



GCSE Options

2021-2022

MORE
HOUSE
SCHOOL

KNIGHTSBRIDGE

Contents

| | Page |
|---------------------------------|------|
| GCSES AT MORE HOUSE | 4 |
| THE OPTIONS PROCESS | 5 |
| GCSE OPTIONS | 6 |
| ADVICE | 7 |
| Core Subjects | |
| English | 10 |
| Mathematics | 12 |
| Religious Studies | 13 |
| Science | 14 |
| Optional Subjects | |
| Art and Design | 17 |
| Business Studies | 18 |
| Classical Civilisation | 19 |
| Drama | 21 |
| Geography | 22 |
| History | 24 |
| Modern Foreign Languages | 25 |
| Music | 26 |
| Physical Education | 28 |
| The Wider Curriculum | |
| Core PE | 31 |
| Enrichment | 31 |
| PSHE | 33 |
| NOTES | 35 |

Please [click here](#) to complete the Options Form

GCSEs at More House

At More House, we pride ourselves on providing a bespoke education that prepares our students to be the ethical leaders of tomorrow. Our GCSE offering reflects this.

OUR FANTASTIC LOCATION

Our location in central London enables us to extend our classrooms, laboratories and sports facilities out into the city and this continues to an even greater extent at GCSE. Whether it be the Drama students reading their set play in the Royal Court café, the Art students visiting the Saatchi gallery, the Geography students studying infiltration in Hans Place Gardens or the Science students visiting Hyde Park for fieldwork, there are amazing opportunities for every subject to explore the real world.

A BESPOKE EDUCATION

We know that every student learns differently and has unique gifts and talents. We nurture and encourage these individual gifts, providing opportunities for them to be explored both in and beyond the classroom.

At GCSE, additional support in Maths and English is available to those who will benefit from this. Some students may have mentoring meetings with a member of the Academic Team to further guide, support or challenge them. This could be a weekly check-in with our SENCO (Mr Roberts), a one-to-one meeting with our Senior Leadership Team (Mrs Brett or Mr Robertson) or a Head to Head session with Ms Hagerty. Individuals who need to be challenged or have specific academic or co-curricular goals will be mentored by our More Able Coordinators (Mr Millard and Ms Inchenko).

At More House, we will support, encourage and celebrate every student. Our small class sizes allow for individual attention and immediate intervention where necessary. GCSEs at More House are special: with the development of strong subject loyalties and exciting opportunities, students enter our Sixth Form with confidence, poise and an excellent understanding of the world around them.

ETHICAL LEADERSHIP

Leadership opportunities in Years 10 and 11 are plentiful, with the opportunity to be student mentors, get further involved in sport and other committees. Opportunities for personal growth are encouraged in enrichment activities, which include external guest speakers, workshops and team building opportunities. Core PE continues to provide opportunities for teamwork and resilience, as well as a number of leadership opportunities within these teams. Core RS encourages critical thinking and the development of ethics and empathy. These are the foundations for the growth of the ethical leaders of tomorrow.

OUR HIGH ACADEMIC STANDARDS

Year 9s are invited to choose from a wide range of GCSE subjects that are delivered in ways that both support and stretch and challenge every individual. Teaching of all subjects are underpinned by our five key academic cornerstones:

- Focus 1: Excellent subject knowledge
- Focus 2: Stretch and challenge for all
- Focus 3: Responsible and innovative use of technology

Focus 4: High quality and effective feedback

Focus 5: High expectations of behaviour for learning

We look forward to working with our students over the next two years as they discover new strengths, overcome challenges and learn more about what really ignites their passion.

GCSEs at More House open up a world of opportunities and prepare students for A-Level and beyond and we hope that you enjoy the adventures that this new phase brings.

The Options Process

YEAR 9 INFORMATION EVENING

Tuesday 7 September 2021

Presentation from the Senior Teacher Academic outlining what will happen during the academic year and how the pupils can be supported.



TUTOR & CAREERS COORDINATOR DISCUSSION

Friday 24 September 2021

Discussion with the Year 9 Form Tutor and Careers Coordinator regarding current GCSE subject preferences.



YEAR 9 PARENTS' AND OPTIONS EVENING

Wednesday 3 November 2021

Pupils and their parents will have the opportunity to discuss their progress in the potential GCSE option choice subjects, as well as in their core subject areas.



PUPIL TALK

Friday 5 November 2021

Presentation from the Deputy Head Academic during Form time, outlining how the Options Process works and how pupils are supported in their choices.



GCSE OPTIONS CONFIRMATION

Wednesday 10 November 2021*

Pupils submit their option choices using the Options Google Form (*link on page 3*).

* The Year 10 and 11 timetables will be built around the choices made at this point. While we will endeavour to accommodate pupils' choices, it may not be possible to make changes to the timetable after this time. It is therefore important that pupils are confident in the choices that they make and complete their Options Form by the agreed date.

GCSE Options

All pupils follow a common curriculum during their first three years at More House. However, in Year 10, they are offered an element of choice by way of the options process explained in this booklet.

WHAT WILL I STUDY?

Pupils typically study **nine examined subjects** (five to six core and three optional) as well as non-examined subjects:

CORE SUBJECTS

All pupils study these subjects:

- English Language
- English Literature *
- Mathematics
- Religious Studies
- Science (in which Biology, Chemistry and Physics are studied)

* For pupils who will benefit from additional support with English, there is the option to study English Language only.

OPTIONAL SUBJECTS

In addition to their core subjects, pupils choose three additional subjects from the list below:

- Art and Design
- Business Studies
- Classical Civilisation
- Drama
- Geography
- History
- Spanish
- Music
- Physical Education

THE WIDER CURRICULUM

- Core PE
- Enrichment
- PSHE

Advice

We understand that the process of choosing subjects can be a challenging one. The staff at More House will provide any support or advice that you may need in making these decisions. It is important that you make informed choices as it may not be possible to make changes at a later stage.

You may like to consider the following factors when choosing the subjects that you wish to study:

- Your ability and/or aptitude for all three subjects
- Your interest, enjoyment and enthusiasm for your chosen subjects
- The relation of your chosen subjects to each other
- Your plans for higher education and a career

In addition:

- You will have more time allocated to each of your option subjects in Year 10, so be sure to pick ones that you enjoy!
- Remember that to study a subject to A-Level it is normally a requirement to have studied it and achieved at least a grade 6 at GCSE.
- Remember that the subjects that your friends choose will be based on their own strengths, ambitions and skills. Choose the subjects that are right for you.

Some of you already have a clear idea of your chosen career and therefore of the subjects you must choose for GCSE. For most of you, the subjects you are good at will also be the ones you like and they will, therefore, probably combine well with each other. However, many of you have not yet decided on a career path and for you the choice can be bewildering. Your parents and teachers are here to help you so do not be afraid to discuss your choices with them before you make your final decisions.

The subjects studied at More House have been divided into the following three sections:

PINK SECTION

Contains descriptions of core subjects which represent the core curriculum. These subjects represent every branch of the curriculum and when added to your option subjects, give you a complete programme that is not overspecialised.

BLUE SECTION

Contains descriptions of optional subjects from which pupils select four courses of study which best reflect their aptitude, enjoyment and future aspirations.

LIGHT PINK SECTION

**Contains descriptions of the additional courses every pupil takes to ensure they receive a balanced and well-rounded education. These include weekly physical exercise, games and personal, social and health education.
These are not taken as GCSE examinations.**

Your options form must be completed online via this link: [Options Form](#) by Wednesday 10th November 2021.

CORE SUBJECTS



English

Head of Department: Mrs L Garwood

In Years 10 and 11, English is taught in mixed ability groups, with some pupils following an accelerated curriculum. There are no tiers of entry - all pupils sit the same exam papers. The course is 100% examination; there is no coursework or controlled assessment.

Examining Board: EDUQAS

English Language

What will I study?

The course follows the EDUQAS (formerly WJEC) specification, which enables pupils to read a wide range of texts, reading critically and using knowledge gained from their wide reading to inform and improve their own writing.

Spoken language is also reported on as part of the qualification, but does not form part of the final grade.

How will I be assessed?

Component 1: 40% of the GCSE

20th-Century Literature, Reading and Creative Prose Writing

Written examination: 1 hour 45 minutes

Section A (20%): Reading

Answer questions about one extract of literature from the twentieth-century (1900s).

Section B (20%): Prose Writing

One creative writing task selected from a choice of four titles.

Component 2: 60% of the GCSE

19th and 21st-Century Non-Fiction reading
Transactional/Persuasive Writing

Written examination: 2 hours

Section A (30%): Writing

Answer questions about two extracts of non-fiction writing, one from the nineteenth century (1800s), the other from the twenty-first century (2000 onwards).

Section B (30%): Writing

Two transactional/persuasive writing tasks (no choice of task).

English Literature

What will I study?

The course follows the EDUQAS (formerly WJEC) specification, which encourages pupils to develop knowledge and skills in reading, writing and critical thinking. It provides them with opportunities to read widely for pleasure across a range of high-quality texts in the genres of prose, poetry and drama to develop an understanding of how literature is both rich and influential. Pupils are taught how to make connections across their reading and develop a clear understanding of literary works.

The course is an excellent foundation for the study of literature at a higher level.

How will I be assessed?

Component 1: 40% of GCSE

Shakespeare and Poetry

Written examination: 2 hours

Section A (20%): *Romeo and Juliet*
Two questions: one extract question and one essay question.

Section B (20%): Poetry from 1789 to present day.

Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison.

Component 2: 60% of GCSE

Post-1914 Prose/Drama

19th-Century Prose

Unseen Poetry

Written examination: 2 hours 30 minutes

Section A (20%): *An Inspector Calls*

One 'source-based' question.

Section B (20%): *Jane Eyre* or *The Strange Case of Dr Jekyll and Mr Hyde*.

One 'source-based' question.

Section C (20%): Unseen Poetry

Two questions on 'unseen' poems, one of which involves comparison.

Why choose English?

There is huge scope in English for independent and creative thought, which is highly rewarded by the examination board. A particular feature of the course is its ability to enhance pupils' appreciation of other subjects, such as History, Religious Education, Art, and Drama. There are cross-cultural links, such as literary and poetic responses to art, as well as historical and classical connections through the study of poetry and drama.

We always aim to see professional productions of set plays, and in recent years have attended productions of *Romeo and Juliet*, *Jane Eyre*, *To*

Kill a Mockingbird, *A View from the Bridge*, and *An Inspector Calls*.

Further opportunities and career pathways:

The study of English opens up many opportunities and career paths as you will learn to analyse and empathise with a character or situation. As an English pupil, you will study literature, language, culture, history, and will also be able to develop your creative writing skills, which will be invaluable for a range of career choices including journalism, teaching, or publishing.

Mathematics

Head of Department: Mr T Robertson

“The tantalising and compelling pursuit of mathematical problems offers mental absorption, peace of mind amid endless challenges, repose in activity, battle without conflict, refuge from the goading urgency of contingent happenings, and the sort of beauty changeless mountains present to sense tried by the present-day kaleidoscope of events.”

Examining Board: Pearson Edexcel

What will I study?

The course studied follows the Edexcel International GCSE specification 4MA1. This provides a thorough grounding in the subject, whether or not a candidate intends to study mathematics beyond GCSE. This syllabus is similar to Edexcel GCSE Mathematics but includes extra topics such as set theory, functions, and the first steps of calculus, and excludes some topics such as questionnaires.

The majority of pupils will be entered for the higher tier in which it is possible to achieve grades 9-3. Some pupils whose target grade is grade 4 or below, will be entered into the Foundation paper in which it is possible to achieve grades 5-1.

Why choose Mathematics?

Mathematics is a core subject taken by all pupils at this level. All pupils are encouraged to develop a positive attitude towards Mathematics and to approach their studies with confidence, enjoyment, and perseverance. The department promotes the development of the academic potential of each pupil to the full and aims to inspire their intellectual curiosity and pride in achievement.

How will I be assessed?

All candidates take two 2-hour examinations and calculators are allowed in both papers. Each paper will contain approximately 15% of material aimed at each of the target grades; so both papers will have questions that are accessible to everyone and there will be more demanding questions to challenge the more able candidates.

Future opportunities and career pathways:

Those who work hard through Years 10 and 11 will be well prepared to continue on to the study of Mathematics, and possibly Further Mathematics, at A-Level. Mathematics is a key topic when studying many subjects at higher levels – many of the skills learned in school can be applied to further study at university in the sciences, economics, forensics, engineering, business studies, and more.

Religious Studies

Head of Department: Miss D Reid

Examining Board: AQA

What will I study?

The course will include modules on: Roman Catholic Church beliefs, teachings, practices, sources of authority, and forms of expression. The modules are taken in relation to six topics:

- Creation
- Incarnation
- The Triune God
- Redemption
- Church
- Eschatology

The course will also examine Judaism and Ethical Themes, as noted below:

Judaism

- Beliefs
- Practice

Ethical Thematic Studies:

- Relationships and Marriage
- Human Rights and Social Justice

Why is Religious Studies compulsory at More House School?

As a Roman Catholic school in the Diocese of Westminster, we believe in educating the minds, hearts, and spirits of all of our pupils. This GCSE is not only a rigorous course of study, allowing the pupils to develop their knowledge of world religions, critical thinking, and self-understanding, but is also highly valued by universities and colleges of higher education.

Religion is a fundamental part of many peoples' lives and this is often reflected in what they do,

say, and write. Life in contemporary society requires knowledge and understanding of differing beliefs and world views, and the ability to engage constructively with them.

Art, literature, music, and politics are full of references to religious beliefs and practices, and cannot be fully appreciated without understanding their significance. We are not only rational beings, but also spiritual and moral beings. A study of philosophical questions and ethical issues enables us to clarify our own views and debate them with others, learning tolerance and respect.

How will I be assessed?

The course is entirely assessed at the end of Year 11, by two written examinations – one paper on Roman Catholic Church teachings and one paper on Judaism and Ethical Themes. Throughout the year, you will have key word tests, regular exam question practice, and research tasks to help you develop the skills and understanding you need to succeed.

Future opportunities and career pathways:

A GCSE in Religious Studies provides entry into most humanities A-Level courses, as well as into the Religious Studies A-Level itself. In terms of careers, people who have studied Religious Studies and/or Philosophy can be found in all walks of life but especially law, journalism, teaching, social work, nursing, and religious leadership.

Science

Head of Science: Mrs J Mazewski

The study of science motivates pupils to investigate the world around them and beyond. A practical subject that covers a broad range of topics, science at More House School puts key scientific principles at its core. The course is versatile and suits a range of teaching and learning styles, making scientific concepts accessible to all. It inspires pupils of all interests and abilities, and challenges those who wish to go on to further study or careers within the sciences.

Examining Board: Pearson Edexcel

What will I study?

Pupils are able to gain either a double award in combined science or three GCSEs in the three separate science disciplines. All pupils begin the combined science course in Year 9, with a focus on key scientific skills.

While working towards the combined science GCSE, all pupils will be taught the three disciplines separately by specialist teachers. The combined science course continues into Year 10, during which some pupils will learn the extra content required for the three separate GCSEs. In year 11 both groups finish their courses, with the combined pupils having a little more time to focus on revision and exam technique.

Practical work is central to the new GCSE and each pupil will build up a portfolio of work over the three years leading up to their GCSE exams, however, there is no examined practical or coursework element to the qualification. Instead, there will be questions about practical work in written examinations.

Core Content – common to all papers:

BIOLOGY:

- Cell structure and function
- Microscopes
- Enzymes
- Diffusion and osmosis

CHEMISTRY:

- Atomic structure
- Periodic table
- Types of bonding
- Mass calculations

PHYSICS:

- Motion and forces
- Conservation of energy
- Newton's Law

Content for paper one:

BIOLOGY:

- Cells and control
- Genetics
- Natural selection
- Ecosystems

CHEMISTRY:

- States of matter
- Separation and purification
- Acids
- Obtaining and using metals
- Electrolytic processes
- Reversible reactions

PHYSICS:

- Waves
- Light and the electromagnetic spectrum
- Particle model
- Radioactivity
- Astronomy

Content for paper two:

BIOLOGY:

- Plant structure and function
- Animal coordination and control
- Exchange and transport
- Health and disease

CHEMISTRY:

- Groups 1, 7, and 0
- Reaction rates
- Fuels
- Heat energy
- Earth and atmospheric science

PHYSICS:

- Energy and work
- Forces and their effects
- Electricity and circuits
- Magnetism and motors
- Particles and matter

Content only studied by pupils sitting three separate GCSEs:

The topics are the same as for the combined science papers, just covered in greater depth.

Why choose Science?

Science is a core subject taken by all pupils at GCSE. All pupils are encouraged to develop a wide range of skills through practical and written tasks. The science department at More House seeks to promote the academic potential of every pupil and aims to inspire their intellectual curiosity both in lessons and through wider, extra-curricular opportunities.

How will I be assessed?

All pupils will sit their exams at the end of Year 11, each sitting two papers for each scientific discipline – biology, chemistry, and physics. The topics for each paper are outlined above. The combined science exams last 1 hour and 10 minutes, while the separate science GCSE papers are 1 hour 45 minutes each. As already mentioned, there is no longer a practical exam or a coursework component to the science GCSEs.

Future opportunities and career pathways:

The GCSE course is an excellent foundation to continue on to the study of any of the sciences at A-Level. Science is a widely-respected qualification and leads to a range of different opportunities both in and out of the traditional laboratory setting – these include medicine, forensics, engineering, astronomy, IT, and law.

OPTIONAL SUBJECTS



Art and Design

Head of Department: Mrs K Wilson

This is a broad course that covers many different areas of Art and Design. A wide range of different materials and techniques are explored.

Examining Board: Pearson Edexcel

What will I study?

Art and design is an exciting subject that encourages personal development and creativity. A wide range of materials will be explored, including drawing, painting, collage, silk-painting, printing, constructed textiles and 3-D.

Projects are set in a historical context, enabling pupils to relate their work to that of others and understand the relevance of art history. Several visits are organised to see the work of historic and contemporary artists and help pupils develop their ideas and creative skills. Projects include mixed-media, sculpture and painting. The pupils' journals show the development of work from an initial idea through to completion and become a beautiful testament to their knowledge and creativity.

Projects for component 1 are designed to build skills and knowledge, beginning with a skills project, moving on to focus on analysis, before thinking about idea development towards the end of Year 10. The first half of Year 11 is spent working on a personal project. Projects for component 2 are set by the exam board in February of Year 11. The pupils will explore the theme from their chosen viewpoint.

Pupils are introduced to a range of different techniques and materials and encouraged to experiment, develop their own ideas and devise several solutions before choosing a suitable option to develop into a final piece.

Why choose Art?

Art is an enjoyable subject that helps you develop your creative, analytical and written skills. The course is suited to pupils who are considering a career in art and design, as well as those who would like to pursue their interest and passion for the subject. Art encourages you to express your own ideas and gives you the opportunity to explore your personal areas of interest.

Pupils should be enthusiastic and willing to do a lot of experimental work. Visits to museums and galleries that relate to the set projects are arranged.

How will I be assessed?

The GCSE is awarded for work completed over two years.

Component 1:

A personal portfolio, comprising a skills project, an artist analysis project and a personal project completed over a year and a half. This is worth 60% of the final mark.

Component 2:

An externally set assignment, which is one journal and one final piece of work, completed during the second half of year two. This is worth 40% of the final mark.

Individual projects are marked regularly throughout the year to enable pupils to fulfil their potential. All work is marked at the end of Year 11

and moderated by an external moderator.

Future opportunities and career pathways:

Art and Design is a relevant subject for many creative careers. There are creative opportunities in film and TV, fashion and design, graphics, architecture and fine art. More House

School has excellent connections with all the major London colleges and helps pupils with their applications to art foundation courses. In recent years, More House pupils have been accepted onto all of the major London Foundation courses and we currently have alumni studying degree courses at Central Saint Martins, Chelsea, Bournemouth and Kingston.

Business Studies

Head of Department: Ms P Revell

Examining Board Pearson Edexcel

What will I study?

There are two themes in GCSE Business Studies: Investigating a Small Business and Building a Business. The content and skills covered in these two themes reflect the modern and evolving world of business and will enable you to be commercially minded and enterprising.

Why study Business Studies at More House?

We are fortunate at More House to be so close to the city of London, to the headquarters of many global businesses, and in the thick of some of the most famous retail areas in the world. We are easily able to make trips during a double lesson. Speakers and old girls alike are also always keen to come and visit us in Knightsbridge, sharing their expertise and knowledge.

How will I be taught?

You will be taught by one teacher via lectures, presentations, workshops, independent study, and practical assignments such as mapping the local area or observing customer service at a department store.

How will I be assessed?

Internally: through end of topic tests/ assessment points 1 - 4 and mock module exams taken from past exam papers.

Externally: units/topics will be assessed by a written examination. There are two 90 minute examinations which count equally towards the qualification.

What degree courses does this lead to?

Business Studies can continue to be studied at A-Level at More House. Thereafter, a range of opportunities are available, including accountancy, banking, business, economics, finance, marketing, and management science. It is also often studied alongside law and IT, and increasingly with creative subjects such as music, art and drama.

What career opportunities does this open up?

A wide range of careers as indicated by the courses above. However, this is by no means exhaustive. Business Studies is a well-respected

qualification, developing transferable skills useful in a wealth of careers from human resource officers to risk managers. Additionally, studies suggest that over half of students who go on to study A level Business Studies will own their own business within ten years.

Classical Civilisation

Head of Department: Mr J Millard

Examining Board OCR

What will I study?

Component Group 1:

Thematic study in Year 10: Myth and Religion

Pupils study material from both ancient Greece and Rome, and their surrounding worlds, drawn from the time period 3000 B.C. to A.D. 500. This material encompasses aspects of literature and visual/material culture in their respective social, historical, and cultural contexts. Myth and religion have always been popular areas of study with pupils, and so this forms a central part of the thematic component. Pupils study myths regarding the role of the gods and heroes in the founding of Athens and Rome and the importance of Heracles/Hercules to both the Greek and Roman world.

Pupils also look at the role of religion in the everyday lives of ancient Greeks and Romans. The study of temples, sacrifice, festivals, death, and beliefs in the afterlife will give a broad overview of religion in the ancient world, and provides opportunity for the study of a wide variety of material remains, including remarkable temples and works of art. Pupils will be required to make informed comparisons between Greek and Roman ideas, including the characteristics of the different societies, and the impact of the

different cultural contexts on the theme studied.

Component Group 2:

Literature and Culture in Year 11: The Homeric World

The Greeks themselves recognised the world of Homer's poems as the cradle of Greek literature and civilisation, and this component provides the opportunity for the study of a fascinating period of history and a work of literature with great enduring appeal.

The culture section involves a study of life in Mycenaean times. This is a very diverse area and involves studying ancient sites alongside sculpture, jewellery, tombs and treasure. Alongside this study of material culture students study Homer's *Odyssey* which gives students a unique insight into everyday life, including the lives of women and questions about revenge and punishment.

Why choose Classical Civilisation?

The first, and most important, reason is that it is a fascinating subject, with a huge breadth of subject matter. Classical Civilisation offers an important insight into where we come from and how modern society has been shaped and

influenced by the past. It raises vital questions about matters that we take for granted through comparison with very different societies, and it also develops an appreciation of literature and use of language.

As an essay subject, Classical Civilisation trains pupils to collect a diverse range of information and to synthesise this information into clear, concise arguments. In learning about the ancients, pupils will develop more familiarity with many of the references to the Classical world which abound in English (and European) literature.

Even if your only contact with the classical world has been through seeing films such as *Gladiator* and *Troy*, or reading the *Percy Jackson* series, classical civilisation has a great deal to offer you. There is no need to have studied Latin or Classical Civilisation before, and no prior knowledge of the Classical world is required.

How will I be assessed?

The OCR GCSE syllabus is comprised of 2 papers, each of which makes up 50% of the qualification. Both papers are examined at the end of the two year GCSE course.

Paper 1: Thematic Study – 90 marks, 1 hour and 30 minutes, written paper

There are three sections to paper 1, one on Greece, one on Rome, and the third on Greece and Rome. Each section is worth 30 marks. The question paper will consist of both short answer and extended response questions. Pupils will be required to respond to both literary and visual/material sources, some of which will be unseen and some from the prescribed material. In the third section of the paper, pupils will be required to compare two ancient sources, one of which will be literary, the other visual/material; one Greek, one Roman.

Paper 2: Literature and Culture – 90 marks, 1 hour and 30 minutes, written paper

There are two sections to paper 2, one focusing on the “Culture” topics and sources, the other on “Literature”. Each section is worth 45 marks. The question paper will consist of both short

20

answer and extended response questions. For the “Culture” section, learners will be required to respond to sources, some of which will be unseen and some from the prescribed material. Sources for the “Literature” section will be from the prescribed material only.

Future opportunities and career pathways:

Classical Civilisation will help develop skills that are highly valued by universities and employers. These include the ability to analyse source material, to write an essay, to argue and use evidence, to approach tasks with a critical mind, and an understanding of culture and how history has influenced the modern world.

With these skills, you will be able to continue studying Classical Civilisation at A-Level and even university. If your interest in this area grows you can explore associated subjects such as ancient history and archaeology. The subject will also give you a good grounding to continue with subjects such as history, politics, philosophy, law, and English literature to name but a few. A classics degree is highly respected by employers and will open up a wealth of opportunities. Classicists can make their way into careers as diverse as computing, the civil service, insurance, accountancy, journalism, law, and public relations.

Drama

Head of Department: Miss V Jackson

Examining Board: AQA

What will I study?

You will watch live performances and learn how to discuss, review and write about them. You will create a devised piece based on a theme and you will prepare a scripted performance based on two extracts from a published play.

Why choose Drama?

The syllabus encourages an appreciation of different kinds of theatre, while also introducing you to a variety of social, historical, and cultural influences.

To do well in this subject you need to be able to work creatively with everyone in your group, not only by offering ideas but also by supporting and respecting your peers. You need to feel confident speaking in front of others and performing to an audience. Working together is a vital part of drama and you will need to make a real commitment from day one of the course - your group will be relying on you and your attendance is vital. There will also be some after-school rehearsals when the need arises. A love of theatre is also necessary. We will be making theatre visits which will require written analysis afterwards.

How will I be assessed?

The GCSE course is a mixture of practical and written work. Practical work is assessed over the two year period and contributes 60% of your grade.

Component 1:

Understanding Drama: Written Paper

A final written paper contributes the remaining 40% of the GCSE. The paper is divided into three compulsory sections:

Section A: Theatre roles and terminology
Section B: Study of set text
Section C: Live theatre production.

Component 2:

Devising Drama (40% of Qualification)

This is a practical component in which pupils are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work. It is marked by teachers and moderated by AQA.

For this component, pupils are required to complete the following two assessment tasks:

- Produce an individual devising log documenting the devising process.
- Contribute to a final devised duologue or group performance.

The devising log is marked out of 60.

Each pupil's contribution to the final devised performance is marked out of 20.

Component 3:

Text in Practice (20% of Qualification)

This component is a practical component in which pupils are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. It is marked by AQA. In this component pupils must complete two assessment tasks:

- study and present a key extract (monologue, duologue, or group performance)
- study and present a second key extract (monologue, duologue, or group performance) from the same play.

Pupils are assessed on their knowledge and understanding of how drama and theatre is developed and performed, including in connection to a set play and on their ability to analyse and evaluate the live theatre work of others.

Future opportunities and career pathways:

Aside from being the perfect starting point for a career in the theatre, Drama GCSE will definitely help build your confidence. It will

help you become confident when speaking to an audience, a skill necessary for many professions. You could become a writer, a playwright, an actor, a lawyer, a journalist, a teacher, an editor, a producer, a dancer, a singer or even a philosopher! Drama will certainly help you work as part of a team, developing skills such as listening, sharing and diplomacy. The course will also expose you to a variety of theatrical styles, encouraging critical skills while increasing your cultural horizons.

Geography

Head of Department: Mrs J Brett

Examining Board: Pearson Edexcel (Specification A)

Through GCSE Geography, you will:

- Discover how people are using different environments – your own and those in other parts of the world.
- Investigate issues of sustainability: will Earth still be able to provide us with all the resources we currently take for granted?
- Find out how different landscapes developed and investigate the natural forces involved.
- Explore the reasons why people move around the world today and how they affect the places they move to.
- Critically assess the ways in which we affect the planet and how we can ensure it survived human impacts
- Learn how to gather geographical data and research and present this to answer an enquiry question
- Develop a passion for the Earth, its people and its environments

- Learn how to use technology, including GIS, in responsible and appropriate ways

What will I study?

The Physical Environment

- The changing landscapes of the UK including our coastal and river environments
- Weather hazards and climate change including hurricanes and drought
- Ecosystems, biodiversity and management including tropical rainforests and temperate forests

The Human Environment

- Changing cities looking at Birmingham and Mexico City
- Global development including the development of India
- Resource management looking at our use of energy in the UK

Geographical Investigations

- Fieldwork including a residential trip to Taunton
- UK Challenges which investigates how human activity influences all aspects of physical geography in the UK

Why choose Geography?

You will enjoy this course if you want to study a subject that:

- is exciting, real and ever-changing
- is relevant to the world you live in and to your future
- encourages you to discuss current affairs and issues
- focuses on the environment, politics, science and business
- involves practical fieldwork outdoors
- is studied through investigation, not just listening and reading
- develops a full range of skills that will be useful in other subjects you study and in employment
- will prepare you to solve the problems the planet and its people are experiencing
- can be studied as a science or an arts subject at university

How will I be assessed?

Component 1: The Physical Environment

Exam is 1 hour 30 minutes and consists of three sections (37.5% of GCSE).

Component 2: The Human Environment

Exam is 1 hour 30 minutes and consists of three sections (37.5% of GCSE).

Component 3: Geographical Investigations

Exam is 1 hour 30 minutes and consists of three sections (25% of GCSE).

Future opportunities and career pathways:

GCSE Geography is a stepping stone to a whole range of future opportunities. The skills you develop will support you in further studies and employment, especially at this time of global climate change. It will provide you with critical thinking experience that you will be able to use in any future career opportunities. A good grade at GCSE will help you move on to any AS, A-Level, or vocational course. Biology, geology, environmental science, government and politics, economics, travel and tourism all have close links with some of the material you will have studied for this GCSE.

Employment opportunities where your geographical skills will be particularly valued include journalism and the media, law, engineering, accountancy, finance, business management, ICT, planning, teaching, marketing and the leisure and tourism sectors.

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin,
Comedian, actor, writer and television presenter.
President of The Royal Geographical Society
(2009-2012).

“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. Geographers are also highly employable. 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 and advance you professionally.”

Dr Rita Gardner, CBE,
Director of The Royal Geographical Society

History

Head of Department: Mr J Millard

Examining Board: AQA (8145)

What will I study?

The syllabus provides pupils with the opportunity to explore developments which have framed our world from medieval times through to the modern world.

In Paper 1, pupils will learn how relationships between countries have developed throughout the twentieth century, with a particular focus on the USA and USSR. This will be combined with a closer examination of Russia and the Soviet Union, considering the nature of both Tsarist and Soviet Russia and the reasons behind the Russian Revolution.

In Paper 2, there will be an in-depth study of developments within Britain over 1000 years. This will be combined with a closer examination of Elizabethan England. Both topics provide unique insights into how modern Britain has developed both culturally and politically.

Paper 1: Understanding the Modern World

- A.** Russia, 1894-1945: Tsardom and Communism.
- B.** Conflict and tension between East and West, 1945 – 1972.

Paper 2: Shaping the Nation

- A.** Britain: Power and the People: c1170 to the present day.
- B.** Elizabethan England, c1568-1603.

Why choose History?

History is a popular subject which covers fascinating topics and develops many transferable skills. GCSE History students gain confidence in expressing their ideas and opinions both on paper and verbally. They

develop analytical skills and advanced written skills, whilst learning to assess historical evidence in a critical fashion. In June 2019 (the most recent public examinations) over 50% of More House GCSE History pupils gained level 7- 9 (A or A*), whilst over 90% of 2021 students were awarded level 8 or 9. GCSE History pupils have the opportunity to go on a range of relevant and exciting trips both locally and further afield - a trip to Berlin is being planned for 2022.

How will I be assessed?

Pupils will take two written exams. The paper content is shown above.

Paper 1: [2 hour paper] 50%

Paper 2: [2 hour paper] 50%

There are three main assessment objectives:

1. the ability to recall, select, organise and deploy historical knowledge;
2. the ability to describe, explain and analyse key features and events;
3. the ability to analyse historical evidence and interpretations.

There is no Controlled Assessment or course-work. This is a linear exam where all marks are awarded at the end of the two year course. There is a requirement to study one historical environment from Elizabethan England which will be assessed as part of Paper 2.

Future Opportunities and Career pathways

The History GCSE provides a good basis for many A-Level courses including History, Economics, Classics or Politics. It is an excellent grounding for a wide range of careers. These include teaching, law, journalism,

the Civil Service, local government, archive administration, museums, the mass media and politics. Historians with their research skills make perceptive private investigators! Due to the high level of analytical skills which historians develop, it is a subject which is respected in all fields.

Modern Foreign Languages

Heads of Department: Mr W Benskin

Examining Board: Pearson Edexcel

What will I study?

Pupils will learn how to communicate with French, German, and Spanish speakers both orally and in writing. They will also learn how to understand written and spoken French, German and Spanish through the development of their listening and reading skills. Pupils will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of European cultures. Topics of study include: Identity and culture, Local area, Holidays, Travel, School, Future Aspirations, The World of Work and International and Global Dimensions.

Pupils will need to develop and use their knowledge and understanding of grammar progressively throughout the course and build upon their range of vocabulary.

Why choose a language?

It may seem that everyone in the world speaks English, but in fact 75% of the world's population does not. Languages at GCSE are fun to learn: you will listen to popular songs, watch news reports, watch films and read comics and books, all in a different language. Your progress will become noticeable quite quickly - soon you will start talking with our Foreign Language Assistants with confidence, picking up new

information in the listening exercises, and gaining a better understanding in your reading work.

At More House, we are very lucky to be in close proximity to the German, French, and Spanish institutes and there are many opportunities for trips and independent learning. Pupils are taught in small classes and have the opportunity to work with the foreign language assistants on an individual basis, which is an invaluable resource in the run up to the speaking exams. We also run foreign language clubs and foreign film nights where you can practise the skills you have learned in class.

How will I be assessed?

Pearson Edexcel Level GCSE (9-1) in French, German, or Spanish consists of four equally weighted and externally examined papers based on the following skills: listening, speaking, reading and writing. Pupils must complete their speaking assessment in April/May 2023 and all other assessments in May/June 2023.

Each paper is available at Foundation tier (grades 5-1) or Higher tier (grades 9-4).

Future Opportunities and Career Pathways:

You could go on to study a language at A-Level and then university. You can study a language on its own, but you can also combine it with one or two other languages, or with a completely different subject such as law, history, or business. Languages are recognised as a robust and respected subject by the Russell Group Universities and are highly regarded by all faculties.

Workplace opportunities for language graduates are wide-ranging. French, German, and Spanish graduates go on to work in education and to use their presentational and

linguistic skills in fields including the diplomatic service, the security service, journalism, law, accountancy, human resources, business, industry, and finance. Language skills have value in a job market that is becoming increasingly global and are highly valued by employers, in whichever career you decide to pursue.

Spending time abroad as part of the GCSE course helps you develop cultural awareness, adapt to new and changing surroundings, and to work both in a team and independently. As part of the GCSE course we offer a French language course in Montpellier where pupils stay with host families, a German language exchange to the German-Swiss border, and a Spanish language immersion course in Salamanca.

Music

Head of Department: Miss E Calderwood

Music is unique in the way it combines academic, creative, and performing elements in one single subject. It is one of the most important and interesting cultural phenomena to study.

Examining Board: Pearson Edexcel

What will I study?

The music GCSE consists of three parts: performing, composing and listening and appraising. The performance part of the exam represents 30% of the final mark, composing 30% and the listening and appraising 40%. The course includes the study of some excellent set works for the listening paper including Bach, Purcell, Stephen Swartz and John Williams.

Performing:

Pupils are required to play or sing, both on their own and as part of an ensemble. They can perform any number of pieces, provided the combined length of both solo and ensemble performances lasts at least four minutes in total.

Composing:

During the course, two of the pieces of music

written by the pupils are recorded and assessed as coursework. One composition is to a brief provided by Edexcel, which will relate to one of the areas of study for listening and appraising. The second composition is a free composition of the pupil's own choosing, which can be in any style and consequently allows pupils to explore and express their own creativity in their own way.

Listening and Appraising:

The listening section of the syllabus comprises the study of eight set works covering four areas of study, which span the last 300 years of musical history – from Bach, Beethoven and Mozart, to Queen, Wicked and Star Wars!

Areas of study and set works:

- **Instrumental Music 1700-1820**
 - Third movement from Brandenburg

Concerto No. 5 by J. S. Bach

- 'Pathétique' Sonata No. 8 for Piano by Beethoven

- **Vocal Music**

- 'Music for a While' by Henry Purcell
- 'Killer Queen' from Sheer Heart Attack by Queen

- **Music for Stage and Screen**

- 'Defying Gravity' from Wicked by Stephen Schwartz
- 'Main Title' and 'Rebel Blockade Runner' from Star Wars Episode IV by John Williams

- **Fusions**

- 'Release' from Volume 2: Release by Afro Celt Sound System
- 'Samba em Preludio' from Esperanza by Esperanza Spalding

To undertake the course, pupils need to either play an instrument or be a competent singer ideally at ABRSM grade 4 standard or higher. Pupils on the course are encouraged to take part in extra-curricular activities offered, such as senior choir, chamber choir, chamber orchestra or other ensembles. It is necessary to take Music GCSE if a pupil is thinking of studying the A-Level course. Those studying Music GCSE are entitled to a place on the annual school music tour.

Why choose Music?

Music does not close any doors – it is one of the most highly regarded GCSEs by universities and employers alike, mainly because of the range of skills it demands. A candidate with Music GCSE and A-Level demonstrates a dedicated, talented, skilful character who is considerate of others while working in a group, and has a diverse range of interests. You will find music qualifications among top professionals in virtually any industry imaginable.

Many universities see skill in music as a reason to choose one pupil over another, as they are more likely to contribute to the wider life of the college. This is particularly true of demanding subjects such as medicine and law. In the past, More House Music pupils have gone on to study music at Oxford, Princeton (USA), and the

Julliard School of Music in New York.

Our GCSE musicians become leading members of our extensive range of extra-curricular activities, particularly our annual music tour, and hold a noticeable and important place in the school community. A wide variety of choirs and instrumental groups are available to More House pupils, through which they can develop their musicality and gain the skills they need for the GCSE course. More House is one of the very few London schools offering a music tour each year to new and exciting destinations globally.

Pupils at More House are able to make use of the electronic music equipment, Mac Suite, and music software available in the school. The department recently purchased a set of laptops and recording equipment for use in lessons. Furthermore, the central location of the school in London allows pupils to make use of all the resources this cultural capital has to offer.

How will I be assessed?

Performing

- Non-examined assessment
- The performance assessment consists of a recital on any instrument(s) or voice, lasting a minimum of four minutes in total and comprising at least one minute's solo performance and one minute's ensemble performance
- Performances must take place between March and May in the year of examination
- Performances are recorded and marked in school by the music teachers, before being sent to be moderated by Edexcel.

Composing

- Non-examined assessment
- Composition portfolio containing two compositions
 - One composed to a brief set by Edexcel, relating to one of the areas of study
 - One free composition
- Compositions must be recorded and a score must be written. Candidates do not need to perform their own compositions
- Compositions are recorded and marked in school by the music teachers, before being sent to be moderated by Edexcel.

Listening and Appraising

- Externally assessed examination
- Exam of 1 hour 45 minutes in two sections
 - Section A: eight listening questions - six will be based on the set works listed above, one an aural dictation exercise and the final question on an unfamiliar piece (not one of the set works).
 - Section B: an extended answer question where pupils will need to compare a set work to another unfamiliar piece.

Physical Education

Head of Department: Ms C Phelps

Examining Board: AQA

What will I study?

The course reflects today's global world.

Pupils will engage with key issues and themes relating to contemporary global influences on physical education and sport. It provides a fantastic insight into the developing world of sports science including the roles of technology, sport psychology, and commercialisation of physical activity and sport.

Why choose to study Physical Education?

The GCSE builds upon the physical development and skills learned in key stage three. The course encourages learners to become more competent, confident, and expert in their techniques. They are then able to apply them across different sports and physical activities, while deepening their knowledge of content previously studied.

It is an ideal course for those who enjoy physical education and sport and are interested in learning more about how our bodies work and

the effects of exercise on the body.

Contemporary sporting examples are used within theory lessons, in addition to practical performances wherever possible to provide context and meaning.

Due to the nature of the course, a commitment to extra-curricular sport within and outside the school is required.

How will I be assessed?

The course consists of two externally examined papers and two non-examined assessment components. This multidiscipline approach to the study of physical education encourages pupils to contextualise theory and develop and apply their knowledge, understanding and quality of performances in practical assessments. There are four components:

Paper 1: The human body and movement in physical activity and sport

Written examination: 1 hour and 15 minutes (30% of the qualification – 78 marks).

Content: Applied anatomy and physiology, movement analysis, physical training, and the use of data.

Paper 2: Socio-cultural influences and well-being in physical activity and sport

Written examination: 1 hour 15 minutes (30% of the qualification – 78 marks).

Content: Health, fitness, and wellbeing, sport psychology, socio-cultural influences, and the use of data.

Non-exam assessment 1: Practical Performance

Non-examined assessment: internally marked and externally moderated (30% of the qualification – 75 marks).

Content: Skills during individual and team activities, general performance skills. Three physical activities will be chosen from a set list. One must be a team activity, one must be an individual activity. The final activity is a free choice.

Non-exam assessment 2: Analysis and evaluation of performance task

Non-examined assessment: internally marked and externally moderated (10% of the qualification – 25 marks).

Content: Analyse and evaluate performance of self or other to bring about improvement in sport. Design a training programme using relevant theoretical knowledge to improve performance.

Most major sporting activities are accepted as part of the AQA course. For example, pupils can take netball, rowing, or hockey as a team activity, and indoor climbing, swimming, or dance as an individual activity. However, candidates may also use activities that are not currently delivered within physical education lessons and extra-curricular clubs such as horse-riding or skiing.

Future opportunities and career pathways:

GCSE Physical Education provides the ideal preparation for the A-Level course. Furthermore, many transferable skills such as teamwork, communication and leadership qualities are acquired within the course. This provides candidates with valuable employment skills for the future.

THE WIDER CURRICULUM



Core PE

All pupils in Years 10 and 11 have one physical education session per week, where they are taken off-site to a variety of venues including Battersea Park and Imperial College, to enjoy a wide range of activities.

Programme of Study

Pupils are encouraged to develop healthy and active lifestyles. A range of activities are studied within lessons including: netball, tag rugby, football, hockey, health and fitness, tennis, rounders, and athletics. There is also an array of opportunities for the pupils to continue with extra-curricular participation clubs including, for example, yoga, running club, fitness classes, and competitive fixture opportunities in netball, hockey, rowing and rounders.

Enrichment

Careers

Pupils in Years 10 and 11 have Careers lessons through the PSHE programme to help familiarise them with the pathways that are open to them once they complete their GCSEs. Pupils will also have access to careers advice through their form tutor and the Careers Coordinator (Mr Benskin). They will also participate in an online personal careers survey to help them identify jobs that match their skills, personality, interests, and experiences.

Pupils will be guided through the application and interview process for More House School Scholarships, other higher education and vocational positions and work experience opportunities to enrich their development.

Drama

As well as being a GCSE option, there are opportunities to participate in extra-curricular drama activities such as the whole-school production, which is held each year during the Spring Term. In recent years, pupils have performed a variety of dramatic and musical productions, including an adaptation of *Little Women*, *A Little Princess*, *The Tempest*, *Into the Woods*, *Guys and Dolls* and *A Midsummer Night's Dream*. Participating in the whole-school production is not limited to performance; pupils can take part in backstage, front of house and design roles throughout the process. Professional practitioners such as Frantic Assembly are welcomed to the department and we arrange a plethora of theatre trips to enrich the learning experience. Clubs and activities take place weekly to enrich the drama curriculum and to suit the needs of all pupils.

Duke of Edinburgh Award

The Duke of Edinburgh Award is a national award scheme, recognised by many employers and universities as evidence of pupils' diversity of skills. It requires participants to demonstrate continued participation in four categories, physical activity, a skill, volunteering and an expedition. There are three progressive awards: Bronze, Silver, and Gold. Pupils in Year 9 start with the Bronze Award and can complete their Silver award in Year 10 or 11.

Activities may run simultaneously or consecutively. These activities are to be chosen and arranged by the pupils and it is up to them and their parents to ensure that activities are funded, suitable, and properly supervised. Many of the sport, music, drama and other lunchtime clubs that pupils already participate in can be counted toward the award.

The expedition section consists of a practice and qualifying expedition, these are three days each at Silver and run in the local countryside and National parks over two long weekends in the Summer term.

Music

The music department at More House is extremely active and there are numerous groups for Year 10 and above to get involved in. All are welcome to join the school's senior choir which performs in the annual Easter Choral Concert, with the unique opportunity to sing at prestigious venues alongside professional singers and orchestras.

Depending on ability, pupils may also audition to become a member of our senior chamber choir, which tackles extremely difficult yet rewarding repertoire. Instrumentalists have the opportunity to become leading members of the chamber orchestra, string group, percussion club or guitar group. There is also an annual music tour during the October half-term where the pupils give concerts and sing at Mass around the world. The most recent tour was to Tuscany in October 2021.

Sport

There are a number of extra-curricular sporting clubs that the pupils can participate in; these are both competitive and non-competitive in nature. The clubs run before, during, and after school throughout the year. Our competitive sports teams include: netball, hockey, football, rounders, rowing, cross country running, and swimming. Non-competitive activities on offer include: boot camp, running club, circuit training, badminton and rowing. Pupils are encouraged to participate in at least one physical activity per week.

A number of fixtures against other schools are arranged throughout the year giving pupils the opportunity to develop their skills in a match situation and enabling them to experience sports in a more competitive way. Additionally, there are opportunities to attend Borough development squads. These squads can result in the pupils representing the Borough at the London Youth Games. In recent years, we have had pupils successfully compete in a range of sports from netball to cross-country.

PSHE

PSHE education acknowledges and addresses the changes that young people are experiencing. It teaches the skills which will equip pupils for the opportunities and challenges of life. Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media. PSHE and RSE education allows them to be more confident in addressing the challenges of effective learning and making a full and active contribution to society. RSE provides pupils with the information they need to develop healthy, nurturing relationships of all kinds and aims to equip pupils to make safe, informed and healthy choices as they progress through adult life.

At Key Stage 4, pupils extend and rehearse the skills, further explore attitudes and values, and deepen knowledge and understanding acquired during Key Stage 3. PSHE education reflects the fact that learners are moving towards an independent role in adult life, taking on greater responsibility for themselves and others.

PSHE is addressed through the assembly programme and discussed during extended form time on a Wednesday morning. Pupils also hear from guest speakers who specialise in certain areas such as drugs and alcohol to gain professional advice and guidance to help them prepare for the challenges they may face in the years ahead.

Topics covered include:

Core Theme 1: Living in the wider world

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. How to make informed choices and be enterprising and ambitious
3. How to develop employability and leadership skills, work as part of a team and develop flexibility and resilience
4. About the economic and business environment
5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers

Core Theme 2: Relationships

1. How to develop and maintain a variety of healthy, respectful relationships within a range of social and cultural contexts and to develop parenting skills
2. How to recognise and manage emotions within a range of relationships
3. How to deal with risky or negative relationships including all forms of bullying (including the

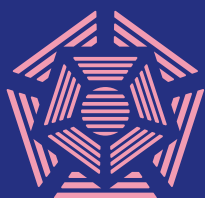
distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters

4. About the concept of consent in a variety of contexts (including in sexual relationships)
5. About managing loss including bereavement, separation and divorce
6. To respect equality and be a productive member of a diverse community
7. How to identify and access appropriate advice and support

Core Theme 3: Health and wellbeing

1. How to maintain physical, mental and emotional health and wellbeing
2. How to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity
3. Physical, mental and emotional health as well as wellbeing and sexual health
4. About parenthood and the consequences of teenage pregnancy
5. How to assess and manage risks to health and to keep themselves and others safe
6. How to identify and access help, advice and support
7. How to respond in an emergency, including administering first aid
8. The role and influence of the media on lifestyle.
9. The concept of law relating to issues such as sexual consent, sexual exploitation, grooming, coercion, harassment, FGM and domestic abuse.
10. How to be safe online as well as recognising the similarities and differences between the online world and physical world.

Notes



MORE
HOUSE
SCHOOL

KNIGHTSBRIDGE