



CHELtenham COLLEGE

Fourth and Fifth Form Curriculum

GCSE AND IGCSE 2012 – 2014

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INTRODUCTION

THE FOURTH AND FIFTH FORM CURRICULUM AND CHOOSING SUBJECTS

GCSE AND 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 have two main functions: they are important stepping-stones on the way to A Level; and increasingly they play a significant role in university admissions and job applications. 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, History, Modern Languages; 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 and the coalition government has recently recognised them for use in maintained schools as well.

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 controlled assessment (in a diminishing number of subjects). Controlled assessment is the new term for coursework and 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. The College considers C as the lowest pass grade.

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 IGCSE in English and in IGCSE English Literature). At the end of the Fourth Form, some pupils will drop English Literature, concentrating on Language to ensure that a pass is obtained in English. These pupils will therefore achieve 9 GCSEs.
 - Mathematics (leading to IGCSE Mathematics)
 - Sciences: everybody studies all three sciences, with the three subjects taught and examined separately. The final result is presented as two IGCSE grades known as Double Award Science. However, the top set will be entered for three separate IGCSEs in Biology, Chemistry and Physics. As a result, this set will sit GCSE exams in eleven subjects. The bottom set in Science will sit GCSE Science, which is slightly more accessible than its IGCSE counterpart.
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
 - Classical Civilisation
 - 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
- It is recommended that pupils should, if possible, take one of Art, Design and Technology, Drama or PE (please note that it may not be 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. From September 2012, all pupils will have a weekly tutorial period that allows their tutor to address issues concerning academic progress.

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, Science and French. 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 the majority of 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 the timetable is organised to allow the broadest possible combination of subjects, but there is often a degree of setting.

Pupils aiming in due course for the most competitive universities and university courses should make full use of the extension activities on offer: extension classes in departments; Lower College Society; society meetings such as Philosophy; trips and visits.

Pupils who need extra support should work with their tutors and with Dr Plint, Director of Learning (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 the Learning Support department 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 on 19th February. The Parents' Meeting is an excellent chance to discuss subjects and choices. Options choices are requested by Monday 27th February.

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. In most cases the chosen subjects can be confirmed and you will hear nothing further. If there is a problem with the combination of chosen subjects I will contact you to discuss suitable alternatives. There is an opportunity to amend choices over the summer; by then choice is constrained by numbers, the timetable and the options blocks.

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, Veterinary Science and Architecture, will need to be especially careful in their choices. Good luck in choosing well!

Mr Duncan Byrne

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CORE SUBJECTS

ENGLISH & ENGLISH LITERATURE

Head of Department – Mr T E Brewis

Aims

The staff of the English & Drama Dept thrive upon a collective passion for English, a genuine sense of delight and excitement that infuses and energizes lessons and activities. Our key aims are simple: to foster that same passion in our pupils; to ensure that they are inspired by their subject, their teaching and, often, by each other; to encourage every pupil to aspire to the highest standards; to nurture pupils so that they may fulfil or even exceed their potential.

Throughout the IGCSE Language and Literature courses, every girl and boy is given the opportunity to learn to appreciate, understand and respond to Literature in all its manifestations, to write accurately, to argue cogently and to speak confidently. Every pupil will be taught to tackle and enjoy the challenge of independent study.

In short, the English & Drama Department is totally committed to shaping each student, during the Fourth and Fifth year at College, into a rounded, confident individual, who is expertly prepared to sit and excel in public examinations.

IGCSE English Language

There are two 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)

English Language is assessed by a combination of exam (1 x 2 hrs, 50%) and coursework (50%).

IGCSE English Literature

This subject requires pupils to read and analyse a range of prose, poetry and drama, both pre- and post-1900. Over two years they will study 3 set texts for exam (2¼ hrs, 70%) and compile a coursework portfolio (30%). At the end of Fourth Form, a small group of pupils will cease studying English Literature in order to concentrate on achieving a pass in English Language, required for undergraduate study in Britain.

Examination specification

English Language: Cambridge IGCSE First Language English (0500)

Web address:

http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=852

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. In some years the bottom set might aim for GCSE rather than IGCSE.

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

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 the 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 4MA0

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

BIOLOGY, CHEMISTRY, PHYSICS

Head of Department – Mr T R C 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. 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 the specification to more advanced material. All pupils follow the same course during the Third Form, making a start on the Edexcel IGCSE Double Award Science course. At the end of the year, those who have found this very challenging move to the AQA GCSE Science B (Science in Context) course, whilst those who have excelled are given the option of transferring to the IGCSE Triple Award Science. A Level science courses take Double Award Science as their foundation, so those who continue with Double Award are just as well prepared for science courses in the Sixth Form.

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.

Courses, Assessment and Teaching

The majority of our pupils will study the Edexcel IGCSE course, either for a Double or Triple Award. Our reasons for adopting this course are:

- It allows us to offer an academically rigorous course that is stretching for the most able and accessible to the less able.

- 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.
- IGCSE is embraced strongly by the independent sector which values its greater rigour.

Both the Double and Triple award study the topics shown below; the Triple Award has more detail within each topic.

Biology	Chemistry	Physics
The nature and variety of living organisms	Principles of chemistry	Forces and motion
Structures and functions in living organisms	Chemistry of the elements	Electricity
Reproduction and inheritance	Organic chemistry	Waves
Ecology and the environment	Physical chemistry	Energy resources and energy transfer
Use of biological resources	Chemistry in society	Solids, liquids and gases
		Magnetism and electromagnetism

Those taking the Double Award will sit a 2 hour paper in each of the three disciplines, and will be awarded two grades for Science. These range from A*A*, A*A, AA, AB etc down to GG. There is only one 'tier' available. Those taking the Triple Award will sit the same three papers, as well as an additional 1 hour paper in each discipline. This tests the extra material. Triple Award candidates will gain a grade in each of Biology, Chemistry and Physics.

Those who have found science in the Third Form particularly demanding will study the AQA Science B course in the Fourth Form, probably followed by the Additional Applied Science course in the Fifth Form. GCSE Science B offers students the opportunity to gain a good understanding of a broad range of topics across Biology, Chemistry and Physics with an emphasis on everyday contexts. GCSE Additional Applied Science offers students the opportunity to study the knowledge and understanding required by particular scientists and the type of work and investigations they undertake.

We believe that this GCSE course is more suitable for those who are not going to continue with Science in the Sixth Form. There are the added advantages that a Foundation Tier is available, and that each course lasts one year, with the examination at the end of that year. Topics include:

Science B	Additional Applied Science
Materials our planet provides	Healthcare and fitness

Chemistry in action in the body	Agricultural and food sciences
Selective breeding and genetic engineering	Materials science
Our changing Universe	Analytical science

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 ICT facilities to enrich experience all play a part in helping pupils to make good progress.

Examination Specifications

Details of the Edexcel IGCSE Science (Double Award) specification number 4SC0 and of the separate science specifications 4BI0, 4CH0 and 4PH0 can be found at:

<http://www.edexcel.com/QUALS/IGCSE/IGCSE09/Pages/default.aspx>

Details of the AQA GCSE Science B (Science in context) specification 4450 can be found at:

<http://www.sciencelab.org.uk/resourcezone/scienceb.php>

MODERN FOREIGN LANGUAGES (MFL) French, Spanish, German

Head of Department – Mr S J Brian

There are French, German and Spanish sets in the Modern Languages timetable block. French and Spanish are also available in the options blocks.

Aims

The aims of the IGCSE courses in MFL are:

- to develop an ability **to use language effectively** for purposes of effective practical communication in speech and writing, about everyday matters
- **to offer insights** into the culture and civilisation of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.
- to enable pupils to understand foreign language texts, and to encourage them to read, listen and research for **pleasure in a foreign language**
- to increase pupils' exposure to imaginative and **creative forms of writing**
- to give pupils a thorough understanding of the **language's grammar** and syntax
- to provide pupils with **techniques** which can be applied to other areas of learning, such as analysis, inference and memory skills
- to develop a fuller awareness of the **nature of language** and language learning
- to prepare pupils for **advanced study** of the foreign language

Content

The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as pupils progress through their studies. Pupils are prepared for the papers offered by Cambridge International Examinations and will mainly study material related to the five following topic areas:

1. Everyday Activities
2. Personal and Social Life
3. The World Around Us
4. The World of Work
5. The International World

Commercial courses form the core of the course, but these are supplemented by material from authentic sources; where possible, we use song, film and the internet in our teaching.

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, consisting of four papers: reading, writing, speaking and listening. The distribution of marks is even across the four papers; each paper counts towards 25% of the final result.

Examination specification

<http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subjects>

FOREIGN VISITS AND EXCHANGES

Head of Department – Mr S J Brian

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.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Head of Department – Miss S L Proudlove

Pupils for whom English is not their native language are advised to choose EAL in the Modern Languages block in the timetable. Although this will result in one less GCSE, it is recommended if pupils are to achieve their potential in their GCSE curriculum. It is possible to study French, Spanish or Latin in the other option blocks if pupils have a strong background in these languages.

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, shared or small group lessons in addition to the mainstream curriculum, 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 Head of EAL 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

Head of EAL

proudlove.sarah@cheltcoll.gloucs.sch.uk

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 essentially, 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>

CLASSICS

Head of Department – Mr TA Lambert

The Classics Department offers three subjects:

CLASSICAL CIVILISATION

Classical Civilisation is an option open to **all third form pupils**.

The subject is **entirely in English**.

The GCSE course is completely self-contained: there is **no need for any previous experience** in a Classical subject.

Aims

The aims of the GCSE course in Classical Civilisation are:

- to foster an interest in the history, literature and culture of Greek and Roman societies;
- to encourage pupils to see links between the past and the present, and to draw useful comparisons between the two;
- to help pupils to view sources from the ancient world in a critical and careful way;
- to develop the ability to construct considered arguments on Classical topics.

Content

The course splits into **four** sections – three examined topics, and one controlled assessment, where pupils write a 2000 word essay under conditions specified by the exam board.

Topics which have previously proved popular with pupils include:

- **Greek tragedy** – the study of shocking and disturbing plays such as *Oedipus Rex*, *Antigone* and *Medea*, which deal with subjects like hybris (arrogance), patricide (killing your own father), and even infanticide. Many of these plays are still rated as some of the greatest ever written.
- **Roman entertainment** – we look at what Romans did to keep themselves amused: gladiators, charioteers, dancing-girls and philosophers rub shoulders with poets, priests and juggling dwarves.
- **Epic** – from Homer to Ovid, tales of large-scale battles, beautiful maidens, invincible warriors, horrifying monsters and vengeful god(esse)s have captivated audiences around the world for thousands of years. We read through the texts in English, and learn about the world in which they were created.

If you wish to know more about Classical Civilisation GCSE, contact:

- Mr Lambert (Room 48 – email: lambert.tom@cheltcoll.gloucs.sch.uk)
- Mrs Reid (Room 47 – email: reid.sarah@cheltcoll.gloucs.sch.uk)
- Miss McNee (Room 47 – email: mcnee.sarah@cheltcoll.gloucs.sch.uk)

Examination Specification

OCR Classical Civilisation GCSE – code J280

Web address: http://www.ocr.org.uk/download/kd/ocr_9944_kd_spec.pdf

LATIN

Historically the most popular of our GCSE options, Latin is available to pupils who are coping well with the subject in Third Form.

Aims

The aims of the GCSE course in Latin are:

- to help pupils to produce clear and precise translations of the language;
- to provide pupils with a clear framework for appreciating other European languages;
- to help pupils to access and enjoy ancient works of literature by actual Roman authors.

Content

The course splits evenly into two sections: Language and Literature.

The Language papers test pupils' ability to understand the language, through translation and comprehension tests. Pupils will be required to learn a Defined Vocabulary List of approximately 450 words, and to recognise and translate the majority of the endings and constructions commonly found in Classical Latin. There is no requirement to translate from English into Latin, though we do find opportunities to practise this skill, for those that enjoy a more rigorous challenge.

The Literature papers require pupils to read 270 lines of Latin by a selection of Roman authors. We study 135 lines of 'prose' (non-poetic) writing in the Fourth Form, and the remaining 135 lines of poetry in the Fifth Form. The texts cover a wide variety of topics such as war, love, entertainment and happiness. As well as being an interesting read in their own right, they are also of particular interest to those planning to study English, History or Modern Languages, as well as to Classical specialists.

For more information about the Latin GCSE course, speak to:

- Mr Lambert (Room 48 – email: lambert.tom@cheltcoll.gloucs.sch.uk)
- Mrs Reid (Room 47 – email: reid.sarah@cheltcoll.gloucs.sch.uk)
- Miss McNee (Room 47 – email: mcnee.sarah@cheltcoll.gloucs.sch.uk)

Examination Specification

OCR Latin GCSE – code J281

Web address: http://www.ocr.org.uk/download/kd/ocr_9985_kd_spec.pdf

CLASSICAL GREEK

Classical Greek is aimed at pupils who are coping very well with their Latin in Third Form. **There is no need for any previous experience with Greek** – but we would expect pupils to be showing strong linguistic ability elsewhere. Greek is best studied alongside Latin.

Aims

The aims of the GCSE course in Classical Greek are:

- to help pupils to produce clear and precise translations of the language;
- to encourage a fascination with the workings of language;
- to help pupils to access and enjoy ancient works of literature by actual Greek authors.

Content

Like Latin, the Greek course splits evenly into two sections: Language and Literature.

The Language papers test pupils' ability to understand the language, through translation and comprehension tests. Candidates will be required to learn a Defined Vocabulary List of approximately 365 words – one for each day of the year – and to recognise and translate the majority of the endings and constructions commonly found in Fifth-century Athenian Greek.

The Literature papers require pupils to read 270 lines of Greek by a selection of ancient authors. We study 135 lines of historical writing in the Fourth Form, and the remaining 135 lines of poetry in the Fifth Form. The texts reflect the Greeks' interest in cunning, bravery, adventure, and the bizarre, and provide pupils with a real insight into the methods of storytelling in the Hellenic world.

For more information about the Classical Greek GCSE course, speak to:

- Mr Lambert (Room 48 – email: lambert.tom@cheltcoll.gloucs.sch.uk)
- Mrs Reid (Room 47 – email: reid.sarah@cheltcoll.gloucs.sch.uk)
- Miss McNee (Room 47 – email: mcnee.sarah@cheltcoll.gloucs.sch.uk)

Examination Specification

OCR Greek GCSE – J291

Web address: http://www.ocr.org.uk/download/kd/ocr_33659_kd_gcse_spec.pdf

DESIGN AND 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 involves designing and making a range of Textile items: garments, accessories, and soft furnishings. 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. This coursework element runs from the end of the Fourth Form through to the following Spring 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 AQA specification, 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
AQA Design & Technology	Textiles Technology	4572

Web addresses:

Resistant materials

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

Textiles

http://web.aqa.org.uk/qual/newgcse/dandt/new/textiles_overview2.php?id=06&prev=06

DRAMA

Head of English and Drama Department – Mr T E Brewis

Head of Academic Drama – Mrs S McBride

Aims

To develop a wide range of practical, creative and performance skills alongside an awareness of dramatic styles, genres and conventions; to promote the close analysis of dramatic texts 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 really enjoy performing. It is also a course that requires pupils to enjoy working within a group – this is a crucial element of the coursework as candidates are always ultimately assessed as part of a larger performance group. To excel on this course pupils not only need a passion for all things dramatic, but they need to possess a willingness to take risks, use their imagination and work constructively with others, as well as on their own.

The emphasis throughout the course will be on practical exploration and the creation of performance; theoretical knowledge and understanding will in part be gained through this exploration and performance. To support this practical exploration and to prepare effectively for the written exam Drama students will be involved in regular classroom based theory lessons.

The benefits of the subject are manifold; of particular value is the way it develops presentational, communication and interpersonal skills. Furthermore, the stimulating activities which are undertaken every lesson allow students to develop as effective and independent learners, as well as critical and reflective thinkers with enquiring minds.

Pupils do not need to have previous dramatic experience, but obviously a proven interest in any area of the Performing Arts is an advantage. The most important thing is that if pupils choose Drama they understand that they are making a commitment to contribute actively and practically in every lesson.

Performance is an important component of the GCSE Drama course. Candidates perform English language pieces and are assessed on vocal clarity, intonation and pronunciation. Owing to this, Drama may not be an appropriate choice for pupils for whom English is not their native language. If you have any questions or you would like to discuss the matter further please speak to a member of the department before opting for GCSE Drama.

Assessment and Teaching

Assessment is via a combination of assessed performance (60%) and written examination (40%). A number of assessed performances will be undertaken during the two year course, with the two highest marks forming the basis of the final mark. These assessed performances involve working in a small group to either devise pupils' own performance or perform an extract from a published play. The examination, which will be taken in the summer of Fifth form, will include questions on the analysis of each pupil's own performance work and own contribution during the rehearsal / creation process and evaluation of a live performance seen. Due to the inclusion

of a review question on the examination paper, there is an expectation that all GCSE Drama students will take the opportunity to visit the theatre as often as possible, as part of the College's extensive programme of theatre visits.

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

GEOGRAPHY

Head of Department – Mr R J Penny

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 ensure we live sustainably. 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

2011 will be the third year of the new IGCSE (Edexcel) in Geography. Results this summer were excellent with over 86% of students awarded A*-B (62% A*-A). The course offers contemporary issues whilst 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.

To support and extend our students there is an active Lower College Geography Society which meets fortnightly, a well stocked Geography Library and weekly clinics that run throughout the year for consolidation of learning.

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. 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 features and water quality 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 morphology and regeneration in Cheltenham.

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 their site selection, sampling strategies and data collection.

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 – Miss J E Doidge-Harrison

Aims

The IGCSE History course is designed to further historical understanding and political awareness, and to develop the skills that professional historians use as part of their regular working practice. These skills of source comprehension, inference, cross-referencing and source use within balanced argument additionally dovetail with the key requirements of the AQA AS mark schemes. Extended essays analysing interpretations and addressing the extent of change over time complement the source work and stand pupils in good stead for both History at a higher level and other humanities subjects.

Content

The course follows international affairs in the Modern World. The Fourth Form build on the Third Form in-depth study of World War I and the Treaty of Versailles through the study of Germany from 1918 to 1945. They then return to compare America's experience between the wars, before going on to trace the shifting fortunes of both countries and the rise of the USSR through the early years of the Cold War, 1945-62. Britain's evolving position within this context is stressed and such interplay continues with the Fifth Form's examination of change over time in the Middle East, 1917-1973. The students enjoy expanding their studies from a European to a more global perspective, and the relevance of these topics to comprehending and interpreting events in our present day world is easily established.

Assessment and Teaching

The method of study and assessment is varied. Chronology is important, and the narrative arc arguably lacking in some school History is thereby emphasised. 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. There is no coursework or controlled assessment.

All internal exams set (and indeed a majority of preps) will be based on IGCSE papers, allowing pupils to practise their exam technique under timed conditions, which is crucial to pupils' potential to achieve their best in the final exam. The course culminates in a single exam.

Examination Specification

Edexcel IGCSE in History (4HI0)
IGCSE website

MUSIC

Head of Department – Mr G S Busbridge

Aims

Music at GCSE is ideal for pupils who have already made a promising start in their instrumental playing or singing since performance now constitutes 40% of the entire examination. Skills in composing, listening and appraising are also developed and as far as more advanced musicians are concerned, the course should comprise a satisfying subject for GCSE with the possibility of a high grade upon completion.

Subject Content

- **Listening and Appraising** (20% - externally assessed)
- **Composing and Appraising** (20% - externally assessed)
- **Performing** (40% - internally assessed).
- **Composing** (20% - internally assessed).

Assessment and Teaching

- Unit 1: 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. Five *Areas of study* are covered during the course and form the basis of the questions on the paper. In contrast to the old specification they now comprise the following 'musical' features: *Rhythm and Meter, Melody and Texture, Harmony and Tonality, Timbre and Dynamic, Structure and Form*, each being tested through knowledge of *Three Strands of Learning* which focus upon specific styles and genres from *The Western Classical Tradition, Popular Music of the Twentieth and Twenty First Centuries, and World Music*.
- Unit 2: One composition (10%) is presented in the final term of the course and is completed in 20 hours of controlled assessment. 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, through focus on two or more of the *Five Areas of Study* and must relate to the Strand of learning prescribed by the board (*The Western Classical Tradition* in 2011). The use of a music based ICT programme is encouraged and pupils will present both a score and a recording of the final composition. This is followed by an appraisal of the outcome in relation to the Areas of Study chosen indicating the link to the strand (10%) in 2 hours of controlled time.
- Unit 3: One '*Individual*' and one '*Group*' performance' 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.
- Unit 4: One composition is presented in the final term of the course and is completed in 25 hours of controlled assessment. 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 through focus on two or more of the *Five Areas of Study* and may be in any style or genre of the pupil's choice. The use of a music based ICT programme is encouraged and pupils will present both a score and a recording of the final composition.

Examination Specification

AQA Music 4270

Web address: <http://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 – Dr G L Jardim

Aims

Religious Studies is a dynamic subject which gives pupils the opportunity to study the 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 beliefs of candidates. The syllabus is suitable for candidates of any faith or of none.

Religious Studies relates well to other subjects, not only in humanities, but in the sciences as well. Knowledge acquired in History, Geography or Biology may be applicable to several of the Religious Studies' units where the moral and ethical aspect of these topics will be explored.

This course encourages candidates to:

- Acquire knowledge and develop understanding of the beliefs, values and traditions of some of the world's major religions;
- Consider the influence of the beliefs, 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 expressing different opinions.

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 beliefs and practices of religions and world-views, pupils can make connections between belief and action. Through a consideration of the beliefs behind environmental action, the needs of refugees or the work of aid agencies, pupils can become aware of the connections between beliefs, lifestyles and ultimate questions. Understanding the right to hold different beliefs enables pupils to see diverse religions and beliefs as a significant part of the local, national and global community, and of human experience.

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 subdivided 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,
- 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),
- 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 **Unit** which pupils study is Religion and Life Issues. The examination comprises **two written papers**, which make up 100% of the total marks at the end of Fifth Form.

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. 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. The course requires plenty of participation by pupils, mainly in discussion but also in independent research. The Department encourages the use of computers and information technology. 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 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.

To see the syllabus in full, please go to:

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

(Press the tab labelled "Key materials" and then press the "Specification" bullet point for a PDF version of the syllabus).

APPENDICES

SUPPORT FOR LEARNING

Dr M Plint (Director of Learning)

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 Director of Learning and provide copies of any reports or assessments. This ensures that continuity of appropriate provision can be maintained.

At the start of Fourth Form, entrants take a series of standardised tests. Test results identify pupils' strengths and 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 pupils. Teachers also refer pupils to the Learning Support Department for monitoring, further assessment or for individual support. Pupils are welcome to seek advice or support of their own accord.

Some pupils attend additional lessons 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 additional learning needs, 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. Guidance for supporting pupils is offered to teachers, tutors, Housemasters and Housemistresses. Teachers receive training in order to ensure that they are aware of current developments in supporting pupils' learning needs.

Parents who believe their daughter or son should be considered for any special examination arrangements are invited to contact the Director of Learning. College policy accords with stipulations made by the regulatory body for public examinations. The regulations are updated annually.

LOOKING AHEAD: A LEVELS, UNIVERSITY, CAREERS

Head of Department - Dr R D A Woodberry

Within Higher Education and Careers are three interlinked sections of 'UCAS and Universities', 'Careers' and 'Work Experience'. In today's workplace success starts with achieving a good degree at the most suitable university. Some will choose a subject because of the career they wish to pursue while others will know the area they wish to study but be a little unsure as to where it may lead. Work experience can also prove to be vital when securing a place at university, as well as providing inspiration regarding the choice of future career and degree to be read.

UCAS AND UNIVERSITIES

The College handles a large and diverse range of university applications. These are made, via UCAS (Universities & Colleges Admissions Service), to British universities as well as to foreign institutions in Europe and North America, in particular.

In the Fourth and Fifth Form university issues are addressed as part of the PSHCE programme. In the Sixth Form there is a series of termly meetings with Dr Woodberry to cover all the issues. A comprehensive booklet is produced annually ensuring that the most up to date information is available.

Individual students see the Head of UCAS and Universities to discuss their particular circumstances and to seek advice over personal statements and choices about degrees and institutions. A comprehensive mock interview programme is in place to cover those subjects and students likely to be called: Oxbridge, medical, dental and veterinary medicine, and Law applicants particularly. This section coordinates departments' preparations for the increasing number of university tests such as the national ones for Medicine (BMAT and UKCAT) and Law (LNAT) and the individual ones, particularly for Oxford and now for Imperial College, London.

Subject requirements for Higher Education

The usual entry requirement for a top British university is three passes at A Level, supported by one AS and four GCSEs in other subjects. GCSEs in Mathematics and English (or the IELTS qualification) are required and sometimes a foreign language is as well. A GCSE in a science subject is necessary for certain careers, such as teaching.

At the more competitive universities the minimum offer is likely to be BBB (and may of course be higher). Medical, Veterinary Science, English, History and Law courses usually require AAA or AAB. Offers from Cambridge and Oxford are unlikely to be lower than A*AA in any discipline.

Specific subjects choices at A Level

Care needs to be taken over A Level choice for certain degree courses.

Chemistry is normally **required** for Agriculture, Biochemistry, Biology, Dentistry, Food Sciences, Medicine, Oceanography, Pharmacy, Physiology and Veterinary Sciences. Biology is highly advisable for Medicine/Veterinary Medicine, though the third subject can be flexible.

Most other scientific subjects at the top universities prefer two Science A Levels plus Mathematics. Engineering requires Mathematics, and preferably Physics.

On the Arts side, the subject of the degree course is usually required at A Level with, in some cases, a foreign language. Grouping Arts and Social Science subjects together, such as English and History, or Geography and Economics and Government and Politics, can often be both beneficial and interesting. Arts subjects with a Modern or an Ancient Language are always a potent combination.

Pure Economics degree courses often require Mathematics A Level.

The following disciplines do not usually require any specific pattern:

Archaeology, Art and Design, Business Studies, Physical Education, Non-European Languages, Law, Drama, Philosophy, Politics/International Relations, Psychology, Sociology, Theology,

but benefit from a range of disciplines, i.e. for Archaeology: Fine Art, History, Mathematics plus a fourth subject.

Vocational degrees such as Architecture can require subjects from across traditional disciplinary boundaries.

N.B. Art and Design courses will require both a portfolio of work and a Foundation Course to be taken in a gap year.

Cheltenham College has an excellent record in placing both Arts and Science candidates at the major universities with Birmingham, Bristol, Cambridge, Durham, Edinburgh, Exeter, Leeds, London, Manchester, Newcastle, Nottingham and Oxford being some of the most popular destinations over the last five years (precise details can be found in the red 'Higher Education' booklet for 2011).

GCSE performance has become an important selection factor - e.g. a good grade in Latin or Modern Languages for English or History, and, especially, a good GCSE Mathematics standard for Business Studies, Estate Management and Economics.

CAREERS

Careers guidance and personal skills development are considered central aspects of a pupil's education at the College. The Careers Centre is located in the centre of the school: it is complete with a modern library, containing information on all areas, sponsorship schemes, general literature on university and career planning, together with computer and video facilities. Each House has a Tutor who supports and promotes the programme within their particular community.

In the first two years at College, guidance is of an educationally informative nature. The Fifth Form and Upper College each have a course designed for their needs. Booklets covering the services offered by these two programmes are produced and sent to parents on entry to both Years 11 (Fifth Form) and 12 (Lower Sixth Form).

The Careers section supports pupils' Gap Year plans and assists them in locating and securing Industry Sponsorship for their higher education studies.

WORK EXPERIENCE

The section works to foster a range of contacts and arrangements with both local and national businesses (especially those used by College), professional bodies (such as RIBA, RICS, the Royal College of Surgeons and the Law Society), ex-pupils (through the Cheltonian Association), local and regional hospitals and charities.

In future it is hoped that through working with the Cheltonian Association it may be possible to offer overseas placements. Liaison with the Junior School and their Year 8 work experience programme further extends the range of contacts for both schools.

EXAM RESULTS 2006-2011

GCSE

2011	NUMBERS	A* GRADES	A GRADES	B GRADES	C GRADES	D GRADES	% A * A 2011	% A-C 2011	% A * A 2010	% A-C 2010	% %A * A 2009	%A * A 2008	%A * A 2007	%A * A 2006
Art	28	1	11	11	5	0	43	100	63	95	75	68	16	30
DT Materials	27	9	11	5	2	0	70	100	73	100	77	57	62	63
DT Textiles	7	3	4	0	0	0	100	100	100	100	70	73	75	60
Drama	30	2	9	11	7	1	23	97	65	100	41	42	72	41
English	95	14	34	33	14	0	51	100	59	99	69	44	33	49
English Lit	95	40	16	21	14	3	59	96	73	100	61	47	49	42
French	69	12	13	20	15	8	33	87	42	94	61	45	34	49
Geography	80	30	21	17	6	5	61	93	66	96	75	56	80	61
German	9	4	3	2	0	0	78	100	69	100	60	82	91	64
Greek	5	2	3	0	0	0	80	100	33	100	100	100	100	100
History	85	34	18	20	8	5	61	94	42	95	79	54	46	39
Latin	22	7	13	1	1	0	91	100	33	96	55	41	27	55
Mathematics	101	27	33	24	17	0	59	100	55	96	66	50	54	55
Music	8	7	0	0	1	0	88	100	86	93	100	100	100	100
PE	44	10	10	13	7	4	43	91	51	95	71	73	80	57
RS	23	12	7	3	1	0	83	100	46	100	77	50	69	72
Science (Double Award)	202	49	65	41	23	23	56	88	41	89	55	47	57	57

Overall %

Year	Percentage A* grades	Percentage A* and A grades	Percentage A to C grades
2006	18 %	50 %	98 %
2007	21 %	51 %	97 %
2008	18%	50%	97%
2009	32%	65%	98%
2010	24%	57%	95%
2011	32%	65%	97%

A Level results 2008-11

Subject	Students	A*/A	B	C	D	E	% A/B	% pass
Art	52	27	15	7	3	0	81%	100%
Biology	98	38	28	18	9	4	67%	99%
Business St.	87	17	30	24	13	1	54%	98%
Chemistry	113	52	27	15	10	7	70%	98%
D&T: Materials	48	21	17	5	5	0	79%	100%
D&T: Textiles	20	6	10	4	0	0	80%	100%
Economics	130	66	37	17	8	2	79%	100%
English	122	59	41	16	6	0	82%	100%
French	45	22	14	4	4	1	80%	100%
Geography	127	49	47	24	5	1	76%	99%
German	18	13	2	2	1	0	83%	100%
History	122	58	38	21	5	0	79%	100%
Hist. of Art	34	20	8	5	1	0	82%	100%
Latin	10	10	0	0	0	0	100%	100%
Mathematics	174	103	32	18	14	5	78%	99%
Further Maths	48	26	14	4	1	3	83%	100%
Music	11	8	2	1	0	0	91%	100%
PE	75	23	24	18	7	2	63%	99%
Politics	76	26	24	14	9	2	66%	99%
Physics	89	37	17	18	8	8	61%	99%
Religious St.	14	8	3	3	0	0	79%	100%
Spanish	19	11	4	1	1	0	79%	89%
Theatre St.	25	6	14	3	2	0	80%	100%
TOTAL	1557	706	448	242	112	36	74%	99%

A was introduced at A Level in 2010*