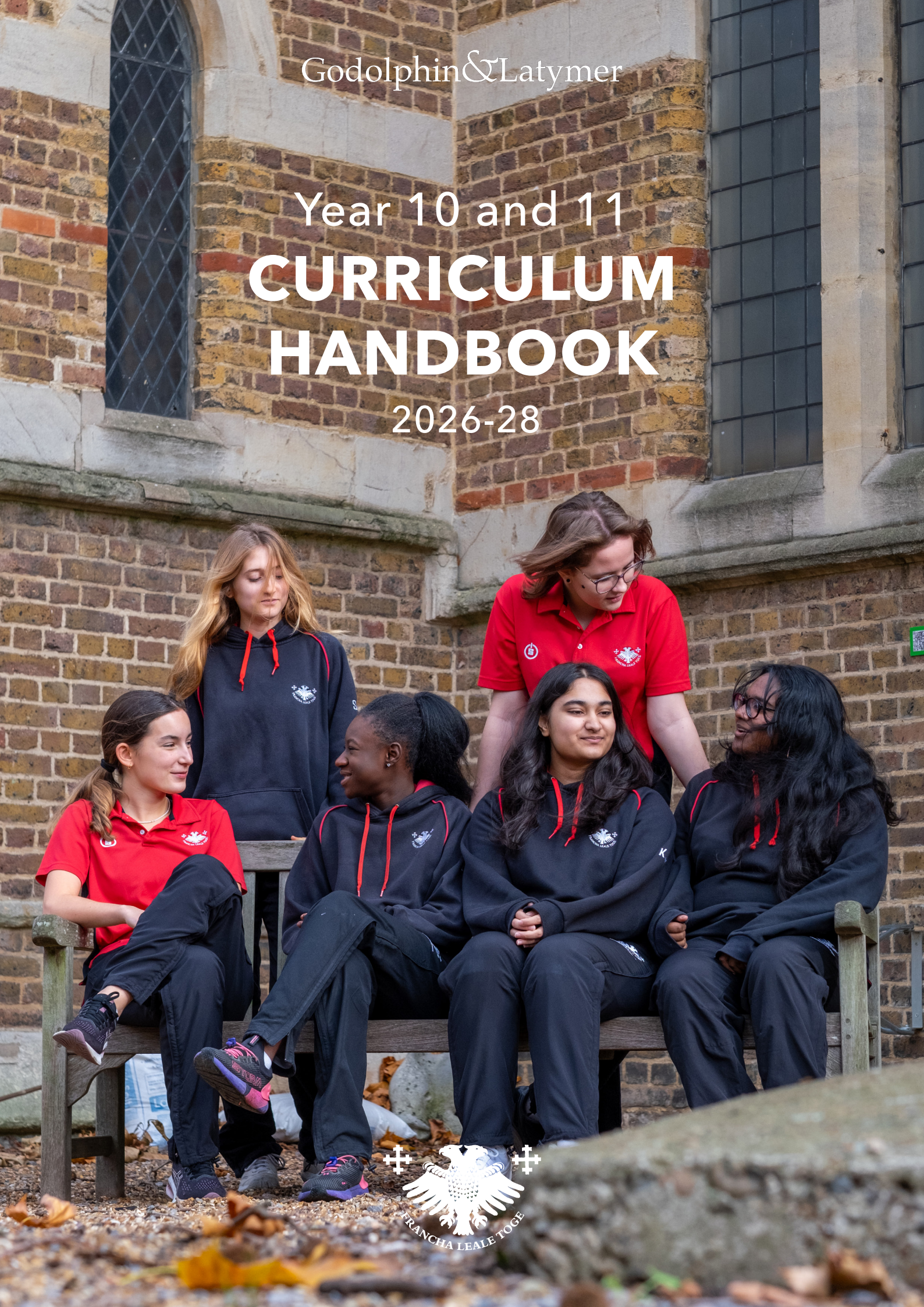
Godolphin&Latymer

Year 10 and 11

CURRICULUM HANDBOOK

2026-28



To Year 9 students and parents

This booklet has been prepared to give Year 9 students and their parents some information on the curriculum in Years 10 and 11. When girls enter Year 10 they are embarking on perhaps the most important part of their school career so far. It has always been a priority for us to ensure that the Middle School years comprise a broad education, balancing the need for thorough preparation for high achievement in GCSE qualifications with provision of the foundational knowledge and understanding to ensure successful transition to Sixth Form studies and beyond. We are also committed to the continuation of all the wider elements of personal development that will equip your daughters with the competencies that are essential for happy and fulfilled personal and professional lives beyond school. We are therefore delighted to be extending the curricular options available to your daughter, including the Innovation and Leadership course which complements and builds on the Futures Programme your daughter will have taken part in during her time in the Lower School. Further details of this course are available on pages 12-13. We will be inviting students to indicate their interest in the course and also to indicate whether they would opt to study Innovation and Leadership instead of either one science, or instead of one option subject, or indeed whether they would opt for this course whichever arrangement was followed. We will take the final decision about the positioning of this course within the curriculum (ie whether instead of a science and/or instead of an option subject) when we have an indication of interest from Year 9 students.

The nine or ten GCSE subjects that students study for GCSE are the stepping stone into Sixth Form study and, later, into Higher Education. The fact that we offer the International Baccalaureate alongside A Levels in the Sixth Form is designed to allow greater choice for students at that stage, but this is very unlikely to affect their choices at GCSE level. The table on page 6 may be of interest, however, since it shows which GCSEs are required or preferred for our Sixth Form courses.

There are also some important non-examined subjects in the curriculum. Physical Education is timetabled in both Years 10 and 11. Personal, Social and Health Education (PSHE) in Year 10 gives the students an opportunity to explore social, political and cultural questions which are central to developing their understanding of what it means to be a global citizen. In Year 11, the PSHE programme includes sessions on Mindfulness and Yoga, RSE (relationships and sex education), First Aid, and Skills for Life. Middle School students are also provided with ample opportunity to explore possible Higher Education and career pathways. In addition to the Careers Programme undertaken as part of Year 10 PSHE and individual support from the Higher Education team when making Sixth Form choices during Year 11, students are also offered networking opportunities, information sessions and access to a dedicated Careers microsite.

During these years we encourage students to take greater responsibility for their own work; homework timetables tend to be more flexible than in previous years, but students are expected to be working for approximately two hours each evening in Year 10 and two to three hours in Year 11.

We want to encourage a sensible balance between academic work and activities and there are many extra-curricular activities which students may participate in, such as music and drama events, the Duke of Edinburgh's Award Scheme and Model United Nations. There may also be foreign exchanges, as well as other visits and trips designed to enhance the GCSE curriculum.

We hope that all students in Year 9 are looking forward to the fresh challenge and opportunities that life in the Middle School will bring and that the two years will be successful in every way.

Miss Emma Lorys
Head of Middle School

Dr Jamie Carter
Senior Deputy Head (Academic)

Contents

GCSE Choices

The curriculum in Years 10 and 11: 2026-2028

GCSE Subjects

The majority of our students will take nine or ten subjects to GCSE, which is more than adequate for entrance to all Higher Education courses. The core curriculum consists of six or seven subjects (depending on whether the Innovation and Leadership course is followed instead of one science). In addition, there is a free choice of two or three options (depending on whether the Innovation and Leadership course is followed via this route) chosen from a list of eighteen subjects.

The Core Curriculum

All students will study English Language, English Literature, Mathematics, Science and a Modern Foreign Language in the Core Curriculum. All students will take three separate Science GCSEs, Physics, Chemistry and Biology, unless they are following the Innovation and Leadership course instead of one science.

The core curriculum is extensive in order to ensure that all students continue to receive a broad education until they have completed the GCSE examinations.

CORE CURRICULUM		
Subjects	**Number of teaching periods per week (55 minutes each)**	**Number of GCSEs**
English Language English Literature	4	1 1
Mathematics	3	1
Physics Chemistry Biology	2 per Science in Year 10 3 per Science in Year 11 Innovation and Leadership might be studied (3 lessons a week in Year 10 and 2 lessons a week in Year 11) instead of one Science	1 for each science
A Modern Foreign Language*	3 in Year 10 2 in Year 11	1
Total		**6 or 7**

* For most students this will be a language already studied in the Lower School; French, German, Spanish or Mandarin can only be chosen as GCSE option subjects if already studied in Years 8 and 9. However, it is also possible to choose Italian as a completely new language either in the core as the only language (a fresh start) or as a second language choice alongside French, German, Mandarin or Spanish.

The choice curriculum

All girls should choose three options, unless they are choosing to follow the Innovation and Leadership course instead of one option. Whilst we give the girls a completely free choice from the list of subjects below, it is recommended for the sake of maintaining a balanced curriculum that they should choose at least one of the humanities.

Humanities	Languages (Modern and Classical)	Creative Arts and Design
Classical Civilisation	French (if studied in Years 8 and 9)	Art and Design
Geography	German (if studied in Years 8 and 9)	Computer Science
History	Spanish (if studied in Years 8 and 9)	Food Preparation and Nutrition
Religious Studies	Mandarin (if studied in Years 8 and 9)	Design and Technology
	Italian	Drama
	Latin (if studied in Years 8 and 9)	Music
	Classical Greek	Physical Education
Innovation and Leadership (non-GCSE course) might be studied instead of one GCSE option		

Note: Whilst we will make every effort to give each girl her choice of options, we reserve the right not to run a subject if the take up is too low.

Each GCSE option subject will be studied on three periods per week in Year 10 and two periods in Year 11, except Art, which will be studied on three periods in both years.
The Innovation and Leadership course will be allocated three periods in Year 10 and two periods in Year 11.

Private Study*	
Year 10	1 period private study
Year 11	3 periods private study if not studying Art 2 periods private study if studying Art

*These periods may also be used for Speech and Drama or fixed Music lessons. If Innovation and Leadership is studied instead of a science subject, one of the lessons in Year 10 will be instead of the private study lesson; whereas in Year 11 those students will have an additional study period.

Non-Examination Subjects

In Year 10 there are also three periods per week of non-examined work, two for Physical Education and one for PSHE; these lessons will be taught in form groups. In Year 11 there is at least one curricular period of Physical Education and there are many extra-curricular opportunities. In addition, for one period a week there will be a rotation of courses in PSHE, First Aid, Yoga/Relaxation and Healthy Living, with some private study periods in the run-up to the practice examinations in January and GCSE examinations in the summer.

GCSE assessment and grading

In this booklet we detail for each GCSE subject the percentage of marks allocated to different parts of the examination, as well as describing any non-examination assessments (NEAs, previously known as controlled assessments or coursework). When non-examination assessment is part of the qualification it is undertaken in Years 10 and/or 11. There is plenty of time for the independent research and preparation required for these tasks, provided that students work steadily and plan carefully rather than leaving everything until the last minute.

GCSE and International GCSE (IGCSE) certificates record candidates' achievements in relation to recognised national standards, using a grading system in which both GCSEs and IGCSEs are assigned grades from 9 to 1. The aim of the 9-1 grading system is to show greater differentiation between higher and lower achieving students, having nine numerical grades in place of eight letter grades. Thus Grade 9 is the grade for the highest performing students, equivalent to the top of the previous A*.

As can be seen from the list on page 9, at Godolphin all students taking their GCSEs in 2028 will be entered for the national GCSEs in English Language and English Literature. They will also take national GCSEs in the following option subjects: Art and Design, Computer Science, Classical Civilisation, Classical Greek, Latin, Drama, Music, Physical Education, Design and Technology, Food Preparation and Nutrition, Religious Studies and Mandarin. All other subjects will follow an IGCSE specification.

GCSE and IGCSE examination boards

GCSE and IGCSE qualifications are administered by five main Examination Boards in England and Wales. We have chosen the following GCSE (or IGCSE where indicated) specifications for entry in 2028.

Oxford, Cambridge and RSA (OCR)	Computer Science Classical Civilisation Classical Greek Design and Technology Drama Latin Physical Education
Cambridge Assessment International Education (CAIE)	Italian (IGCSE)
Pearson Edexcel	Biology (IGCSE) Chemistry (IGCSE) Physics (IGCSE) Mathematics (IGCSE) French (IGCSE) German (IGCSE) Spanish (IGCSE) Geography (IGCSE) History (IGCSE)
Assessment and Qualifications Alliance (AQA)	Food Preparation and Nutrition English Language English Literature Mandarin Music Religious Studies
WJEC/Eduqas	Art and Design

Choosing GCSE subjects

It is important for students to choose subjects in which they gain enjoyment from the topics studied and the skills acquired, and which will lead to a set of grades at GCSE Level that reflects each pupil's strengths and breadth of knowledge.

The main factors to consider when making these choices are interest and ability. There should be a genuine desire to study the subject in greater depth and breadth and to build upon knowledge gained from study in the Lower School. Students should derive satisfaction from the mastery of skills and theories involved in the subject. Ability in the subject must be taken into consideration, and subject staff will give advice and guidance about this. Also to be considered is the overall range of subjects: if a pupil feels she may find some of the core subjects difficult, then it would be sensible for her other subjects to be those in which she feels more confident; this allows time and space to give extra attention to a particular subject if problems are encountered. Decisions about GCSE subjects must be made early in the Spring Term; the deadline for your proposed subject choices is **Friday 30 January 2026.**

Within the optional GCSE subjects, there are some subjects that students might not have studied in Year 9, or indeed at all before: Classical Civilisation, Classical Greek, Italian and Computer Science. For Classical Civilisation, an interest in the life and culture of the ancient Greeks and Romans is important as the course involves the study of the art, literature, archaeology, mythology, life and politics of the ancient world. Those choosing Classical Greek will welcome the challenge of a second ancient language at a higher level; they should be interested in classical Greek culture and literature. Anyone considering Italian should have an interest in the country and its culture. Computer Science will excite those with a natural curiosity in the pace of technological change and its challenges and opportunities; the GCSE course assumes no prior programming experience but the ability to think logically is key to being able to design and develop solutions that work.

The balance within the choice of subjects is important for a number of reasons. Subjects that involve contrasting ways of thinking and working will add to overall interest and enjoyment. They will also show the full range of each student's skills and knowledge. In addition, a balanced set of subjects will provide a good base for a wide range of study in the Sixth Form. Many students will only take one subject from Art and Design, Computer Science, Drama, P.E., Music, Food Preparation and Nutrition or Design and Technology; some will take none of these subjects. If you are considering taking two of these creative/practical subjects, we advise you to discuss this with us to ensure that you do not limit any future options. We strongly advise you to choose at least one Humanity (Classical Civilisation, Geography, History or Religious Studies) to give breadth and to allow additional development of crucial writing skills. This is essential for anyone considering an application for undergraduate study in the US, Canada and much of the rest of Europe.

The table on page 11 lists the required, preferred and supporting GCSE subjects for the subjects offered in the Sixth Form. However, please note that the list applies only to the policy here at Godolphin and Latymer and should not necessarily be used as a general guide for the choice of GCSE subjects. In addition, Heads of Department may sometimes make exceptions to some requirements; this will always be a matter for individual discussion.

Mrs A Armstrong
Assistant Head: Head of Higher Education and Careers

Dr J Carter
Senior Deputy Head (Academic)

Miss E Lorys
Head of Middle School

Subjects to be studied in the Sixth Form	GCSE(s) Required	GCSE(s) Preferred	Supporting or related GCSE(s)
Ancient History AL	-	-	Classical Civilisation, Greek, History, Latin
Fine Art AL or Visual Arts at SL/HL within the IB Diploma	-	Art and Design	-
Biology AL or at SL/HL within the IB Diploma	Biology, Chemistry, Mathematics	-	Geography, Food Preparation and Nutrition
Chemistry AL or at SL/HL within the IB Diploma	Chemistry, another science, Mathematics	-	-
Classical Civilisation AL	-	-	Classical Civilisation, English, Greek, History, Latin
Computer Science AL	Computer Science, Mathematics	-	-
Drama and Theatre Studies AL or Theatre at SL/HL within the IB Diploma	-	English, English Literature, Drama	Classical Civilisation, History (for IB Theatre)
Economics AL or at SL/HL within the IB Diploma	-	Mathematics, Physics	Geography, History
English Language AL	English	-	English Literature
English Literature AL or at SL/HL within the IB Diploma	English Literature	-	English
Geography AL or at SL/HL within the IB Diploma	Geography	-	-
Classical Greek at AL or at SL/HL within the IB Diploma	Classical Greek	-	-
History AL or at SL/HL within the IB Diploma	History	-	-
Politics AL or Global Politics at SL/HL within the IB Diploma	-	History	-
History of Art AL or at SL within IB Diploma	-	English Literature, History	Art, Modern Language, Classical Civilisation
Latin at AL or at SL/HL within the IB Diploma	Latin	-	-
Mathematics AL and Further Mathematics AL or Mathematics within the IB (three options offered)	Mathematics	-	-
Modern Languages AL or at SL/HL within the IB Diploma (SL for Mandarin)	The relevant language (except for Italian and Mandarin ab initio in IB)	-	Other Modern Language(s)
Music AL or at SL/HL within the IB Diploma	Music: Performing skills at Grade 6 or above at the start of the course	-	-
Religious Studies AL or Philosophy SL/HL within the IB Diploma	-	-	Classical Civilisation, English, Greek, History, Latin, Religious Studies
Physics AL or at SL/HL within the IB Diploma	Physics, another science, Mathematics	-	-

Innovation and Leadership

Building on the Godolphin and Latymer Futures programme, which develops future-ready competencies from Year 7 to the Sixth Form, this course offers a rigorous and enriching intellectual experience. Combining interactive projects, including In-House Internships and enterprise simulations, with new and exciting academic content, students will become confident and innovative thinkers who solve complex challenges with creativity, communicate with purpose, and embrace opportunities to shape a better future, wherever their ambitions take them.

This optional course will be timetabled on three periods a week in Year 10 and two periods in Year 11, and will be followed instead of one GCSE (see pages 6 and 7).

Aims and objectives

The course is designed to equip students with:

- **A strong sense of agency** shaped by curiosity, resilience and collaboration, enabling confidence when confronted with uncertainty.
- **Innovative thinking skills** developed through the application of design thinking frameworks to practical problem-solving activities throughout the course.
- **A deep understanding of human behaviour** developed by applying behavioural science to explore what motivates people and how behaviour can be influenced.
- **Leadership and effective communication skills** developed through a combination of evidence based frameworks and practice, applied across the course.
- **A strong ethical perspective** grounded in decisions that respect social and sustainable considerations by learning from social enterprises and community projects.
- **Agility within a changing digital landscape** through engagement with AI tools which bring value to the process of idea generation and iteration.

Design Thinking
Design Thinking will serve as a shared framework for the project work, guiding students to understand problems deeply, empathise with their audience, generate meaningful ideas, test solutions, reflect, refine, and take action. By becoming more intentional about this process, students will develop proficiency in approaching and navigating complex projects.

Assessment and feedback
The purpose of assessment and feedback is to help students understand their progress and to help develop a sense of independence and ownership over their journey. This will be achieved through portfolio development, presentation to external audiences, mentor feedback, self reflection and digital curation of their accomplishments.

Core content

Understanding human behaviour
Students explore behavioural science as both an academic discipline and a practical tool, providing a foundation for the whole course. With content designed by The Behaviouralist, a global behavioural insights consultancy, projects include an in-school behavioural change project and an In-House Internship centered on a campaign or brand. Students will learn and practise:

- The dynamics behind bias, motivation and influence
- Techniques for building user empathy
- Strategies for encouraging positive behaviour change

Leadership and communication
Students will engage with evidence-based frameworks to develop a range of leadership and communication skills that will be applied throughout their project work. Practical experiences, such as alternative reality simulations with Harvard Business Publishing and regular presentations to diverse audiences, will build confidence and prepare students to lead and communicate effectively. They will:

- Build self-awareness, empathy, and relational intelligence
- Master storytelling, negotiation, and persuasive communication
- Engage with feedback to develop better outcomes

Innovation for social impact: a London lens
Students will consider London's vibrant social innovation landscape by examining how local enterprises and charitable initiatives tackle complex societal challenges. Connecting to why, how and what is actually happening will form an effective approach to addressing some of London's 'wicked problems'. By also integrating global insights from the Stanford Social Innovation Review, students will develop a greater understanding of:

- Entrepreneurial frameworks for innovation
- Funding fundamentals for social enterprise
- The complexities of the city in which they live

Community impact venture
Applying all their experiences in this course, students will bring to life their own social enterprise, charitable initiative or community venture. This will require them to synthesise each component of the course: understanding the community through Behavioural Science, leading self, others and society and creating innovative solutions to real problems. Teams will be funded from our entrepreneurship seed fund.

Supporting elements

Think Again	Book study on Adam Grant's seminal work with a focus on Imposter Syndrome vs Dunning Kruger, the rethinking cycle and 'thinking like a scientist'
Lecture series	External expertise will help connect to the real world matters but also stimulate thought in new and interesting ways
Innovation and Leadership podcast	Students will work in teams to invite relevant guests to the course podcast, design questions and conduct the interview
Mentors	Students will, where possible, be connected to mentors from the Old Dolphin community
AI assistance	Bespoke AI bots will act as companions in diverging thinking, feedback and assumption testing

Mr J Carroll
Assistant Head: Co-Curricular and Educational Developments

GCSE CHOICES

Art and Design
(WJEC/Eduqas GCSE)

Key Transferable Skills offered in GCSE Art and Design:

- Oral and visual communication skills.
- Working with creative and abstract ideas, symbols and metaphors.
- Understanding the various ways that information and ideas are communicated.
- Generating and implementing a broad range of ideas and solutions.
- Visual literacy and acuity.
- Problem-solving skills: artists can begin a project with a conceptual idea and take it from that initial beginning through to many stages of planning, trial and error, and work towards testing and completion.
- Problem definition, information gathering, information organisation, conceptual combination, idea generation, idea evaluation, implementation planning and solution appraisal; making art involves the constant honing and perfection of these thinking pathways.
- Interpersonal skills: expressing ideas constructively and emotively.

In Years 10 and 11 girls attend three 55 minute periods of Art and Design a week. GCSE in Art and Design encourages an adventurous and enquiring approach to thinking creatively and problem-solving. It offers an opportunity for every girl to extend her core skills through a wide range of media. Projects are underpinned with drawing skills and explored through formal elements such as colour, tone, line, texture, pattern, form and shape. Girls are actively encouraged to express themselves through imaginative and innovative idea development and purposeful observation.

The promotion of core skills will continue to form the basis of each area of study, as will learning in a number of other key areas such as thinking skills and spiritual, moral, social and cultural development. Each project will aim to extend a girl's knowledge of different specialist media, including painting with acrylic and oils, as well as etching, embossing and lino relief-printmaking processes.

Ceramics and cold glass will also be explored as well as constructed and decorative textile design. Girls will be introduced to black and white and digital photographic processing in the Darkroom and also inventive approaches to 3D design.

During this course students will extend their creative and imaginative ability and the practical skills required for engaging with, communicating, and expressing original ideas, feelings and meanings in art, craft and design. Projects will aim to encourage investigative, analytical, experimental and interpretative capabilities as well as aesthetic understanding. It is expected that, in turn, this will enable girls to form critical and enquiring minds, and work with increasing independence, cultural knowledge, and understanding of art, craft and design.

Overview of Subject Content	
The GCSE Art and Design course comprises two separate units of study	
Unit 1	Personal Portfolio (contributing 60% towards the final mark)
Unit 2	Externally Set Assignment (ESA) (contributing 40% towards the final mark)

The Personal Portfolio will be the main body of work, created over, approximately, a 45 hour controlled assessment period. The girls' work must meet all four assessment objectives and must comprise practical outcomes and supporting studies. The work will be based upon the theme identity, and completed in two separate sketchbooks (A3 size) with outcomes and/or realised pieces on loose-leaf sheets.

The Externally Set Assignment will commence once the examination papers have been received from WJEC and after the personal portfolio is complete; this takes place halfway through Year 11 and is usually at the beginning of February. At least 20 hours of personal preliminary work is created over, approximately, a 9 week controlled assessment period. The work will be based upon a theme set by WJEC and completed in a sketchbook (A3 size).

We aim for all practical work to be completed at school in lessons. Homework most often involves research, gathering of source material or photography.

In the Autumn Term of both Years 10 and 11 girls are taken by the Department on a gallery/exhibition trip. The Department also actively encourages pupils to visit exhibitions that may be relevant to a particular project or to an examination theme independently; again visual and written responses from these visits can make an incredibly valuable contribution to their class work.

Miss L Cooper
Head of Art and Design

Classical subjects

The Classics Department offers GCSE courses in Latin, Classical Greek and Classical Civilisation. All subjects will be assessed by examination only.

As part of the Latin, Classical Greek and Classical Civilisation courses, you will be encouraged to take part in a wide range of extra-curricular activities, such as museum and site visits in England, lectures and plays. You will also have the opportunity to join the Classics Department's annual visit to Greece, Italy, or another significant area of the Classical World.

Latin
(OCR GCSE)

The GCSE in Latin builds upon the work you have done in Years 7, 8 and 9 and will equip you with expertise in three broad areas:

- the fluent translation of unprepared Latin passages
- the study and appreciation of Latin literature in its original language
- a critical understanding of aspects of Roman life and culture

You will develop a number of transferable skills including: effective communication of ideas, logic, analysis and problem-solving.

Language (50%)
To develop your translation skills you will follow the Cambridge Latin Course, continuing the story of Salvius' underhand attempts to gain influence in the court of the emperor Domitian. By the end of Year 9 you will have covered much of the grammar required for GCSE, so the grammar in Year 10 focuses on the future tense, passive verbs and constructions. After this, you will move on to tackle short passages from a wide range of Roman authors. For the Language paper, you will answer comprehension questions and translate a passage. In addition you will have the choice between answering grammar questions or writing some simple Latin sentences. There is a defined vocabulary list which will enable you to tackle the Language paper successfully.

Literature (Prose 25% and Verse 25%)
For many students, the study of the literature is the best part of the Latin GCSE. The classical languages are unique at GCSE in that they offer students the opportunity to study another culture's literature in its original language. Roman literature at its best can be entertaining, vivid and exotic, and provides invaluable insights into the customs and beliefs of the Romans.

You will study both Prose and Verse Literature as part of the GCSE course, translating the texts in class and gaining an understanding of the key themes and the ways the authors engage their audience. Questions will test your understanding of the set texts and your appreciation of the authors' style.

The Prose text will be a section of Apuleius' Metamorphoses Book 5. This text is a celebrated example of the Roman novel. In this section Psyche discovers the identity of her divine lover, Cupid and her scheming sisters come to an unfortunate end. The Verse text will be a choice of Ovid's Metamorphoses, Book 4, or Virgil's Aeneid, Book 2. The former text covers the tragic tale of the lovers Pyramus and Thisbe - a story now known from Shakespeare. The latter follows the adventures of the Trojan hero Aeneas during the fall of Troy.

Mrs L Duffett
Head of Classics

Classical Greek
(OCR GCSE)

The Classical Greek GCSE is an intensive, challenging course for good linguists. It is helpful to have studied Latin in Year 9 if taking Classical Greek GCSE, as the grammatical work is similar, but this is by no means essential. You can expect to be in a small group with plenty of individual attention, and will develop a range of skills including effective communication of ideas, logic, analysis and problem-solving. In addition, you will become a critical observer of literature and society.

Language (50%)
The course used is Greek to GCSE, which introduces the alphabet and rapidly builds up vocabulary and grammar in a structured way, with plenty of explanation, examples and practice. Reading passages are an important way of building translation and comprehension skills from the beginning, and they are chosen for their intrinsic interest and insight into Greek culture as well as their appropriate level of language difficulty.

After this, you will read short passages from a range of Greek authors to develop the fluency and accuracy of your understanding. This study, together with learning the prescribed vocabulary list, prepares you for the Language paper, which makes up 50% of your final GCSE mark: you will have to answer comprehension questions and translate a passage of text. In addition, you will have the choice between answering grammar questions or writing some simple Greek sentences.

Literature (Prose 25% and Verse 25%)
In Year 11 you will read two set texts: one prose, one verse; you will translate your set texts in class and discuss the important themes raised by the texts and the techniques with which the authors have created an exciting and compelling story. The prose text will be a selection of stories from the historian Herodotus. The verse text will comprise approximately 120 lines from Homer's Odyssey Book X, which recounts Odysseus' meeting with the powerful goddess Circe. In the two Literature papers you will answer questions on the content and literary qualities of your set texts, and translate short sections of your prepared texts.

Mrs L Duffett
Head of Classics

Classical Civilisation
(OCR GCSE)

Classical Civilisation is a self-contained two-year GCSE course which covers aspects of Greek and Roman culture and civilisation. You may start this course from scratch in Year 10; you do not have to have studied Classical Civilisation in Year 9.

The study of Classical Civilisation at GCSE level will give you an opportunity to study elements of the literature and visual/material culture of the ancient Greek and Roman worlds, in order to understand the legacy of the classical world, whilst developing your knowledge and skills. It is particularly suitable if you have an interest in finding out more about the ancient world and possess relatively strong skills in English or History. All texts are read in English - you do not have to demonstrate any Latin or Greek language skills in this course. Over the two-year course you will study two components:

1. Thematic Study: Myth and Religion (50%)
Greek and Roman myths form a central part of this topic. You will study myths regarding the role of gods and heroes in the founding of Athens and Rome, and the importance of Hercules to both the Greek and Roman world. Myth as a symbol of power will also be explored, as will ever popular myths about the underworld.

You will also look at the role of religion in the everyday lives of ancient Greeks and Romans including festivals, sacrifice and beliefs in the afterlife. This study will enable you to have a broad overview of religion in the ancient world as well as provide you with the opportunity to study a wide variety of material remains, including awe-inspiring temples and works of art.

2. Literature and Culture: Roman city life (50%)
In this component you will explore everyday life in Roman cities, including popular sites and artefacts from Pompeii, Herculaneum, Ostia and Rome.

The Literature topic examines poetry and prose, fiction and non-fiction, in order to give you an insight into different literary styles and techniques, as well as into interesting areas of Roman life and society, such as the dangers of city life as well as entertainment and lavish dinner parties.

The Culture section looks at a variety of aspects of Roman society from housing to slavery, as well as enabling you to study the education and lives of young people in ancient Rome. The Roman social system was notorious for its conspiracies and politics, and this is coupled with the study of the spectacle provided by Roman entertainment in the Colosseum and the Circus Maximus.

Mrs L Duffett
Head of Classics

Computer Science
(OCR GCSE)

Computers and computer technology are part of just about everything that touches our lives today. Understanding different dimensions of computing is arguably part of the necessary skill set for an educated person in the 21st century.

Why Study Computer Science GCSE?

- The course content is directly relevant to the modern, changing world of computing and is designed to boost computing skills which are much sought after in today's world.
- Computer Science is a practical subject which requires students to apply the knowledge and skills learnt to solve real-world problems.
- This GCSE places great emphasis on Computational Thinking which is a fundamental way of thinking and problem solving based on studying the nature of Computation.
- Included for the first time is today's very relevant topic of cyber security looking at phishing, hacking, malware, firewalls and people as the 'weak point' in secure systems.
- The skills developed will be sound preparation for students who want to go on to study Computer Science at A Level and beyond.
- Computer Science GCSE also provides a good grounding for other subject areas that require problem solving and skills.

Will You Enjoy It?
If you are excited by technology and today's phenomenal rate of innovation then you will certainly enjoy the Computer Science GCSE.

If you relish the challenge of solving problems of a varied nature and doing so by drawing on your imagination as well as adopting a logical approach then you will certainly find this GCSE suitably challenging and rewarding.

Regardless of what you go on to do, studying Computer Science GCSE will provide you with a foundation of knowledge, enhanced problem solving skills and logical thinking which are directly transferable to other areas of your study and relevant to any future career.

The GCSE is split into two components	
Component 01 - Computer Systems	
Content	Theory and knowledge focussed on computer systems covering the physical elements of computer science. **This includes:** • Systems architecture • Memory and storage • Networking • Network security • System software • Ethical, legal, cultural and environmental impacts of digital technology
Method of Assessment	• 1h 30 min written exam (50% of the total marks). The paper consists of multiple choice questions, short response questions and extended response questions.
Component 02 - Computational Thinking, Algorithms and Programming	
Content	The component is focussed on problem solving in computational terms and coding solutions. **This includes:** • Algorithms • Programming fundamentals • Producing robust programs • Boolean logic • Programming languages and Integrated Development Environments
Method of Assessment	1h 30 min written exam (50% of the total marks) **The paper has two sections:** Section A and Section B. In Section B, the questions must be answered using a high level programming language.

Drama
(OCR GCSE)

For thousands of years humans have been keen story-tellers, passing down morals, messages, myths, legends, traditions and cultural lessons from age to age. Story-telling is an important part of our world, and historically has been one of the most effective ways to communicate a message to a wider audience.

In Drama we explore how opinions can be influenced and emotions can be manipulated through theatrical techniques and devices. We ask, "Do we take everything we see and hear in films, television and theatre as fact? Or are we able to step back and make an independent judgement on what is being presented to us?" When one understands how theatrical techniques can be cleverly used to affect or impact an audience, one can make a more informed opinion on what one sees in day-to-day life on television, in cinema or on the stage. In Drama lessons, you will discover these techniques and learn how you can use them to communicate your own message to a wider audience. You will have the opportunity to devise your own piece of theatre and ask, "What do I want to say? To whom do I want to say it? How can I say it in the most effective way?"

The topics we study as a stimulus for dramatic work will vary; they may be culturally or historically significant, or they may be current and political. Each topic will be explored in a dramatic way involving rigorous practical work and evaluative written work. The written work will involve putting theory and research into practice to achieve the best results.

Component 1 Devising	Students will participate in a group devised performance for assessment. They will also submit a portfolio documenting the devising process. The portfolio can be in the form of a 20-page written document, or recorded audio commentary, or a combination of both.
Component 2 Text in Performance	Students will be assessed by an external examiner on two performed extracts of a single text. There is opportunity here for one performance extract to be a monologue or duologue, and one to be a group performance.
Component 3 Written Examination	In the Summer Term of Year 11, students will sit a written examination in which they will respond to a prescribed text. They will study the text practically throughout the course in preparation for this written paper. Students will also be required to respond to a live theatre production they have seen during the course.

Do I have to act in Drama?
You can choose whether you want to be a performing candidate or a design candidate.

Is Drama hard?
Drama is challenging (as opposed to 'hard'), as are all subjects at GCSE. If you have a passion for a subject then you will enjoy being challenged by it! Drama is a subject that develops analytical skills as well as independent learning.

Ms S Adams
Director of Drama

English Language and English Literature
(AQA GCSE)

English lessons in the Middle School will have you talking, reading, writing, and thinking better - and with more independence - than ever before. Curiosity, comfort with uncertainty, and the development of students' own personal voices in response to literary texts and the wider world are the outcomes which we as a department are aiming to achieve. You will be introduced to an exciting range of challenging and stimulating literary texts, including Shakespearean drama, a nineteenth-century novel, a contemporary novel or play, and a wide range of poetry. You will be encouraged to form your own views on them through a combination of lively discussion in class and independent research. You will also study a wide range of extracts from both fiction and non-fiction texts, and will extend your writing skills in both fiction and non-fiction.

At the end of the two years you will be awarded two GCSE qualifications, English Language and English Literature.

English Language is assessed by two examinations. In the first you will answer questions on a piece of fiction and complete a piece of creative writing of your own. In the second you will answer questions on a piece of non-fiction and complete a piece of non-fiction writing of your own.

English Literature is also assessed by two examinations. In the first you will answer questions on a Shakespeare play and a nineteenth-century novel. In the second you will answer questions on a selection of poems and a contemporary novel or play, and on unseen poems (ones you have not studied before), including making comparisons between poems.

In the Summer Term of Year 9, you will have already delivered a talk to your peers to fulfil what is called the Spoken Language Endorsement requirement for your GCSE studies. This does not contribute to your grades for English Language or Literature, and there is no formal coursework for either qualification.

Involvement in the School's LitSoc and Creative Writing Society, and the opportunity to enter a range of fiction and non-fiction prizes, will all greatly add to your enjoyment of English in the Middle School. The course is an excellent preparation for English in the Sixth Form at either A Level or IB. Read widely, waywardly, curiously!

Ms Jennifer Taylor
GCSE English Coordinator

Dr James Christie
Head of English

Geography
(Edexcel IGCSE)

'Geography is the subject which holds the key to our future'

Michael Palin

'There has never been a better or more important time to study geography. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study. Whatever your passion for the world - fascination with landscapes or concerns about inequality - geography will provide you with knowledge and transferable skills that will reward you personally.'

Dr Rita Gardner, Director of the RGS-IBG

Why choose Geography?
Geography helps students to understand both human societies and their natural environments. The world in which we live is dynamic; it is constantly changing and evolving. Geography will help you understand why societies and environments vary from place to place, how they have come to be as they are, and how they will change in the future.

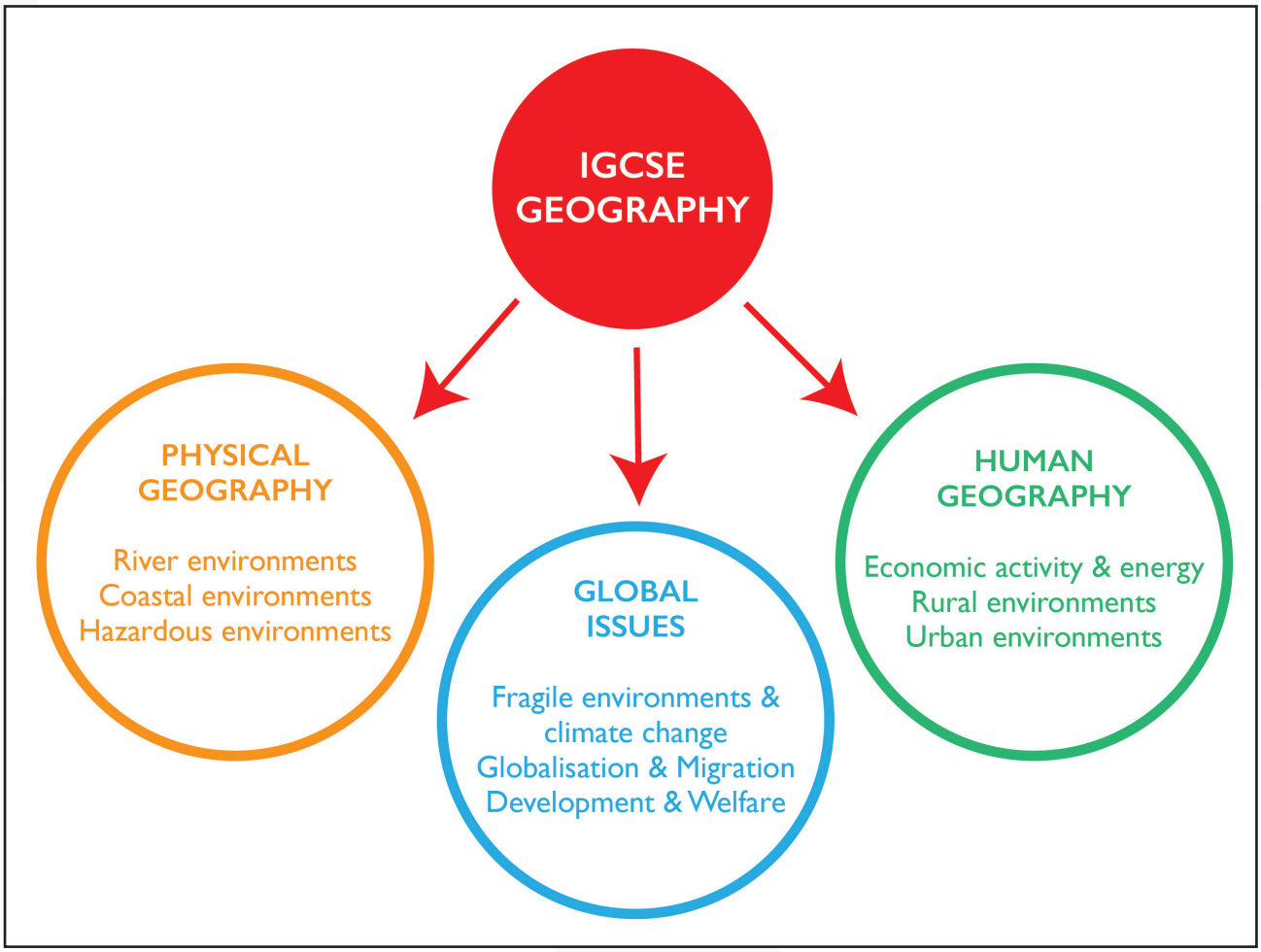
Geography is relevant - geographers are uniquely poised to discuss big contemporary issues, including climate change and globalisation, and their impacts. Consider that in 1800 the world's population was 1 billion people. Today it is 8 billion, and expected to rise to almost 10 billion by 2050. What are the impacts of these changes upon human society and the natural world?

Geographers can	Geographers are
Create, interpret, analyse and evaluate data	Enquirers
Ask effective questions about the world	Spatially aware
Make decisions about an issue	Socially and environmentally conscious
Think critically and creatively	Problem solvers
Debate issues of global significance	Critical thinkers

What skills will I gain?
You will be able to think through complex issues, put specific events into a wider context, and effectively present your ideas in writing, visually and verbally. You should be able to empathise with others, and will have a greater appreciation of critical contemporary issues, where we live and how. Geographers are able to demonstrate their problem-solving and analytical skills from time spent out in the field (sometimes, literally in a field!). It is the diverse range of these skills that makes Geography graduates sought-after by employers (Guardian, 2022).

The assessment of this qualification is through two examination papers set by Edexcel. There is no coursework or controlled assessment. There will be a variety of question types, from shorter answers, including multiple choice and data response, to longer more detailed answers drawing on understanding of different case studies. As part of the course, students will take part in two day trips: one focused on an urban study (Battersea Power Station), and another investigating how a river changes from its source to its mouth.

What topics will I study?



Mr M Golland
Head of Geography

History
(Edexcel IGCSE)

The turbulent twentieth century is the focus of the IGCSE History course. Over two years, students will explore three case studies in political extremism: examining how right-wing populism destroyed democracy in Germany in the 1930s; how impossible promises of radical progress and utopianism led Russia from Tsarist stagnation into Communist chaos following the revolutions of 1917; and how Chairman Mao laid the foundations of China's transformation in to a global superpower, but did so at catastrophic human cost. The defeat of Nazism in Europe and the triumph of Communism in Russia and China led, inevitably, to the Cold War – an epic ideological clash between the democratic West and the authoritarian East. The Cold War was a time of high politics and low morals: students will come to understand how, between 1945 and 1972, as Soviet Russia and the United States amassed stockpiles of nuclear weapons with sufficient destructive power to wipe out life on Earth several times over, the tone of international diplomacy swung frantically from 'victory at any price', to 'peace at any price' and back again.

Political history is important in everything we study; however, social, economic, and cultural history are every bit as relevant throughout the course. We examine changes to the role and status of women in Germany and China, for example, alongside key aspects of cultural history, such as the Cultural Revolution under Mao. Perhaps the greatest strength of IGCSE History, therefore, is its breadth and depth.

On a practical level, IGCSE History provides crucial preparation for the further study of Politics, Philosophy, Economics, International Relations and, of course, History. More importantly, though, it offers its students an opportunity to understand how the shifting world order of the twentieth century gave rise to the challenges and dangers we face in the twenty-first. It teaches us never to take our freedoms for granted, to understand that democracy has been won at great cost, and to recognise the powerful forces which seek to manipulate international relations and domestic politics for their own gain.

The History course naturally encourages analysis and an ability to construct a coherent, well substantiated argument, using well selected evidence. In addition, in an age of needing to really consider which information to trust and to filter it accordingly, the evidential skills you will learn by engaging with source material and its provenance is an incredibly valuable, transferable skill to have.

Overview
The course is examined in two papers, each lasting one hour and thirty minutes. There is no coursework.

Paper 1 consists of two depth studies	• A World Divided: superpower relations, 1943–72 • Germany: development of dictatorship, 1918–45
Paper 2 consists of one source-based investigation (Russia), and one breadth study, examining change over time (China)	• Russia and the Soviet Union, 1905–24 • China: conflict, crisis, and change, 1900–89

Mrs H Averill-Hampshire
Head of History and Politics

Mathematics
(Edexcel IGCSE)

Mathematics IGCSE will equip you with the knowledge to understand modern technological innovations, and will play a vital role in the development of skills such as critical thinking, rigour and creativity. These problem-solving skills can be put to use in many areas of life, not just when studying your academic subjects.

Mathematics in Years 10 and 11 starts the process of linking knowledge learnt in one area with another, a progression which enables mathematicians to solve an enormous variety of scientific and mathematical problems. Whilst some new topics are introduced, such as functions, sets, surds, differentiation and circle geometry, other topics are developed further. Work on algebra, the basic tool of mathematics, is extended, knowledge of graphs and their properties is investigated, whilst percentages, number work, statistics, probability, areas and volumes are studied in greater depth.

All pupils have three lessons of Mathematics per week, in preparation to sit the Edexcel IGCSE Higher Level syllabus, examined by two calculator papers at the end of Year 11. This is similar to the traditional GCSE syllabus but incorporates some additional topics such as the beginnings of calculus. In preparation for Mathematics A Level the Godolphin curriculum introduces a particular focus on problem-solving, lateral thinking and logical reasoning.

Students in the higher band classes will also study the AQA Level 2 Certificate in Further Mathematics qualification, alongside the IGCSE syllabus, which they will sit at the end of Year 11. Girls in other bands will not sit the Further Mathematics examination but they will have aspects of this course built into their IGCSE curriculum as extension material.

The Intermediate Mathematics Challenge is taken in both Years 10 and 11. Many girls from all bands obtain gold, silver or bronze awards, and some girls may be invited to participate in further Kangaroo or Olympiad rounds. The school competes against other London schools in the Hans Woyda Competition and there is a weekly society for Middle School Mathematicians to look at more problem-solving and competition Mathematics as well as twice-weekly drop-in sessions for further academic support in the subject.

Mathematics is widely acknowledged as an important contributor to logical and analytical thinking. A good grade at GCSE is an essential entry requirement for many university courses whether Arts or Science related. This course will provide you with an excellent foundation in Mathematics which we hope you will find interesting, challenging and enjoyable.

Mr J Ramsden
Head of Mathematics

Modern Foreign Languages

'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.'

Nelson Mandela

'I don't speak a foreign language. It's embarrassing!'

Barack Obama

Studying another language helps us to communicate with people from other countries and familiarises us with other cultures, helping us to see how they interpret the world. This includes both the people you meet when travelling, as well as people in your own community or workplace. Through fluency in another language you can also enjoy literature, film, art and music in that language and develop more awareness of the way in which your native language works.

Aside from developing your personal communication skills, something much sought after by all employers, the study of modern languages forms the basis of many interesting careers such as business, marketing, international law, the diplomatic service, translating and interpreting; many graduate recruitment schemes require at least one modern language. Experience shows that you are likely to have numerous career changes in your life and your study of even one language at GCSE/IGCSE will be proof of your ability to assimilate and deal with a different linguistic system other than your own maternal one. It is an accepted fact that language study can help to increase problem-solving skills, memory and self-discipline.

Common Structure to all Modern Languages Courses
The aim of the IGCSE and GCSE languages courses is to enable you to deal with any situation which you might encounter, for example shopping, reading instructions, talking about yourself, writing a letter or understanding a weather forecast on the TV or radio. All Modern Languages courses have a similar structure and similar topics. There are four skills: Listening (and responding), Speaking, Reading (and responding) and Writing.

The main topic areas are:

- Home and abroad
- Education and employment
- Personal life and relationships
- The world around us
- Social activities, fitness and health

The aim of all Language courses is to:

- Develop understanding and the ability to communicate in the language in a range of contexts
- Develop an understanding of a grammatical system and how to apply it
- Develop knowledge of countries and culture where the language is spoken
- Provide a good basis for further study of languages

Due to the four skills that are being developed, a typical language lesson will be conducted mainly in the target language with grammatical explanations often in English. You will also be exposed to a range of multimedia listening and reading materials delivered in classrooms with a range of ICT facilities.

Assessment is similar for both IGCSE and GCSE MFL courses. We have chosen Edexcel IGCSE in French, German and Spanish, Cambridge IGCSE for Italian and AQA GCSE for Mandarin. In all cases, we are confident that girls will be well prepared for the study of IB or A Level languages.

The table below gives an overview of the assessment system:

French German Spanish	Listening examination	25%
	Reading and Writing examination	50%
	Speaking examination	25%
Italian Mandarin	Listening examination	25%
	Reading examination	25%
	Speaking examination	25%
	Written examination	25%

There are a number of overseas visits or extra-curricular activities in each language at different stages in the school. The Languages staff will also provide information about a range of up to date activities that are happening in school and out of school, such as a foreign language film club and various opportunities to practise speaking.

Mrs C Corcoran
Head of Modern Foreign Languages

French
(Edexcel IGCSE)

French widely studied modern foreign language in the UK, which is understandable for both practical and cultural reasons. It is the second most widely studied foreign language in the world after English. Spoken by native speakers in all five continents of the world, French is an official language in 33 countries, second only to English, and it is the operating language of many important world organisations. Knowledge of French is both personally enriching and a much-appreciated skill in an increasingly global world economy.

France is our nearest neighbour and, with the Eurostar journey currently taking a mere two and a half hours, Paris is more readily accessible from London than many British cities. France is a top tourist destination, with its fine beaches, great mountains and vast expanses of unspoilt countryside, so your language studies will enable you to make the most of your future holidays and communicate with the locals. Moreover, French is also spoken in other European countries such as Switzerland and Belgium and in countries around the world, with many African countries having a distinctive Francophone culture.

Learning French is not only useful for tourism and for your curriculum vitae, but it opens up for you an understanding of a literary and artistic culture that is second to none. Learning French will give you access to a vast array of literature, film and thought in its original form. Studying the language will also give you an insight into the everyday life, institutions and values of a society that is in many ways similar to our own but in many ways profoundly different.

In Year 11, we offer a homestay visit in Montpellier. Girls take part in lessons in the morning and have a varied cultural visit programme in the afternoon. This is an excellent opportunity to practise their French before the IGCSE examinations.

Mrs C Corcoran
Head of French

German
(Edexcel IGCSE)

German, the language of Austria and a large part of Switzerland as well as Germany itself, is one of the most widely spoken languages in Europe. The German-speaking nations are wealthy and have vibrant economies. Trading with them is very important to us, and since relatively few English people speak German, your knowledge of the language could well prove extremely beneficial for your career. According to indeed.co.uk (one of the UK's largest online jobsites) German is the most in demand and best paid language amongst UK employers, and with the ever-decreasing number of home-grown language graduates, this situation is likely to remain the case in the future.

The English language has its roots in German, and so do Dutch, Flemish, Danish, Swedish and Norwegian. If you ever needed to learn any of these languages, an ability to speak German would be invaluable. Unlike English, which starts easy and gets harder, the challenges when learning German are at the start with the four cases and the word order, but once you have mastered these, German is a flexible, user-friendly and indeed beautiful language.

German has a rich cultural heritage, particularly in the fields of Drama, Poetry, Philosophy, Science and Music, and Germany has produced such luminaries as Einstein, Mozart, Nietzsche and Marx. On a personal level, a knowledge of German will support your studies in History, Religious Studies and History of Art.

The Germans are enormously encouraging to those who make an attempt to speak their language, and you will find your confidence boosted and your skills considerably enhanced when you visit the country and use the German you have learnt at school.

In Year 10 we offer an exchange visit with the Johanneum, a prestigious grammar school in Hamburg. The German exchange has been running jointly with Latymer Upper School since 1978. Hamburg is a vibrant, historic city and this is an excellent opportunity for you to practise your German before your IGCSE.

Mrs C Lessig
Acting Head of German

Italian
(Cambridge IGCSE)

Many people rate Italian as the most beautiful spoken language in the world.

Italian is not only a beautiful language, it is also becoming more and more important within the European Community as the economic and cultural exchanges between Italy and other countries are more frequent than ever. Italian is also very useful in many fields of work and study:

IN TOURISM: only by speaking the language can you really experience Italy and get to know its people and its culture. Also, don't forget that Italy has more than half of Europe's UNESCO-protected monuments and that although Italians are wonderful people, very talkative and eager to show you their country, they mainly do it in Italian!

IN FASHION: anyone who works in this trade has many firm links with Italy given that Milan is practically the capital city of modern fashion.

AT UNIVERSITY: if you are planning to study Art and/or Art History, Music and Architecture, a good knowledge of Italian is indispensable as many of the texts used in such courses are in Italian. Moreover, the Italian language is the closest to Latin, the common ancestor of all Romance languages.

IN BUSINESS: as a result of an ever-increasing number of Italians living abroad (at present, well over seven million) there is a growing need for Italian speakers in many businesses such as banks, import-export companies, etc.

IN PUBLISHING: an ever-growing number of Italian texts are being translated into English.

Studying Italian will not only enable you to read the menu at a pizzeria but it will also teach you about the economic and cultural reality of Italy. Above all, it will give you the opportunity to enjoy the sound of a beautiful, musical language and to understand the different shades of a contradictory and yet ever fascinating country.

Miss L Padalino
Head of Italian

Spanish
(Edexcel IGCSE)

Spanish is an exciting, vibrant language and a recent British Council report ranked it as the most important language to learn. It is the official language of twenty-one countries, currently spoken by over 485 million people across the globe. It is the second most widely used language in the US, the third most used language on the Internet, and Spain is the most popular destination abroad for UK tourists.

The influence of Spanish culture can be felt here at home in areas such as music, dance, art, cinema, literature and food. You could recently have visited the Theatre Picasso art exhibition at the Tate Modern, experienced a live flamenco performance at Sadler's Wells, watched Money Heist (La casa de papel) on Netflix, attended the London Spanish Film Festival in South Kensington, or eaten in one of several award-winning tapas restaurants in London. Hispanic culture is everywhere!

Spanish is highly accessible, yet rigorous and challenging too. Its relatively phonetic pronunciation, along with the fact that many words and phrases will already be familiar to you, add to its appeal. Speaking Spanish can help you communicate not just in mainland Spain and its islands, but also in the whole of Central and South America. It is one of the languages of the future in the workplace, and many employers will consider an ability to speak Spanish a real asset on an applicant's curriculum vitae.

Spanish can be studied on its own or in combination with other languages and almost any other subject at university. An integral part of a Spanish degree course involves the fantastic opportunity to spend a year abroad working or studying in a Spanish-speaking country, something which is highly valued by future employers.

In Year 10, we offer a one-week study visit to Granada during the May half term. This is a popular trip, which is confidence-boosting, educationally interesting and enjoyable, all in a beautiful city within a fascinating area of Spain.

Mr D Rees-Williams
Head of Spanish

Mandarin
(AQA GCSE)

China has an enormous presence on the world stage. It is a lynch pin in global trade - for the UK alone, it is our 4th largest trading partner with a total of £103bn in goods exchanging hands in the last year (according to data published in October 2025). Not only that, China's political influence is wide reaching and its relationship with global powers is key. As such, understanding China and the Chinese language is increasingly important. China might sometimes have a standpoint on global events and issues with which we may not agree, but they need to be respected and understood.

By learning Mandarin, you do not just open up workplace opportunities; equally important is the fact that you engage with an entirely different culture. The curriculum is focused on delivering a broad understanding of Chinese culture but further exposure is increasingly easy to come by. For instance, the Chinese area at the British Museum is world beating and China Town remains a wonderful resource in the centre of London. In addition, the School of Oriental Studies offers lecture programmes and the BFI often run films from the Chinese mainland.

Finally, academically, by taking on Mandarin at GCSE you are learning a 'different' language which shows an ability to think beyond the norm and a willingness to take a risk. This makes the study of Mandarin an option that can open many doors in the future. It requires tenacity and hard work but it is ultimately extremely rewarding and enriching.

Mrs S Whittaker
Head of Mandarin

Music
(AQA GCSE)

GCSE Music is about both making music, through composing and performing, as well as learning to listen to music with knowledge and understanding.

The GCSE Music course is one that is academically rigorous, wide ranging, and stimulating - but, most importantly, fun! It is an excellent preparation for A Level and IB as well as suiting musicians who do not envisage studying music beyond the end of Year 11. It is highly regarded for the skills that pupils develop throughout the course, most notably those of communication, self-evaluation, and both interdependence and independence.

The listening paper covers a wide variety of musical styles: popular music, classical music and music from non-western cultures. Fluent music reading skills and an interest in listening to, and discussing, a wide variety of music is required for this component.

We are often asked if GCSE Music is like Grade 5 theory, or if the course is simply theoretical. The GCSE Music course is very different to a theory exam, as it is much more practical, stylistically varied, culturally diverse and collaborative. During the GCSE course, pupils perform and compose a huge range of music, and study everything from Baroque oratorio to Little Shop of Horrors (and a great deal in-between!). The course is broad in terms of its content, and provides the opportunity for students to build on their own musical interests and play to their strengths.

Music GCSE requires a much broader study of music than the instrumental and singing grades, and GCSE music students benefit from a truly rounded music education through the huge number of high-quality musical opportunities here. From time to time, concert, orchestral and opera trips are organised to support the course.

For students looking to take this subject at GCSE level, it is helpful for pupils to have taken, or be preparing for, ABRSM grade 5 theory.

The assessment outline is as follows:

Component 1: Listening (40%)
This is one written paper, externally marked, which lasts for approximately 75 minutes and covers a range of musical styles, artists and composers (including Handel, Beethoven, Chopin, Copland, Reich, Alan Menken, John Williams, Bob Marley, Coldplay, and Adele, to name just a few). It also features the study of set works, on which you will be asked questions - this year's set works are by Beethoven and Queen the study of set works, on which you will be asked questions.

Component 2: Performing (30%)
You will be asked to perform two pieces lasting between 4 to 10 minutes in total, comprising one solo and one ensemble (small group) performance. These can be on any instrument including singing, and in any style. These can also be pieces that you've performed for graded exams or for other concerts, if you like. This allows candidates to play to their strengths, which means that our candidates normally achieve extremely highly in this component. In order to achieve the highest marks, the required standard is Grade 5. These are recorded and marked in the summer of Year 10 and January of Year 11.

Component 3: Composing (30%)
You will submit two compositions, which will be recorded and marked within school. One composition is a free choice, and candidates choose from a selection of briefs, provided by the exam board, for their second composition. In previous years, our candidates have written a really broad range of pieces including film music, string quartets, dances and waltzes, pop songs and sonata movements. All of these are written within the candidate's chosen style and genre, which allows students to compose music about which they already have a high level of interest and possess a good deal of knowledge.

Mr C Langworthy
Director of Music

Physical Education
(OCR GCSE)

The GCSE in Physical Education is a comprehensive study into the many factors that can affect performance and participation in physical activities. The course is made up of both theory and practical elements and the girls are assessed in both these areas. The subject complements other scientific subjects offered at GCSE, such as Biology, and also includes aspects of psychological study.

The course will be taught using a mixture of theoretical and practical lessons. The sports that are chosen for assessment can be selected from activities in which the girls participate both in and out of school, for example swimming, equestrian, hockey, rowing, skiing, netball, tennis, trampolining and athletics.

The assessment is divided into two parts:

- Written assessment; two 1h papers, accounting for 60% of the final mark.
- Practical (controlled) assessment; accounting for 40% of the final mark.

Examination Outline - Over two years pupils will cover topics such as:

Sports Science - Physiology:

- Skeleton - we look at the function of the skeleton, bones, joints and their range of movement.
- Muscles - we examine the type of muscles and their effect on movement and performance.
- Respiratory and Circulatory Systems - we look at these systems and investigate how they relate to performance and participation in different physical activities.

Sports Psychology:

- Motivation - how motivation and mental preparation affect performance.
- Preparation - positive self-talk, mental imagery and dealing with pressure.

Healthy Active Lifestyle:

- Training Principles - we look at the components of fitness, training principles and the effect these can have on performance.
- Participation - why people participate in sport and why some minorities do not.
- Government Initiatives - how the government is working to get a healthier nation.
- Media - how the media influences sport, drugs and gender.

Practical Performances and Analysis:

Practical performance assessment takes place in three chosen activities: one from the 'individuals list'; one from the 'team list'; and one from 'either list'.

In addition to the practical performances, candidates have controlled assessments in one task: Analysing and Evaluating Performance.

Candidates will analyse and evaluate a performance. From the analysis they will be able to identify strengths and weaknesses and produce an action plan which will aim to improve the quality and effectiveness of the performance.

Miss E Elfick
Director of Sport

Religious Studies
(AQA GCSE)

This course offers the exciting opportunity to experience the breadth of our subject through the study of two contrasting religions together with a range of issues raised by the Philosophy of Religion and Ethics. In this way, Religious Studies will encourage learners to develop knowledge, understanding and skills to engage in debate and discussion concerning important issues such as environmental ethics, euthanasia and terrorism.

The course consists of the two following components:

The study of religions: beliefs teachings and practices (1 h 45 min examination)

This element involves the study of the key beliefs, teachings and practices of two major world religions: Christianity and Buddhism. These two religions have been selected to provide learners with an understanding of one of the most influential religions, Christianity, together with an Eastern approach, Buddhism, which offers an interesting contrast to theistic religions. We shall examine and evaluate the core beliefs of each religion as well as to consider how these have influenced practices.

Thematic studies (1 h 45 min examination)

In this thematic study, learners will be able to encounter different philosophical and ethical arguments and assess and evaluate their impact on the modern world. These will be examined from a Christian perspective though there will be reference to other religious and non-religious views where appropriate.

The four themes are as follows:

- **Religion and Life** (origins of the universe; environmental ethics; origins of life; abortion; euthanasia; death and the afterlife)
- **Existence of God and Revelation** (concepts of God; arguments for and against the existence of God as well as revelation)
- **Religion, Crime and Punishment** (the reasons for crime, Christian attitudes to punishment including the death penalty and Christian attitudes to suffering and forgiveness)
- **Religion, Peace and Conflict** (war, pacifism, terrorism; the concepts of justice, forgiveness and reconciliation)

The course will be assessed by examination only. The nature of this assessment encourages learners to develop and understand personal values and beliefs, with an emphasis on critical analysis and the ability to construct balanced and informed arguments within the context of religious, philosophical and ethical awareness. Discussion will be a key feature of lessons together with an emphasis on reading sacred texts and topical case studies.

Mrs M Davis
Head of Philosophy and Religion

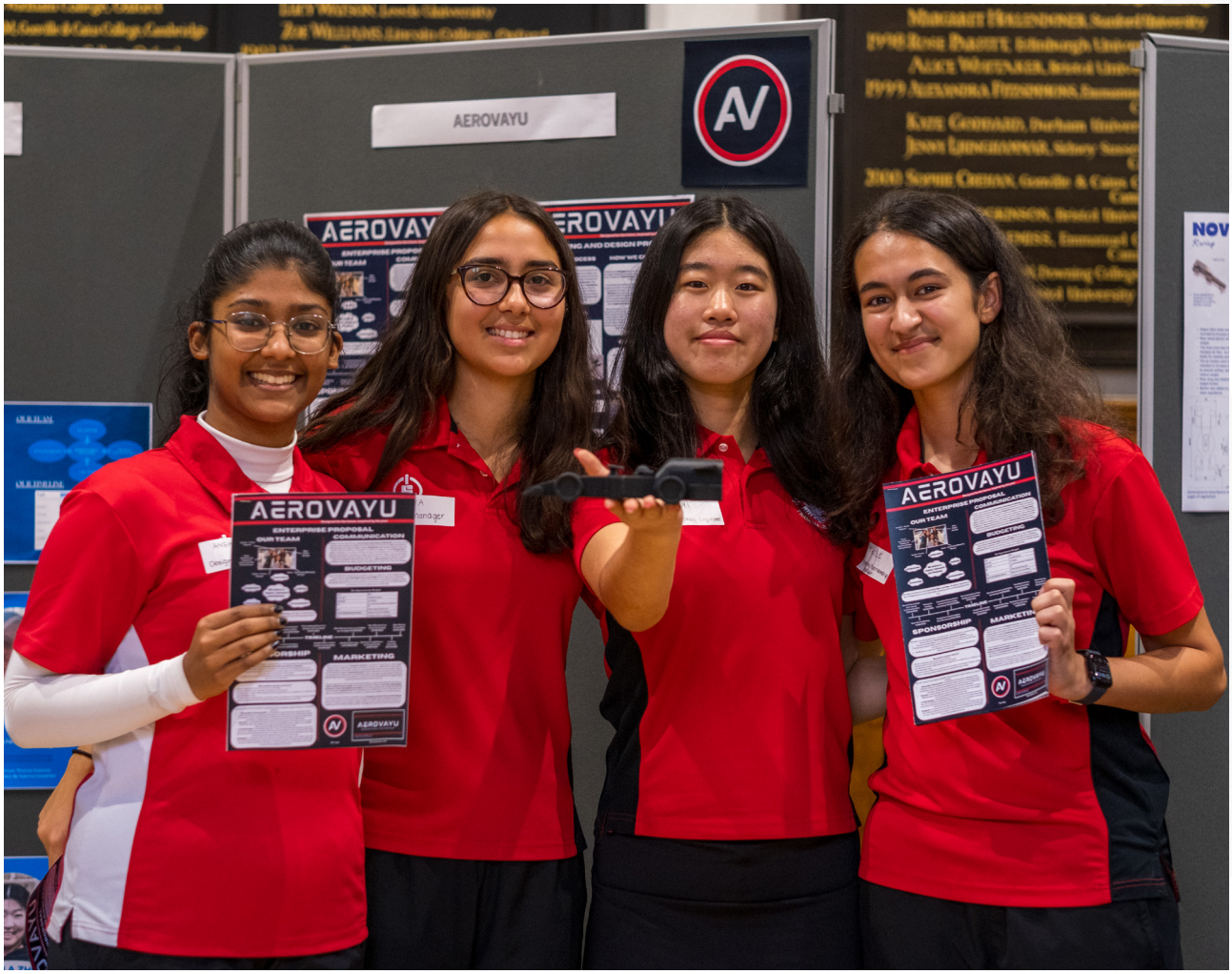
Science

Science is intrinsically fascinating and inspiring, and while the inquisitiveness of the young lends itself naturally to scientific study and endeavour, nobody ever really loses the desire to know more about the workings of the world around them. Whether you consider yourself a scientist or not, there is no doubt that science touches every part of your life: the food you eat and how it reaches your plate; the cosmetics you use as part of your daily routine; and the way you communicate with your friends and find out about the world around you.

The aim of this section is to let you know about how science is studied and assessed. For information about the individual sciences, see the separate entries overleaf. The examinations assess your knowledge and understanding, application of that knowledge and understanding, and experimental and investigative skills.

In Year 10 all girls continue to study the sciences separately, having already begun their IGCSE courses lower down the school (so they must keep their previous notes!). They will be working towards two or three separate IGCSE qualifications, depending on whether they are following the Innovation and Leadership course, instead of one science.

The assessment in each science consists of two written papers which are taken at the end of the course. Practical work is an important aspect of science and girls will have many opportunities to develop their investigative and experimental skills. Some of the questions in the written examination papers will be set in the context of experimental investigation, but there is no practical examination or coursework.



Biology
(Edexcel IGCSE)

In the two-year run-up to the IGCSE examination we build upon topics studied further down the school as well as introducing several new topics.

In Year 10 some of the topics covered are:

Blood and Circulation – we learn about the structure and function of the circulatory system, including the role played by the heart. We also study how the immune system responds to disease and how vaccination works.

Hormones – we discover what causes diabetes and discuss ways of treating the disease. We also consider how reproductive hormones control our menstrual cycle.

Homeostasis – we look at the body's control mechanisms and try to answer questions such as "why do we sweat?"

Excretion – we examine the structure of the kidney and consider its importance in removing toxic waste products from the body.

Nervous System – we look at how the nervous system relays impulses around the body and the role of the brain in coordinating these signals.

The Year 11 Biology course is mainly spent studying the ever-expanding subject of Genetics – one of the most exciting and fast developing branches of Biology. We look at the structure of DNA, the genetic code, and how information is inherited from generation to generation. We discuss the theory of evolution by Natural Selection and consider how mutations may arise. Finally, the modern applications of genetic engineering are explored.

The aim of the course is not only to extend your knowledge and understanding of biological theory but also to develop skills of analysis and evaluation. Practical work is an integral part of the course in both years and a variety of approaches are used to ensure lessons are stimulating and engaging.

Students are required to review their work regularly and are encouraged to extend their understanding and keep up-to-date with current developments by reading newspaper articles and watching relevant television programmes.

Miss E Thrower
Head of Biology

Chemistry
(Edexcel IGCSE)

The flashes, bangs, fizzes and colours of chemical reactions stimulate our senses, but we must not forget that the world we live in is shaped by Chemistry. From the clothes that we wear to the medicines that we take, the materials that we use every day have been made by chemical processes.

Edexcel IGCSE Chemistry is both interesting and engaging for students and is designed to ensure good preparation for those continuing to further scientific study. The course is divided into four main areas:

The course is divided into four main areas:

1. Principles of chemistry
Here they will develop their understanding of elements and compounds and explain their properties by examining atomic structure and types of bonding. In addition, they will apply their mathematical skills to calculations.

2. Inorganic chemistry
The examination of groups of elements in the Periodic Table draws out explanations for their chemical behaviour. Students will learn analytical techniques to identify chemicals and determine the concentrations of solutions.

3. Physical chemistry
Rates of reaction and energy changes during reactions will be investigated and the underlying explanations will be used to develop an understanding of equilibria.

4. Organic chemistry
A wide range of compounds will be explored, from the raw materials gained from crude oil, to the perfumes and flavourings made from esters, to the polymers responsible for so many of our building materials and clothing today.

Students are required to review their work regularly, both in homework tasks and independently. Pupils are encouraged to extend their understanding and keep up-to-date with current developments by reading newspaper articles and using the wealth of resources in the school library.

Chemistry is a practical subject and throughout the specification there are a number of experiments which will help students develop their understanding. These practical skills will be assessed in the written examination papers; there is no coursework component for this course.

Mr J Linnett
Head of Chemistry

Physics
(Edexcel IGCSE)

Studying Physics can take you on a personal adventure. The IGCSE Physics syllabus enables students to understand the technological world in which they live and it can be a bridge to other areas of science.

Students learn about the basic principles of Physics through a mix of theoretical and practical studies. It will prepare them well for their future studies where they will find that the sky is not the limit after all.

The course develops an understanding of the scientific skills essential for further study at A Level and IB, skills that are useful in everyday life.

There is an increasing recognition of the importance of ideas and evidence in science and so, as often as possible, the ideas taught are placed in the context of the world around us. As they progress, students learn how science is an integral part of society and become aware that the results of scientific research can have both good and bad effects on individuals, communities and the environment.

Mr J McGrath
Head of Physics

Technology

Food Preparation and Nutrition (AQA GCSE)

Food Preparation and Nutrition (AQA GCSE) focuses on:

- Practical cooking skills whilst developing a thorough understanding of nutrition, working characteristics of food materials and food provenance.
- Food preparation skills are integrated into five core topics: Food Nutrition and Health; Food Science; Food Safety; Food Choice; Food Provenance

The GCSE examination is divided into three distinct components, two non-examination assessment (NEA) tasks and one examination, which all take place during Year 11:

Non-exam assessment tasks (NEA)			
Task 1	**Food Investigation**	**Written or electronic report**	**15% of total marks**
The food investigation task will assess students' understanding of the working characteristics, functional and chemical properties of ingredients. Students will select one of three tasks set by the exam board in September of Year 11.			
Task 2	**Food preparation assessment**	**Practical assessment**	**35% of total marks**
This will test students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours.			

Written examination	1 hour 45 minutes	50% of total marks
The exam paper will have two sections: Multiple choice questions (20 marks) and five questions each with a number of sub questions (80 marks). Students will demonstrate knowledge and understanding of nutrition, food science, cooking and preparation.		

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the properties of food materials. Here you will develop your practical skills and acquire in-depth knowledge in nutrition and food science.

Throughout the course you will use your flair and creativity to make interesting and innovative dishes for specific situations including special diets. You will also explore the environmental impact and sustainability of food.

Food is one of the world's fastest growing industries. Over 20% of the top 100 British Companies are in food manufacturing. New developments and trends in food have an influence on all of us and the subject is also relevant for many careers in science, technology and health related fields, such as the leisure and tourism industry, dietetics and nutrition, consumerism, the media, education, and food journalism.

Mrs M Martins
Head of Technology

Technology

Design and Technology (OCR GCSE)

Design and Technology (OCR GCSE) allows you to:

- Be creative and solve problems.
- Design and manufacture in a wide variety of materials and components (timber, metal, plastics, textiles, papers and boards), potentially incorporating electronic, mechanical or programmable elements.
- Participate successfully in an increasing technological world.
- Develop design thinking skills.

The GCSE examination is divided into two distinct components:

Written Examination	2 hours	50% of total marks
Design Challenge	non-examination assessment/coursework	50% of total marks
This is a substantial design-and-make activity through which students develop a product in the materials of their choice.		

GCSE Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, you will design and prototype products that solve real and relevant problems within a variety of contexts, considering others' needs, wants and values.

Building on the knowledge and design thinking skills you have gained during the first three years of your studies, you will learn first-hand about the properties with many materials such as woods, metals, polymers, paper, card and textiles, as well as the opportunity to use electronics and mechanical systems to prototype your solutions. You will gain awareness and learn different aspects of design such as ergonomics, design communication and the influence of cultural, environmental and economic factors.

There is an emphasis on practical work and during Year 10 you will undertake a series of short projects and tasks designed to develop your designing and prototyping skills and increase your experience of design development using a wider range of techniques and equipment such as 3D digital modelling and additive manufacturing.

In Year 11 you will undertake a single design and make activity. You will work on this for most of the year; your finished prototype and a concise portfolio account for 50% of the overall GCSE grade.

The final 50% is assessed through a 2 h examination paper in the summer.

OCR GCSE in Design and Technology supports applications for Architecture, Engineering, Product Design, Fashion, Innovation and Entrepreneurship related courses. It is also an excellent subject if you are considering a career in applied design, such as furniture design, 3D and theatre design, jewellery and interior design.

Mrs M Martins
Head of Technology

Personal, Social and Health Education (PSHE)

Year 10: Form groups have one period a week allocated to PSHE. These sessions involve much discussion and sharing of thoughts and ideas, and are excellent preparation for life beyond school. Personal and social issues are considered, as well as global issues, to help students make informed decisions about the world around us. The topics studied include: equality, prejudice and ethics; role models; relationships (including positive and healthy relationships, understanding consent and managing changes in relationships); dealing with grief and bereavement; mental health; addiction (including drugs, alcohol and smoking) and current affairs. There will be opportunities to hear from a number of guest speakers giving presentations and running workshops on topical issues to the year group.

Year 11: PSHE in Year 11 is split into four modules. Each module runs for five weeks and aims to foster greater self-awareness and to develop emotional intelligence and emotional literacy. The modules cover the following topics: An introduction to Mindfulness and Yoga; RSE (relationships and sex education); First Aid; Looking after yourself (finances and diet).

The advantage of this format for PSHE in Year 11 is that discussions can be adapted to the needs of the group, since the perspective of each group may be different. The group size is kept small and this allows for more interaction and ease of discussion. As with Year 10, there will be opportunities to hear from a number of guest speakers giving presentations and running workshops on topical issues to the year group.

Dr M Row
Acting PSHE Coordinator

Higher Education and Careers

During their time in the Middle School, pupils are invited to expand their knowledge of the world of work and think about how the skills they have developed may be transferable to the job market. Students engage in a Careers Programme during PSHE lessons. This involves thinking about labour market trends, their own skills and talents, transferable skills for the C21st labour market and key current issues such as the increased requirements for sustainability in the workplace. In addition, a CV writing/networking session is led by InvestIn and pupils will be invited to engage in a series of working lunches with representatives from a huge range of careers. The Careers department works closely with the Development Office to ensure pupils have as much up-to-date knowledge of a variety of careers as possible. Last year we were joined for our working lunches by medics, engineers, product designers, financiers and entrepreneurs. In addition to the working lunches programme, pupils will be invited to a careers evening.

Pupils at Godolphin usually undertake a period of work experience whilst in Middle School and many of them also take up the opportunity to volunteer in care homes, primary schools and charitable organisations. Opportunities the school are made aware of, are posted to the Middle School Google classroom. To help pupils decide what work experience may be right for them, pupils have access to the Morrisby Platform and engage in a series of psychometric tests which allow them to build a profile of their skills, attributes and preferences.

In addition, a careers microsite, accessible from iPads, is available for all to use. The microsite covers a plethora of careers-related information: from degree apprenticeships; to advice on job applications; to work experience tips; to opportunities to listen to the wisdom of Old Dolphins. There are additional microsites to support subject specific enrichment, provide support for pathways such as Medicine as well as a site dedicated to preparing for admissions testing for institutions such as Oxford, Cambridge and Imperial College, London.

Always conscious of the next steps pupils will take in their educational career, the Higher Education department is on hand to offer advice about future A Level and IB choices in Year 11. All pupils will have an individual meeting with a member of the Higher Education team, but can make an appointment to see someone about academic choices in relation to higher education studies at any time. There is a member of staff responsible for applications to Medicine, Dentistry and Veterinary Science who will be on hand to guide those thinking of a medically related career as well as a US Colleges Counsellor who will guide pupils through the process of US and Canadian applications should they wish to make one. All Year 11 students interested in these pathways will have an opportunity to meet these members of staff in the Autumn term. In addition, the department hosts a series of 'Undiscovered Subjects' taster lectures, allowing pupils to explore degree level subjects they do not currently study at school, as well as a University Fair allowing pupils to explore options in the UK, Europe and beyond. In addition, from the Middle School onwards, parents and pupils will be invited to events hosted by US, Canadian and European University admissions departments.

Mrs A Armstrong
Head of Higher Education and Careers

Physical Education

In Year 10 all girls have two lessons a week in which they can experience a range of sports such as badminton, basketball, football, handball, multi-sports, rounders, tennis, trampolining and volleyball, as well as full use of the fitness room.

In Year 11 the girls' aim is to build on the work of Year 10, developing lifelong habits of exercise with an emphasis on enjoyment together with the associated benefits of stress reduction and general health.

Girls will have one lesson a week, with the opportunity to opt for a second lesson if this fits into their timetable.

Extra-Curricular Activities and Squads in the Middle School
Both Year 10 and 11 girls are selected for all the major sports teams. Matches are played on a regular basis including some Saturday tournaments. Extra-curricular sports include cricket, dance, fencing, football, gymnastics, hockey, karate, kickboxing, netball, pilates, rock climbing, rowing, weightlifting, trampolining and yoga, with athletics, cricket and tennis being added in the summer term.

Miss E Elfick
Director of Sport

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Registered charity number 312699