pupils also have the opportunity for weekly conversation sessions with a native speaker to practise their oral skills. Immersion in a language outside the classroom is an essential part of learning a language and all pupils are encouraged to visit the countries where the languages are spoken. Trips are regularly reviewed and, in previous years, have included a Spanish language trip to Sevilla and Andalucia, a German cultural and linguistic trip to the Rhineland and a French language immersion trip to Bordeaux. Such trips are the “bread and butter” of an MFL Department and we delight in sharing the experience of life abroad with our pupils.

## What can I do after GCSE?

It is now widely recognised that knowledge of foreign languages can enhance the prospects, not only of those studying arts subjects at university, but also of pupils who intend to make a career in, for example, management, engineering, science or accountancy. There are a growing number of job opportunities in Europe, moving around with multi-national companies which require competency in two or more languages.

**Mrs Geillis Paul**, Head of MFL and Head of German (Maternity cover)

**Mrs Thais Wills**, Head of French

**Mrs Stephanie Oliver**, Head of German

**Mrs Neus Reyner**, Head of Spanish





# MUSIC

## Why study this subject at GCSE?

GCSE Music is an engaging and challenging course which aims to develop your understanding and enjoyment of music through performing, listening and composing. This combination of practical study makes the GCSE Music course especially varied, and sets it apart from many other subjects. If you have already devoted your time and talent to developing your musical interests and skills outside the classroom, this course is an excellent opportunity to have your achievements recognised in the form of a GCSE.

## What skills and abilities/aptitudes will I need?

It is a requirement that you are at least Grade 4 standard on your chosen instrument or voice at the beginning of the course, as you will need to progress to at least Grade 5 standard by the beginning of Year 11 in order to achieve a good mark in the performing component. To achieve this, you should be committed to regular (preferably daily) instrumental or singing practice, and to receiving individual music lessons throughout the course. The ability to read musical notation is a significant advantage when completing the composing module. Pupils studying GCSE Music are expected to participate in appropriate school ensembles to develop a wide range of musical skills.

## What is the content of the course?

### Component 1: Performing (30% of the qualification)

You will perform on your instrument or voice throughout the course, regularly recording music of your own choice. You will perform both as a soloist and as a member of a small

ensemble. This ensemble performance might take the form of a duet, either with another pupil or with your GCSE Music teacher. In the Autumn of Year 11, you will be formally recorded: one solo performance and one ensemble performance.

### Component 2: Composing (30% of the qualification)

You will study a wide variety of styles and techniques used by composers from the 17th Century to the present day. These include ground bass, musical theatre, pop music, chamber music, orchestral music, music from around the world and others which you have studied in Years 7, 8 and 9 Music lessons. Using these techniques, and with the help of the School's notation and sequencing software and Music staff, you will create two compositions. Composing calls for imagination, creativity and resilience. To achieve success as a composer, you must be willing to bring ideas which you have encountered and developed outside the classroom.

### Component 3: Appraising (40% of the qualification)

You will study eight set works from a variety of periods, genres and traditions. These works are studied in detail, with the aim of developing your knowledge and understanding of classical, popular and non-western music, together with your analysis skills. You will learn to identify features of these set works through listening and through the study of musical scores. This analysis will also serve to equip you with a wide range of compositional techniques.

## What facilities are there to help me?

The Music Department has outstanding facilities. There are two Apple Mac suites, featuring Sibelius notation software and Garageband sequencing software which you have learned to use in Years 7, 8 and 9. The department also boasts good practice facilities, three performance venues and a well-stocked section in the school library. There are also numerous performance platforms throughout the year, and skilled, passionate staff!

## What can I do after GCSE?

GCSE Music offers a solid foundation for progression to other music studies, including A-level Music, and often to a music-related career. A multi-faceted discipline, it provides the opportunity for pupils to develop valuable transferable skills such as self-confidence, critical thinking, creativity and teamwork; whilst also developing the academic rigour required for many university and A-level choices. Many

pupils find that it gives them the background they need to pursue a lifelong interest in playing and listening, and to join the many professionals in other walks of life who are enthusiastic and highly accomplished amateur musicians.

Examination board  
Edexcel, 1MU0

**Mrs Victoria Newman**, Director of Music

**Mrs Petina Morris**, Assistant Director of Music - Academic

**Mr William Whiting**, Assistant Director of Music - Co-Curricular



---

# PHYSICAL EDUCATION

---

GCSE Physical Education is an interesting and enjoyable course which aims to equip pupils with the knowledge, understanding, skills and values needed to develop and maintain performance in physical activities. The course will also allow pupils the opportunity to explore the benefits of sport to health, fitness and well-being. Pupils will develop their theoretical knowledge and understanding of the factors that underpin physical activity and sport. They will analyse and evaluate their own performance, and learn to apply theory to their own sporting interests.

## What skills and abilities/aptitudes will I need?

This course builds on the practical and theoretical skills from KS3. There is an element of scientific theory; pupils wishing to study the subject will need to show both interest and proficiency in Biology.

As there is a practical element to the course, pupils will need to represent the School in an A- or B-team. In addition to this, they will need to play at club level in at least one other sport.

We are teaching the AQA syllabus GCSE Physical Education (8582). The details below outline the assessment method.

Assessment is made up of two parts:

- A written examination (60%)
- A non-examined assessment (40%)

The written examination is made up of two equally-weighted papers and is worth 60% of the final mark. Pupils will be asked to answer a variety of question types, requiring both short and extended written answers. The written examination will afford the pupils the opportunity to study topics in depth and to apply theory to real-life examples.

Core elements covered within the written examination include:

- Applied anatomy and physiology
- Movement analysis
- Principles of Training
- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being

The practical component of the course (Non-Examined Assessment) is worth 40% of the final mark. It is internally assessed under controlled conditions, and then externally moderated. To fulfil the course criteria, pupils must participate in three sports: one of which must be an individual sport; one a team sport; and the third can be one of the candidate's choosing.

**Miss Claire Wilson**, Director of Sport







# RELIGIOUS STUDIES

## Why study this subject at GCSE?

How should I live? Does God exist? What am I? Religious Studies gives pupils a chance to reflect on some of the most important questions that human beings face. In light of this, Religious Studies has always been an important part of the pupils education at Surbiton High School. The course enables pupils to make reasoned and informed judgements about religious, philosophical and moral issues. It encourages pupils to reflect critically on their own beliefs, values and experiences and develop their own personal philosophy.

## What is the content of the course?

We follow the OCR GCSE in Religious Studies. Half of the units focus on the study of religion, and half focus on philosophical and ethical issues. The study of religion focuses on key beliefs, teachings and practices in Christianity and Judaism. We then study philosophical and ethical issues: Peace and Conflict, Relationships and Families, Dialogue Between Religious and Non-religious Beliefs and Attitudes, and the Existence of God and Ultimate Reality.

## What skills and abilities/aptitudes will I need?

Pupils will need to be willing to have their own beliefs and assumptions questioned as we investigate a variety of answers to difficult issues. They will need to select and organise relevant information, appreciate and evaluate the diversity of approaches to moral issues and support their own viewpoint with reasoned argument.

## What facilities are there to help me?

All lesson materials and revision resources are made available on Showbie, and to help you learn key vocabulary there are Quizlets for each unit. Each pupil will have a copy of the OCR Religious Studies e-textbook via the Classoos app on the iPad. A comprehensive collection of Religious Studies related books is available in the school library. One of the most important resources available to the pupils is the opportunity to hear each other's ideas during class discussions. There is also the opportunity to participate in co-curricular activities such as the Ethics Discussion Group and the Philosophy Club. Weekly support sessions are also available.

## What can I do after GCSE?

Religious Studies provides pupils with a diverse range of valuable and transferable skills. Being able to construct a well-sustained and fluent written argument, the ability to evaluate critically, showing sensitivity to different viewpoints and lifestyles, and justifying one's own opinion articulately are skills valued in many careers and other subjects. Pupils have found that the study of RS therefore not only helps them in other Humanities subjects, but also aids some of the skills that are required in higher study of Science and Mathematics, such as the ability to present well-reasoned, precise arguments, and the ability to communicate ideas clearly. All pupils can also continue their study of Religion, Philosophy and Ethics to A-level.

**Mrs Rachel Gore**, Head of Philosophy and Religious Studies





---

# SCIENCE

---



## Why study Science?

The aim of studying Science is to acquire the scientific knowledge and skills needed to understand a changing world; this may be in a domestic, industrial or environmental context. You will also gain an understanding of how scientific ideas have been developed, as well as their power and limitations. By learning to evaluate data, it is then possible to consider the benefits and drawbacks of scientific and technological developments, as well as ethical issues.

## What skills and abilities/aptitudes will I need?

You need to be able to communicate clearly and logically. The skills acquired at Key Stage 3 will be developed further, particularly in your practical investigations. Scientific ideas need to be explained and data must be interpreted and evaluated, using calculations when appropriate. ICT skills are important.

## What is the content of the course?

Science is a core subject, but we do offer two alternative routes. One of these is through studying the three Separate Sciences and this leads to three separate grades at GCSE. This is the preferred choice if you intend studying any of the sciences at A-level. The alternative is Combined Science, in which you have separate subject Science lessons but follow a reduced core curriculum. This leads to two GCSE grades, which can be the same or sequential. For example, the grading assigned could be 7, 7 or 7, 6 etc, but not a 7, 5.

Biology is the study of living things from bacteria to higher plants and animals. It looks at the way in which organisms interact with each other and the environment. It is the study of ourselves as an organism and our impact on the planet. Genetics, Microbiology and Biotechnology give an understanding of current advances in the Biosciences and equip us to evaluate their social and ethical implications.

Chemistry is the study of materials, what they are made of, how they interact and what role they play in living things. You spend time carrying out chemical reactions, making new substances and examining their properties. We are interested in the raw materials used in industry and consider the environmental impact of chemical reactions. We also try to explain these reactions using scientific theories.

Physics is the study of the physical world around us. Its application ranges from explaining everyday events, like how high a ball bounces, to the basis of space travel and the inner workings of a mobile phone. It sometimes touches on deep aspects of how the universe behaves and was once known as natural philosophy. We aim to provide a thorough grounding in the key concepts of Physics and the skills of analysis and logical thought and practical work. This enables our pupils to acquire sufficient knowledge and understanding to be suitably prepared for studies at A-level and beyond.

All of the Science GCSEs follow the AQA board specifications, and the course codes are: GCSE Biology 8461, GCSE Chemistry 8462, GCSE Physics 8463, GCSE Combined Science: Trilogy 8464.

## What facilities are there to help me?

There are 13 well-equipped laboratories in the Science Department. There are preparation rooms on each floor and a team of technicians who support practical lessons. There are specialist teachers in each of the three Sciences and they teach both the Separate Science lessons and those for Combined Science. There are opportunities for using ICT skills and for carrying out practical work using data-logging equipment which link directly to pupils' iPads. All of the labs have interactive whiteboards.

## What can I do after GCSE?

A-level Science subjects are a prerequisite for many university courses and careers. Medicine, veterinary sciences, pharmacy and engineering are obvious choices, but the skills taught in Science are much sought after in the employment market. Law, accountancy and architecture are examples of alternative fields of study in which science skills are valued.

**Dr Andy Keaney**, Head of Science

**Miss Rachael Rashley**, Head of Biology

**Mr Andy Graham**, Head of Chemistry

**Dr Alex Calverley**, Head of Physics





# SPORT AND PHYSICAL EDUCATION

This is followed by all pupils as part of the core curriculum, including those who opt to study GCSE Physical Education.

## Years 10 and 11 PE Programme

The PE Department encourages pupils to develop their skills and achieve a greater understanding of the sports in which they participate. The girls also work in smaller groups to allow for greater participation and attention from staff.

In Year 10, pupils have a double period of PE per

week (Games afternoon). This time is divided between the main core curriculum sports that are available to the girls and a choice of their preferred activities from an example list shown below. Performance squads are expected to train/compete in their respective sports in the lead-up to and during competition periods.

In Year 11, pupils also have a double period of PE per week alongside Years 12 and 13 on Wednesday afternoons. The aim is to encourage lifelong participation with pupils given a choice of their preferred activities from the Super Eight



(cricket, football, gymnastics, hockey, netball, rowing, skiing and gymnastics) and beyond (e.g. basketball, yoga, paddle boarding, volleyball, climbing and crossfit). Pupils can choose a competitive or participation activity.

Those pupils seeking to be competitive and in performance squads are expected to train/compete in their respective sports in the lead-up to and during competition periods. At this time, they are usually specialising in up to two sports.

Year 10 Sports Options	
Hockey	Rugby
Netball	Football
Gymnastics	Tennis
Swimming	Cricket
Rock Climbing	Dance
Fitness	Basketball
Handball	Rowing

### Physical Education Staff:

- Mrs Claire Wilson**, Director of Sport
- Mrs Kara Vass**, Assistant Director of Sport
- Mr Stephen Pope**, Head of Cricket
- Mr Zak Elbekri**, Head of Football
- Mrs Nicola Osborn**, Head of Gymnastics

- Mr Jonny Gall**, Head of Hockey
- Mrs Kat Flynn**, Head of Netball
- Mr Stewart Walker**, Head of Rowing
- Miss Taryn Archbold**, Head of Skiing
- Mr Gregg Kovic**, Head of Tennis



# OPAL

In this programme of study, pupils are given individual or small group support according to their need in order to help them learn to the best of their ability. The programme of study in Year 10 is very bespoke – the OPAL teachers can tailor their lessons to meet the needs of each pupil in the class. The sessions are aimed at equipping pupils with skills to become confident independent learners ready to tackle the demands of GCSE courses. These skills include:

- Organising for learning
- Planning a revision timetable
- Organising revision
- Revision skills
- Analysis questions and planning essays
- Reading skills
- Taking notes/making notes.

Pupils are also encouraged to contribute their ideas and share their concerns so they can be addressed and resolved to produce the best learning outcome.

**Mrs Dionne King**, Head of Learning Support

## Opportunities For Personalised Additional Learning







# SURBITON

HIGH SCHOOL

---

INSPIRE | ENCOURAGE | EMPOWER

T 020 8546 5245 E [surbiton.high@surbitonhigh.com](mailto:surbiton.high@surbitonhigh.com) [www.surbitonhigh.com](http://www.surbitonhigh.com)

13-15 Surbiton Crescent Kingston Upon Thames KT1 2JT

An independent school for boys aged 4 - 11 and girls aged 4 - 18



**United Learning**  
The best in everyone™

Surbiton High School is part of United Learning. United Learning comprises: UCST (Registered in England No: 2780748. Charity No. 1016538) and ULT (Registered in England No. 4439859. An Exempt Charity). Companies limited by guarantee. VAT number 834 8515 12.

Registered address: United Learning, Worldwide House, Thorpe Wood, Peterborough, PE3 6SB.



@surbitonhighschool



Surbiton High School



@SurbitonHigh



Surbiton High School