



Curriculum

Policy Statement

The curriculum, teaching and learning at Cheltenham College shall:

- Supply full-time supervised education for pupils of compulsory school age and above
- Be broad and balanced
- Contribute effectively to the intellectual, physical, personal attainment and development of the pupils
- Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- Teach subject matter appropriate for the ages, gender, backgrounds and aptitudes of pupils, including those pupils with a statement of SEN
- Enable pupils to acquire skills in speaking and listening, literacy and numeracy
- Provide for personal, social and health education which reflects the College's aims and ethos
- Provide for appropriate career guidance
- Enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Provide pupils with adequate preparation for the opportunities, responsibilities and experiences of adult life
- Be enriched by extra- and co-curricular activities
- Offer all pupils the opportunity to explore and access their full academic potential
- Foster in pupils a sense of delight in the life of the mind and the application of intellectual, physical or creative, interest in their work, and the ability to think and learn for themselves
- Involve well-planned lessons, effective teaching methods, suitable activities and wise management of classroom time
- Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons
- Ensure that teachers possess appropriate knowledge and understanding of the subjects they teach
- Be based on classroom resources of an adequate quality, quantity and range
- Ensure regular and thorough assessment of pupils' work
- Ensure that effective strategies are in place for managing pupil behaviour and encouraging responsible behaviour
- Be subject to on-going evaluation and review by the Council Education Committee, Headmaster, Deputy Head Academic, the Heads of Departments' and other committees as appropriate.

The College continues to seek to raise the academic attainment and achievement; to foster a strong work ethic amongst the pupils; to have high academic ambitions; to raise the College's academic standing; to achieve better GCSE and A-level results; to support

the weak, raise the attainment of the middle and provide outstanding challenge to the able; to foster a sense of curiosity and of excitement about the life of the mind.

DJB
September 2010

3rd Form Curriculum

What’s it all about?

Our aims in 3rd Form are to:

- Give pupils a wide experience of what College has to offer
- Lay good foundations for IGCSE and GCSE
- Ensure that all pupils are confident in using the essential tools of their subjects, whatever they have covered before College
- Establish a strong work ethic
- Introduce pupils to the study skills they will need throughout their academic career

To these ends 3rd Form is a busy year, with lessons in as many subjects as we can deliver, a full activities and games programme, and a strong emphasis through the twin pillars of the College (the House and the Chapel) on the essential values of the College community. Fun is a crucial element!

The timetable

The great advantage of the 8-day timetable is that it spreads the lessons around the week. It means, for example, that pupils don’t have to face the same teacher first period on Monday or last thing every Friday (and vice versa); and that we can have talks or trips without a major disruption of any particular department’s teaching.

The week

Time	Monday	Tuesday	Weds	Thursday	Friday	Saturday
8.30-8.40	Register with tutor					8.30-8.55
8.40-9.00	Chapel	Chapel	Chapel	Chapel	Chapel	Tutor Period in House
9.05-9.50	Period 1					
9.55-10.40	Period 2					
10.40-11.10	Break					
11.10-11.55	Period 3					
12.00-1.00	Period 4					
1.00	Lunch					Lunch 12.45

1.50 – 2.35 4.25-5.10*	Period 5	Games 2.15-4.00	3 rd Form Challenge	Games 2.15-4.00	Period 5	Games & Matches	
2.40-3.25 5.15-6.00*	6	4.45-6.00 Post		4.45-6.00 Post	6		
4.00-6.00 1.50-3.05*	Activities	Games Activities		Games Activities	Match practice		
6.00	Tea						
6.45	Prep in Houses						

* The winter afternoon timetable applies from the October Half Term to the February Half Term; afternoon lessons times change and Third Form Challenge and match practice move to early afternoon. Wednesday afternoons are eccentric throughout the year.

Subjects

In each 8-day cycle, each pupil will have:

In sets:

5 periods of Maths; 9 periods of Science; 3 periods of French (or English for Foreign Students)

In Forms:

4 periods of English; 3 periods of Geography; 3 periods of History; 1 period of Music in Form groups; 2 periods of RS; 3 periods of Latin for 3M1, 3M2 and 3P1 in Form groups; appropriate pupils from 3P2, 3R1 and 3R2 will be taught together in one Latin set

In separate arrangements:

3 periods of Spanish or German; 2 periods of Design Technology; 2 periods of Art for the first half of the year followed by 2 periods of PE for the second half, or vice versa; a weekly ICT lesson for each pupil, taught within subject lessons by a specialist teacher; a 25-minute tutor-led PSHCE period in the Houses.

Setting

The College's belief is that some subjects require setting: in languages, Maths or Science pupils should work with others at a similar level. In other subjects we feel that a degree of mixed-ability teaching is a good thing: the best push each other and others along, and everyone has strengths that they can develop. We therefore arrange classes in two ways:

- By ability set in Languages, Maths and Science
- By Form for English, Geography, History, Latin, Music and RS.

We do not have a "scholars' set". We set high value by our scholars and nurture them well; but we do not feel that this is best done by creating a single small group. Many pupils who come through Common Entrance are very strong.

The accompanying letter shows the sets and Form that each pupil is in. We use Common Entrance, Scholarship and other entry exams to place pupils in these sets,

knowing that it is an imprecise science: some pupils over-perform in the tests, some under-. An A grade in Maths Common Entrance can still place you 70th in the year, and therefore in set 4: we would still expect an A at GCSE.

Sets are reviewed on a regular basis, and especially at Christmas and the end of the year.

The Forms are the classes in which pupils are taught their English, Geography, History, Latin, Music and RS. The vital thing this means is that each pupil spends much of the week learning with a familiar group. I deliberately slightly blur the boundaries between Forms, to ensure that everyone has an equal chance of thriving; they are, within reason, mixed-ability.

As mentioned above, Maths setting is initially based on the entrance exam rank order. There is regular resetting to ensure that everyone moves at the right pace. Pupils in Set 1 take IGCSE at the end of Fourth Form. This requires a high level of both Maths and confidence, and not all who start in Set 1 will continue in it.

Science is setted within two bands J and K. K1 and J1 are the top sets, K2/J2 the next level and so on. J1 and K1 run in parallel: the pupils who have done best in Science or Maths entrance papers are spread between the two sets. Each Science subject is taught in its own right by specialist teachers: there are separate lessons for Biology, Chemistry and Physics. However the setting is overall for Science, not individually by subject. Each set goes *en masse* to each of the three subjects: thus the pupils in K2 turn up together for classes in Biology, and Chemistry and Physics.

Languages are arranged in two bands, x and y, which run in tandem with the Forms. Band A (French sets 1, 2 and 3) is the same as Forms 3M1, 3M2 and 3P1. As those in French sets 1, 2 and 3 tend to be stronger linguists, they are offered a choice of German or Spanish as their second language. Band Y is French sets 4 and 5; these are the pupils who are in Forms 3P2, 3R1 and 3R2, and they all study Spanish as their second language. If pupils have studied no French before joining us they will struggle to catch up: we do not teach *ab initio*. In these cases the pupils will have either classes in English for foreign students, or study periods.

Prep

Prep is set regularly. In Third Form we specify the night on which it is to be done. This fits in with the 8-day cycle; Maths prep will be on, say, the night of Day 5, rather than on Friday. Pupils must learn to plan ahead, and may of course do their prep in advance. Boarders have an evening prep time in the House every week-day. Prep should last about an hour and a half each evening: sometimes preps will take longer to finish, and it is good for pupils to learn to find the times when prep can be fitted in. If preps are regularly taking much too long or much too little time, it is worth having a word with tutors. Holiday prep is set: details will appear on the website as appropriate.

Tutors

Every pupil is allocated a tutor, who is responsible for half the year group in the House and who remains the pupil's tutor until the end of Fifth Form. Tutors have vital pastoral and academic roles, teaching Social Studies, meeting tutees briefly every morning, and having regular one-to-one meetings to discuss how things are going and to monitor progress. The tutor should be your first port of call for all academic matters.

Learning Support

Mrs Christina Conner (Dr Mary Plint from January 2011) is the Learning Support Co-ordinator. She oversees the testing of all new entrants; liaises with parents, previous schools, Housemistresses, Housemasters, tutors and teachers about pupils who have specific learning difficulties or who need extra support; arranges appropriate tuition and support; co-ordinates examination access arrangements. There is a charge for some classes. She will be writing to you direct; please look out for the separate letter and contact her if you have any questions to ask or information to pass on. She is best contacted via e-mail (conner.christina@cheltcoll.gloucs.sch.uk)

English for Academic Purposes

Ms Sarah Proudlove is the EAP Co-ordinator. Pupils from overseas who need extra help with their English have group classes with the EAP department, and may have individual classes by arrangement. There is a charge for some classes. She is best contacted via e-mail (proudlove.sarah@cheltcoll.gloucs.sch.uk)

Fourth and Fifth Form

Pupils choose GCSE/IGCSE subjects in February of Third Form, and start those courses at the beginning of Fourth Form (full details at Christmas). For Fourth and Fifth Form the Forms disappear, replaced by broad setting arrangements in English, French, Geography and History. Maths and Science sets continue. Options subjects cannot always set but work well in mixed-ability groups. Prep increases, and pupils need to start planning ahead and looking for the best times to do it: the prep evenings in the House are no longer enough. Subjects involving large pieces of coursework need much planning and foresight.

Pupils should start reflecting on their university entrance strategy (work experience, reading, trips) in Fifth Form, when they also choose their A levels.

We expect pupils entering the Sixth Form to have achieved grade B in five (I)GCSE subjects; this is not a high hurdle, but developing the habit of hard work from the start of Third Form is vital. The overwhelming majority do much better than just five Bs.

Being in touch

We would much rather hear from you than have concerns or questions build up in the background. Bear in mind that pupils only seem to ring home when things have gone wrong, and that they come home very tired at Exeats and Half Terms; but if you would like to discuss things, don't hesitate to be in touch. The Parents' Handbook is a brilliant source of advice about whom to contact when and what for (amongst many other things).

Once the year has started the tutor is the key academic figure, as I said above. Do stay in close touch with them about anything you wish to discuss. If you have concerns about a particular subject once term has started, do contact the Head of Department (not the class teacher); they will be happy to help.

This summer, please do not hesitate to 'phone or e-mail me if you would like to discuss anything academic; and once term starts do be in touch about any overall academic questions. I can be contacted via the College switchboard (01242 265600) or by email byrne.duncan@cheltcoll.gloucs.sch.uk

Mr Duncan Byrne
Deputy Head (Academic)

Art

The Third Form course is structured and designed to ensure that all pupils, whatever their previous experience in Art, understand the basic elements and skills of drawing, painting, printing and ceramics and can move into the Fourth Form with a solid foundation.

They will be introduced to the History of Art and the processes of the GCSE course on a busy and entertaining programme.

It is hoped that this course will convince pupils of their own potential and encourage them to understand the desirability of taking a practical subject at GCSE and not to ignore the more expressive subjects vital to a balanced education. All pupils whilst at College are given the opportunity to further their interest in Art and to acquire life long skills, which are basic to all creative activity.

Mr M H Ward
Head of Art
ward.mark@cheltcoll.gloucs.sch.uk

Biology

The Third Form course introduces pupils to the principles of Biological Science and reinforces many of the topics detailed in Key Stage 3 of the National Curriculum. Health related issues are given particular prominence in the Spring term. All pupils will follow the Biology syllabus for IGCSE Double Award Science.

The pupils follow an extensive series of practical investigations which have been designed to develop skills essential to a modern Science syllabus. These include: following instructions, selecting and handling apparatus, observation, measurement, recording, processing and evaluating data and problem solving.

Although investigative skills are continually developed and assessed, pupils begin to be prepared for the IGCSE Practical Skills paper they will eventually sit.

Early in the course all Third Form pupils visit Bristol Zoo to study the principles of classification and adaptation.

Curriculum details:

Autumn term

Introducing Biology, observing living things, the variety of life, keys microscopy and the study of cells, tissues, organs and systems. Transport across boundaries.

Spring term

Disease, drugs, breathing, nutrition.

Summer term

Plant nutrition, transport and water relations, plant reproduction.

Mr C Rouan

Head of Biology

rouan.chris@cheltcoll.gloucs.sch.uk

Chemistry

In the first half of the Autumn term we concentrate on the practical aspects of Chemistry that form the backbone of all we do. Pupils learn to manipulate apparatus, handle chemicals and take measurements with care, accuracy and with full safety precautions. All pupils will follow the Chemistry syllabus for Edexcel IGCSE Double Award Science.

The abstract ideas about atoms, molecules and chemical formulae are introduced gradually during the year to allow for pupils' differing speeds of development; we aim to stretch each individual to an appropriate level. Our aims are to foster the basic scientific skills of the subject, to bring about the realisation of the importance and use of Chemistry in society and to generate enthusiasm for the subject. The work covered in the Third Form exceeds that necessary for Key Stage 3 of the National Curriculum.

In line with the National Curriculum, emphasis will be given to the process of scientific investigation within Chemistry.

Curriculum details:**Autumn term**

Safety, Investigation of Cotswold Limestone, practical skills - elements, compounds, mixtures, methods of purification and separation. Particles and diffusion. Kinetic theory and states of matter. Atoms and molecules, symbols and formulae.

Spring term

Order amongst the elements – the Periodic Table. Groups 1 and 7, the transition elements, noble gases. History of the discovery of the elements. Types of chemical reaction – decomposition, combustion, oxidation and reduction, precipitation.

Summer term

Atomic structure and the periodic table. Ionic bonding. Metals – reactivity series and properties. Electrolysis.

Mr J L Jones

Head of Chemistry

jones.john@cheltcoll.gloucs.sch.uk

Design Technology

This one-year course is designed to introduce a number of core areas associated with the Design Technology courses available in the Fourth Form at GCSE and to develop pupils' skills. Pupils will spend approximately 12 periods in each of the following disciplines: Systems and Control (Electronics); Textiles Technology; Resistant Materials and CAD/CAM with presentation techniques. ICT has an important role to play in the delivery of the whole subject: pupils will experience a whole range of computer applications throughout the year. These applications may include: word processing and desktop publishing; 2D and 3D drawing, both by hand and using computers and computer control.

Pupils intending to pursue any of the Design courses to GCSE should make a strong contribution during their Third Form year.

Systems and Control: Electronics

A systems approach enables students to gain a rapid appreciation of the wide range of applications for this technology. Students learn to recognise components as well as circuit and casing construction techniques.

Textiles technology

This unit will allow the students the flexibility to develop their creative skills while also teaching them how to construct items out of fabric. Different embellishment techniques such as printing, appliqué and machine embroidery will be covered along with the necessary sewing machining and over-locking machine to combine the traditional with more technological production skills.

Resistant Materials

Within a themed design project pupils will experience a wide range of processes including the marking out, cutting, forming and finishing of wood, metal and plastic. The theme allows a personalised prototype to be produced, in all materials.

CAD/CAM with presentation techniques

This is run in conjunction with Resistant Materials. The product is modelled in 3D on the computer (CAD) with elements being drawn in 2D to allow the CNC (computer controlled) router to cut them out (CAM). Students are also taught how to draw in isometric and perspective and how to present these drawings.

Mr G J Cutts

Head of Design & Technology

cutts.graeme@cheltcoll.gloucs.sch.uk

English

English in the Third Form is a time to consolidate prior learning and to prepare directly for GCSE, but it is also a time for experiment and adventure. The year provides great opportunities for both academic progress and personal growth in a comfortable and well-resourced environment. The teaching includes a broad range of multimedia methods and caters for a wide variety of abilities, tastes and interests.

We aim to develop a comprehensive range of language skills, both written and oral. Pupils learn to structure extended analytical essays, and to write creative, informative

and persuasive pieces in response to a variety of stimuli. Through individual presentations and through discussion in groups and pairs, they learn the art of speaking articulately and listening carefully.

Literature, ancient and modern, forms a major part in the course. Through plays, poems, novels and short stories pupils will explore the central concerns and artistic techniques of fine writers. They will also see the exciting links between literature and the other Arts, such as painting, music and film. Our intention is to instil a love of language and establish for every student a rewarding, life-long relationship with books. Through a structured reading programme the Third Form will learn how to read widely for pleasure, independently of the teacher.

ICT plays an important role in English lessons, enabling students to learn valuable new skills and develop existing ones through a variety of tasks. The latter are carefully planned to take advantage of the excellent applications offered by the Mac computers used by College. For example, over the past year, Third Form students have built on core word-processing skills by learning to use their computers in English lessons to create films, poetry recordings, research projects, presentations, web pages, mind maps, visual poems, news articles, blogs, illustrations, posters and much more!

Trips to the theatre, to places of literary interest and to local literature festivals complement the wide range of opportunities offered to students of Cheltenham College by the English Department.

Mr T Brewis
Head of English
brewis.tim@cheltcoll.gloucs.sch.uk

English for Academic Purposes (for foreign students)

The English for Academic Purposes Department is staffed by two qualified and experienced teachers. Over the eight-day timetable the students have 3 lessons together as a class. All students have the opportunity to have individual one-to-one lessons, for which there is an extra charge. (Parents are advised if these lessons are required.)

The department's aim is to enable non-native speakers to integrate as quickly as possible into College life, by becoming confident in their use of English. This in turn provides a secure position from which to progress with their social and study skills.

Secondly, the EAP teachers help the students master strategies to help them deal with the language required for their subjects. The EAP department meets with subject teachers to discuss elements of the curriculum and to clarify any difficulties the overseas students may be experiencing. The information gathered at these meetings is then used when planning EAP lessons.

Students follow a programme, which emphasises **Reading, Writing and Study Skills**. **Vocabulary** building is central, with revision of **Grammar** taking place as appropriate. **Oral** and **Aural** skills are practised to improve accuracy and fluency.

Ms S Proudlove

EAP Co-ordinator
proudlove.sarah@cheltcoll.gloucs.sch.uk

Geography

Geography is best defined as the integrated study of the Earth's surface and the communities that live upon it. At its core lies the understanding of the complex relationships between people and the environment and it is these relationships that provide the foundation of the Third Form course.

The aims of Geography in the Third Form are:

- To further the pupils' knowledge and understanding of the earth's surface, through the study of both physical and human environments at different scales, and the connections between them;
- To link the pupils' studies to the modern world around them and to specific recent events, demonstrating the vital importance of the subject to present and future generations;
- To develop a range of geographical skills through practical work, use of maps, photographs and satellite images, and through the regular use of ICT;
- To demonstrate the importance of field work to geographical investigation;
- To encourage pupils to evaluate their findings, through discussion and debate, by making reasoned and balanced judgments on the geographical issues being studied.

Curriculum details:

The following provides a flavour of what the Third Form may expect to investigate in 2009-10 and is largely based on providing the best possible platform for IGCSE Geography, which is new to the Department in September 2009. As planning for this new course is still under review there may be a degree of change to the detail. The emphasis is very much on providing Third Form geographers with an experience that is enlightening and inspiring, that is relevant to their own lives and offers a traditional balance of skills as well as knowledge & understanding.

- **Autumn Term: Coastal Environments**
The British Isles are blessed with a hugely diverse coastline that poses as many opportunities to our communities and economy as it does threats. In this classic module, taken largely from the new IGCSE specification (although not restrained by it) we will investigate the traditional Physical Geography of formation and features of our varied coastline, largely at the national scale. Processes and features of erosion, transportation and deposition will be linked with human activities, threats and management strategies. It is during this first topic that an emphasis on basic skills and locational knowledge will be integrated, so that a suitable baseline of IGCSE skills can be assumed thereafter.
- **Field trip**
This trip to Sand Bay and Weston-Super-Mare introduces the pupils to fieldwork skills and allows them to collect geographical data at first hand. Pupils will conduct a two-part investigation, firstly measuring and recording beach profiles using technical methods, and secondly assessing the sustainability of a traditional British seaside

resort. For this, as with much of the work throughout the year, the use of ICT is integral, including an introduction to GIS.

- **Spring Term: Fragile Environments**

This topic has been pushed to the forefront of geographical research at all levels in recent years. With overpopulation an increasing threat in a number of global regions there is a dangerous pressure on limited resources, and our geographers will explore the fundamental issues of deforestation, desertification and climate change. The scale of enquiry is now global for this topic and the fundamental principle of sustainability will be understood and how this can be achieved at a range of levels from the international community to the individual. A vital range of issues for the 21st Century geographer.

- **Summer Term: Globalisation and Migration**

The increasingly interdependent way in which our politics, culture and economics operates across the globe is explored here, which includes the key principle of the increasingly free movement of people, goods and services between contrasting countries. Multinational Companies play a key role in this process and their advantages and disadvantages are explored with examples of exploitation and economic colonialism. Migration is a contemporary and 'hot' topic so pupils are encouraged here to consider the costs and benefits of a range of migration types on the source and host region.

Mr B R Cliff

Head of Geography

cliff.ben@cheltcoll.gloucs.sch.uk

History

The aims of the Third Form curriculum are to inspire the enjoyment of History in lessons whilst building skills that prepare pupils for the challenges beyond this year. The Third Form Course has, therefore, been modelled on the IGCSE, which those opting to take History will start formally in the Fourth Form.

The scheme of work will begin with everybody studying World War One, which should give all pupils a solid grounding in 20th Century history, as well as uniformity in approach to the skills required to study History. The course then allows some freedom for teachers to specialise in their own areas of interest for the rest of the year. At least one topic studied in the last two terms will be taken from and follow the IGCSE course. This will further enable pupils to get used to the demands of IGCSE, giving them greater breadth of knowledge as well as preparing them for the core element of the course they will begin in the Fourth Form.

This scheme of work is designed to enable us to provide the greatest range of flexibility possible in the topic areas we cover, which will stimulate the pupils' interest over and above the curriculum and hopefully inspire a love of the subject we can cultivate over the coming years. By concentrating on IGCSE courses even at this young age, we can prepare pupils effectively for the future and can examine them with an eye to the board exams they will eventually sit. All of this will be important groundwork for their future.

The examination in the winter will be a common paper so that we can judge accurately the level of attainment of each pupil in the necessary skills of essay writing and source

analysis by this stage. The summer term exam will offer a range of topics, but will all be in the style of the IGCSE, thus providing uniformity to the examination; skills and techniques will be the same, even if the History is different.

Targets: There is only one real attainment target: Good History. A healthy grounding in IGCSE skills is vital to this, but the enthusiasm for the subject that we hope will be engendered is paramount.

Mr J O M Pepperman
Head of History
pepperman.jonathan@cheltcoll.gloucs.sch.uk

Information & Communication Technology

ICT is an integral part of our curriculum, which every pupil will use, to assist their learning. College has a well-equipped, campus-wide network with Macintosh machines and a high speed direct Internet connection. ICT skills are taught as an integrated part of work in subjects, so that pupils at once learn the skills and their application; integrating ICT into other subjects can make learning it more stimulating and is an effective tool for introducing new ICT techniques to staff and pupils.

The principal aims of this programme are:

- To ensure all pupils enjoy a uniform set of experiences using ICT in class;
- To empower pupils to make appropriate use of ICT in their day to day schooling;
- To model good ICT practice to members to teaching staff;
- To use in-subject ICT sessions to support and enhance existing syllabuses;
- To encourage staff to adopt/adapt new skills into their other lessons.

Areas potentially covered:

- Create a Blog/Journal (based on personal learning)
- Storyboarding (using digital images)
- Concept Mapping (visual thesaurus)
- Reviewing/evaluating websites for suitability, reliability and accuracy
- Word Processing (planning, drafting, proofreading and annotation)
- Research and citation skills (in conjunction with the library?)
- Speaking and listening with Presentations
- Charting and formulas in MS Excel
- Adapting texts for different audiences/purposes
- Online peer/self assessment

Mr A H R Isaachsen
Director of ICT
isaachsen.alex@cheltcoll.gloucs.sch.uk

Latin & Greek

Our course takes pupils straight to the heart of the Roman World and engages with characters and stories from Roman History. Issues from the Roman World as well as personalities whom the pupils will recognise from general knowledge or from work in

other areas are therefore presented. Though we are practising the workings of Latin, pupils have the chance to see how the Ancient World worked; they are often surprised how similar things were in some respects and how different in others.

While pursuing this course the pupils develop an understanding of how the Latin language conveyed its meaning. The clearly recognisable structure of the language has the greatest value for anyone who would like to develop their powers of comprehension and expression in English or any other language; the general patterns of grammar are understood and reference is made as constantly as possible to appropriate modern parallels.

Pupils arriving from different schools often have widely differing levels of understanding of Latin. By the end of the Third Form most of these pupils are well set to achieve a good standard in Latin GCSE, but all will have received a good introduction to the Ancient World.

Alongside their Latin, the stronger Latinists in the top set will follow an enhanced programme to introduce them to Ancient Greek in the first half of the Autumn Term. Thereafter we shall run a group of those who are able tackle Greek as well as Latin, so that they are prepared to take Greek for GCSE and beyond.

Mr T Lambert
Head of Classics
lambert.tom@cheltcoll.gloucs.sch.uk

Learning Support

The College aims to support all pupils in their learning and actively seeks to identify and to provide for a pupil's individual learning requirements.

If specific requirements have been identified at Prep School, it is essential that parents or guardians should inform the Learning Support Co-ordinator and provide copies of any reports or assessments in order to ensure that continuity of appropriate provision can be maintained.

At the start of Third Form, all pupils will take a series of standardised tests; these are also repeated in the Fourth Form. The results of the tests are used to identify pupils' strengths as well as to indicate any areas of difficulty. Where difficulties are noted, the Learning Support Co-ordinator will discuss options and strategies for support with College staff, parents and pupils. Teachers also refer pupils to the Learning Support Department for monitoring, further assessment or for individual support. Pupils are equally welcome to seek advice or support of their own accord.

Some pupils attend additional classes throughout the year, whilst others may seek support for a shorter period of time. Lessons take place at times that do not result in pupils missing their subject classes and they are given by experienced, specialist teachers. There may be a charge for some lessons.

A register of pupils with specific learning requirements, or whose needs are being monitored, is maintained by the College. The register is updated and revised each term and is published confidentially to staff. Subject teachers, tutors, Housemasters and Housemistresses are also provided with more detailed information regarding a pupil's

support needs and individual learning preferences. Strategies and guidance for supporting pupils are offered to teachers, tutors, Housemasters and Housemistresses.

In addition, teachers receive training in order to ensure that they are kept up to date with current developments in supporting pupils' learning needs.

Mrs Christina Conner
Learning Support Co-ordinator
conner.christina@cheltcoll.gloucs.sch.uk

Mathematics

Mathematics is taught in ability sets throughout College. Movement between the sets occurs as is appropriate to the individual's progress. The syllabus followed aims towards the International GCSE in Mathematics. This develops a broad approach to mathematics, which is relevant and appropriate to the many different uses of the subject in the modern world while maintaining the traditional academic rigour.

Calculators

All pupils will need a scientific calculator with which they must become familiar. The capability, suitability and cost of electronic calculators are ever changing, but it might be helpful to make some general points.

In Mathematics in particular, scientific calculators are not only permitted but their use is expected in examinations taken at College. Calculators with graphical capabilities are now readily available and their use is also permitted and helpful, though not yet essential. However, calculators with manipulative algebraic capabilities or stored data banks of information are not generally permitted in timed examinations; nor are computers, portable or otherwise, except in special circumstances.

Consequently, all members of Lower College (and those doing Mathematics or Science at A-level) must have a scientific calculator, which they have to learn to use appropriately. College will supply calculators where necessary, chargeable at a rate which is below that of the main retailers. As a basic scientific calculator we provide, at present, the Casio FX85ES (currently at about £7). This uses an approach that is conventional in written mathematical work (referred to by Casio as "natural display"). We would strongly encourage anyone buying a new calculator to choose the Casio FX85ES, or one with similar features. Graphical calculators, themselves, can be of much value when used intelligently, particularly at A-level. They are still more expensive at about £30 - we can arrange to supply them, but require written parental permission before so doing.

Dr B Enright
Head of Mathematics
enright.brendan@cheltcoll.gloucs.sch.uk

Modern Languages

French

When pupils enter College, they do so with varying backgrounds in French in terms of years studied and standard reached. The first aim of the Third Form course is to assess the level of competence of the various sets and to confirm or establish a sound grasp of the fundamentals of the language.

The course seeks to develop the whole range of language skills, using a variety of materials and methods. Knowledge and awareness of contemporary France are an integral part of syllabuses and are supported by authentic material.

German & Spanish

All pupils are offered a second modern foreign language on entry. A separate letter explains details.

Foreign visits & exchanges

It is hoped that, during a pupil's time in Lower College, he or she will take the opportunity to travel abroad to improve language skills. There are well established visits to Spain and Germany and some of our Fourth Form pupils are currently participating in a programme linking the College with a school in South West France. We expect to be able to expand this eventually to involve all pupils. Pupils will have the opportunity to visit France on other arranged trips during their Lower College career. Individual exchange visits can also be arranged through Continental Connections and representatives of that organisation attend Parents' Meetings.

Mrs M E Swingler
Head of Modern Foreign Languages
swingler.mary@cheltcoll.gloucs.sch.uk

Music

The course is designed to be highly varied and enjoyable, and to develop and extend the pupil's awareness and knowledge of a wide range of musical styles and to include certain practical options where appropriate.

Many musical styles will be included from the Renaissance and Baroque right up to post-modernism and rock. There will be a particular emphasis on music of the 20th Century of many kinds. This will include a review of the process of actually writing and reading music, its language, and its rules, conventions and symbols. Pupils will have the opportunity to experience composition for themselves, leading on from the work on 20th Century music.

A variety of other topics relating to a wide range of music will also be covered, leading naturally into the GCSE course of composition, performance and listening work, which begins in the Fourth Form.

Mr G S Busbridge
Director of Music
busbridge.gordon@cheltcoll.gloucs.sch.uk

Personal, Social, Health & Citizenship Education (PSHCE)

At the core of PSHCE is the importance and enhancement of self-esteem, and knowledge of issues that affect the lives of the pupils.

During the year students will have a series of sessions designed to cover issues facing young people in today's society. The emphasis will be to provide opportunities for small groups of students to discuss their ideas and explore their thoughts in a structured and supportive environment.

Central to the course is a programme of speakers who cover a range of subjects that impact upon the pupils at the College.

Another feature of the course is flexibility and whilst there is a detailed programme of suggested activities, videos and worksheets, the precise nature and direction of each lesson will naturally reflect the personalities involved, their interests, sensitivities and concerns.

Mr David Harvey
Head of PSHCE
harvey.david@cheltcoll.gloucs.sch.uk

Physical Education

The PE programme aims to encourage all pupils to take a keen and active interest in their own well-being through a wide range of enjoyable, progressive and well balanced activities. It enables pupils to gain self-confidence and ensures that all have an equal opportunity to participate in sport regardless of ability.

Participation in activities such as Swimming, Gymnastics, Health-related Fitness and Athletics promotes co-operation and a sense of understanding in respect of individual sporting capabilities and limitations, as well as encouraging pupils to foster a positive attitude towards exercise, and to gain an understanding of the ideas of fair play and team spirit.

The programme lays a solid foundation of a wide variety of sport and recreational skills and helps pupils to find interests that can be of benefit in the future.

Mr M Coley
Head of Physical Education
coley.matt@cheltcoll.gloucs.sch.uk

Physics

We have three main aims in the Third Form.

Developing skills

Pupils will do a great deal of practical work as a routine part of our course. During their first year here we put particular emphasis on teaching them the necessary skills

associated with practical Physics. They will also become familiar with our IT facilities from an early stage. They will sometimes be required to use data logging apparatus in the laboratory and they will be taught to use appropriate software to write up their experiment (Microsoft Word) and to process data (Excel). They will be required to use Internet resources to research a number of topics and will give a PowerPoint presentation or produce Web pages or posters to display their discoveries. They will, on occasions, be required to return the answers to their preps by e-mail. We also consider it important to develop the more traditional communication skills. Pupils will be encouraged to discuss their ideas orally and will be taught how to set out written answers clearly. Basic mathematical skills are a necessary tool for the competent physicist and some time will be spent ensuring that pupils are able to manipulate simple formulae in order to solve numerical problems.

Beginning the IGCSE syllabus

The topics studied in the Third Form are: Forces and moments; Magnetic fields; Electric motors and generators; Energy, work and power; Waves. Since pupils have come from a wide range of academic backgrounds, it is important for us to ensure that material that they should already have encountered has indeed been adequately grasped. Every opportunity will be taken to stretch our more able pupils by broadening their knowledge of Physics and by studying the topics to a higher level than is required. There will also be sufficient time for all pupils to explore a few topics of scientific interest that are not specified by the syllabus.

Making Physics seem relevant and exciting

Physics is not a popular subject nationally. Our aim is to convince pupils of its importance and to teach it in a way that captivates their interest and encourages them to be more inquisitive about the way in which things behave. We hope to convey our own enthusiasm for our subject and make them keen to learn much more about it.

Mr T R C Adams
Head of Physics
adams.tom@cheltcoll.gloucs.sch.uk

Religious Studies

The course aims to introduce students to Religious Studies as an academic discipline, and as a vital and fascinating part of the humanities.

To develop a range of skills, including:

- The handling of diverse religious, ethical and social approaches to issues,
- The increase of tolerance and understanding of others, and the shifting of prejudice,
- The open exploration of ideas, the discovery of lasting values, and the appreciation of the relevance of religion to everyday life.

To develop certain study skills, including:

- The use and evaluation of sources,
- The classification and organisation of material,
- The structuring of cogent and coherent argument,
- The use of information technology, especially the Internet, as an aid to research,
- Participation in debate and discussion.

In order to achieve these aims, we adopt a multi-faith approach in the first year of Religious Studies. We undertake a study of the central beliefs and tenets of six major world faiths, with particular emphasis on Christianity, to produce an understanding of the position of each religion on certain ethical issues. We also work in close co-operation with the Library, using a variety of sources and media, to produce research-projects in each faith.

The Revd Dr R de la Bat Smit
Chaplain and Head of Religious Studies
delabatsmit.reynaud@cheltcoll.gloucs.sch.uk

Fourth and Fifth Form Curriculum

GCSE & IGCSE 2010 – 2012

Introduction

Choosing subjects

GCSE & IGCSE

GCSEs and IGCSEs are the qualifications that pupils at the College work towards during Fourth and Fifth Form. They are important public examinations, and can play a significant role in university admissions and job applications; they are important stepping-stones on the way to A level. This booklet outlines the courses offered by the College and some guidance on how to choose amongst the options.

GCSE and IGCSE are essentially the same qualification. GCSEs are the courses offered by all UK exam boards and form the basis of the government's National Curriculum Key Stage 4. IGCSEs (International GCSEs) are offered in a smaller number of subjects by the Edexcel and CIE exam boards, and are being widely taken up by leading independent schools. College pupils take IGCSE in Maths, Science, English Literature, Geography and History; and GCSE in all others. Each department chooses the course that offers the most challenging content, the best introduction to A-level study, and the deepest and broadest education. Universities are very happy with IGCSEs. However, IGCSEs are not recognised for the purposes of league tables by QCA: hence our misleading position.

In the rest of this introduction the word 'GCSE' refers to both courses.

The courses and examinations

Pupils sit all GCSE examinations at the end of the Fifth Form, except Maths for Set 1 and some native-language GCSEs.

GCSEs are examined through a mixture of written examinations and (in a diminishing number of subjects) coursework. Coursework is work that the pupils do in prep and class time, which is then assessed to form a percentage of the final GCSE mark. Coursework takes a variety of forms, from essays to projects, and is intended to give pupils a chance to work independently and on a broad scale.

The most important things about GCSE are:

- That the quality of the results is what matters, not the number of passes;
- That pupils should follow an enjoyable and diverse set of courses that reflect all their strengths.

The top grade for GCSE is A*. The lowest pass grade is officially G; however employers and universities do not regard any grade below C as a pass.

In some subjects exams or individual papers may be sat at Higher Tier, which covers grades A* to D, or at Foundation Tier which covers C to G. The overwhelming majority of College pupils sit papers at Higher Tier. When the College does enter pupils for Foundation it is to secure a C grade in the subject, when it might otherwise not be attained. In essence we are seeking to use different papers in the Higher and Foundation Tiers to achieve the highest possible grade for each pupil in each subject. For instance, in each Higher Tier paper there is a mark threshold below which a candidate scores 0. It is very dangerous for a candidate near that threshold to enter a Higher Tier paper because they can easily fail the whole GCSE. By making judicious use of the Foundation Tier papers, we give each candidate the best chance of avoiding a fail.

Subjects: Core, Modern Languages and options

The great majority of College pupils take ten GCSEs: English Language, English Literature, Mathematics, Science (three subjects; two IGCSEs), a modern foreign language, and four options.

Subjects are arranged in three groups:

1. Core:
 - English (leading to GCSE in English and in IGCSE English Literature)
 - Mathematics (leading to IGCSE Mathematics)
 - Sciences (everybody studies Biology, Chemistry and Physics, with the three subjects taught and examined separately. The final result is presented as two IGCSE grades known as Double Award Science.)

2. A modern foreign language:
 - French, German or Spanish
 - English for Foreign Students for pupils for whom English is not their native language

3. A choice of a further four subjects from:
 - Ancient Greek
 - Art
 - Design and Technology (specifically choosing either Resistant Materials or Textiles)
 - Drama
 - French (available in both Modern Language and option blocks)
 - Geography
 - History
 - Latin
 - Music
 - PE
 - Religious Studies
 - Spanish (available in both Modern Language and option blocks)

Pupils should aim for a good balance of subjects:

All pupils should take at least one Humanities subject (Geography, History or Religious Studies)
Good linguists should strongly consider taking two Modern Languages and/or Latin and/or Greek
Pupils should, if possible, take one of Art, Design and Technology, Drama or PE (please note that it is not possible to take more than two of these)

It is best for pupils to start on a full set of ten subjects. Under exceptional circumstances, following discussion between parents, pupils, tutors, teachers, housemistresses or housemasters, some pupils may be allowed to drop a subject.

In addition to their GCSE lessons, pupils continue to have a tutor-led PSHCE course as well as the full programme of College sports, music and activities.

Extension and Support

The College is committed to finding the right level of extension and support for every pupil. Classes in some subjects are differentiated by setting, especially in English, Maths and Science. The setting arrangements in Fourth Form depend on performance

throughout Third Form in class and in exams. In these setted subjects, the top groups go well beyond the confines and requirements of GCSE, to work in more breadth or at a more advanced level. It is one of the particular advantages of having all pupils take Double Award Science that all pupils receive teaching in the three sciences to GCSE, but can be accurately setted to allow each pupil really to flourish. Pupils in other sets will receive the structured and secure teaching they need to achieve the best grade they can possibly manage. In other subjects there is often a degree of setting.

Pupils aiming in due course at the most competitive universities and university courses should make full use of the extension activities on offer: extension classes in departments such as English and History; Modern Language news programmes; society meetings such as Philosophy; trips and visits. Taking Critical Thinking AS in Fifth Form is an excellent way to develop skills of analysis, and one that universities greatly value.

Pupils who need extra support should work with their tutors and with Mrs Thale, the Learning Support Co-ordinator (see entry later in the booklet). Please note that any pupil seeking special arrangements in exams, such as extra time, will need to be assessed by an Educational Psychologist in the course of Fourth Form.

Timetable for choosing

Heads of Departments and I will speak to Third Form before the Spring Half Term, and I will speak to parents at the Third Form Parents' Meeting. The Parents' Meeting is an excellent chance to discuss subjects and choices. I ask for pupils' language and option choices in the second half of the Spring Term.

The teaching timetable and blocking system

The first choice of subjects is made completely freely; I want to know what subjects each pupil would ideally like to follow. On the basis of these choices we set up the timetable for next year. Although we do our best to meet pupils' choices, the demands of timetabling and staffing mean that we cannot satisfy every combination of subjects asked for. I write to everyone to say whether we have been able to provide their choices or not; if not I will ask for new choices to be made. There is an opportunity to amend choices in June; by then choice is constrained by numbers, the timetable and the options blocks.

As an example, the timetable blocks for 2009-11 are shown below. Roughly speaking, each timetable block represents a group of lessons: all the subjects in A are taught at the same time and so on. Pupils end up with one subject in each block.

English	Maths	Science	Languages	Option A	Option B	Option C	Option D
			EAP French German Spanish	Art French Geog RS Spanish	Art DT (Res Mat) Drama Latin Music PE	DT (Res Mat) Drama DT (Tex) History PE Latin + Greek	Geog History RS Music

The timetable for 2010-2012 will be subtly different, to reflect pupil choices.

Discussion of choices

Please discuss these choices as widely as possible, especially with Housemistresses and Housemasters, teachers and tutors. Please do not hesitate to contact me if I can be of help. Those who think that they might in the end be aiming for very competitive university courses, such as Medicine, English, History, Psychology or Law, will need to be especially careful in their choices. Good luck in choosing well!

Mr Duncan Byrne
Deputy Head Academic

Tel: 01242 265600

Email: byrne.duncan@cheltcoll.gloucs.sch.uk

English & English Literature

Head of Department – Mr T Brewis

Aims

Our courses involve the development of a good range of skills. One priority is to ensure that all pupils have an excellent grounding in reading and writing proficiency and are able to express themselves, both orally and on paper, with fluency and control, adapting their language and structures appropriately to purpose and situation. Another key aim is to imbue pupils with a love of literature, giving them a sense of both the scope and the variety of literary texts. Through this kind of study, we believe that pupils grow and mature in terms of their own outlook on the world as well as their ability to communicate with that world. Classes are setted to some extent. It is usual to have just one teacher who will continue with the class into the Fifth Form.

GCSE English Language

There are three essential elements of this course:

Range of Reading: developing comprehension skills (e.g. newspapers, magazines, reports, reviews, literary and non-literary texts, plays, poems, novels, short stories, articles, adverts)

Range of Writing: developing written communication skills in two main areas: *creative writing* (e.g. short stories, articles, reviews) and *critical writing* (i.e. analysis of literary and non-literary texts)

Speaking & Listening: developing oral communication skills in a range of oral activities, including drama-based, group and individual presentations.

English Language is assessed by a combination of exam (2 x 1¼ hrs, 30% each) and coursework (20% written, 20% oral).

IGCSE English Literature

There are a variety of routes available to the class teacher, according to the needs and abilities of the particular class, but all of them involve reading and analysing a range of prose, poetry and drama, both pre- and post-1900. English Literature assessment is by one of three routes, decided upon by the class teacher in consultation with the Head of Department. The options are to study 4 set texts for exam (2hrs 40), 3 set texts for exam (2 ¼ hrs, 70%) and coursework (30%) or 3 set texts for exam (2 ¼ hrs, 70%) and an unseen paper (1hr 20, 30%).

Examination specification

English Language: OCR specification 1900

Web address:

<http://www.ocr.org.uk/qualifications/type/igcse/english/english/index.aspx>

English Literature: Cambridge IGCSE specification 0486

Web address:

http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject/?assdef_id=853

Mathematics

Head of Department – Dr B E Enright

Aims

To stimulate and enable pupils to develop their numerical, algebraic and analytical capabilities.

Content

All pupils are required to study Mathematics throughout Lower College. The content is centred on the specifications for Mathematics IGCSE, and Additional Mathematics for Set 1, which are enhanced and expanded as ability permits.

Assessment and Teaching

Pupils work towards the IGCSE in Mathematics provided by the Edexcel Examination Board. This offers the same grades as the conventional GCSE for the same standard of work. The syllabus content is very similar to GCSE in many respects, but extends the study into important advanced ideas as a preparation for A level – particularly calculus. Assessment is by two 2-hour written examinations taken at the end of the course. We expect all of our candidates to tackle this at the Higher Tier which has grades A* - D available.

The top set will take their examination at the end of the Fourth Form. In the Fifth Form year they will study for the Additional Mathematics examination. This is an introduction to areas of A-level Mathematics and counts as a “Free Standing Maths Qualification”, graded from A – E. It earns points in the University application process if not superseded by A level. This gives these pupils an opportunity to extend their knowledge and ability, whilst seeing what is in store if they were to continue with the subject at A level.

Examination Specification

Edexcel International IGCSE in Mathematics, specification number 4400

OCR FSMQ Additional Mathematics, specification number 6993

Web addresses:

IGCSE:

<http://www.edexcel.com/quals/igcse/igcse09/maths/mathsA/Pages/default.aspx>

Additional Maths

http://www.ocr.org.uk/qualifications/type/fsmq/maths/add_maths/index.aspx

Science (Double Award)

Biology, Chemistry, Physics

Head of Department – Mr T Adams

We believe that Science plays such a vital role in the modern world that every pupil should study the full range of Science subjects throughout Lower College. Thus our Science programme fully meets the requirements of the National Curriculum in this respect. Three periods are allocated to each of the three Sciences during each eight-day cycle: each subject (Biology, Chemistry and Physics) is taught by a specialist teacher. Banded setting enables higher sets to move well beyond the specific requirements of GCSE on to more advanced materials. A-level science courses take Double Award Science as their foundation.

Aims

We aim:

To introduce pupils to a scientific perspective of the world and encourage them to be enquiring, critical and creative about it;

To show the relevance of Science to the world about us, especially to social, economic and environmental issues, and to outline how major scientific ideas contribute to technological changes that have impacted upon industry, business and medicine and have improved quality of life;

To develop confidence in using skills especially appropriate to Science but which are, in many cases, useful in everyday life. These include observation, measurement, deduction, forming hypotheses and testing them, analysis of data and evaluation of evidence. We also emphasise communication skills. Problem-solving is important and is often placed in a practical context by designing, carrying out and evaluating experiments to investigate how and why things happen. Training in the safe handling of apparatus and materials continues;

To encourage the understanding of the central concepts of Science, rather than the mere learning of a body of factual knowledge;

To establish a secure basis of understanding for anyone wishing to study any Science subject in the Sixth Form.

Content

In addition to the material, which has traditionally been part of mainstream Science courses, we cover topics of current interest and importance such as genetic engineering, human influences on the environment, the production of useful materials and the applications of electromagnetic radiation and radioactivity. There are also sections on Earth Science - including changes in the Earth's atmosphere, the evidence for the structure of the Earth and plate tectonics, and also Astronomy - understanding motions within the solar system and also how stars and even the large-scale structure of the Universe evolve. Health education is an important element of our work. Issues of moral

and social responsibility are raised in the setting of key controversies, both those of the past and those of current concern.

The Science learned in the Third Form constitutes an integral part of the syllabus in each subject and we stress the coherence and logical progression of ideas that are interwoven to establish a pupil's understanding.

Assessment and Teaching

New GCSE courses were introduced nationally for first examination in the Summer of 2008. Many new GCSE courses were developed and we decided to enter all our pupils for the International GCSE (IGCSE) Double Award Science exam, set by Edexcel. Our first cohort of pupils sat these exams successfully in May 2008. There has been much comment in the media about the "dumbing down" of the new GCSE courses. This is certainly not true of IGCSE, which has been adopted by many of the leading independent schools in the UK. Our reasons for adopting this course are:

It allows us to offer an academically rigorous course, which is stretching for the most able and accessible to the less able. The other GCSE courses being offered represent, in our opinion, a diluted version of what we consider to be a properly academic science course.

It allows us to continue our long tradition of ensuring that all pupils study all three Sciences throughout Lower College.

IGCSE is an excellent preparation for Sixth Form Sciences and universities welcome the retention of a more academically rigorous course. Our experience from the last two years has been that our pupils 'hit the ground running' when they commence their A Level courses.

IGCSE does not require a coursework element in the overall assessment. Pupils will be freed from the ever-increasing drudgery of current coursework demands and it releases valuable time to challenge pupils more usefully and to perform more interesting practical work. In IGCSE, the papers include questions which test pupils' scientific reasoning and their understanding of experimental science.

IGCSE is not available to schools in the maintained (state) sector but it is being embraced strongly by the independent sector, which values its greater rigour and the opportunity to avoid coursework. Most independent schools are now taking the IGCSE route in Science; we were in the vanguard of this movement which has now gathered considerable momentum.

The IGCSE Double Award Science Examination leads to two identical GCSE grades for Science. In 2011 the Foundation Level will be phased out and the papers will be directed at the whole range of ability.

Our teaching methods are varied to suit the needs of each set's ability range. The most able will be challenged beyond the immediate confines of the examination syllabus whilst those of more modest ability will be helped to attain a clear grasp of the essential principles. Experimental work forms a very significant part of the courses; it is a means not only for learning science skills but also for arriving at a more secure understanding of the concepts. In addition, formal teaching, discussion, reading, tackling problems,

researching and presenting ideas, learning how to use secondary sources, fieldwork and the use of our rapidly growing ICT facilities to enrich experience all play a part in helping pupils to make good progress.

Examination Specification

Edexcel IGCSE Science (Double Award) specification number 4SC0 (first exam June 2011)

Web address:

<http://www.edexcel.com/quals/igcse/igcse09/science/Pages/default.aspx>

Modern Languages

English for Academic Purposes

Head of Department – Ms S Proudlove

Pupils for whom English is not their native language must choose EAP in the Modern Languages block in the timetable. It is possible to study French, Spanish or Latin in the other option blocks if pupils have a strong background in these languages.

Any pupils new to the College are tested as part of the entrance procedure and again on entry into the Fourth Form. This exam is devised by the EAP department and tests reading comprehension and writing skills. Ideally the prospective pupil is also interviewed.

The aim of the EAP department is to support pupils for whom English is not their native language. GCSE English Language is particularly crucial for university entry and employment and all pupils in Fourth and Fifth Form at the College must have the potential to pass GCSE English Language. The EAP department works closely with the English department to ensure that all pupils for whom English is not their first or native language pass GCSE English Language well. The EAP department also provides support for pupils' other IGCSEs and GCSEs.

The EAP department runs classes to help pupils communicate more fluently and accurately in spoken and written English. Some pupils need one-to-one lessons and these are arranged to address individual needs. There is a charge for some one-to-one lessons.

French

Head of Department – Mrs M E Swingler

There are French sets in the Modern Languages timetable block, and in the options blocks.

Aims

The aims of the GCSE course in French are:

- To develop pupils' ability to communicate effectively in French, in speech and writing, about everyday matters

- To enable pupils to understand French texts, and to encourage them to read for pleasure in French
- To increase pupils' exposure to more imaginative forms of writing
- To give pupils a sound understanding of French grammar and syntax
- To promote awareness of the culture of French-speaking countries

Content

Pupils are prepared for the papers offered by AQA and will mainly study material related to the following topic areas: lifestyle; leisure; home and environment; work and education.

Commercial courses form the core of the course, but these are supplemented by material from authentic sources.

Assessment and Teaching

Classes are normally taught by the same teacher during the Fourth and Fifth Forms. At the end of the course, pupils take an examination in reading and listening. Speaking and writing may be examined at any stage in the course and assessment follows a period of preparation by pupil and teacher. Speaking is marked by the class teacher and recorded samples are sent to the Board for moderation. Writing is sat under examination conditions and scripts are sent to the Board for marking. Foundation and Higher Tier papers are offered for reading and listening and it is possible for pupils to offer different tiers. Speaking and writing are not tiered. The distribution of marks is not even across the skills. Listening and reading are each worth 20% of the final mark and writing and speaking are each worth 30% of the final mark. Owing to the design of the papers, it is in the interests of a pupil to enter for the tier for which he or she is best suited.

Examination specification

AQA French code 4655

Web address: www.aqa.org.uk

Core course material is published by Heinemann

Either Métro 4 (Rouge) 9780435380274

Or Métro 4 (Vert) 978043538104

German

Head of Department – Mrs M E Swingler

German is available only in the Modern Languages timetable block.

Aims

The aims of the GCSE course in German are to:

- Develop pupils' ability to communicate effectively in German, in speech and writing, about everyday matters

- Enable pupils to understand German texts, and to encourage them to read for pleasure in German
- Increase pupils' exposure to more imaginative forms of writing
- Give pupils a sound understanding of German grammar and syntax
- Promote awareness of the culture of German-speaking countries

Content

Pupils are prepared for the papers offered by AQA and will mainly study material related to the following topic areas: lifestyle; leisure; home and environment; work and education.

Commercial courses form the core of the course, but these are supplemented by material from authentic sources.

Assessment and Teaching

Classes are normally taught by the same teacher during the Fourth and Fifth Forms. At the end of the course, pupils take an examination in reading and listening. Speaking and writing may be examined at any stage in the course and assessment follows a period of preparation by pupil and teacher. Speaking is marked by the class teacher and recorded samples are sent to the Board for moderation. Writing is sat under examination conditions and scripts are sent to the Board for marking. Foundation and Higher Tier papers are offered for reading and listening and it is possible for pupils to offer different tiers. Speaking and writing are not tiered. The distribution of marks is not even across the skills. Listening and reading are each worth 20% of the final mark and writing and speaking are each worth 30% of the final mark. Owing to the design of the papers, it is in the interests of a pupil to enter for the tier for which he or she is best suited.

Examination Specification

AQA German 4665

Web address: www.aqa.org.uk

Core course material is published by Heinemann

Logo 2 ISBN 9780435366605

Logo 3 (Rot) ISBN 9780435366902

Logo 4 (Rot) ISBN 9780435367268

Spanish

Head of Department – Mrs M E Swingler

There are Spanish sets in the Modern Languages timetable block, and in the options blocks.

Aims

The aims of the GCSE course in Spanish are:

- To develop pupils' ability to communicate effectively in Spanish, in speech and writing, about everyday matters
- To enable pupils to understand Spanish texts, and to encourage them to read for pleasure in Spanish
- To increase pupils' exposure to more imaginative forms of writing
- To give pupils a sound understanding of Spanish grammar and syntax
- To promote awareness of the culture of Spanish-speaking countries.

Content

Pupils are prepared for the papers offered by AQA and will mainly study material related to the following topic areas: lifestyle; leisure; home and environment; work and education.

Commercial courses form the core of the course, but these are supplemented by material from authentic sources.

Assessment and Teaching

Classes are normally taught by the same teacher during the Fourth and Fifth Forms. At the end of the course, pupils take an examination in reading and listening. Speaking and writing may be examined at any stage in the course and assessment follows a period of preparation by pupil and teacher. Speaking is marked by the class teacher and recorded samples are sent to the Board for moderation. Writing is sat under examination conditions and scripts are sent to the Board for marking. Foundation and Higher Tier papers are offered for reading and listening and it is possible for pupils to offer different tiers. Speaking and writing are not tiered. The distribution of marks is not even across the skills. Listening and reading are each worth 20% of the final mark and writing and speaking are each worth 30% of the final mark. Owing to the design of the papers, it is in the interests of a pupil to enter for the tier for which he or she is best suited.

Examination Specification

AQA Spanish 4695
 Web address: www.aqa.org.uk

Course material is published by Nelson Thornes

Caminos pupil's book 2 ISBN 978 0 7487 6784 7
 Caminos pupil's book 3 ISBN 978 0 7487 7128 8

Foreign visits & exchanges

Head of Department – Mrs M E Swingler

It is hoped that, during a pupil's time in Lower College, he or she will take the opportunity to travel abroad to improve language skills. There are well-established visits to Spain and Germany and some of our Fourth Form pupils are currently participating in a programme linking the College with a school in South West France. We expect to be able to expand this eventually to involve all pupils. Pupils will have the opportunity to visit France on other arranged trips during their Lower College career.

Individual exchange visits can also be arranged through Continental Connections and representatives of that organisation attend Parents' Meetings.

Options Subjects

Art

Head of Department – Mr M H Ward

The contribution artists and designers make to commercial success and to the quality of our environment has never been so significant. Yet it is the responsibility of education to recognise and develop these practical skills and to equip individuals with the ability to manipulate knowledge in constructive and creative ways.

Aims

For the individual to learn how to communicate visually. To learn how to draw competently.

To offer experience in the use of different materials and to acquire the skills to control them.

To offer experience in dealing with visual problems and to develop critical awareness through practical involvement in two or three dimensional activities.

To analyse artistic problems that have confronted artists in the History of Art and to appreciate how they approached them. One lesson per week is devoted to this in the first year of the course.

Content

In the GCSE syllabus for AQA Art and Design 60% of marks are awarded to a coursework portfolio of work produced in a maximum of 45 hours during the five terms of the course. 40% of marks are awarded to an externally set examination (Papers issued on Jan 1st) supervised over ten hours following an unlimited preparatory period. This will call for considerable personal organisation.

For the coursework portfolio each candidate is required to accumulate work done during the two-year course, which demonstrates the candidate's skills. Sketchbooks can be included, as well as work in different materials. Both coursework and examination work will be marked together in College and moderated by external examiners.

Assessment and Teaching

GCSE sets particular objectives for all assessed work and marking is based upon the extent to which these aims are met by each candidate. Candidates must demonstrate in their work that they have satisfied the **four** assessment objectives:

- Develop ideas using contextual sources and showing analysis and understanding.
- Refine ideas through experimenting and selection of materials.

- Record ideas in visual or other forms.
- Present a personal response making connections with previous work.

Whilst previous aptitude is not necessary, a sincere approach will be expected. The individual must be prepared to study elements of drawing and painting in a manner sympathetic to any examination subject and to use free time to complete the coursework requirement.

Examination Specification

Art and Design 4202: Papers 42021/42022

Web addresses:

Overview

http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/art_overview.php

Key Features

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-TRB-KF.PDF>

Specification

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4200-W-SP-10.PDF>

Design & Technology

Resistant Materials or Textiles

Head of Department – Mr G J Cutts

There are two Design and Technology courses potentially available:

Resistant Materials Technology
Textiles Technology

Pupils can only study one of these, due to a common core element.

Aims

The course should enable pupils to:

- Actively engage in design and technology.
- Make decisions, consider sustainability and combine skills with knowledge and understanding in order to design and make quality products.
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social dimensions interact to shape designing and making.
- Analyse existing products and produce practical solutions to needs, wants and opportunities, recognising their impact on quality of life.

- Develop decisions-making skills through individual and collaborative working.
- Understand that designing and making reflects and influences cultures and society, and that products have an impact on lifestyle.
- Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

Content

Resistant Materials Technology

Through project work pupils are given an understanding of the influences placed on the design and manufacture of products. In the Fourth Form they complete a number of designing and making tasks to improve skill levels and knowledge of the design process. These will involve the use and study of wood, metal and plastic and their processing, including computer aided design (CAD) and computer aided manufacture (CAM). Project folders are produced in conjunction with the practical work and cover design influences, market trends, presentation techniques, production plans and evaluation.

The GCSE project is chosen within a theme and runs from the end of the Fourth Form through to the Spring Half Term of Fifth Form.

Textiles Technology

The course of study involves the designing and making of a wide range and varied selection of Textile and Fashion items: fashion accessories, garments and soft furnishings and decorative textiles. A creative and original approach is encouraged along with high standards of design work. Pupils' work includes traditional techniques and the latest technology (from felt making and silk painting to CAD CAM embroidery and digital transfer printing). Fashion illustration, pattern cutting and construction techniques are also taught.

Project folders are produced alongside the practical work investigating theoretical and technical aspects, styles and trends. The GCSE project is chosen within a theme, with the outcome being very flexible to accommodate all talents and aptitudes and runs from the end of the Fourth Form through to the Spring half term.

Textiles is usually a very popular option. In the event of it being oversubscribed, priority will be given to pupils who have demonstrated aptitude and industry in the completion of their Third Form Textiles projects.

Assessment

All courses follow the Edexcel specifications, the assessment being through:

- Coursework (60%)
Pupils design and make a product or different products. They will develop skills in researching, designing, reviewing, planning, making and testing and evaluating.

- Terminal exam (40%)
Pupils will be examined on materials, processes, industrial and commercial practices, quality and health and safety issues relating to their chosen specialism.

Examination Specification

Edexcel Design & Technology:	Resistant Materials Technology	2RM01
	Textiles Technology	2TT01

Web addresses:

Resistant materials

<http://www.edexcel.com/quals/gcse/gcse09/dt/Resistant/Pages/default.aspx>

Textiles

<http://www.edexcel.com/quals/gcse/gcse09/dt/Textiles/Pages/default.aspx>

Drama

Head of Department – Mr T Brewis

Aims

To develop physical and oral acting skills alongside an awareness of dramatic genre and historical perspective; to promote the close analysis of dramatic text with a particular emphasis on character motivation and realisation; to enhance the appreciation of a variety of live theatre from a critical standpoint.

Content

The course is a highly practical one and suits people who enjoy Drama from an **active point of view** (it is not an option, then, for the shy and retiring). It is also a course that requires you to enjoy **working within a group** – this is a crucial element of the coursework as the performance options require you to be in groups.

Drama, unlike many subjects on offer, rarely has you sitting at a desk, taking notes: it is more likely to have you crawling round the floor of Jack Ralph's imagining that you are stuck on a ledge outside the 50th floor of an office block. It stimulates imagination but also needs people who are prepared to be stimulated in the first place, people who are willing to take risks and people who don't mind, relish even, looking a bit silly now and then. Its benefits are manifold: increased imaginative and presentational skills, a deeper understanding of the kind of reliance on other people that any job entails, the strong and enduring satisfaction that comes from successful public performance and applause, the more sensitive appreciation of a respected and ancient literary form through a study of the art of dramatic storytelling. In short, though, what it comes down to is that it's good fun.

You don't need to have previous dramatic experience, but obviously a demonstrated interest in Drama is an advantage. The most important thing is that if you choose Drama, you really mean to **do** it and not assume that you can passively sit back and let it wash over you.

Assessment and Teaching

Assessment is via a combination of coursework (60%) and written exam (40%). Coursework involves offering two practical skills (usually acting out a published script and devising your own play from scratch). For the current 5th form, the exam is a test of your response to one of six possible set texts, your skills as a theatre review, and self-analysis of the skills undertaken for the practical unit. For the current 4th form, the exam will also include questions on texts studied during the course, but also include questions on the analysis of your own practical work covered in the coursework.

If you are not an actor, but are interested in costume, set or lighting design, it is possible to do these instead of acting for your scripted performance coursework.

Please note: Drama is often a very popular choice at GCSE and we have limited numbers of places available. In the event of being oversubscribed, priority will be given to those who have either participated in the extra-curricular drama club, or in other extra-curricular drama projects, such as the Lower College Play.

Examination Specification

AQA GCSE Drama 4242

Web address:

http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/drama_overview.php?id=04&prev=04

French

Head of Department – Mrs M E Swingler

There are French sets in the Modern Languages timetable block, and in the options blocks.

Aims

The aims of the GCSE course in French are:

- To develop pupils' ability to communicate effectively in French, in speech and writing, about everyday matters
- To enable pupils to understand French texts, and to encourage them to read for pleasure in French
- To increase pupils' exposure to more imaginative forms of writing
- To give pupils a sound understanding of French grammar and syntax
- To promote awareness of the culture of French-speaking countries

Content

Pupils are prepared for the papers offered by AQA and will mainly study material related to the following topic areas: lifestyle; leisure; home and environment; work and education.

Commercial courses form the core of the course, but these are supplemented by material from authentic sources.

Assessment and Teaching

Classes are normally taught by the same teacher during the Fourth and Fifth Forms. At the end of the course, pupils take an examination in reading and listening. Speaking and writing may be examined at any stage in the course and assessment follows a period of preparation by pupil and teacher. Speaking is marked by the class teacher and recorded samples are sent to the Board for moderation. Writing is sat under examination conditions and scripts are sent to the Board for marking. Foundation and Higher Tier papers are offered for reading and listening and it is possible for pupils to offer different tiers. Speaking and writing are not tiered. The distribution of marks is not even across the skills. Listening and reading are each worth 20% of the final mark and writing and speaking are each worth 30% of the final mark. Owing to the design of the papers, it is in the interests of a pupil to enter for the tier for which he or she is best suited.

Examination specification

AQA French code 4655

Web address: www.aqa.org.uk

Core course material is published by Heinemann

Either Métro 4 (Rouge) 9780435380274

Or Métro 4 (Vert) 978043538104

GEOGRAPHY

Head of Department – Mr B R Cliff

Aims

“Geography is the ancient and time honoured field of study that can best help provide the essential training needed to ensure that our citizens are prepared to assume responsibility and enlightened leadership in the complex and demanding global community of the 21st Century.”

We live at a time when events and changes in one part of the world can rapidly affect people and environments in other parts of the world. As never before, the environments, economies and cultures of places across the world are linked. Citizens of the twenty-first century need to understand these global interconnections in order to maintain their own well-being, to understand the well-being of others and to minimise damage on the environment. Only Geography can provide full knowledge of the physical and human environments in which we all live, and an understanding of the connections between them.

Content

2010 will be the second year of the new IGCSE (Edexcel) in Geography. There are a number of changes that offer more contemporary issues, at the same time as maintaining the traditional core of the subject. The following themes are studied during the two-year course:

Section A – The natural environment and people: This section covers what might be considered to be traditional physical Geography, including an investigation of *river environments* and *natural hazards*. The new IGCSE introduces important interactions between these complex systems and human activities – how humans exploit, manage and impact on the natural environment, but also how we are affected *by* the forces of nature.

Section B – People and their environments: There are two topic areas within this section; *Economic activity and energy*, and *Urban environments*. Both are concerned with the evolution of human society at a range of scales, and how it may continue to develop sustainably in the future. This really is where the tangible relevance of the subject comes to the fore, where discussions in class relate closely to those being held by world leaders about issues affecting us right now and in the immediate future.

Section C – Global issues: This section of the course is intended to be the most challenging, and it is from here that the mini essay is written in the examination. The topic of *Development and human welfare* is explored looking at poverty and under-development – how is it measured, how is it propagated by our globalised systems and how can the international community address the problems using trade and aid?

- **Geographical Skills:** The varied skills of geographers are one of the most appealing features of the subject, and these are taught and assessed in a variety of ways. Much work is focused on the confident use of the Ordnance Survey map, as well identifying patterns and distributions, interpreting landscape and analysing data.

Assessment and Teaching

We encourage an enquiry-led approach to learning, and our emphasis is on pupils' analysis and understanding of the different topics rather than the mechanical rote learning of facts. A wide variety of teaching and learning methods are employed. The Internet provides an important source of information for the various courses studied throughout the two years, and will be used when appropriate, along with a variety of digital and other ICT resources: the Geography classrooms have recently been fitted with sophisticated audio-visual presentation equipment that allows us to bring the world in to our lessons more than ever before. In addition, the Department has recently added a fifth classroom to its already excellent accommodation, and all five teaching rooms now have Promethean interactive whiteboards allowing for learning that is varied, stimulating and engaging.

The IGCSE is assessed through a single examination of 2 hours and 45 minutes.

Fieldwork

We undertake two separate full-day fieldtrips in the Fourth Form, in addition to local fieldwork. Both Physical and Human Geography is covered in our fieldwork. The first of our trips looks at the various elements of river morphology studied in Physical

Geography. We investigate downstream changes in fluvial processes and features along Blackpool Brook in the Forest of Dean, as well as investigating causes, effects and management of flooding in urban areas (Lydney). Our second field day is at the beginning of the summer term and looks at CBD urban morphology and modelling in Cheltenham and Gloucester.

With traditional coursework now abolished as a means of assessment, it is vital that our pupils understand the value of fieldwork and how it is conducted. Fieldwork, both actual and virtual, is thankfully still mandatory in the IGCSE course but it is now assessed within the single examination. Pupils must be able to explain and justify what data they collected, how and why.

Application of the Subject

In addition to its own unique content and skills base, Geography possesses both a scientific and literary element. Therefore, in continuing with the subject to GCSE level, not only do pupils acquire an essential understanding of the world in which they live, but they also leave the door open to a wide range of opportunities in both the sciences and arts, when they come to make further decisions in the Sixth Form and beyond. Geographers are literate, numerate, independent thinkers who are able to apply theories and models to real world places, people and environments.

Examination Specification

Edexcel IGCSE in Geography (4GEO). Paper Code 4GEO/01

Web Address: www.edexcel.com/quals/igcse/igcse09/geography

History

Head of Department – Mr J O M Pepperman

Aims

The IGCSE History course is designed to further historical understanding and political awareness, and to develop skills with wide applications. There will be a core element taught in the Fourth Form, and to complete the course there will be a range of topics, each reflecting the particular teachers interest and expertise. The course is designed to deal with writing and source skills alongside knowledge retention, which will stand pupils in good stead for both History at a higher level and other humanities subjects.

Content

The course will centre on international affairs in the Modern World. The core element of the course will include studying Germany from 1918 to 1945, including a section on World War 2. The other core element to be taught in the 4th Form is the early years of the Cold War, 1945-62. This has been chosen as the core course as it provides continuity over the 20th Century, while being relevant to Britain as well. The Depth Study will be of the class teacher's choosing, this having been done to guarantee the highest level of teaching possible. The Depth Study therefore could be on the French Revolution, the Russian Revolution, America in the 1920s or the Collapse of the Soviet Union. The final element of the course is again the teacher's choice and is a synoptic paper covering a

single theme over an extended period of time. This section, entitled the 'Study in Change' may vary from Revolutions in Europe to Conflict in the Middle East, or Change in China to Colonialism and Independence in Africa, depending on the pupil's class. Whatever the combination, each pupil will receive inspirational teaching due to the teachers focusing on their interests and strengths.

Assessment and Teaching

The method of study and assessment allows some flexibility. In all components of the course the ability to understand and interpret source material will be assessed, and there will be structured essay questions designed to test the pupils' ability to recall and use evidence and to write with argued relevance. Together these teach skills of analysis and argument, and enhance literacy.

The IGCSE examination aims to differentiate between candidates of very different abilities by a rigorous assessment of the depth of response to a common task. Therefore tiered papers or questions of stepped difficulty are not set.

All exams set will be based on IGCSE papers, allowing pupils to practise their exam technique under timed conditions, which is crucial to pupils' potential to achieving their best in the final exam. The course culminates in a single exam.

Examination Specification

Edexcel IGCSE in History (4HI0)

Web address:

<http://www.edexcel.com/quals/igcse/igcse09/history/Pages/default.aspx>

Latin & Greek

Head of Department – Mr T Lambert

Aims

The study of Latin and Greek has moved with the times and the aims of these GCSE courses reflect many of the changes of emphasis in the teaching of the classical languages which have occurred in recent times.

In recent years our candidates have been very successful in achieving places to read Classical courses at the top Universities, including Oxford, Cambridge and London. Pupils with a classical background enter a wide range of careers, particularly where a combination of precise analysis and effective communication are demanded. Those who have proceeded to Classical Courses at Universities have been very successful in securing good positions in Law, Business, Accountancy and many other fields; this suggests that important abilities are developed by the study of languages and cultures that have so much influence on our own.

For the keenest Classicists, Greek is an excellent addition to Latin.

Content

The courses can now broadly be divided into two elements.

Firstly their aim is to teach the language. This provides an insight into the structure of language and practice in basic grammar. Many pupils have found the precision which they have learnt thereby to be valuable in developing accuracy in English and Modern Languages. Pupils also need to think logically and precisely.

Secondly, through the knowledge of the language thus gained, the pupils are introduced to the literature and culture of the ancient world. There are set texts in both prose and verse and while an ability to translate is obviously required, many of the questions require an understanding of the civilisations and the background to the text. A wide variety of texts has been set, which are both interesting in themselves and of value to those planning to study English, History or Modern Languages as well as to Classical specialists. A personal response to such material is encouraged and the examination encourages the pupils to think about the literature in its broader context. Traditional virtues of classical courses such as the development of the ability to observe, abstract and analyse information and a sympathy for other peoples' motives and attitudes are thus introduced.

Examination Specifications

Latin: OCR GCSE in Latin J281

Web address:

<http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/index.aspx>

Greek: OCR GCSE in Classical Greek J291

Web address:

http://www.ocr.org.uk/qualifications/type/gcse/classics/classical_greek/index.aspx

Music

Head of Department – Mr G S Busbridge

Aims

Music at GCSE level is ideal for pupils who have already made a promising start in their instrumental playing or singing, as performing constitutes an important part of the examination. For more advanced players, Music can be one of the more straightforward subjects at GCSE, and a top grade is usually well within their grasp. Pupils wishing to take GCSE Music should be confident of performing at Grade 6 standard by the time of the examination, to achieve a good grade.

Content

There are four components to the examination, of equal weighting in the mark scheme:

- Listening
- Performing
- Composing
- Integrated assignment

Assessment and Teaching

Listening (25%). This part of the syllabus is designed to develop pupils' aural awareness, and improve dictation skills. These are tested with a listening & written paper of 1 hour 15 minutes. Five areas of *topic studies* covered during the course will

form the basis of the questions: *Music for Film; Music for Dance; Special Events; Orchestral Landmarks; The Popular Song since 1960.*

Performing (25%). One solo and one ensemble performance, assessed internally, are to be recorded in the final term, pupils having continued their musical studies throughout the course. There is no fixed level of difficulty; candidates are expected to perform to the best of their own ability.

Composing (25%). One composition is presented in the final term of the course. Each pupil will work at an appropriate level of difficulty and will be able to explore a range of musical styles including all contemporary techniques. The use of Music Based ICT programs is encouraged. The composition submitted will fit the brief: *Music for a Special Event.*

Integrated Assignment (25%). The assignment will be issued in the final term of the course, and will take the form of a further composition based on a brief encompassing one of the *topic areas of study*, although excluding *Music for Special Events*. This assignment will be externally assessed.

Examination Specification

AQA Music 3271

Web address: www.aqa.org.uk

Physical Education

Head of Department – Mr M K Coley

Aims

PE offers pupils the opportunity to develop their skills in a range of sports and activities and to improve their own performance. Candidates learn about exercise, how the body works during exercise and, through training, how performance can be improved.

Content

There are two aspects to PE GCSE: Theory (40%) and Practical (60%). The course involves candidates participating in a range of practical activities as well as developing the knowledge to improve their ability in these activities. Analysis, evaluation and performance within a team environment are key skills within the course.

Candidates must have a strong level of all-round practical ability. It is expected that pupils will have played at B team standard or above in the main games in which they will be assessed. Sports played regularly and to a high level outside of College may also be considered for the assessment process.

Assessment and Teaching

Theory section: candidates study two key areas:

Healthy, active lifestyles: Students study the relationship between health-related exercise and performance in physical activity, the influences on a healthy and active lifestyle, and the role of physical activity on health. This includes the planning of fitness training and nutrition

Your healthy, active body: Students study the cardiovascular system, the respiratory system and the muscular and skeletal systems. They also look at composition, performance enhancing drugs and the safety issues involved with physical activity.

Assessment of these areas takes place through a 1 hour 30 minute examination at the end of the course.

Practical section:

Candidates are assessed in terms of their performance in four chosen activities, in the role of player/participant, official or leader. At least two of the four performances must be in the role of player/participant. In addition candidates are assessed on their ability to analyse performance in one of their chosen activities.

Exam Specification

Edexcel GCSE in Physical Education (2PE01)

Web address: www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx

Religious Studies

Head of Department – The Revd Dr R de la Bat Smit

Aims

Religious Studies is a fascinating, edifying and dynamic subject which gives pupils the opportunity to study the great experiences of humankind and questions about meaning, purpose, truth and value; although such ultimate questions are difficult to define, they are certainly those which have engaged the sharpest minds and stirred the deepest emotions.

Religious Studies is a serious academic discipline - intellectually demanding, stimulating and controversial, and a vital part of the humanities. It is a discipline which enables pupils to develop a philosophy of life, even though it is not taught from a confessional base; in fact, the syllabus is intended to be accessible to candidates of any background. It is not the purpose of the examination to assess the personal religious persuasions of candidates. The syllabus is deemed to be suitable for candidates of any faith or of none.

Religious Studies has a particularly important contribution to make to the spiritual, social and moral development of pupils, and towards their greater understanding of our increasingly pluralistic society. Among the skills it aims to develop are the increase of tolerance and understanding of others, the elimination of prejudice, the open exploration of ideas, the discovery of lasting values, and the appreciation of the relevance of religion to everyday life.

This course encourages candidates to:

- Acquire knowledge and develop understanding of the beliEAP, values and traditions of some of the world's major religions
- Consider the influence of the beliEAP, values and traditions associated with some of the world's major religions
- Consider religious and other responses to moral issues
- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life
- Develop skills relevant to the study of religion

Content

The **AQA 4055 Religious Studies Specification B (Ethics, Philosophy and Religion in Society)** helps pupils to become aware of issues of local, national and global concern and placing them in spiritual and moral contexts. By understanding the beliEAP and practices of religions and world-views, pupils can make connections between belief and action. Through a consideration of the beliEAP behind environmental action, the needs of refugees or the work of aid agencies, pupils can become aware of the connections between beliEAP, lifestyles and ultimate questions. Understanding the right to hold different beliEAP enables pupils to see diverse religions and beliEAP as a significant part of the local, national and global community, and of human experience. They can develop as reflective and responsible citizens in a plural society and global community, with a strong awareness of religious and ethical diversity.

The GCSE course comprises two **Units**, each containing a wide choice of topics for study. For example, in the **Religion and Morality Unit** (Unit 3), there are six topics - Religious Attitudes to Matters of Life (Medical Ethics); Religious Attitudes to the Elderly and Death; Religious Attitudes to Drug Abuse; Religious Attitudes to Crime and Punishment; Religious Attitudes to Rich and Poor in British Society; Religious Attitudes to World Poverty. Each of these is sub-divided into a wide range of considerations; for example, in the medical ethics topic, the following issues would be considered:

The concept of the sanctity of life in relation to medical research and practice in the areas of:

- Human genetic engineering, including designer babies, saviour siblings
- Embryology
- Cloning
- Stem cell (therapeutic)
- Transplant surgery
- Blood transfusion
- Experiments on humans

The desire to have children and the ways in which this can be fulfilled through:

- Fertility treatments such as in vitro fertilisation (IVF)
- Artificial insemination by donor (AID or DI)
- Artificial insemination by husband (AIH)
- Surrogacy
- The implications of artificial methods of reproduction for those who take part and for the children produced

Each of the topics has a similarly comprehensive range of considerations, all studied

with reference to one or more of the world's major religions.

The other major **Units** from which pupils can choose are Religion and Life Issues (Unit 2) and Religious Philosophy and Ultimate Questions (Unit 4).

The examination comprises two written papers, which make up 100% of the total marks.

This Specification (i.e., syllabus) is designed to be both relevant to candidates' lives and enjoyable courses of study to follow. The wide range of topics available for study provide an opportunity for personalised learning, enabling candidates to study units that support their individual strengths and interests. The Specification also allows candidates to select units that fit into their post-16 programme of study.

Assessment and Teaching

A range of differing methods, approaches and styles of teaching are used in delivering the units of work contained in the specification used by the Religious Studies Department. However, given the nature of the subject, the prevailing approach is teacher-led, in which the teacher uses material either from prescribed textbooks, or from a number of other sources, and makes this available to pupils through photocopied or typed notes; nonetheless, this approach requires plenty of participation by pupils, mainly in discussion but also in independent research. The Department encourages the use of computers and information technology, especially the acquisition of knowledge via the Internet. We recognise that a good lesson is one where objectives are made explicit through a variety of differentiated tasks within a purposeful and orderly environment, where both teacher and pupil have a sense of satisfaction and achievement. Assessment is continual through the GCSE course, using a range of techniques which are regularly reviewed and revised; these enable teachers to identify the level of attainment of pupils at any stage, and direct learning appropriately.

As in other humanities subjects, there is a strong emphasis on analysis, understanding and the evaluation of the material which is presented or discovered. Religious Studies develops a number of study skills, including independent research, the classification and organisation of material, and the structuring of cogent and coherent argument (thereby improving and enhancing literacy). The methods employed in teaching this subject are intended to produce a love of learning and a set of skills which will benefit the pupil in more advanced study.

Examination Specification

AQA 4055 Religious Studies Specification B (Ethics, Philosophy and Religion in Society)

Web addresses:

http://web.aqa.org.uk/qual/newgcse/his_rel/new/rel_studies_b_overview.php?id=10&prev=10

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4055-W-SP-10.PDF>

Spanish

Head of Department – Mrs M E Swingler

There are Spanish sets in the Modern Languages timetable block, and in the options blocks.

Aims

The aims of the GCSE course in Spanish are:

- To develop pupils' ability to communicate effectively in Spanish, in speech and writing, about everyday matters
- To enable pupils to understand Spanish texts, and to encourage them to read for pleasure in Spanish
- To increase pupils' exposure to more imaginative forms of writing
- To give pupils a sound understanding of Spanish grammar and syntax
- To promote awareness of the culture of Spanish-speaking countries.

Content

Pupils are prepared for the papers offered by AQA and will mainly study material related to the following topic areas: lifestyle; leisure; home and environment; work and education.

Commercial courses form the core of the course, but these are supplemented by material from authentic sources.

Assessment and Teaching

Classes are normally taught by the same teacher during the Fourth and Fifth Forms. At the end of the course, pupils take an examination in reading and listening. Speaking and writing may be examined at any stage in the course and assessment follows a period of preparation by pupil and teacher. Speaking is marked by the class teacher and recorded samples are sent to the Board for moderation. Writing is sat under examination conditions and scripts are sent to the Board for marking. Foundation and Higher Tier papers are offered for reading and listening and it is possible for pupils to offer different tiers. Speaking and writing are not tiered. The distribution of marks is not even across the skills. Listening and reading are each worth 20% of the final mark and writing and speaking are each worth 30% of the final mark. Owing to the design of the papers, it is in the interests of a pupil to enter for the tier for which he or she is best suited.

Examination Specification

AQA Spanish 4695

Web address: www.aqa.org.uk

Course material is published by Nelson Thornes

Caminos pupil's book 2 ISBN 978 0 7487 6784 7

Caminos pupil's book 3 ISBN 978 0 7487 7128 8

Learning Support

Head of Department – Mrs C Conner (Dr M Plint from Jan 2011) (Learning Support Co-ordinator)

The College aims to support all pupils in their learning and actively seeks to identify and to provide for a pupil's individual learning requirements.

If specific requirements have been identified at a previous school, it is essential that parents or guardians should inform the Learning Support Co-ordinator and provide copies of any reports or assessments in order to ensure that continuity of appropriate provision can be maintained.

At the start of Fourth Form, all pupils will take a series of standardised tests. The results of the tests are used to identify pupils' strengths as well as to indicate any areas of difficulty. Where difficulties are noted, the Learning Support Co-ordinator will discuss options and strategies for support with College staff, parents and pupils. Teachers also refer pupils to the Learning Support Department for monitoring, further assessment or for individual support. Pupils are equally welcome to seek advice or support of their own accord.

Some pupils attend additional classes throughout the year, whilst others may seek support for a shorter period of time. Lessons take place at times that do not result in pupils missing their subject classes and they are given by experienced, specialist teachers. There may be a charge for some lessons.

The College maintains a register of pupils with specific learning requirements, or whose needs are being monitored. The register is updated and revised each term and is published confidentially to staff. Subject teachers, tutors, Housemasters and Housemistresses are also provided with more detailed information regarding a pupil's support needs and individual learning preferences. Strategies and guidance for supporting pupils are offered to teachers, tutors, Housemasters and Housemistresses. In addition, teachers receive training in order to ensure that they are kept up to date with current developments in supporting pupils' learning needs.

Pupils wishing to be considered for any special arrangements in GCSE examinations must be tested by an Educational Psychologist during their time in Fourth Form. Please contact the Learning Support Co-ordinator to discuss such arrangements (conner.christina@cheltcoll.gloucs.sch.uk)