

City of
London
School

GCSE

Curriculum Booklet



A concise guide to all
GCSE subject options

2022 edition

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Choice of GCSE Subjects

This booklet is designed to give you information on the GCSE options scheme that we are offering pupils for 2022-2024. Inside you will find details of the content and requirements for each GCSE and IGCSE course on offer, in so far as that information is currently available. We hope that this will prove useful, both in the choice you have to make over options and for reference during the next two years.

As an unashamedly academic school, we aim to offer pupils a broad and balanced GCSE programme that encourages scholarship and intellectual curiosity. We want to offer challenge and enjoyment in their GCSE years so that pupils are well placed for Sixth Form study and can aspire to high-tariff universities.

The main elements are these:

- 1** Pupils will study English and Mathematics. This will lead to GCSEs in English Language, English Literature and Mathematics.
- 2** Pupils will study Science for a total of nine periods per week. This will lead to either:
 - Separate assessment in each of the three sciences (“triple award”, giving three IGCSE grades);
 - Assessment of a syllabus still covering all three sciences but with reduced content, to give two IGCSE grades (“double award”).

Decisions about which pupils are to take which Science examinations will be made in the Fifth Form after Mocks in the first half of the Spring Term, often at the same time as choosing Sixth Form subjects.

Most pupils will be entered for three separate sciences but double is a valid, highly-regarded outcome, and this can be a pragmatic decision, linked to Sixth Form choices, and the fact it reduces the number of examinations in the Summer series.

3 In addition to these “core” requirements, pupils will choose four further subjects from Art and Design, Classical Civilisation, Drama, French, Geography, German, History, Latin, Latin & Greek, Mandarin, Music, Religious Studies, Russian and Spanish. In doing so, they should bear these points in mind:

- » All pupils must choose at least one modern foreign language.
- » All pupils must choose at least one of the following Humanities subjects: History, Geography, Religious Studies, Classical Civilisation.
- » Latin, German, Mandarin, Spanish and Greek may only be chosen by those who are studying the subject in the Third Form. Potential exceptions to this must speak to the Senior Mistress & Director of Studies. It is possible to study Latin on its own but Greek may only be taken with Latin leading to GCSE in both subjects.
- » The course in Russian takes pupils from first beginnings (absolute beginners only) to GCSE in two years. This “new” language may be offered in addition to, or in place of, any language or languages which a pupil is studying in the Third Form.

Since September 2016 there have been changes in how the GCSE is graded so all (but Mandarin) will be awarded on the 9-1 grading.

New Grading	9	8	7	6	5	4	3	2	1	
Old Grading	A* to A			B to C			D, E, F		G	

Fourth and Fifth Form Curriculum Breakdown

All pupils study **six** compulsory subjects to GCSE:

 **English Language**
4 PERIODS TOTAL (SHARED WITH LIT)

 **Physics**
3 PERIODS

 **English Literature**
4 PERIODS TOTAL (SHARED WITH LANG)

 **Mathematics**
4 PERIODS (FOURTH FORM)
5 PERIODS (FIFTH FORM)

 **Biology**
3 PERIODS

 **Chemistry**
3 PERIODS

...plus **four** additional choices (each timetabled for 4 periods per week):

- | | | |
|--|---|---|
|  Art and Design |  Classical Civilisation |  DC&R (HPQ) |
|  Drama |  French |  Geography |
|  German |  History |  Latin |
|  Latin & Greek |  Mandarin |  Music |
|  Religion & Philosophy |  Russian |  Spanish |

Note - at least one must be a modern foreign language and at least one must be a humanity.

In addition, non-examined courses (1 period a week) in Global and Critical Thinking, and Personal, Social and Health Education with RSE will be followed.

All pupils will continue with P.E. and the normal Games programme.

In making a choice of options, the best advice we can give pupils is to study the subjects at which they are best and from which they derive most enjoyment. There are few, if any, career implications. Parents may, however, care to note the following points regarding future A level choice:

- 1 A pupil wishing to take English, Mathematics, Science subjects or a foreign language at A level must have previously studied the appropriate course at GCSE. This restriction does not necessarily apply to other A level subjects.
- 2 All the subjects available at GCSE are currently available in the Sixth Form. The Sixth Form curriculum, which also includes Economics, Politics, and Further Mathematics, provides pupils with a very good degree of flexibility and subject-choice.
- 3 Please note that it is not School policy to enter pupils for GCSE in subjects other than those which they are studying at School.

Of course, by offering the range of options that we do at GCSE, we are in a sense attempting the “impossible”. We are seeking to provide a flexible scheme which accommodates the wishes of 180 pupils (even though some will have difficulty making up their minds), which ensures a balanced curriculum, which gives reasonable class sizes and which offers each pupil the chance of obtaining the best possible examination results at the end.

Inevitably, therefore, we are unlikely to satisfy everybody absolutely one hundred per cent. For instance, although we expect that all advertised courses will be provided, we cannot guarantee to provide any particular course if the demand for it is very low. We cannot guarantee being able to offer every possible combination and whilst our aim is to meet the needs of each individual as far as is possible within the constraints above, we might have to ask a pupil for a further fifth choice if we cannot timetable his particular set of subject choices.

We are keen to give you adequate time to discuss with your child, together with staff if necessary, the various possibilities. However, you will appreciate that there is also a requirement to produce a timetable well before the end of the Summer Term. We are therefore adopting the following procedure to achieve our various aims:

- **8 December** – Miss Murphy, Senior Mistress & Director of Studies explains the options to the Third Form and discusses points which are raised. This booklet is given out. A PDF copy will be available on the Portal and on our website.
- **12 January** – Virtual Q&A with the Senior Mistress & Director of Studies: join via Teams (invites to follow) at 1pm or 7pm. There will be a video to watch beforehand.
- *Third Form Parents' Evenings:*
 - **18 January (3RJB, 3GWD, 3HS, 3BLM)**
 - **20 January (3FJI, 3SM, 3DGG, 3ORB)**Parents have the opportunity to discuss progress with subject teachers and any outstanding problems over GCSE choices. Throughout the process of making decisions, the Form Tutor, Careers Department staff, Mr McArdle and the Senior Mistress & Director of Studies (nm@cityoflondonschool.org.uk) are available to pupils for individual discussion of GCSE options. Parents' Evenings are Virtual. Pupils do **not** attend Parents' Evenings until Fourth Form.
- **7 February** – *Last day for submitting GCSE choices by 9am.* Pupils will get an email directing them to submit their choices electronically. They must print out the receipt for you to sign and this should be handed in to your child's tutor.

- **April/May** – Miss Murphy and the Timetabler, Mr Wacey, scrutinise choices and discuss problems/anomalies with individual pupils. This is when a pupil may be asked for an alternative set of choices.
- **Mid-May** – Choices are finalised and the timetables constructed on the basis of these choices. It is sometimes possible to change at the beginning of September, but this cannot be guaranteed. Any requests for changes should go to the Senior Mistress & Director of Studies.

If you require further clarification or advice of any kind, please do not hesitate to contact Miss Murphy.

A handwritten signature in black ink, appearing to read 'N. Murphy', with a large, sweeping flourish underneath.

Miss Murphy

Director of Studies

Subjects

Core Subjects:

English & Maths

All pupils study Mathematics and English; the latter is two GCSEs, one in Language and one in Literature. All are grade 9-1.

English Literature

CIE IGCSE

All work is assessed by examinations and pupils study three texts (a novel, some poetry and a play) and sit an unseen examination. Texts are chosen by teachers; Chimamanda Ngozi Adichie's *Purple Hibiscus*, Charles Dickens' *Great Expectations*, R C Sherriff's *Journey's End*, and Shakespeare's *Twelfth Night* are examples of the types of text. The pupils who achieve the top grades in English each year are invariably those who keep up their reading of fiction and non-fiction and there is a Reading Carousel with titles such as *The Kite Runner*, *The Nickel Boys*, *The Big Sleep*, *The Secret History* and *Maus* that are a compulsory part of this; pupils should be reading for at least 20 minutes a day and perusing high quality journalism such as the *New Statesman*, *The Spectator*, and opinion pages from quality broadsheets such as *The Times* and *The Guardian*.

English Language

EDEXCEL GCSE

All work is assessed by examinations and the two papers examine the pupils' ability to respond analytically to passages of Victorian literature and modern media texts such as opinion pieces from newspapers. They also test creative writing skills and transactional writing as a response to a media text, and pupils take a compulsory speaking and listening component too (assessed internally). As with English Literature, pupils with a broad experience of reading outside the classroom do best; familiarity with Victorian writing by authors such as Charles Dickens, the Brontës or Thomas Hardy, as well as high quality journalism, will stand pupils in good stead for this qualification.

Mathematics

OCR GCSE

There are three final exams (calculators permitted in two) and topics are Number operations and integers, Fractions, decimals and percentages, Indices and surds, Approximation and estimation, Ratio, proportion and rates of change, Algebra, Graphs of equations and functions, Basic geometry, Congruence and similarity, Mensuration, Probability and Statistics. Pupils are grouped into three broad bands for the teaching but all pupils cover the same syllabus and are aiming for the top grades. Assessment data is used to decide the bands. All pupils sit Mathematics GCSE at the end of the Fifth Form aiming for the top grades that will permit them to continue with Mathematics in the Sixth Form, if they choose to.

Please note:

When choosing Art, pupils should opt for **Art & Design: Fine Art** or **Art & Design: Three-Dimensional Design**. We hope to be able to timetable all choices but this is not certain at this stage.

AQA

Art & Design:

Fine Art

This qualification is intended for pupils who enjoy drawing, painting and printmaking. Fine Art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. Through the course pupils will develop their knowledge and understanding through a variety of learning experiences and approaches, including engagement with sources. This will allow pupils to develop the skills to explore, create and communicate their own ideas. Pupils will demonstrate these skills through the development, refinement, recording, realisation and presentation of ideas through a portfolio and by responding to an externally set assignment.

Pupils need a high level of commitment throughout the course to be successful. It should be remembered that every piece of work in both the Fourth and Fifth Form is assessed and contributes to the final grade. Responding in a meaningful way to a piece of art or design requires a significant level of intellectual effort; this is not a 'non-academic' subject. The GCSE Fine Art course at CLS, offers the interested and motivated pupil an exciting and valuable opportunity to develop creative skills in Fine Art, and will be of benefit to all pupils, whether they intend to continue studying Art at A-Level or not.

Assessment

The course consists of two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', which is released in January of the final year. This qualification is linear, meaning pupils will sit the exam and submit all non-exam assessment at the end of the course.

Component 1 – Portfolio (60%)

Pupils will be required to build a portfolio of work and meet the four assessment objectives (AO):

- AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 - Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Component 2 – Externally Set Assignment (ESA) (40%)

The externally set assignment provides pupils with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point set by the Exam Board. Once pupils receive the ESA they will have a preparation period which can begin on or after 2 January, which is followed by 10 hours of supervised time. All work submitted for this component will be marked as a whole against the same standards as Component 1.

Course Structure

Pupils will learn through practical experience and must demonstrate knowledge and understanding of sources that inform their creative intentions, which should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. Pupils will be introduced to a variety of learning experiences, which

encourage the development of skills using appropriate media, processes, techniques and technologies relevant to their chosen areas of study. Pupils will be encouraged to develop their own strengths and interests in the subject and follow their own lines of enquiry, over time, reflecting critically upon their creative journey and its effectiveness in relation to the realisation of personal intentions.

Pupils are required to work in one or more areas of Fine Art, such as those listed below - pupils may explore overlapping areas and combinations of areas:

- ▷ Drawing
- ▷ Painting
- ▷ Printmaking
- ▷ Lens-/light-based media
- ▷ Photography and the moving image
- ▷ Sculpture
- ▷ Installation

Drawing

Pupils must provide evidence of drawing in both their portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

Written annotation

When addressing the requirements of the course, pupils must record their ideas, observations and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both components.



Please
see
**Mr Beresford-
Zahra**
for more
information

Art & Design:

Three-Dimensional Design

This qualification is intended for pupils who enjoy designing and making 3D products. Through design, pupils can become critical and informed users of products, innovators, and creative thinkers. This course has been designed to encourage pupils to express original ideas and to develop an adventurous and enquiring mind. Pupils will be inventive with materials and examine the relationship between form and function. Pupils will learn about the circular nature of the design process from concept, formulation and analysis of a brief, research, experimentation to final outcome. Pupils will learn to render ideas and concepts in sketch form to make them accessible to third parties and for the purposes of producing models and 3-D objects.

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Pupils need a high level of commitment throughout the course to be successful. It should be remembered that every piece of work in both the Fourth and Fifth Form is assessed and contributes to the final grade. Crafting meaningful high quality design requires a significant level of intellectual effort; this is not a 'non-academic' subject. The GCSE Three-Dimensional Design course at CLS, offers interested and motivated pupils an exciting and valuable opportunity to develop creative skills in Art and Design, and will be of benefit to all pupils, whether they intend to continue studying Art at A-Level or not.

Assessment

The course consists of two components, comprising a 'Portfolio' selected from the course of study and an 'Externally Set Assignment', which is released in January of the final year. This qualification is linear, meaning pupils will sit the exam and submit all non-exam assessments at the end of the course.

Component 1

Portfolio (60%)

Pupils will be required to build a portfolio of work and meet the four assessment objectives (AO):

- AO1 - Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3 - Record ideas, observations and insights relevant to intentions as work progresses.
- AO4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Component 2

Externally Set Assignment (ESA) (40%)

The externally set assignment provides pupils with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point set by the Exam Board. Once pupils receive the ESA they will have a preparation period which can begin on or after 2 January, which is followed by 10 hours of supervised time. All work submitted for this component will be marked as a whole against the same standards as Component 1.

Course structure

In Component One and Component Two pupils are required to work in one or more area(s) of Three-Dimensional Design, such as those listed below:

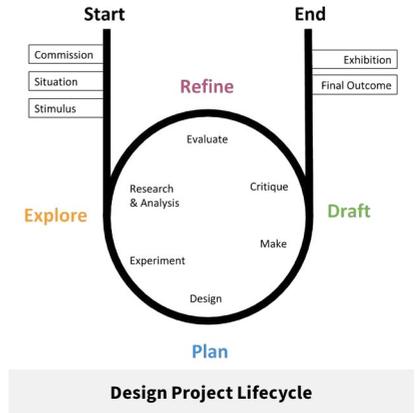
- ▷ Architectural design
- ▷ Sculpture
- ▷ Ceramics
- ▷ Product design
- ▷ Jewellery and body adornment
- ▷ Interior design

- ▷ Environmental/landscape/garden design
- ▷ Exhibition design
- ▷ 3D digital design
- ▷ Designs for theatre, film and television.

The projects outlined below illustrate the course programme (although this may be adapted):

Component 1:1 – Ceramics Brief

In the project pupils will explore hand-building techniques and surface design using under-glazes, coloured slips and glazes. Pupils will develop primary observational drawings to develop research for their ceramics designs as well as focusing on drawing for design.



Component 1:2 – Model Making Brief

This unit will cover three of the key skills in the course specification of model making, constructing and assembling. The pupils will develop technical drawing skills using isometric as well as one- and two-point perspective. Pupils will create models using a range of materials including foam board, plastic, crafting low stake (draft) models leading to a sustained model. Pupils will consider space, scale and environment. The pupils will develop an understanding of how to generate responses that address specific needs determined by external factors such as the requirements of an individual client's expectations, needs of an intended audience or details of a specific commission.

Drawing

Pupils must provide evidence of drawing in both the portfolio submission and externally set assignment. These can take different forms depending on intention. Drawing is integral to the design process, allowing pupils to communicate ideas, develop plans and record observations. Pupils will complete technical drawings as well as primary observation.

Written Annotation

When addressing the requirements of the course, pupils must record their ideas, observations, and insights both visually and through written annotation using appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both components.



Please see
**Mr Beresford-
Zahra**
for more
information

Classics: Classical Civilisation

Why should I choose Classical Civilisation?

- ▷ In short, because you want to find out about the history, literature, mythology and art and religion of two of the greatest civilisations to have ever existed: the ancient Greeks and Romans.
- ▷ You can access all this great material but without the need to translate the original language. Classical Civilisation is one of the broadest subjects on offer at GCSE and you cover a vast swathe of time and culture in your lessons.
- ▷ You also learn about the Classical heritage and how it has affected our modern-day world. How does ancient religion compare to our modern-day practices? Do we still have ancient superstitions? What lessons have we learned of warfare and battle tactics since the great wars that happened over 2000 years ago?

What will I study and how will it be assessed?

The GCSE is broken down into two topics – each representing 50% of the course and taught in each respective GCSE year.

In Fourth Form you will study one of the following:

- ▷ Myth and Religion – ancient myths and famous heroes such as Hercules and Theseus; the Olympian gods, their festivals and great temples such as the Parthenon and Pantheon, the underworld and how the ancients treated their dead
- OR
- ▷ Women in the ancient world: women in myth and legend as well as in the real world

In Fifth Form you will study one of the following:

- ▷ War and Warfare – ancient battle plans and tactics that have inspired Hollywood movies, the actions and attitudes of great generals such as Augustus and Leonidas, specific weapons and armour and the different roles in ancient armies and navies.

OR

- ▷ The Homeric world: fact and fiction in Homer's Odyssey.

OR

- ▷ Roman city life: housing, family and society, leisure and entertainment.

Each side of the course is examined with one 90-minute paper respectively, largely made up of small factual questions and a few longer extended writing tasks.

FAQs

Is there any coursework? No – just two examinations at the end of Fifth Form.

Do I need to be good at essays? This is part of the course but not the main part. We also have plenty of time to hone these skills over the two years.

Do I need to have done it at Third Form? No, you can take it whether you took Third Form Classical Civilisation or not.



Please see
Mr Swann
for more
information

Classics:

Latin or Latin and Greek

Why should I choose Latin or Latin and Greek?

- ▷ In short, because you want to find out about the history, literature, politics, philosophy and overall culture of ancient Greece or Rome through the eyes and words of those that lived at the time.
- ▷ You enjoy the Latin or Greek language and how it pieces together but wish to also explore how ancient poets, historians and authors brought their works to life with fascinating stories, villains and heroes, great plot twists and wonderful use of language.
- ▷ You also learn about the Classical heritage and how it has affected our modern-day world. What Roman oratory techniques are still used today to captivate an audience? What did Virgil and Homer think a “hero” was and would we agree today? What did the ancient authors have to say about themes such as love, death and the gods? What do we think of ancient opinions on slavery, women, ethnicity and gender in line with our modern-day environment?

What is the difference between the courses and which one should I do?

- ▷ The main difference is that Latin is a two-year course assessed at the end of Fifth Form whereas Latin and Greek has its Latin GCSE at the end of Fourth Form and the Greek GCSE at the end of Fifth Form.
- ▷ As a result, Latin only is a less time-pressured course focusing on the Cambridge Latin Course in Fourth Form before moving onto GCSE material. Latin and Greek focuses immediately on GCSE material.

- ▷ However, whereas at the end of Fifth Form Latin-only pupils will have one GCSE, of course Latin and Greek pupils will have two certificates: a Latin GCSE and Greek GCSE respectively.
- ▷ Those who have found the Third Form course too quick-paced and prefer to take their time on language and background work should consider Latin only.
- ▷ Those who have enjoyed the academic challenge of Latin and Greek, and done well in Third Form, will find the joint course incredibly rewarding.
- ▷ Speaking to your teachers will also help clarify which course would better suit you.
- ▷ We sit the Latin and Greek GCSE with the same exam board (OCR) and so both subjects have exactly the same format of paper.

What will I study and how will it be assessed?

- ▷ Both GCSEs have three papers: one 90 minute language paper (50% of the overall course) and two “set text” or literature papers: one prose and one verse – each worth 25% of the GCSE.
- ▷ The language paper will consist of a mixture of comprehension and translation questions with a very small grammar or composition section.
- ▷ The language paper has a set vocabulary and grammar list – the examiners are not allowed to use any words or structures outside of this list!
- ▷ The “set texts” are pieces of literature that were written 2000 years ago: this is the first time you will be studying original texts – so exciting!
- ▷ The set text authors and their works are some of the most brilliant ever to have existed – ever heard of Homer or Virgil? The Iliad, Odyssey or the founding of Rome? Have you been interested in what Greek or Roman life was like on a daily basis? How about the history of Greek city states, plots of life and death involving emperors or the eruption of Vesuvius according to eye-witnesses?

FAQs

Is there any coursework? No – they are purely examination-based courses.

Do I need to be good at essays? No - This is only a small part of the course as it's only a proportion of the set text papers. We also have time to hone these skills in lessons.

Do I need to have done Latin and/or Greek at Third Form? Yes, both courses require you to have studied the language previously.

Does every school offer Latin or Greek? No – you are incredibly lucky to be offered such rare subjects so think carefully before you turn down this amazing opportunity.

Can I “give up” Greek once I have taken the Latin GCSE in Fourth Form? No – the Latin and Greek option is a two-year course and commitment. Once you embark on it, you must stay the course for the whole two years.



Please see
Mr Swann
for more
information

Design, Computing & Robotics

Higher Project Qualification

Introduction

This qualification is intended for pupils who enjoy coming up with design solutions for real world problems. Using the fundamentals of the design cycles, pupils will engage with problem analysis, forming a design brief and creating and evaluating solutions. This course builds on the Third Form Design, Computing and Robotics course and will encourage pupils to engage with current problems in adventurous and novel ways. Pupils will develop their Rhino 3D skills to be able to produce more complex objects, taking into account scaling, materials and material properties. They will engage with rendering in more detail and will learn how to make and use prototypes, both traditional and contemporary. Simultaneously, pupils will spend a considerable time developing their programming and coding skills, initially in Python, but using other languages, depending on their skills and needs of their projects.

At later stages in the course, pupils will complete their own project, using the Higher Project Qualification, a framework that is similar to the aims of the Extended Project Qualification (EPQ) in the Sixth Form. This qualification requires pupils to choose a project that they will engage with through guided, yet independent work. As the course progresses, pupils will be given more and more independent projects to work through, using the skills developed in the taught sessions in the first year of the course. Pupils choosing this option will need to be highly motivated but, by choosing this option, will develop new ways of studying and working, developing their study skills in a way that will help them better engage with their weaknesses, and develop the knowledge and understanding of relevant technologies.

Pupils will be required, with support, where appropriate, to:

- ▷ select, either individually or as part of a group, an appropriate topic
- ▷ identify a question or brief which specifies an intended project outcome
- ▷ produce a plan for how they will deliver their intended outcome
- ▷ conduct research into the project brief, using appropriate techniques
- ▷ develop the intended outcome using selected tools and techniques safely
- ▷ demonstrate the capacity to see a project through to completion
- ▷ share the outcome of the project, including a review of their own learning and performance with others, using appropriate communication methods.

Assessment

Higher Project Qualification is assessed by the teacher and has internal moderation. Marks awarded by the centre will be subject to Pearson's quality assurance processes. This is to ensure consistency with national standards. A sample of projects will be examined and marks will be adjusted where they are found to vary from the national standard. Work will be graded A*–C.

There are four assessment objectives for the Pearson Edexcel Higher Project. These detail the knowledge, skills and understanding that the pupil is required to demonstrate. They are as detailed below, along with the weighting that they are given.

Assessment Objective	Marks Available	Weighting
AO1 Manage - Identify, plan and carry out a project, applying a range of skills and methods to achieve objectives.	7	17.5%
AO2 Use resources - Research, select, organise and use information, and select and use a range of resources. Interpret data and apply findings.	9	22.5%
AO3 Develop and realise - Select and use a range of skills, including, where appropriate, new technologies and problem solving to achieve planned outcomes.	17	42.5%
AO4 Review - Evaluate project outcomes and own learning and performance. Use communication skills to present evidenced project outcomes and conclusions in an appropriate format.	7	17.5%
Total	40	100%



Please see
Mr Živanić
for more
information

Drama

This practical and theoretical course gives pupils the opportunity to use the state-of-the-art facilities of the Winterflood Theatre for their performances. It is available as a subject to those who did not do Third Form Drama, but some previous experience of Drama lessons or performance is necessary to continue the subject at this level (please see Miss Dobson if you wish to be considered, as an audition will be required before your option form is submitted). Analysis of live productions through theatre visits is part of the course.

The **Drama** element continues to:

- ▷ Develop creative thinking
- ▷ Widen the pupil's range of personal expressive skills, develop public speaking skills and build confidence
- ▷ Extend physical and verbal communication channels
- ▷ Foster group working skills

The **Theatre** element broadens the pupil's knowledge of modern Theatre in theory and practice by:

- ▷ Exploring and using specific performance skills (acting and technical) in practice
- ▷ Providing opportunities for public performance of both scripted and pupil's own devised work
- ▷ Fostering the ability to analyse and evaluate theatrical performances through Theatre visits and discussion
- ▷ Developing knowledge of the broad outlines of theatrical history and major practitioners
- ▷ Extending acquaintance with contemporary theatre through the work of directors and writers

The course consists of 60% Performance Coursework and 40% Written examination:

Paper 1: Written examination (40%, 2½hrs)

Pupils answer questions based on the pre-release material. The pre-release material consists of two extracts from published plays. Candidates study and explore the extracts practically, investigating performing and staging opportunities.

Pupils will answer questions from the perspective of a director, actor and designer.

The question paper is marked out of 80 and is structured as follows:

Section A (30 marks):

- ▷ Candidates answer short-answer questions on one of the extracts.
- ▷ Candidates must answer all questions in this section. Marks per question range from 2 to 10.

Section B (25 marks):

- ▷ Candidates answer two questions on the other extract.
- ▷ Candidates must answer one compulsory 10-mark question and one 15-mark question from a choice of two.

Section C (25 marks):

- ▷ Candidates answer a 10-mark and 15-mark question on the devised performance they created for their coursework.

Paper 2: Performance coursework (60%)

Pupils submit three pieces of practical work:

- ▷ One solo piece (monologue) from an extract of a play.
- ▷ Two group pieces - one original devised piece and one performance of an extract of a play.

The performance coursework is marked out of 120.

Any pupil who has not undertaken the Third Year Drama course but wishes to contemplate the GCSE option should see Miss Dobson to discuss this further



Please see
Miss Dobson
for more
information

Geography

In an ever-changing world, Geography bring an understanding and sense of place to our world. The Cambridge IGCSE syllabus (0976) course develops a deep understanding of the complex interrelationships between our natural and human environments, while also equipping pupils with life-long learning skills that help develop empathy and build respect for other people and the environment.

Building on the skills developed from OG through to Third Form, pupils will continue to develop

- ▷ a sense of place and understanding of scale;
- ▷ an awareness of contrasting physical and human environments, and an understanding of the processes that create them;
- ▷ an understanding of how people interact with each other and their environments, and the impacts of this;
- ▷ an awareness of the contrasting opportunities and constraints presented to different communities and cultures around the world by these different environment;.
- ▷ judgement and decision making skills while appreciating the sensitivity of the natural environment and the people and places that exist within them;
- ▷ the ability to analyse geographical data in a range of forms;
- ▷ to undertake investigations and be able to present and evaluate their findings.

Pupils are assessed as follows:

Paper One

This paper is composed of six structured questions based on the three key themes of the course. Pupils are required to answer one question from each key theme. Questions are designed to test knowledge, understanding and skills of analysis and judgement.

Paper Two

This paper contains a variety of skills-based questions designed to test the ability to handle various types of geographical data and maps. The questions are neutral and do not require place-specific information. Pupils are expected to demonstrate skills of analysis and interpretation, and application of cartographic and other techniques as appropriate.

Paper Four

This paper is an alternative to coursework – it is designed specifically to assess enquiry and fieldwork skills that would normally be assessed through an extended project. A range of tasks will be set based on one or more of the syllabus key themes.

Trips

There are a number of opportunities for fieldwork within this syllabus, which is a key component of Paper 4. Two day visits, to Cambridge and Walton on-the-Naze, Essex, will be used to exemplify human and physical fieldwork techniques respectively. Ideas and techniques pupils experienced from fieldtrips in earlier years (Emirates Stadium for urban regeneration, Kew Gardens for Weather and Climate, and the Natural History Museum for plate tectonics) are also relevant to the content of the Geography IGCSE and are drawn upon to help supplement the course.

The assessment is as follows:

- ▷ **Paper 1:** 45% of the total mark (75 marks, 1hour 45mins)
- ▷ **Paper 2:** 27.5% of the total mark (60 marks, 1hour 30mins)
- ▷ **Paper 4:** 27.5% of the total mark (60 marks, 1hour 30mins)

The specification is divided into the following themes:

Population and settlement

- ▷ Population dynamics: The study of population and migration over time, and the causes and impacts of this.
- ▷ Settlement: This topic examines land-use in developing and developed countries, with a focus on major urban areas.

The natural environment

- ▷ Plate tectonics: The causes and effects of earthquakes and volcanic eruptions, and how people adapt to these hazards.
- ▷ Landforms and landscape processes: Processes associated with rivers and coastal environments, and the issues surrounding human use of them.
- ▷ Weather, climate and natural vegetation: The study of how different climatic conditions produce different environments around the world, focussing on tropical rainforests and deserts, including the opportunities and challenges that these environments present.

Economic development and the use of resources

- ▷ Development & Globalisation: Examining the inequalities that arise between and within countries and explain how this links to the processes and impacts of globalisation.
- ▷ Food production: The study of agricultural processes to examine issues associated with food supply and overpopulation.
- ▷ Industrial systems: Examining how and why different industries locate in different parts of the world, and the impacts of this.
- ▷ Leisure activities and tourism: Looking at how the physical and human environments provide opportunities for tourism, and the problems and benefits associated with this.
- ▷ Energy and water resources: A study of how renewable and non-renewable resources can be managed and used effectively, with an additional focus on water supply.



Please see
Mr Innes
for more
information

History

The History Department follows the Cambridge International Examinations IGCSE syllabus (0470). The course focuses exclusively on European and World History in the 20th Century. It is a particularly engaging one and provides plenty of opportunity for debate and discussion.

Syllabus

- ▷ International Relations since 1919 (Core Content)
- ▷ The Paris Peace Treaties
- ▷ The League of Nations
- ▷ Origins of World War Two
- ▷ Origins of the Cold War
- ▷ Containment of Communism (Korea, Cuban Missile Crisis and Vietnam)
- ▷ **EITHER** The USSR's control over Eastern Europe **OR** The Middle East 1970-2001
- ▷ Germany, 1918–1945 (Depth Study), comprising:
 - » Weimar Germany
 - » The rise of the Nazi Party
 - » The Nazi Regime

...plus one of the following:

Option A: The USA 1919 - Present

- ▷ The US economy and society in the 1920s.
- ▷ The causes and consequences of the Wall Street Crash.
- ▷ Roosevelt's New Deal.

Option B: China 1945-c.1990

- ▷ The Civil War.
- ▷ Mao's China.
- ▷ China since Mao.

Aims

- ▷ stimulate interest and enthusiasm about the past;
- ▷ promote the acquisition of knowledge of human activity in the past;
- ▷ promote an understanding of the nature and use of historical evidence
- ▷ develop, on the part of the pupils, an appreciation of the nature of cause and consequence, continuity and change, similarity and difference;
- ▷ provide a sound basis for further study and pursuit of personal interest;
- ▷ encourage international understanding;
- ▷ encourage the development of linguistic and communication skills.

Assessment

Paper One, 2 hours (40%) - Pupils answer two questions on the 20th century Core and one question on the Depth Study. All questions on Paper 1 are structured into three parts and will be based on stimulus material.

Paper Two, 2 hours (33%) - This is a source-based paper. The topic is prescribed each year and will be taken from the Core Content. Each option will include a collection of source material relating to the prescribed topic, and a series of questions based on the material.

Coursework (27%) - One piece, of about 2,000 words in total, either on China 1945-c.1990, OR the USA 1919-present.

All pupils take the same examination papers and the grade achieved is determined by their different levels of response to the common questions. Coursework is internally marked and standardised and moderated by the Board.

Trips

If circumstances allow, the Department runs an annual trip to Berlin, open to all IGCSE History pupils, to investigate aspects of the Third Reich and Cold War. This includes visits to the Jewish Museum, House of Wannsee, Sachsenhausen, the Stasi Prison and the Reichstag. We also visit the IWM's excellent Holocaust Exhibition.



Please see
Mr Bracken
for more
information

Learning Support

Access Arrangements and Specific Learning Needs

If at any time in the lead-up to, or after the summer exams, you are considering commissioning an Educational Psychologist report, please note that, whilst reports from Educational Psychologists provide useful and important information, they do not in themselves automatically confer or guarantee eligibility for specific concessions in public examinations. The School is required to provide a history and evidence of need from teachers for access arrangements, and these are based upon performance in lessons at school as well as attainment in tests. If you are considering commissioning an external report, or would like to discuss any of these issues further, please contact Ms DiStefano, Head of Learning Support or Miss Murphy, Senior Mistress & Director of Studies.

If your child has already been identified as having a specific learning need, please be aware that the School will monitor their progress and performance with relation to access arrangements for public examinations. If arrangements have already been put in place, the School will closely monitor your child's use of these arrangements in lessons, assessments and exams, as they must be using them regularly in order to provide the necessary evidence to the Exam Boards for public exams. New regulations from JCQ mean that the criteria for eligibility for extra time are far more stringent and restricted than in previous years.



Please see
Ms DiStefano
(Head of L.S.)
for more
information

Modern Languages

Note: Less able linguists who intend to choose only one language for IGCSE/ GCSE are very strongly recommended to opt for French. If necessary, this should be discussed with a pupil's subject teacher. More able linguists are strongly encouraged to study two or more languages to GCSE.

We prepare pupils for the International General Certificate of Secondary Education (IGCSE). The board we use is Cambridge International Examinations (www.cie.org.uk). There is no IGCSE available in Russian, so that language remains with GCSE, using Edexcel (www.edexcel.com).

In general we do not recommend pupils with native speaker background to opt for that language on the timetable. Please talk to Mr Edmundson if you wish to discuss this further.

Aims

The main aims of a course in Modern Languages leading to an IGCSE examination are:

- ▷ to develop the ability to communicate effectively in the foreign language
- ▷ to give pupils a basic insight into the culture and civilisation of the relevant country
- ▷ to provide intellectual stimulation and positive attitudes to foreign language learning and other cultures.

Course content

Four skill areas are developed—listening, reading, speaking and writing—and the emphasis throughout is on the use of authentic language in practical, everyday situations, ensuring at the same time that the pupils' command of grammatical structures is extended and consolidated.

Written work includes letters, descriptions and imaginative essays, while oral work includes conversation on a series of prescribed topics.

There are two homework tasks per week, usually consisting of one written assignment related closely to work covered orally in class, and one learning or revision task for a test.

Assessment

The IGCSE consists of four papers, each worth 25%. These are an oral exam (conducted by CLS teachers), a reading comprehension paper, a listening comprehension paper and a writing paper. There is no coursework.

Studying Russian

It should be noted that Russian is a two-year course, and thus is suitable only for pupils who have already demonstrated a proven ability in Modern Languages. Many, although not all, of those pupils opting for Russian are taught French off the timetable, with a single lunchtime lesson a week, and sit the IGCSE in French at the end of the Fourth Form.

It is not a suitable course for pupils with any prior knowledge of Russian.

Studying Mandarin Chinese (A* - G)

The aims, course content and styles of assessment for the Mandarin Chinese IGCSE are the same as with Cambridge's other modern languages such as French and Spanish. Pupils will be aiming to:

- ▷ Develop the ability to communicate effectively using the target language
- ▷ Offer insights into the culture and society of countries where the language is spoken
- ▷ Develop awareness of the nature of language and language learning
- ▷ Encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- ▷ Provide enjoyment and intellectual stimulation
- ▷ Develop transferable skills to complement other areas of the curriculum
- ▷ Form a sound base for the skills, language and attitudes required for progression to work or further study

Assessment for Mandarin Chinese

There are four areas of assessment based on the key skills: speaking, listening, reading and writing. Each assessment carries a 25% weighting towards the final grade.

- ▷ Written work will be produced using Chinese characters. Pupils will have lots of opportunities to practise character writing both in and after class.
- ▷ Each week, pupils will build their vocabulary, including the pronunciation, translation and character writing. Homework will consist of interactive Quizlet learning and authentic Chinese practice.
- ▷ Speaking skills will be targeted through class practice and are an integral part of the IGCSE course and assessment criteria.



Please see
Mr Edmundson
for more
information

Music

Pupils taking Music IGCSE will study a variety of music through Composing, Performing and Listening.

Composition (30%)

Pupils produce two pieces of music. They must be contrasting in character and written for different forces. They have to be notated and recorded. Pupils can work with live musicians or use music software. This paper provides pupils the opportunity to work in styles that most appeal to them and the department prides itself in submitting compositions in a very wide variety of genres.

Performing (30%)

Pupils have to record one solo and one ensemble performance. A grade 5 piece played perfectly will score full marks. The ensemble performance allows pupils to work with other performers. The important elements are accuracy, interpretation and expression. An ensemble should normally consist of two or more live performers. The performances take place in the Autumn term. Again these performances cover a wide variety of instruments, voices, styles and jazz improvisation.

Listening (40%)

Pupils complete a listening paper of 75 minutes duration split into unprepared and prepared listening extracts. The unprepared extracts or pieces will be from a wide range of styles and traditions including the Baroque, Classical, Romantic and twentieth-century, including jazz. Questions may require pupils to identify instruments, recognise types and dates of music, possible composers, spot technical features, notate rhythms and/or pitches and identify chord changes and cadences. There are also questions that relate to music from Latin America, Africa, China, India, Japan and Indonesia.

2023	2024
<p>Either... Haydn: Symphony No. 100, Hob. I/100 Military: Movements 3 and 4</p> <p>Or Brahms: Academic Festival Overture</p>	<p>Either... Beethoven: Symphony No. 5 in C minor (Movements 1 and 2)</p> <p>Or Wagner: The Mastersingers of Nuremberg, Overture</p>
<p>World music focus: Indian Music</p>	<p>World music focus: Latin America</p>

This is a two year course, in which we are able to cover the material in a challenging and stimulating way that provides pupils with a first foundation on which to build if they wish to continue with Music in the Sixth Form.

For pupils currently taking Music in Third Form:

Pupils may opt to take the on-timetable 2 year course.

They may ask to be considered for the one year, off-timetable Fast-Track course.

Pupils considering the Fast-Track course must satisfy the following conditions:

- ▷ Grade 5 theory and Grade 6 instrument passes, by the February of Third Form.
- ▷ In the Autumn Term of Third Form a Solo Performance in class must meet standard of minimum IGCSE top band.
- ▷ Complete a Listening paper with skeleton score to be completed in early January 2022 to cover components of section C IGCSE paper (dictation, key, cadences, ornaments, dynamics, instrument recognition, tempo markings). Results of performance and listening paper determine suitability for Fast-Track option when signing up.

- ▷ The results of these tests will be communicated to parents prior to options. Pupils not able to meet these requirements, will not be able to join the Fast-Track class.
- ▷ This is a 'fast-track' course and only suitable for exceptional musicians and only by prior agreement with the Head of Academic Music and Assistant Head Academic.
- ▷ We reserve the right to change entries to November of Fifth Form if we deem this judicious.

For pupils not currently taking Third Form Music.

- ▷ Third Form Music is desirable but not essential for 2 year GCSE course.
- ▷ Those not studying Music as an option this year who choose GCSE Music in Fourth Form will sit an end of year test in the School Exam Week to assess fundamentals and will be asked to play a solo piece minimum Grade 4 standard.

Music Scholars: They must take Music as an option in Third-Form and are expected to take IGCSE Music in Fourth Form. They may only access Fast-Track if all conditions as outlined are met. Otherwise, it is presumed that pupils are expected to take on-timetable Music.

Chapel Royal Choristers are strongly encouraged to take GCSE Music. However, Third Form Music remains an option for them; therefore, they must meet the entry requirements for GCSE Music (either two year or Fast-Track) as outlined above.



Religious Studies

The Religious Studies GCSE is studied with the OCR Exam Board. This dynamic and academically challenging curriculum allows pupils to study two religious traditions alongside Philosophy and Ethics in the modern world. The delivery of the course will comprise engaging discussion, essay-writing and philosophical lectures / debates. In studying the course, pupils will develop a sound understanding of the role of religion, philosophy and ethics in our diverse society and in the lives of individuals.

The course is divided into two components: The study of Buddhism and Christianity, and Religious, Philosophical and Ethical Studies in the Modern World. These different and complementary components provide a unique opportunity to study two world religions systematically alongside some of the very interesting elements of the Philosophy of Religion and Ethics. Buddhism is very much a modern religion and many things to many people: a tradition rich in history and with remarkable regional diversity yet, at the same time, the central teachings find traction with many individuals who do not consider themselves religious. Christianity is the 'traditional' religion of Britain and gives rise to a very different set of principles and philosophical problems. At all times, pupils will be encouraged to think critically, ask questions of ideas and beliefs as well as engage sympathetically with them in recognition of their historical and continued significance for many.

Pupils need no prior knowledge of the course and we welcome pupils of all faiths and none. The course requires intellectual engagement and will equip pupils with superb critical skills and essay writing techniques.

Assessment

Assessment of the GCSE takes place in two 1 hour exams and one 2 hour exam at the end of the Fifth Form. There is no coursework. Pupils are required, not only to demonstrate their familiarity with the information and material covered, but to be able to analyse, comment on, and manipulate the material in a sophisticated and mature fashion.

Course content

01 – Buddhism

- » The life of the Buddha
- » The teachings of the Buddha, including the Four Noble Truths
- » Humanity and human destiny
- » Buddhist ethics
- » Buddhist principles in modern life
- » Buddhist worship, including meditation
- » Sacred places
- » Buddhist festivals

02 – Christianity

- » The nature of God, including God as Trinity
- » Biblical accounts of creation
- » The problem of evil
- » Jesus as Christ
- » The importance of the incarnation, crucifixion, resurrection and ascension
- » The concept of salvation
- » Eschatological beliefs and teachings
- » Christian practices including: worship, sacraments and prayer
- » Pilgrimage and celebrations
- » Mission and evangelism
- » The role of the church in the community and wider world

03 – Philosophy, Religion and Ethics in the modern world

Relationships and families

- » The family and marriage in the Christian community
- » Christian equality
- » Gender and discrimination

Dialogue between religious and non-religious beliefs and attitudes

- » Challenges for religion, including secularisation, euthanasia, abortion, genetic manipulation
- » Dialogue within and between religious and non-religious groups
- » Dialogue between Christians and humanists, agnostics, atheists and secularists.

The existence of God

- » Different understandings of God
- » The nature and reality of God, including arguments for and against the existence of God.
- » Experiencing God

Religion, Peace and Conflict

- » Violence and conflict, including the concept of terrorism and Just War Theory
- » Peace and peace-making, the concept of pacifism
- » Forgiveness and reconciliation



Please see
Mr Fenton
for more
information

Science

Science is part of the core curriculum and all pupils will follow Edexcel's IGCSE specification in Biology, Chemistry and Physics. Most pupils will take the IGCSE papers in each science – as separate subjects (“Triple Award”).

The courses are designed to allow candidates to reach a high level of attainment so that Science A level courses are within reach of all.

There is no coursework assessment.

Aims

The three courses are designed to give pupils the opportunity to acquire a systematic body of scientific knowledge and to develop an understanding of the power and limitations of science. Technical and environmental applications, and the social impact of science, will of course be mentioned.

Pupils will be encouraged to develop practical abilities through planning investigations and collecting, analysing and questioning their own data.

Examination

During the Fifth Form, after discussion with pupils and parents, a number of pupils will be entered for Double Award Science instead of three separate IGCSEs. All pupils, both Double and “Triple” Award candidates, have nine periods of science per week.

Decisions about which pupils are to take which Science examinations will be made in the Fifth Form after Mocks in the first half of the Spring Term, often at the same time as choosing Sixth Form subjects.

Most pupils will be entered for three separate sciences but double is a valid, highly-regarded outcome, and this can be a pragmatic decision, linked to Sixth Form choices, and the fact it reduces the number of examinations in the Summer series.

As well as testing recall, the written papers expect candidates to understand and apply their knowledge using scientific and technical terms. Evaluating relevant information, and pupils' mathematical skills will be tested, together with their experiences gained from practical investigations.

Topics by subject

Biology

Head of Department: **Dr Pattison**

- ▷ Cells and Biological Molecules
- ▷ Digestion
- ▷ Respiration and Photosynthesis
- ▷ Transport in Plants and Animals
- ▷ Reproduction in Plants and Animals
- ▷ Breathing
- ▷ Ecology and the Environment

Physics

Head of Department: **Mr Wood**

- ▷ Electricity & Magnetism
- ▷ Forces and Motion
- ▷ Waves
- ▷ Energy & Transfer
- ▷ Radioactivity
- ▷ Solids, Liquids and Gases

Chemistry

Head of Department: **Mrs McCarthy**

- ▷ Principles of Chemistry
- ▷ Inorganic Chemistry
- ▷ Physical Chemistry
- ▷ Organic Chemistry



Please see
the relevant
Head of Dept.
for more
information

Frequently Asked Questions

Frequently Asked Questions

How many GCSEs will my child take?

The vast majority of pupils will end up with ten GCSEs. The exceptions to this are pupils who take the Greek/Latin option, those who take the Russian/French option, and those who do Music Fast-Track. The maximum a pupil can end up with is thirteen. Some will end up with nine if they are entered for Double Award Science (this decision is taken after Fifth Form Mocks).

What is meant by a humanity?

All pupils must take at least one from Classical Civilisations, Geography, History or Religious Studies.

Must my child do a Modern Language?

Yes. Pupils are required to do at least one Modern Language and there is the scope to do two, three or even four languages. It is still compulsory at CLS to take at least one. We do not encourage native speakers to take GCSEs in their language as these qualifications are not intended for native speakers. Please read the Early GCSE in a Modern Language Policy on the Parent Portal.

What is meant by Fast-Track Music?

This means doing Music via an early morning seminar lesson, once a week, with the Director of Music. There are clear criteria to be allowed to do this and please read about this on the Music pages in this booklet. Please contact the Director of Academic Music for more details and to discuss your child's suitability; Miss Jones must have agreed to this choice and it does not get submitted via the webpreferences site.

Can my child choose Double Award Science?

No. All pupils embark on the Triple Award Science and the vast majority will take Triple. After the Mocks in January of the Fifth Form, the Head of Science recommends that some pupils take the Double Award and parents are consulted then about this decision.

Will my child take any GCSEs or parts of GCSE early?

Those doing the Latin/Greek option will take Latin, those doing the French/Russian option can take French and those doing the Fast Track Music will take Music in the May/June of Fourth Form. Nothing else is available early. All exams are linear and all exams are in the May/June of Fifth Form, with the exceptions previously mentioned.

If my child did not study a subject in the Third Form can they pick it for GCSE?

Pupils can take Classical Civilisation or Drama if they have not studied it in the Third Form. Russian is offered as a new Modern Language (Russian is a Beginner's Course and is not suitable for anyone with prior knowledge of the language).

Can my child sit a GCSE at CLS that they have studied for outside of school?

No. We cannot accept responsibility for GCSEs unless we have prepared the pupils for them so we are unable to help in this matter. Please e-mail the Senior Mistress & Director of Studies if you need guidance in finding an Exam Centre and if you need your child's unique candidate identifier.

Can my child change their mind once they have handed in the form?

Pupils can change if it fits the Blocking Scheme and this needs to be via e-mail to the Director of Studies. Changes can sometimes be accommodated at the start of the Autumn Term, but no change is allowed after 1 October. Changing an option can mean that pupils have to change English groups or other Option groups and there is work to be caught up.

What subjects are setted by ability at GCSE?

Mathematics is broadly setted and so is French. No other subjects are. Please e-mail Mr Broadhurst (bbp@cityoflondonschool.org.uk), Head of Mathematics, if you have any enquiries regarding Mathematics setting and Mr Eteson (pre@cityoflondonschool.org.uk), Head of French, about French. In these setted subjects all pupils still follow the same syllabus and do the same exam.

Can my child drop a GCSE during the Fourth or Fifth Form?

No. When a GCSE course is started, it is finished. Pupils might find that when work gets harder they need to persevere, knuckle down and recognise that not all academic outcomes are achieved easily.

Can my child re-sit a GCSE during their Junior Sixth year?

No. The focus of the Sixth Form is to do as well as possible at A level.

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