



**CHEL TENHAM COLLEGE**

**THIRD FORM CURRICULUM**

**2011- 2012**

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## THIRD FORM CURRICULUM

### What's it all about?

Our aims in Third Form are to:

- give pupils a broad experience of what College has to offer so that informed choices can be made over the GCSE courses to follow during the Fourth and Fifth Forms
- lay good foundations for IGCSE and GCSE
- ensure that all pupils develop the essential skills required by their subjects, whatever their prior educational experiences
- establish a strong work ethic
- introduce pupils to the study skills they will need throughout their academic career.

To these ends Third 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 on the essential values of the College community. This programme will be tiring but fun!

### The timetable

The College timetable is spread over six days. All pupils have Games on Tuesday, Thursday and Saturday afternoons. These days only contain teaching in the morning (5 periods of 40 minutes), whereas Mondays, Wednesdays and Fridays also have 2 lessons in the afternoon.

### The week

Time	Monday	Tuesday	Weds	Thursday	Friday
8.30-8.40	Register with tutor	PSHCE with tutor	Register with tutor		
8.40-8.55	Chapel		Chapel		
9.00-9.40	Period 1				
9.45-10.25	Period 2				
10.30-11.10	Period 3				
11.10-11.40	Break				
11.40-12.20	Period 4				
12.25-1.05	Period 5				
1.05	Lunch				
2.05-2.15	House Registration				
2.20-3.00	Period 6	Games 2.15-5.00	Period 6	Games 2.15-5.00	Period 6
3.05-3.45	Period 7		Period 7		Period 7
3.45-5.30	Activities		3 <sup>rd</sup> Form Challenge		Optional Games / Sport
5.30	Tea				
6.00	Study in Houses				

## Saturday

8.15	8.30	9.15	10.00	10.40	11.05	11.50	12.30	afternoon
House registration	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Games

## Subjects

In each week, there are therefore 36 periods. Each pupil in the Third Form will have:

### In sets

4 periods a week of Maths

5 periods per **fortnight** each of Biology, Chemistry and Physics

3 periods a week of French (or English as an Additional Language)

3 periods a week of Latin or Classical Civilisation

### In Forms

4 periods a week of English

5 periods per **fortnight** of Geography

5 periods per **fortnight** of History

3 periods per **fortnight** of Religious Studies

1 period a week of Music

*Sets and Forms are determined initially by performance in Common Entrance or College entrance exams. However, sets are reviewed on a regular basis, and a small number of pupils will be moved between sets in order to provide them with a pace of learning more appropriate to their ability in the subject. Please read the setting policy statement below. Pupils in Set 1 Maths, take IGCSE at the end of the Fourth Form.*

### In separate arrangements

3 periods a week of Spanish or German (as these are new languages, a degree of setting takes place towards the end of the Autumn Term)

2 periods a week of Design Technology (Resistant Materials and Textiles)

2 periods per **fortnight** of Art

2 periods per **fortnight** of PE

a 25-minute tutor-led PSHCE period in the Houses on Tuesday mornings

ICT is not taught as a discrete subject at College, but within other subject areas. During the course of the Third Form, pupils complete the British Computing Society's Digital Creator course, which gives them an externally-accredited qualification.

## Setting Policy

Generally speaking, some subjects (notably Mathematics, Sciences and Modern Languages) find that teaching is most effective in sets selected by ability. Other subjects prefer to teach in mixed-ability groups where pupils benefit from sharing the ideas and perspectives of a wide range of classmates.

At College, the three Science subjects, Mathematics and French set pupils according to ability wherever possible. The decision to place a pupil in a particular set is made to enable him or her to get the best support relative to his or her ability in the subject. Sometimes, a class teacher will feel that a pupil would be better served by changing set; this often follows tests sat by the entire year group. Moving a pupil 'down' a set is never a punishment. It is only done when the teacher and the Head of Department consider that the pupil will be better supported in his or her learning by moving at a slightly slower pace.

I ask you to trust our professional judgement in such matters; we do not take these decisions lightly. When a pupil changes set, it is not normal procedure to notify parents in writing. Instead, the Head of Department will discuss the proposed change with the pupil so that he or she understands the reasons for moving set. If you are dissatisfied with such a decision, please do not hesitate to contact me or the relevant Head of Department. However, I re-emphasise how any change of set should leave your son or daughter in a better position to achieve, through working at a speed more appropriate to his or her ability in the subject.

The Forms (named 3M1, 3M2, 3P1, 3P2, 3R1 and 3R2) are the classes in which pupils are taught English, Geography, History, RS and Music. The advantage of this arrangement is that each pupil spends much of the week learning with a familiar group. Generally speaking, the pace of the M forms is the highest, and pupils are assigned to a group on the basis of their Common Entrance scores in these subjects or on their College entrance exams. However, the ability range in each form is fairly broad, as the Humanities subjects taught in these groups benefit from having a variety of pupils in each class. I try to put the strongest linguists in forms M1, M2 and P1; these pupils will have the choice of beginning German or Spanish. Pupils in P2, R1 and R2 will study Spanish.

All pupils are expected to study French. However, if pupils have studied no French before joining us they will struggle to catch up, as we do not teach *ab initio*. In addition, some pupils arrive at College having struggled badly with French. In these cases, we will seek to give additional Spanish tuition to hasten the acquisition of the new language. Pupils whose native language is not English may have classes in English as an Additional Language while the remainder of the year group is studying French.

## **Prep**

Prep is set daily. Boarders have an evening study time in the House every weekday. 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; for example, there is always some free time on a Games afternoon.

## **Tutors**

Every pupil is allocated a tutor, who is responsible for 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 PSHCE, 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.

## **Support for Learning**

Dr Mary Plint is the Director of Learning, and is responsible for the support arrangements for those with recognised learning needs. She oversees the testing of all new entrants and liaises with parents, previous schools, Housemistresses, Housemasters, tutors and teachers about pupils who need extra support. She also co-ordinates access arrangements for College and public examinations. Regular one-to-one learning support lessons are charged separately. Dr Plint can be best contacted via e-mail ([plint.mary@cheltcoll.gloucs.sch.uk](mailto:plint.mary@cheltcoll.gloucs.sch.uk)) - please be in touch if your son or daughter has existing learning needs of which we need to be aware.

## **English as an Additional Language**

Ms Sarah Proudlove is the Head of EAL. Pupils for whom English is not a native language are tested on arrival. Most have group classes with the EAL department instead of French, and may have individual classes by arrangement. There is a charge for some one-to-one classes. She is best contacted via e-mail ([proudlove.sarah@cheltcoll.gloucs.sch.uk](mailto: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 will be sent at Christmas 2011). For Fourth and Fifth Form, setting continues in Maths, English, Science and French, while groups in other subjects are largely dependent on the choices made by pupils. Prep increases, and pupils need to start planning ahead and looking for the best times to do it: study time in House is unlikely to be enough. Coursework will require 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 GCSE/IGCSE 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 this minimum and we make pupils aware from an early stage that the top universities are looking at the number of A\*/A grades they achieve in determining whether to make them an offer of a place.

### **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. 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 contact. Do stay in close touch with him/her about anything you wish to discuss. If you have concerns about a particular subject once term has started, do contact the Head of Department.

There are two other teachers who will be important figures in the lives of all Third Formers, and whose focus is in the academic progress of all pupils. Ms Sarah Proudlove ([proudlove.sarah@cheltcoll.gloucs.sch.uk](mailto:proudlove.sarah@cheltcoll.gloucs.sch.uk)) is Head of Third Form and will be organising the academic induction of all pupils in September. She works closely with Mrs Jenny O'Bryan ([obryan.jenny@cheltcoll.gloucs.sch.uk](mailto:obryan.jenny@cheltcoll.gloucs.sch.uk)), who, as Head of Lower College, has overall responsibility for the academic progress of pupils in the Third, Fourth and Fifth forms. Although the tutor should be considered the first port of call, Ms Proudlove and Mrs O'Bryan will be pleased to help you if you have any academic concern.

**Mr Duncan Byrne**

**Deputy Head (Academic)**

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01242 265604

## 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 lifelong skills that are basic to all creative activity.

**Mr M H Ward**

**Head of Art**

[ward.mark@cheltcoll.gloucs.sch.uk](mailto: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 a Biology syllabus that leads towards 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.

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 cell structure, tissues, organs and systems. Movement into and out of cells.

#### **Spring term**

Healthy living, human nutrition, breathing and gas exchange,

#### **Summer term**

Plant nutrition, transport in flowering plants, plant reproduction.

#### **Until August 2011**

**Mr C Rouan**

**Head of Biology**

[rouan.chris@cheltcoll.gloucs.sch.uk](mailto:rouan.chris@cheltcoll.gloucs.sch.uk)

#### **From September 2011**

**Dr E Chare**

**Head of Biology**

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## 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. Most 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](mailto: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 20 periods in both Textiles Technology and Resistant Materials. ICT has an important role to play in the delivery of the whole subject and 12 periods are assigned to pupils completing ICT tasks within a Design and Technology theme. These applications may include: word processing and desktop publishing; 2D and 3D drawing (CAD), Computer Aided Manufacture (CAM); animation; slideshows; data and media presentations.

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

### **Textiles technology**

In this unit students develop both their creative skills and their understanding of the properties of textiles. They will learn a range of different skills – threading and using a sewing machine, stitching accurately and safely, creating a paper pattern, cutting and joining fabrics, and ways to embellish fabric. During the course they will make at least one product.

### **Resistant Materials**

Within a design project pupils will experience a wide range of processes including the marking out, cutting, forming and finishing of wood, metal and plastic. Products are modelled in 3D on the computer (CAD) with elements being drawn in 2D to allow the CNC router to cut them out (CAM). Pupils are also taught how to draw in isometric and perspective and how to present these drawings.

**Mr G J Cutts**

**Head of Design & Technology**

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## 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 E Brewis**

**Head of English and Drama**

[brewis.timothy@cheltcoll.gloucs.sch.uk](mailto:brewis.timothy@cheltcoll.gloucs.sch.uk)

## ENGLISH AS AN ADDITIONAL LANGUAGE

Pupils for whom English is not their native language and who are deemed to need support have English as an additional language lessons when their peers are learning French. In the Third Form, pupils have 3 lessons per week together as a class.

The aim of the department is to equip pupils for whom English is an additional language with the necessary skills and confidence in the use of English language to allow them to integrate successfully in the mainstream curriculum and achieve their full potential.

The detail of lessons depends on any group's particular needs, as identified through diagnostic testing. However, the focus of the lessons will be on enhancing all four skills: listening, reading, writing and speaking. Vocabulary building and strengthening of grammatical accuracy are key and lessons will address this with a communicative and integrated approach. The department aims to support not only EAL pupils' learning of language, but also of what the students are covering in other subjects. To this end there is a strong cross-curricular aspect to lessons and a focus on developing effective study skills, "learning to learn".

There is also the opportunity to have individual one-to-one lessons, for which there is an extra charge. Those identified with particular needs are encouraged to take extra lessons and parents will be informed. Each student is involved in his or her programme along with the EAL Coordinator or EAL teacher and information provided by diagnostic testing. Work is regularly reviewed and together the teacher and pupil make suggestions and set targets for the term ahead.

Outside of formal lessons, the EAL department also has "EAL Clinic" – times in the week when EAL pupils can drop into the department for supervised study, assistance with prep, help with particular language areas or just for a friendly chat (in English of course!).

We are dedicated to internationalism at Cheltenham College and want to do all that we can to ensure that each student achieves their full potential both academically and socially during their time at the college. It is our belief that the English language support offered at Cheltenham College will maximise the chance of this.

**Miss Sarah Proudlove**

**EAL Co-ordinator**

[proudlove.sarah@cheltcoll.gloucs.sch.uk](mailto: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 2011-12 and is largely based on providing the best possible platform for IGCSE Geography, which was new to the Department in September 2009. The emphasis is very much on providing Third Form geographers with an experience that is enlightening and inspiring, relevant to their own lives, and that offers a traditional balance of skills as well as knowledge and 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 overnight residential trip to the Jurassic Coast of Dorset introduces the pupils to fieldwork skills and allows them to collect geographical data at first hand. Pupils will conduct a range of investigations into the coastal processes and features of this world-renowned stretch of natural beauty. For this, as with much of the work throughout the year, the use of ICT is integral, including an introduction to GIS. Working with Mr Faulkner, Director of Activities, the Third Form will also have the opportunity to blend their Geography with Third Form Challenge and outdoor education. It promises to be a wonderful experience.

- **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 21<sup>st</sup> Century geographer. The regions used as examples are The Sahel in sub-Saharan Africa, Amazonia in South America, and Antarctica. The theme of this term is variety, both in terms of learning & assessment styles but also the Geography of place.

- **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.

**From September 2011**

**Mr R Penny**

**Head of Geography**

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## 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 course will begin with everybody studying World War One, followed by a comparison with World War Two. By building a sense of narrative upon which to anchor later analysis of the causes and consequences of these pivotal events, all pupils should develop an enhanced sense of perspective supporting study of the broader 20<sup>th</sup> century for IGCSE. Military aspects in a wide range of theatres will be balanced by a consideration of the impact of each war on the Home Front. In between, the Third Form course also allows some freedom for teachers to specialise in their own areas of interest. The final half of the summer term will feature a specific focus on the Treaty of Versailles, establishing how far the legacy of World War One was a casual factor for World War Two, before finally offering an opportunity to put events into context on the ground in Normandy. All this will build early contextual understanding for the first unit of IGCSE itself: the development of dictatorship in Germany. Assessment will be in the form of IGCSE type questions. This will enable pupils to get used to the demands of IGCSE, giving them breadth of contextual knowledge as well as preparing them for the core element of the course they will begin in the Fourth Form.

The scheme of work is designed to stimulate the pupils' interest over and above the curriculum and hopefully to 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 a view 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. The summer term exam will be in the style of the IGCSE; skills and techniques will be the same, even if the History is different.

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.

**From September 2011**

**Ms J Doidge-Harrison**

**Head of History - [doidgeharrison.jo@cheltcoll.gloucs.sch.uk](mailto:doidgeharrison.jo@cheltcoll.gloucs.sch.uk)**

## INFORMATION and 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.

All pupils take an externally-accredited ICT course in the Third Form called Digital Creator (From the British Computer Society). It is a recognized Level 2 qualification – equivalent to a single GCSE and it will focus on helping the pupils get the most out of the creative opportunities available to them with their new MacBooks.

The Digital Creator course will fit well along side the more traditional offering of ICT skills at college, which together will combine into twelve cross-curricular projects, including:

### Digital Creator Projects

- Digital Music Recording
- Digital Photography
- Screen-writing and storyboarding
- A Data Presentation
- Digital Voice recording
- Digital Design
- Stop-Frame Animation
- A Multi-Media Presentation

### Additional Projects

- Creating a word-processing template
- Spreadsheet Modelling
- An advanced desktop publishing project
- Advanced Charts

More details about the Digital Creator course are available from the following British Computer Society webpage: <http://tiny.cc/DigitalCreator>

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 use in-subject ICT sessions to support and enhance existing syllabuses;

**Mr A H R Isaachsen**

**Director of ICT**

[isaachsen.alex@cheltcoll.gloucs.sch.uk](mailto:isaachsen.alex@cheltcoll.gloucs.sch.uk)

## LATIN, GREEK & CLASSICAL CIVILISATION

All types of Classical student are catered for at Cheltenham College. We want pupils to understand the vital and lasting impact that the lands of the ancient Mediterranean have made on the modern world, not just in terms of language, but also as regards our culture, literature, architecture, law, philosophy, medicine and way of life.

**Latin** is the principal Classical subject in the Third Form, with four of the six sets learning the language. A highly logical language with many thought-provoking links to English and other European languages, it provides us with a gateway to the most successful and long-lasting empire in European history. We cater for all abilities and backgrounds, from total beginners to those who have taken Scholarship Latin at their Prep School. Everyone is given the opportunity to develop to the level necessary to opt for Latin GCSE.

All pupils studying Latin are also given the chance to study to Level 1 Certificate standard in **Classical Greek**. The course covers the alphabet and some basic Greek vocabulary, and introduces pupils to the number system and cultural heritage of Athens. Those with an aptitude are encouraged to begin to get to grips with the grammar of the language; those to whom Greek is already familiar are given more challenging tasks. Like Latin, Classical Greek is offered to GCSE, AS, and A2 Level at the College.

**Classical Civilisation** is the study of the history and culture of the ancient world in English. It provides a way of studying areas such as the mythology, art, sport, entertainment and literature of the Greeks and Romans in depth, without the obstacle of having to translate the source material first. Alongside the enjoyment of studying a period of history which is sometimes very familiar, but at other times strange and surprising, pupils start to develop the core examination skills of recall, explanation and evaluation. Because Classical Civilisation is now offered to all pupils as a GCSE, we give taster sessions to those studying Latin, as well as focusing predominantly on the subject in two of the six Third Form sets.

The three subjects are complementary, each offering a different angle on the ancient world. By the end of the Third Form course, we hope to give all pupils a clear sense of the importance of our Classical past, as well as a firm foundation for the study of one or more Classical subjects higher up the school.

**Mr T Lambert**

**Head of Classics**

[lambert.tom@cheltcoll.gloucs.sch.uk](mailto:lambert.tom@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 IGCSE 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 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 fx-991 ES. 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 fx-911 ES, 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, we can arrange to supply them, but require written parental permission before so doing.

**Dr B Enright**

**Head of Mathematics**

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## **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 AND SPANISH**

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

### **FOREIGN VISITS AND 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 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.

**Until August 2011**

**Mrs M E Swingler**

**Head of Modern Foreign Languages**

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**From September 2011**

**Mr S Brian**

**Head of Modern Foreign Languages**

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## 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 20<sup>th</sup> 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](mailto:busbridge.gordon@cheltcoll.gloucs.sch.uk)

## **PERSONAL, SOCIAL, HEALTH AND 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.

**Until August 2011**

**Mr David Harvey**

**Head of PSHCE**

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**From September 2011**

**Mr Tom Carpenter**

**Head of PSHCE**

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## 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 Activities 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 for a wide variety of sport and recreational skills and helps pupils to find interests that can be of huge benefit to them in the future.

**Mr M Coley**

**Head of Physical Education**

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## PHYSICS

We have three main aims in the Third Form.

### **1. 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.

### **2. 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.

### **3. 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 Science and Physics**

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## RELIGIOUS STUDIES

The course aims:

to introduce students to Religious Studies as an academic discipline, and as an important part of the humanities.

To develop a range of skills, including:

- considering other ethical and social approaches to issues presented by a variety of religions,
- the increase of tolerance and understanding of others, and the shifting of prejudice,
- the open exploration of ideas, and the appreciation of the relevance of religion to everyday life for many people in the world.

To develop certain study skills, including:

- participation in debate and discussion,
- the use and evaluation of sources,
- the classification and organisation of material,
- the structuring of and delivering presentations to class groups,
- the use of information technology, especially the Internet, as an aid to research.

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 five 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 and ICT department, using a variety of sources and media, to produce research-projects in each faith.

**Dr G L Jardim**

**Head of Religious Studies**

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## SUPPORT FOR LEARNING

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

If specific requirements have been identified at Prep School, it is essential that parents or guardians should inform the Director of Learning, 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 students take a series of standardised tests. Test results help to identify a student's strengths as well as to indicate any areas of difficulty. Where difficulties are noted, the Director of Learning will discuss options and strategies for support with College staff, parents and students. Teachers also refer students to the Learning Support Department for monitoring, further assessment or for individual support. Students may seek advice or support of their own accord. Some students attend additional classes throughout the year, shorter-term support may be appropriate for others. Lessons take place at times that do not result in students missing their subject classes and are given by experienced, specialist teachers. There is a charge for regular one-to-one lessons.

A register of students with additional learning needs is published confidentially to staff. The register is updated and revised each term. More detailed information regarding a student's support needs and individual learning preferences is available to staff on the College database. Teachers, tutors, Housemasters and Housemistresses are informed of appropriate support strategies. In addition, training is provided to ensure that teachers keep up to date with current developments in supporting learning needs.

**Dr Mary Plint**

**Director of Learning**

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## PRE-THIRD FORM READING

The summer vacation is a great time to read. There are no set texts for entry into Third Form, but the following novels come recommended by the English department:

David Almond *The Fire Eaters*

Tim Bowler *Starseeker* or *Frozen Fire*

William Golding *Lord of the Flies*

Mark Haddon *The Curious Incident of the Dog in the Night-Time*

Reif Larsen *The Selected Works of T.S. Spivet*

Harper Lee *To Kill A Mocking Bird*

Patrick Ness *The Knife of Never Letting Go*

Philip Pulman *Northern Lights* trilogy

Kate Thompson *The Creature of the Night* or *Fifth Horseman*

Mark Twain *Tom Sawyer*