



**THE MIDDLE SCHOOL ACADEMIC GUIDE**

**REMOVE & FIFTH FORM (YEARS 10 & 11)**

**2017 – 2019**

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## Introduction

The teenager of this decade is already different from his or her predecessor. The digitisation of information and communication is rapidly changing the educational roadmap as well as the personal lives of all who use it. There are exciting new opportunities, but many new pressures, and even pitfalls. Our aim remains much as it has always been to create a stimulating learning environment focusing upon a truly all-round education. But today, more than ever, our task is to combine the best of the old with the best of the new in a way that both excites the pupils in a modern sense, but also directs them towards traditional academic skills and strengths. In a world of mass information and instant connectivity, our overall pedagogy focuses upon developing educated individuals through the core themes of '[researching, questioning and communicating](#)'. However, much that you will read in this Guide might look fairly similar to what has gone before, but take a step into the classroom, or look at how a pupil studies and learns, and the changes will become apparent.

As you will no doubt be aware, the examination curriculum for this age-group itself has undergone various evolutions in recent years. Most national GCSEs were revised for teaching in 2009 and examination in 2011 (science was revised in 2007). Mathematics and English have now been completely overhauled with very different courses commencing last September. Having looked at these courses, along with many schools of our type, the majority of our departments have elected to teach and to continue with the **International GCSE (IGCSE)** courses rather than the various revisions of the national GCSE programmes. We believe that many of the national courses lack the academic depth that our pupils need thereby failing to provide adequate academic preparation for the Sixth Form.

IGCSEs are provided by two examination boards, Edexcel and CIE, and are viewed favourably by universities. Not only are they taken by schools in a wide variety of countries and have international value, but, as indicated, they have also been adopted by many British schools as more a more consistent, interesting and challenging academic pathway. That said, we are interested above all in choosing the best courses for our pupils, and in some subjects the national GCSE presents a more attractive package.

The Removes and Fifths, the (I)GCSE years, remain a very important stage in any pupil's education. They are acquiring the interests, habits and skills which will become the foundations of their future studies. In addition to the core curriculum which everyone studies, early in the Summer Term of the Shell year (Year 9) pupils are asked to make provisional choices from a list of optional subjects. Their housemasters/mistresses and tutors, in consultation of course with parents, will help them make appropriate selections. The simple advice is that a pupil ought always to choose the optional subjects that he/she likes best. It is certainly worth considering possible Sixth Form options and careers, but we generally find that a happy pupil is a successful one. In terms of careers or university courses, it really doesn't matter which optional subjects are taken at this stage. Most specific and vocational career options are accounted for in the core subjects. However, to retain balanced programmes of study, we do encourage pupils, wherever possible, to consider at least one creative subject (from art, design & technology, drama and music) and at least one humanity (from geography, history and religious studies). Contrary to some perceptions, entrance at top universities is simply not dependent upon the number of subjects studied or qualifications gained. It is the quality that counts. A profile of nine A\*/A grades is far better than eleven or twelve A/Bs.

Education at King's is a full-time experience, much of which takes place outside the daily academic timetable: opportunities for music, drama, sport and other 'after hours' activities are integral to the Middle School programme as we seek to ensure the broader development of the pupils' intellectual, cultural and personal interests. Through enlisting in the CCF or taking part in the Duke of Edinburgh's Award Scheme, there are also many opportunities for service, skills, recreation and expeditions. In addition, we hope to stimulate an enquiring mind that asks questions and wants to pursue the acquisition of knowledge and skills for their own sakes. Pupils should certainly be stretched and working hard, but this is also a crucial time for the development of their individuality and creative talents.

Throughout these formative years, they will be given careful guidance to help them stay on top of requirements and work-loads, and to maintain a balanced approach to both their academic work and their co-curricular involvement. However, we aim also to encourage them to begin to take more control of their own learning, especially with regard to developing a good working routine, developing more self-organisation and an increasing ability to study independently.

## The Middle School Curriculum

Core examined subjects taken by everyone	GCSE optional subjects	Non-examined subjects
English Language IGCSE	Art & Design GCSE <u>or</u> Photography GCSE	Physical Education**
English Literature IGCSE	Classical Civilisation GCSE	Personal, Health and Social Education**
Mathematics IGCSE	Classical languages: Latin & Greek (2 GCSEs) Latin (GCSE)	Art History*
Modern Language: <u>one</u> of French IGCSE, German IGCSE, Mandarin GCSE, Spanish IGCSE	Computer Science IGCSE	Economics*
Science IGCSEs: <i>either</i> Double Award <i>or</i> Separate Sciences	Design & Technology: <i>Either</i> Product Design GCSE <u>or</u> Engineering GCSE	Careers*
	Drama IGCSE	Politics*
	Geography IGCSE	Geology*
	History IGCSE	Philosophical Thinking*
	(Second) Modern Language: <u>one</u> of French IGCSE, German IGCSE, Mandarin GCSE, Spanish IGCSE	* These lessons are part of a carousel system in the Fifth Form  ** These subjects are part of the Remove curriculum, then become part of the Fifth Form carousel
	ICT IGCSE	
	Music GCSE	
	Physical Education IGCSE	
Religious Studies IGCSE		

## The Compulsory or 'Core' GCSE/IGCSE Subjects

All pupils continue with the following to GCSE/IGCSE:

- **English:** Language and Literature (two IGCSEs)
- **Mathematics:** one IGCSE
- **Modern language:** French *or* German *or* Mandarin *or* Spanish (one GCSE/IGCSE)
- **Science:** two or three IGCSEs as either the Double Award or as Separate Sciences

### Notes

1. **Mathematics:** The present policy for the 'top' mathematicians is for them to work towards both the IGCSE and the ['free standing maths qualification'](#) (FSMQ) preparing them for A Level. Both are taken at the end of the Fifth Form.
2. **Science:** The final decision as to who is to take the Separate Sciences or the Double Award is taken at the end of the Remove year, although there are occasionally later changes for exceptional reasons.
3. **Modern Languages:** these fall within our option blocks. However, we do expect our pupils to take a modern foreign language for GCSE/IGCSE. In exceptional cases, we are prepared to relax this rule to allow a pupil to choose another optional subject instead.

## Optional GCSE/IGCSE Subjects

Pupils are asked to choose **three** subjects from the following list:

- Art: Art & Design *or* Photography
- Classical Civilisation
- Classical languages: Greek and Latin (two GCSEs) *or* Latin
- Computer Science
- Design and Technology: Product Design *or* Engineering
- Drama
- Geography
- History
- Information and Communications Technology (ICT)
- Modern Language (in addition to the language in the core): French *or* German *or* Mandarin *or* Spanish
- Music
- Physical Education
- Religious Studies

### Notes

1. Most combinations are possible except, due to the limited number of 'double periods available', *some* choices involving classical civilisation, art subjects, computer science, design & technology subjects, and ICT.
2. Pupils are encouraged to choose at least one 'creative' subject from art, design and technology, drama and music and one at least one 'humanity' subject from classical civilisation, geography, history and religious studies. However, it is recognised that this is not always applicable.
3. Those studying the Greek & Latin option take both subjects at GCSE at the end of the Fifth Form – we refer to this as *Gratin*.
4. It **may** be possible for some pupils to take art or photography GCSE *off-timetable*, and in addition to their other GCSEs/IGCSEs. This will involve dedication and commitment and prior permission should be sought from the Art department.
5. Music Scholars are also able to take music GCSE *off-timetable*, thus either freeing up time during the day for extra music practice or providing opportunity to take an extra GCSE.

### **Enrichment Studies: Non-GCSE Subjects**

In addition to the GCSE subjects, pupils in the **Removes** will have lessons in:

- Physical Education (PE)
- Personal, Social and Health Education (PSHE including citizenship and study skills)

These will continue in the **Fifth Form**, with lessons in extra subjects added on a carousel basis in:

- Economics
- Art History
- Politics
- Careers
- Philosophical Thinking
- Geology

**Luke Bartlett, Deputy Head Academic**  
**Claire Anderson, Head of Removes\***  
**Matt Browning, Head of Fifths\***

\*In 2017-2018, Matt Browning will become Head of Removes  
and Claire Anderson will be Head of Fifths

# GCSE/IGCSE Subject Details

## English Language and Literature

### **Course Content**

As Shells, pupils study prose—either a modern novel or a selection of short stories—and various poetry, and practise a wide variety of writing, such as literary criticism, newspaper articles, diaries, playscripts and travel pieces. They also cover in detail spelling, punctuation, grammar, syntax, paragraphing and essay technique, and skills such as attaching footnotes and composing a bibliography. As Removes they begin to study for CIE IGCSE English Language and English Literature, both at the higher ('extended') tier. These require pupils to evaluate a wide range of texts, to show some awareness of cultural contexts, and to communicate using wide-ranging vocabulary in an appropriate style.

### **Methods of Assessment**

For the English Language exam they write formally from a range of possible tasks (such as newspaper reports, letters and interviews), analyse an author's language by assessing the impact of eight words or phrases, and write two short summaries – one in fifteen bullet points and then, using the same material, a second in a coherent paragraph. For coursework they write three short pieces (500-800 words) – informative or persuasive, narrative or descriptive, and a response to a piece of non-fiction. For English Literature they take two exams. For the first they study three texts – drama, prose and poetry – on each of which they have a choice between two questions; and for the second they write critical commentaries about one unseen poem, or extract from a poem, and one unseen passage of prose.

Both year groups, Remove and Fifth Form, are split into two blocks according to the division of Mathematics into Higher and Standard tiers. Each block is then divided into four or five English sets of, on average, 18 pupils. They are equally distributed according to sex and there is no streaming according to ability. Each set has the same teacher for two years. The coursework folder must be completed by March in the second year of the course and there are full mock exams in January, so pupils are expected to revise their set texts over both the Christmas and the Easter holidays. Although the exams are important, which is reflected in the intensive timed skills practice in the final weeks of the course, the department tries to instil in pupils a love of language and of literature for their own sake. The courses are naturally subject to constant review, and degrees of emphasis may change accordingly.

Schemes of work will be tailored to the aptitude, interests and experience of each set, so that some might study extra literature to complement set texts, while others might concentrate more on mastering key language skills. But every set will experience a rigorous and colourful combination of reading, writing, speaking and listening to equip them both for Sixth Form English, if they so choose, and for life beyond the classroom.

### **An Example of a Coursework Folder**

#### *English Language (500-800 words each)*

- |                |   |
|----------------|---|
| 1 Argument:    | 'Mobile phones are more of a curse than a blessing.' Do you agree?  |
| 2 Description: | 'The Arrival' (a travel piece)  |
| 3 Response:    | A letter to an author refuting his claim in The Guardian that boarding schools are no better than borstals. |

**Dr Alex Latter, Head of English**

## **Mathematics**

### ***Course Content***

The (Edexcel) IGCSE Mathematics course comprises topics of number, algebra, shape & space and data handling, with some basic calculus ideas being introduced towards the end. The course is cumulative, so that knowledge brought from previous schools will be built on and developed throughout the three years to IGCSE. The IGCSE course provides an excellent preparation for AS and A level. Mathematics is taught in sets and, as pupils mature mathematically at different rates, the sets are under constant review.

### ***Methods of Assessment***

All pupils usually enter for IGCSE at Higher tier. The new (9-1) IGCSE (first teaching September 2016 and examination summer 2018) will have a greater demand for problem-solving and reasoning than the previous version. The top two or three sets will finish the syllabus well before the end of the Fifth Form and are likely to embark on further areas of study, perhaps doing the [‘free-standing mathematics qualification’](#) (FSMQ) in Additional Mathematics as well as the IGCSE. The lowest set is likely to spend more time consolidating the core work and will not cover in great detail all of the more complex topics in the Higher level syllabus. The full range of higher grades up to 9 will be available to all, however.

The final assessment is based entirely on two, two-hour examination papers (the FSMQ has one two-hour paper).

### ***Coursework***

There is no coursework requirement for the IGCSE, but investigational work will be done in normal lessons nonetheless.

**Stuart Ocock, Head of Mathematics**

## Modern Languages: French / German / Spanish

French, German and Spanish are be taught to IGCSE in the Middle School. Speaking, writing, reading and listening skills have equal importance. A structured approach to grammar acquisition is provided by the internal examination system.

### **Course Content**

#### **SPEAKING**

An oral examination of approximately 12 minutes conducted by the pupil's teacher, but marked by the school and moderated by the Board, consisting of the following elements:

- Role-play on everyday situations (e.g. buying food, clothes and so on)
- Presentation and discussion of a topic of the candidate's choice
- General conversation on prescribed topics

#### **WRITING**

Candidates respond to three writing tasks: a list of relevant vocabulary, a relatively simple narrative piece (90 words), and finally a more complex piece requiring mastery of various tenses (140 words). There is no coursework in IGCSE.

#### **READING**

A variety of question types based on texts of a similar nature and difficulty to those found in course books studied.

#### **LISTENING**

A variety of question types on listening material from the Board. The recorded material is of a similar nature and difficulty to that found in the course books studied.

**Ben Pennells, Head of Modern Languages**

## Modern Languages: Mandarin

Mandarin is taught to GCSE in the Middle School. Equal emphasis is placed on the four skills of speaking, listening, reading and writing. Pupils taking Mandarin GCSE in 2014 and after will follow the Edexcel GCSE new specification. All pupils are entered for the Higher Tier, except on the rare occasions that there is an over-riding reason for not doing so.

### **Course Content**

#### **LISTENING**

A variety of question types based on material prepared by the Board. The content relates to four prescribed common topic areas: out and about; customer service and transactions; personal information; future plans, education and work. All questions will have English language titles and rubrics.

#### **SPEAKING**

An oral examination of approximately 8-12 minutes conducted by the pupil's teacher, marked by the centre, but with representative samples externally moderated by Edexcel. Pupils must choose two different task types from the options below:

- an open interaction

- a picture-based, free-flowing discussion
- a presentation followed by discussion

and should choose one or more of the following themes: Media and culture; sport and leisure; travel and tourism; business, work and employment or a centre-devised option

## READING

A variety of question types based on material prepared by the Board. The content is same as in Listening. All questions will have English language titles and rubrics.

## WRITING

Pupils must complete two separate writing tasks with about 250 characters in each task. The two sessions must be undertaken in controlled conditions in a single assessment session of no more than one hour. Pupils can refer to a dictionary when undertaking their assessments.

**Lixin Liu, Head of Mandarin**

## **Science: Biology / Chemistry / Physics**

Our curriculum in science for the middle school has two functions:

**1) to prepare pupils for advanced courses in sciences**

A large proportion of our sixth formers study at least one science at A level and many continue to university to read for science-related degrees. IGCSE science gives them the sturdy foundations they need to cope with their future studies.

**2) to equip pupils with an understanding of science for life**

It is not easy to negotiate a path through modern technological life without an appreciation of the sciences, whether it is comprehending the way that gadgets work, being able to enter the debate about ethical issues or simply treating science stories in the press with suitable caution. We also believe that the development of the young brain is deficient unless stimulated by exposure to rational argument, quantitative reasoning and data handling and by practising manipulative skills and safe working. In our teaching we hope to instil in all our pupils a sense of awe about science, the Universe and the planet on which we live.

We enter pupils for the Edexcel IGCSE examination, starting the course in the Shell year. As always at King's, all science lessons are delivered as distinct subjects (Biology, Chemistry and Physics) by specialist teachers in dedicated laboratories. At the end of the Shell year we set pupils.

During the Remove year all pupils are taught the same material and at the end of that year a decision is made about who should be entered for:

- a) Triple Award IGCSE (a separate grade is issued for each Science) or
- b) The Double Award IGCSE (the marks in each Science are totalled and 2 grades, e.g. AA, awarded for "Science")

During the Fifth form, 6 or 7 sets are being prepared for the Triple Award and 2 or 3 for the Double Award. All candidates sit separate 2 hour exams in Biology, Chemistry and Physics. Triple Science pupils will take a further 1 hour paper in each science. The extra material for this extension paper is clearly distinguishable in the specification.

The Science Departments offer many enrichment opportunities for our more curious-minded or gifted scientists (including the opportunity to gain CREST Awards), as well as plenty of support for those who find science more of a mystery.

**Louise Comber, Head of Science (Curriculum)**

### **Biology**

In the Remove year all pupils will consider aspects of biochemistry including enzymes and animal nutrition. They will also look at respiration and gas exchange in animals and coordination and control. In addition, transport in plants and animals plus food production using microorganisms, decay, nutrient cycles and the effect of humans on the environment will be viewed.

In the Fifth Form, all will study gas exchange in plants, fish farming as well as asexual and sexual reproduction including in humans and plants. Genetic inheritance, selective breeding and gene modification will be considered.

**Stephen Winrow-Campbell, Head of Biology**

### **Chemistry**

In the Removes, pupils will study the following topics: chemicals from oil, atomic structure, bonding, periodic table, acids, alkalis and salts, tests for ions, rates of reaction and introduction to moles.

In the Fifth Form they will study electrolysis, quantitative aspects of chemistry (moles, electrolysis, energetics), equilibria, synthetic polymers and the industrial manufacture of ammonia, sulphuric acid and ethanol.

**Stewart Hayes, Head of Chemistry**

### **Physics**

In the Removes and Fifth Form, pupils will look at the new topics of waves, radioactivity, electricity, forces and motion, magnetism and electromagnetism and will build upon the work started in the Shell year by studying the more complex aspects of energy resources, energy transfer, solids, liquids and gases.

**Louise Comber, Head of Physics**

## **Art & Design / Photography**

### ***Preconditions***

The only prerequisites for entry to the GCSE course are a keen interest in Art & Design/Photography, plus a visual awareness and a desire to produce creative work of a personalised nature. The growth in the creative industries requires a deep understanding of the world of Art and Design that can be gained through academic study at this level.

### ***Course Content***

There are 2 alternative courses offered for GCSE Art & Design.

#### **EITHER**

**Art, Craft and Design** a non-specialist wide ranging course with a **Fine Art** bias, involving all aspects of Painting and Drawing, Sculpture, Textiles, Ceramics, Photography, Printmaking, and Computer Art.

#### **OR**

**Photography/lens based media** using, computer aided design and other photographic/graphic media.

The courses allows pupils to produce a range of work that most suits their specific interests and abilities. They will investigate a variety of techniques and processes that will give them the freedom to develop their strengths. There will be the opportunity to produce 2-dimensional and/or 3-dimensional work within the structure of the courses.

During both courses they will be introduced to the work of other practitioners. These will be artists and designers, both historical and contemporary, whose creative work may serve to inform and inspire. It also provides the chance to explore and understand the way in which works by such practitioners relate to the society, time and place in which they were produced.

### ***Method of Assessment***

All artwork is internally marked and externally moderated by Edexcel.

The GCSE requires the submission of Coursework Unit plus an Externally-set Examination Unit which culminates in a 10 hour timed piece. Candidates complete their coursework component by the beginning of February in the Fifth Form. The examination unit is completed early in the summer term following the production of a 10-hour exam final piece.

The coursework unit has a weighting of 60% and the Externally-set Task has a weighting of 40% of the total GCSE grade.

**Peter Cordeaux, Director of Art**

## Classical Civilisation

### Classical Civilisation GCSE J199 (9-1)

All pupils have studied some Latin and Classical Civilisation as part of their Shell curriculum so that they can make an informed choice for GCSE.

Classical Civilisation is studied in English, though there are some technical names to master.

OCR's GCSE (9–1) in Classical Civilisation will help learners to understand the legacy of the classical world, whilst developing their knowledge and skills in preparation for further educational opportunities, including A level Classical Civilisation.

<b><u>Component Group 1:</u></b>	<b><u>Compulsory component</u></b>	<b><u>Exam information</u></b>
<p><b>Thematic Study</b> Learners must study <b>one</b> component in this component group, chosen from:</p> <ul style="list-style-type: none"> <li>• Myth and religion (11)</li> <li>• Women in the ancient world (12)</li> </ul> <p>Both of these components involve a comparative study of ancient Greece and Rome, and combine literary and visual/material sources.</p>	<p><b>Thematic Study</b> J199/11 Myth and religion <i>or</i> J199/12 Women</p> <p>90 marks 1 hour 30 minutes Written paper</p>	<p>This component is worth 50% of the total GCSE.</p> <p>There are three sections to the paper: one on <b>Greece</b> one on <b>Rome</b> one on <b>Greece and Rome</b></p> <p>Each section is worth 30 marks.</p>
<b><u>Component Group 2:</u></b>	<b><u>Optional component</u></b>	<b><u>Exam information</u></b>
<p><b>Literature and Culture</b> Learners must study <b>one</b> component in this component group, chosen from:</p> <ul style="list-style-type: none"> <li>• The Homeric world (21)</li> <li>• Roman city life (22)</li> <li>• War and warfare (23)</li> </ul> <p>All of these components contain two elements; one in-depth cultural study and one study of related literature</p>	<p>– any one from the following three:</p> <p>J199/21 Homeric World J199/22 Roman city life J199/23 War and warfare</p> <p>90 marks 1 hour 30 minutes Written paper</p>	<p>This component is worth 50% of the total GCSE</p> <p>There are two sections to the paper: one on the <b>Culture</b> topics and sources, one on the <b>Literature</b></p> <p>Each section is worth 45 marks.</p>

There is no coursework or controlled assessment in Latin/Greek GCSE.

The new GCSEs have a new grading system where 9 is the highest grade available and 1 is the lowest.

OCR's GCSE (9–1) in Classical Civilisation will encourage learners to:

- gain a broad knowledge and understanding of a range of literary and cultural materials from the classical world and the ability to use these to acquire knowledge and understanding of aspects of the classical world
- use their knowledge, in conjunction with their analytical and evaluative skills, in order to gain insight into the classical world from the literary and material culture studied
- demonstrate an informed response to the material studied, selecting a range of appropriate evidence to support an argument
- develop awareness of how classical sources reflect issues relevant both in the classical world and today, such as questions of gender, belief, sexuality and citizenship.

Further detail can be found on the OCR website:

<http://www.ocr.org.uk/Images/315240-specification-accredited-gcse-classical-civilisation-j199.pdf>

**Janet Taylor, Head of Classics**

## Classical Languages: Greek and Latin

### **Latin GCSE J282 (9-1) and Greek GCSE J292 (9-1)**

The aims of GCSEs in Latin and Greek are broadly similar. Pupils may offer Latin GCSE or, (usually) if they have studied both languages in the Shell year, Latin and Greek GCSEs (Gratin).

OCR's GCSEs (9–1) in Latin/Greek have been designed to help learners develop their understanding of the Latin/Greek language and the related ancient literature, values and society.

### **Specification overview**

<b><u>Language</u></b>	<b><u>Compulsory component</u></b>	<b><u>Exam information</u></b>
Learners study texts and stories in Latin/Greek to build knowledge and understanding of Latin/Greek vocabulary, accidence and syntax.	<b><u>Latin GCSE</u></b> J282/01: Language  <b><u>Greek GCSE</u></b> J292/01: Language	100 marks 1 hour 30 minutes Written paper  This component is worth 50% of the total GCSE

<b><u>Prose and Verse Literature</u></b>	<b><u>Optional components</u></b>	<b><u>Exam information</u></b>
<p>Learners study set texts in Latin/Greek and answer questions in English on aspects of content and analyse, evaluate and respond to the ancient literature they have studied.</p> <p>Literature and Culture</p> <p>Learners study two topics on Roman/Greek Civilisation and Culture using the sources in the Prescribed Sources Booklet and answer questions in English on aspects of content, culture, social practices and values.</p>	<p><b><u>Latin GCSE</u></b></p> <p>– any two from the following five:            J282/02: Prose Literature A            J282/03: Prose Literature B            J282/04: Verse Literature A            J282/05: Verse Literature B            J282/06: Literature and Culture</p> <p><b><u>Greek GCSE</u></b></p> <p>– any two from the following five:            J292/02: Prose Literature A            J292/03: Prose Literature B            J292/04: Verse Literature A            J292/05: Verse Literature B            J292/06: Literature and Culture</p>	<p>50 marks            1 hour            Written paper</p> <p>The two components are each worth 25% of the total GCSE</p>

There is no coursework or controlled assessment in Latin/Greek GCSE.

The new GCSEs have a new grading system where 9 is the highest grade available and 1 is the lowest.

OCR's GCSE (9–1) in Latin/Greek will enable learners to:

- develop and deploy their knowledge of vocabulary, morphology and syntax in order to read, understand and interpret Latin/Greek
- develop their knowledge and understanding of ancient literature, values and society through the study of original texts and deepen their insights into the relevance of Latin/Greek and of ancient literature and civilisation to better understand the modern world of diverse cultures
- select, analyse and evaluate evidence to draw informed conclusions from the literature studied so that they can demonstrate knowledge and understanding of the historical, literary and cultural context of a text and identify and appreciate its literary form and the impact its author intended it to have on the reader
- develop and apply their critical, analytical and reflective skills to evaluate evidence from a range of sources

OCR's GCSEs (9–1) in Latin/Greek should engage learners and develop a desire within them to continue learning Latin/Greek and help develop a lifelong enthusiasm for the Classical world.

Further detail can be found on the OCR website:

<http://www.ocr.org.uk/qualifications/by-type/gcse/classics/>

**Janet Taylor, Head of Classics**

## **Computer Science**

This option is based on the Cambridge International Examinations (CIE) leading to an IGCSE in Computer Science (0478). Pupils will be assessed both on their practical skills as well as their knowledge and understanding of Computer Science. All assessment is by examination in the summer term of the second year of the course.

<b><i>Paper</i></b>	<b><i>Assessment</i></b>	<b><i>Weighting</i></b>
1	Written	60%
2	Practical	40%

Paper 2 will require pupils to look at and learn pre-release material; 40% of this paper will be tested on the pre-release material. Paper 1 will focus largely on the theory topics covered in the course.

Pupils are required to apply their knowledge, skills and understanding of Computer Science to a range of situations. They will need to analyse, design, implement, test, and evaluate programmed solutions and develop an understanding of the wider applications and effects of Computer Science.

Over the course of the two years students will develop:

- computational thinking about what can be computed and how, and includes consideration of the data required
- understanding of the main principles of solving problems by using computers
- understanding that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- skills necessary to apply understanding to solve computer-based problems using a high-level programming language

**Chris Wooldridge, Head of Computer Science**

## **Design & Technology**

Design and Technology is a practical subject that teaches students how to apply technical skills, knowledge and understanding when designing and developing ideas, and planning for, making and evaluating products. Depending upon timetabling and numbers, the following two options will be offered: **Design & Technology – ‘Product Design’** and **Design & Technology – ‘Engineering’**.

Both courses follow the same newly reformed Design & Technology specification, and therefore share a common core content, course structure, and assessment programme. However, the new Design & Technology GCSE courses allow schools the option to choose which materials they wish to study in depth, and it is in this way that the two courses differ; with one course having a technical engineering bias, and the other emphasising creative product design. Both courses provide an excellent foundation for A Level Product Design and a possible future career in design. Students considering engineering as a possible career will require top grades in Maths and Physics at A level, but will find both the Product Design and the Engineering courses provide a valuable insight and understanding into materials, techniques and processes routinely used by engineers.

### **Design & Technology – both courses**

#### ***Preconditions***

Both courses have a large coursework element and it is therefore essential that students opting for either course are able to manage their work outside of lessons (e.g. prep) in order to meet deadlines.

#### ***Common core content:***

- Design thinking and communication skills
- Properties and applications of a wide range of materials
- Technical understanding of forces, types of motion and mechanical and electronic devices
- Analysis and evaluation of existing products and the work of professional designers
- Designing products to meet the needs of the primary user and other stakeholders
- Human factors of design e.g. ergonomics, anthropometrics and usability
- The impact and responsibility that designers have on society and the environment
- Evaluating the viability of design ideas and prototype products
- Practical application of basic mathematics (e.g. ratio, scale, surface area, graphs, etc.)

#### ***Common course structure:***

In the first year of the GCSE, students will learn the core content and study at least one material in depth. Students will have a number of opportunities to develop their creative design skills and learn about a wide range of materials and processes through a combination of theory and practical activities.

In the Fifth Form candidates will design and make a single substantial artefact of their own design, based on a theme set by the exam board. All candidates produce an extensive design folder to accompany the practical work. The project and folder are finished by Easter of the Fifth Form and together they contribute 50% to the overall GCSE mark. The remaining 50% of the overall grade is based on the result of a two-hour written exam paper.

## **Design & Technology – ‘Product Design’**

### ***Preconditions***

This course will suit pupils who have an equal interest in both designing and making and who wish to explore the creative opportunities available in this subject.

### ***In-depth material focus***

Product Design students will gain an in-depth practical understanding of how products can be manufactured from at least one (and preferably two) materials; such as natural and manufactured timbers and/or thermo and thermosetting polymers. They will learn how to utilise materials and techniques to produce usable, aesthetically pleasing and creative products.

## **Design & Technology – ‘Engineering’**

### ***Preconditions***

This course will suit students who are less interested in the creative aspect of design and are more interested in the technical skills and knowledge relating to electronics and metal base manufacturing processes. There is likely to be a substantial component of work in ICT including CAD/CAM and the programming of PICs (micro-chip computers).

### ***In-depth material focus***

Engineering students will gain an in-depth understanding of ferrous and non-ferrous metals and/or mechanical/electronic components and systems required to pursue the solution to technical problems and working products.

**Matthew Rolison, Head of Design & Technology**

## **Drama**

Drama is a subject which offers students a wealth of life skills. It is invaluable as a means of building self-confidence, discovering how to present to an audience, and solving problems using a wide variety of techniques. An interest in drama is important (many students go on to take A Level Theatre Studies), but the course need not be seen as vocational. IGCSE Drama develops valuable communication, teamwork, leadership and presentation skills.

### ***Preconditions***

Talent for performance and enthusiasm for theatre is vital given the emphasis in the examination on theatrical production.

### ***Course Content***

The Remove year is viewed as preparation, providing the foundation for the examinations taken in the Fifth Form. The content also provides an excellent basis for A Level Theatre Studies should the student decide to follow the subject through to Sixth Form level. Working co-operatively as part of a production team is an underlying theme throughout the whole course, complemented by more specific studies of theatre production and acting techniques.

The Fifth Form year culminates in the Cambridge IGCSE examination which comprises two papers involving a balance of practical and written work.

### **Paper 1: Written examination**

Candidates answer questions based on a devised piece and a longer play extract, which are prepared and performed during the Lent term of the Fifth Form. The examination requires the candidates to respond as actors, designers and directors, reflecting upon and evaluating their practical work. The questions on the play extract are based on the candidates' understanding of both the text and the practical aspects of production. This written paper is taken in the summer term of the Fifth Form.

### **Paper 2: Coursework**

Each candidate submits a total of three pieces of practical work: one individual piece and two group pieces. They take part in planning, rehearsing, performing and evaluating drama and are assessed on their individual practical contributions during this process. They are then assessed on their practical ability in performing the work to an audience. This is examined during the autumn term of the Fifth Form.

**Rebekah Beattie, Head of Drama**

## Geography

### **Preconditions**

There is no minimum entry qualification, but pupils should be interested in the world around them and in learning about people, places and environments. IGCSE Geography combines well with all subjects: it is both a Science and an Art. With the exception of the Morocco trip, all field trips are both compulsory and funded by the school.

### **Course Content**

The IGCSE takes a full worldview of Geography, appreciating the differences and similarities between people's views, values, and attitudes, by helping to develop a framework of spatial awareness from local to global environments. To this extent areas of study are chosen from all around the world and maps and resources are not confined to just the UK but will be drawn from a variety of international sources. There is no coursework, but it is a requirement that pupils participate on fieldtrips and have opportunities to study outside of the classroom.

### **Removes**

<b>COURSE TOPICS</b>	<b>FIELD TRIPS</b>
<i>River Environments</i>	North Downs chalk escarpment Horton Kirby and the River Darent
<i>Urban Environments</i>	Village study in Kent (Bridge) Canterbury urban structure and land use Canterbury environmental quality survey
<i>Coastal Environments</i>	Kent coastline

### **Fifth Form**

<b>COURSE TOPICS</b>	<b>FIELD TRIPS</b>
<i>Development and Human Welfare</i>	Morocco trip (optional)
<i>Ecosystems &amp; Rural Environments</i>	Thanet Earth

### **Method of Assessment**

There are two exams (1.5 hours each) taken at the end of the Fifth form. The papers consist of structured short answer questions, data response questions, and one longer question per topic of study. There are also questions relating to the fieldwork undertaken over the two years, but there is no coursework.

**Robert Sanderson, Head of Geography**

## History

### ***Preconditions***

The importance of History as an academic subject in the school curriculum has been very much in the news. The History department believes that it is vitally important for pupils to gain an understanding of why we are where we are in the modern world. There are no specific pre-conditions but it is helpful to have a keen interest in the past, in human nature, in the motivations of individuals and groups. Historians want to tease out truth from fiction and enjoy the power of rhetoric and argument. They have a fine-grained attention to detail combined with an ability to grasp broader themes, connections and developments.

History lies at the crossroads of the Sciences and the Arts: it deals in facts and values and precision at the same time as combining elements of creativity and interpretation. The study of History develops a range of intellectual and critical skills which are useful on their own account and as preparation for later life the commercial world. History develops the ability to select, analyse and present material from a variety of sources and to come to sensible, balanced conclusions on the basis of evidence. History will appeal to those who want to learn to think critically in the context of a body of knowledge.

The study of History develops important intellectual and critical skills. These have been recognised, for instance, by Russell Group universities as relevant to the study of Law at university.

### ***Course content***

The course develops a chronological overview with depth studies across the 20<sup>th</sup> century and into 21<sup>st</sup> century; it has a rigorous and academic political content in British, European and Worldwide history, building upon the Shells course of the two World Wars.

The final assessment consists of **two** written examination lasting one-and-a-half hours each at the end of the Fifth form. There is no coursework.

<b><i>Topic</i></b>	<b><i>Assessment weighting</i></b>
Germany: 1918-45	25%
Russia: 1914-1924	25%
Superpower Relations (Cold War) 1945-1962	25%
Conflict, crisis and change: China, c. 1911-c1989	25%

**David Perkins, Head of History**

## Information and Communications Technology (ICT)

This option is based on the Cambridge International Examinations (CIE) leading to an IGCSE in Information and Communication Technology (0417). Students will be assessed both on their practical skills as well as their knowledge and understanding of ICT. All assessment is by examination in the summer term of the second year of the course.

<i>Paper</i>	<i>Assessment</i>	<i>Weighting</i>
1	Written	40%
2	Practical	30%
3	Practical	30%

Pupils are required to apply their knowledge, skills and understanding of ICT to a range of situations. They will need to analyse, design, implement, test, and evaluate ICT systems/problems and develop an understanding of the wider applications and effects of ICT. They will also consider the social, economic, ethical and moral issues surrounding the increasing use of ICT.

**Al Holland, Head of ICT**

## Music

The GCSE Music (Edexcel) course explores a variety of musical styles through three main areas; Performing, Composing, and Listening & Appraising. Students should have aptitude on at least one instrument (approximately Grade 5 standard) and a genuine interest in music.

### **Component 1** Performing [30%]

By the end of the fifth term pupils will have performed **two** pieces, one as a soloist and the other as part of an ensemble. The performances will be recorded and internally assessed.

### **Component 2** Composing [30%]

By the end of the fifth term pupils will have completed **two** compositions lasting in total not less than three minutes. One composition is a free composition, the second is set to a brief published by the board.

The course will cover some basic theory and technique and a variety of tasks will be set.

### **Component 3** Listening and Appraising [40%]

This written examination, based on a recording of musical examples and taking place in the final term of the course, will assess pupils' musical skills, knowledge and understanding. Questions will be set on a wide range of music from four areas of study, each of which contains 2 set works. The areas of study are:

- Instrumental Music 1700 – 1820
- Vocal Music
- Music for Stage and Film
- Fusions

**Will Bersey, Director of Music**

## Physical Education

### Physical Education GCSE – OCR

Having now delivered the new OCR GCSE course for one year it is clear how much more in line with the A-level it now is. OCR have revamped their syllabus so that it is a fantastic pre-cursor to the A-Level course (although not essential to it). Whilst preparing our pupils more effectively for A-Level and shifting to a more theoretically weighted course, it will also allow for a much more 'hands-on' approach to learning with an emphasis on research, questioning and learning for the pupils. Over the two year course, pupils will cover the following areas:

Content Overview	Assessment Overview	Weighting
<b>Theory:</b> Applied anatomy & physiology Physical Training	Physical factors affecting performance 1 hour written paper	30% of total GCSE
<b>Theory:</b> Socio-cultural influences, sports psychology, health, fitness and well-being	Social-cultural issues and sports psychology 1 hour written paper	30% of total GCSE
<b>Practical activity assessment:</b> Evaluating and Analysing Performance (AEP)	Performance in physical education Non-exam assessment	40% of total GCSE

The practical component of the course assesses the pupil's three best sports which are internally assessed and externally moderated. The practical component of the course will be woven into the fabric of its delivery with a focus on activities that reinforce learning from the classroom rather than purely for the means of assessment. Sporting assessment will take place on the games field rather than in the classroom. This will lead to a course where pupils will engage in lots of different learning opportunities and experiences both in the class room and during specific field trips.

#### **Why choose Physical Education GCSE?**

**A clear insight into the field** – The combination of physical performance and academic challenge provides an exciting opportunity for pupils as they learn through a range of different contexts and prepare themselves for a world where physical activity and sport becomes more relevant and grows in importance year on year.

**Keeps the subject real** – It encourages pupils to immerse themselves in the world of sports and PE with the chance to perform or coach through the non-exam assessment component, and delve into the how and why of physical activity and sport

**Skills for a modern world** – Pupils have the opportunity to develop a practical set of key skills, including dealing with pressure, split second decision-making, interpreting and analysing data.

**Accessible for more students** – the written papers are designed to be delivered in small clear sections rather than topics that roll into lots of other areas. This will ensure clarity for the pupils and allow for a programme that is clearly planned and designed in the interest of the pupils.

**Support and resources** – OCR has the advantage of already having world leading resources in place and through our current A-Level course we have strong relationships with the chief examiner and writing authorities.

**Kate Batty, Head of Academic PE**

## Religious Studies

There are no pre-conditions for studying this subject. The course does not presuppose faith, and is designed to be accessible to pupils of any religious tradition or none.

The Edexcel IGCSE in Religious Studies qualification enables pupils to:

- develop a knowledge and understanding of religious beliefs, values and traditions, through the study of **one or more** of the six major world religions
- develop a knowledge and understanding of key religious ideas which are not specific to any one religion, and of non-religious beliefs and values
- develop understanding of the influence of religious beliefs, values and traditions and of non-religious beliefs and values
- develop understanding of religious and non-religious responses to ethical issues
- identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life
- develop skills relevant to the study of religion.

The course is a rigorous and challenging traditional GCSE, which is an excellent preparation for AS and A Level study in a variety of disciplines. It is assessed through a single examination of 2 hours and 30 minutes. The specification enables pupils to explore religious, philosophical and ethical issues, in the context of a study of religious teachings and religious and non-religious beliefs and values (assessed in Part 1 of the examination), and aspects of the religious community (assessed in Part 2 of the examination). While the majority of questions can be answered from the perspective of a religion (or religions), for Part 1 of the examination pupils also need knowledge and understanding of key religious ideas which are not specific to any one religion, and of non-religious beliefs and values. Pupils will predominantly study Christianity, but they will have opportunities to contrast this view with ideas from other world religions.

This course offers teachers opportunities to explore a wide range of religious, philosophical and ethical issues with their pupils; and offers pupils opportunities to demonstrate their knowledge and understanding of these issues, and to express their own ideas and views when evaluating the viewpoints of others.

### **Course Content**

**Part 1: Beliefs and Values** comprises 62% of the examination.

- The universe, human beings and their destiny
- Ultimate reality and the meaning of life
- Relationships, families and children
- Rights, equality and responsibilities

**Part 2: The Religious Community** comprises 38% of the examination.

Study of *The Religious Community* is divided into the following five aspects:

- Religious texts and sources of authority
- Founders and leaders
- Rules for living
- Worship and celebration
- Places of worship and pilgrimage

**Tanya Lee, Acting Head of Philosophy & Religious Studies**

## Enrichment

### PSHE / Citizenship

Following on from the **PSHE** (Personal Social and Health Education) programme established in the Shell curriculum, during Key Stage 4 at King's, students continue to develop a fuller understanding of individual and wider social issues, tackling such areas in a more thorough and informative manner. The focus is on developing personal confidence and responsibility, a healthier lifestyle and establishing good relationships with others, which includes respecting the differences between people. The main focus at King's is on personal well-being in the Remove programme, which continues to develop in the Fifth Form as wider issues of Citizenship are introduced to the course.

In the **Removes**, students build on the knowledge attained in the Shell course to explore further issues such as healthy living, body image, sexual relationships (both heterosexual and homosexual as well as the impact that pornography is having on sexual expectations), social media use, drugs, smoking and alcohol. They also contemplate other moral, spiritual and social considerations, such as abortion and euthanasia. The emphasis is on getting students to think about the consequences of their personal choices in life and to give them the knowledge to make informed decisions when it comes to their own well-being and that of others. Pupils are also addressed by a variety of internal and external experts on matters such as drugs, Mindfulness (to help with revision stress) and Sex and Relationships.

In the **Fifth Form** the course goes further still and starts to make students aware of personal identities, risk, relationships, diversity and healthy lifestyles, as well as embracing wider social concerns such as mental health and happiness, date rape drugs and alcohol, money management and other aspects of Citizenship. This paves the way for further development into career, and financial well-being later on in the Sixth Form at King's. The aim is to broaden a sense of personal development and to prepare students at King's for the wider world and all its risks and rewards.

Overall, the Middle School PSHE programme is designed to promote healthy living in the 21<sup>st</sup> Century through a holistic approach. Links are also made across the curriculum in areas such as Critical Thinking in the Fifth Form. Many opportunities also exist out of class for developing 'active citizenship', for example through participation in the Middle School Forum, the Duke of Edinburgh Award Scheme, or the Social Services' programme, as well as through the wider sporting, musical and co-curricular life of King's. Personal well-being is paramount and the course is designed to equip students with the skills to make mature critical judgements, to develop the confidence to make decisions, as well as risk management and a consideration of identity and cultural diversity. The ability to work well with others and to develop relationships, are key elements in preparing King's students for the wider world. The skills acquired on the course, which develops as they mature, should allow students to become accomplished, well-rounded and knowledgeable global citizens.

**Adam Vintner Head of PSHE**

### Core Physical Education Programme

Physical Education at King's has a primary mission to allow pupils to improve their physical literacy, understanding of health and fitness whilst also having the opportunity to pursue and strive to excel in sports that are not on the games programme.

In shell, pupils learn the components of fitness and how they relate to a variety of sports. This will allow them to appreciate their own strengths and areas for improvement in any sport regardless of what level they play. All pupils are required to be assessed at their swimming skills and are then given an individually tailored improvement plan based on their needs. In addition, all pupils all participate in termly fitness testing and have the opportunity to assess their abilities.

In their remove year, pupils will be challenged to understand how best to improve their self set areas for improvement and implement the appropriate methods of training. Pupils have the opportunity to assess and use more technological testing equipment whilst also continuing to try new sports, including an international sports section. Removes are given much more responsibility and choice for their programme as they begin to work to more individual targets and wish to explore sports in different way. This includes everything from Volleyball to tennis, boxercise, pilates and baseball to name a few.

In addition, pupils that have been successfully included into the sports scholarship and excellence programme will have access to individualised specialist coaching sessions in their own specific sports.

In the Fifth Form 'core PE' is included in the carousel of several enrichment subjects, and aims to introduce pupils to the wider issues surrounding sport and PE in a classroom based session. Pupils will also be encouraged to reflect on their fitness test scores from the previous year and start to look into the in more detail.

Lessons take place at the Recreation Centre. Wherever possible, pupils are encouraged to the lead in planning and evaluating activities, whether individual or in groups. Pupils are expected to be dressed appropriately and attend all lessons even when put off games as they can still learn, contribute and continue to progress. We also expect pupils to work to the best of their ability each time they attend lessons even if they find the activity difficult.

**Linley Portsmouth, Head of Core PE**

## **The Duke of Edinburgh Award**

Although, strictly speaking, this falls under the co-curricular side of school life (not dealt specifically with in this Guide), we regard the Duke of Edinburgh Award as complementary to our curricular provision. In fact, the lesser known but increasingly important Key Skills of *working with others, problem solving and improving own performance* are all integral to the Duke of Edinburgh qualifications. Thus, the Shell outdoor activities programme is extended in the Removes and Fifths and can lead to a commitment to the Award.

The DofE is all about going the extra mile – gaining new skills, pushing yourself physically, helping others and exploring new territories. At the same time, you'll gather friendships, experiences and memories that will last a lifetime. Removes pupils continue with the set activities programme that they chose and started in the summer term of the Shells i.e. the Combined Cadet Force (CCF) or from the wider activity choices, within these options there can be possibilities to develop elements of Expedition Training, Leadership and knowledge of First Aid and both schemes facilitate a Duke of Edinburgh's Award although physical elements differ. For example the wider activity choices includes physical recreation activities where pupils make a choice from pursuits such as Mountain Biking, Canoeing, Climbing, Spinning, Modern Dance and Sailing, whereas the physical element of CCF will involve weapon handling, assault courses and activities of a military nature. The non-CCF programme provides the opportunity for participants to gain a First Aid Certificate and RYA level 1 Certificates. Both choices provide the opportunity to complete the *Expedition* and *Physical Recreation* sections of the Bronze Award at any stage within the Remove to Fifth Form.

Pupils can complete the Award by concentrating on the *Service* and *Skills* Sections where they can choose from a menu of interests and pursuits. All successfully completed activities are recorded online in the participants' **edofe** account alongside evidence of participation, photographs and written assessments, all of which serve as records of achievement.

Within the Sixth Form the school facilitates training to assist pupils in completing the Gold Award. This is usually an extension of activities begun in the Removes where participants will have secured a Bronze Award and request to continue onto Gold (although this is not a strict pre-requisite). The scheme is available to all and whilst it is voluntary, to complete this award pupils are required to be fully committed to the process, be able to dedicate to two school organised expeditions during holiday time and complete



Centre is a bright, user friendly space with sofas, plants and a coffee machine, and pupils make good use of the resources. The facilities are equally available to all year groups.

Pupils entering the Removes will have made their subject choices on the basis of their abilities, skills and enthusiasm for their chosen subjects; school policy ensures that all pupils take the subjects required by employers and universities. Pupils will have had an introduction to Careers through the Shell PSHE course.

During the Fifth form, pupils have timetabled careers periods designed to help them with their choices in the Sixth Form, and to make them more aware of the broader issues in higher education and the world of work. In the Autumn term, pupils complete a careers 'interests' questionnaire together with a psychometric test, both delivered by Cambridge Occupational Analysts. The results, which are available to parents, are discussed with tutors, Housemasters and Housemistresses, and with the University and Careers Advisor. We recommend that pupils seek work experience in the summer holidays following IGCSEs. Work experience is useful for many university degree courses, such as Law, and for some it is essential, for instance Medicine.

There are several useful pre-university taster programmes for prospective doctors, dentists and vets (and also for those interested in a variety of other subjects and careers) and pupils are made aware of these. As pupils move into the sixth form they are also made aware of the increasing number of pre-university tests required by universities and the preparation for these available at school. Interest in applying to universities overseas, particularly to American universities, has grown in popularity. Fifth form pupils interested in applying to overseas universities attend relevant sessions held in the Spring and Summer terms and an Overseas Universities Fair is held in the Autumn term. The monthly Careers Newsletter sent to all Fifth and Sixth form pupils and their parents, provides up-to-date information on a range of topics.

The most important aspect of the Fifth form, from the careers point of view, is that each pupil realises his or her potential in obtaining the best possible set of IGCSE results since admissions tutors at the popular universities look closely at these. When results are published in August, it is inevitable that a few pupils wish to change their choice of subject and the University and Careers Advisor is available should any pupils wish to email for an appointment [pw@kings-school.co.uk](mailto:pw@kings-school.co.uk)

**Paula Williams, University and Careers Advisor**

## **Study Skills / Learning Support**

Study skills are initially taught through the PSHE programme. In addition, each academic department has a member of the teaching staff assigned to help those finding difficulties with the specific requirements of a subject, and another to help those who are particularly gifted and talented.

### **(i) Those with specific learning difficulties**

The School does not have a specialist unit to give continuous extra teaching to those with significant learning difficulties. Those pupils with mild difficulties (such as certain levels of dyslexia) can be provided with appropriate specialist help as available, usually one session a week.

### **(ii) General Support for Study Skills**

Teachers and tutors will endeavour to provide guidance and encourage good study skills. Those pupils who may be deemed to require individual support and guidance may be referred to the Learning Support Department.

In addition:

1. From Removes onwards all students are given Revision Calendars and instructed on how to make full use of them. This information is also available on the school VLE.
2. Fifth and Sixth Formers are given copies of booklets to aid them with their revision techniques and study skills in general.

### **(iii) The Nature and Type of Learning Support**

Learning Support takes various forms:

1. Individual support by a suitably qualified member of staff. This is usually on the recommendation of a qualified Specialist Teacher/Assessor, subsequent to a diagnostic testing. These lessons are 'tailor made' to suit the needs of the individual pupil. They may or may not follow a programme, but notes are kept on each session and the specialist teacher liaises with tutors, housemaster/mistress and subject teachers.
2. Mentoring. These sessions are individual lessons to help pupils raise their attainments. These pupils are not always on the special needs list but it is felt they would benefit from suitable encouragement and help. The specialist teacher liaises with Tutors, housemaster/mistress and subject teachers.
3. Referrals for individual support from the Learning Support Department can come from many routes including House staff and the students can self-refer.

## **Pupils requiring extra time in examinations**

Evidence of a 'picture of need' should be confirmed by a history of provision within the School. This should be supported by a specialist teacher report from a person (within the school) holding a qualification recognised by the Joint Council for General Qualifications (<http://www.jcq.org.uk>).

All reports will be kept on file by the Head of Learning Support.

Candidates who require extra time due to medical problems/conditions must produce a letter from their consultant/doctor confirming the problem/condition and this will be held on file. A new letter is required prior to each exam session.

Candidates whose first language is not English and who have been in the UK for less than 3 years at the time of an examination, may be permitted up to 10% additional time for use of a bi-lingual dictionary in some subjects providing the JCQ criteria is met and there is supporting evidence of need from teachers. This is not available at Sixth Form.

For further information/clarification please contact the Head of Learning Support.

**Pam Brown, Head of Learning Support**  
**Linda Renault, Examinations Officer**

## I/GCSE Boards, Subject Codes, Syllabuses Heads of Department Contacts

<u>Subject</u>	<u>Exam Board</u>	<u>Syllabus code and hyperlink to specification</u>	<u>Heads of Department's email</u>
Art : Art & Design GCSE	EDEXCEL	<a href="#">1AD0</a>	<a href="mailto:pkc@kings-school.co.uk">pkc@kings-school.co.uk</a>
Art : Photo & Graph GCSE	EDEXCEL	<a href="#">1PY0</a>	
Biology IGCSE	EDEXCEL	<a href="#">4BI1</a>	<a href="mailto:sjw-c@kings-school.co.uk">sjw-c@kings-school.co.uk</a>
Chemistry IGCSE	EDEXCEL	<a href="#">4CH1</a>	<a href="mailto:sth@kings-school.co.uk">sth@kings-school.co.uk</a>
Classical Civ GCSE	OCR	<a href="#">J199</a>	<a href="mailto:jt@kings-school.co.uk">jt@kings-school.co.uk</a>
Computer Science IGCSE	CIE	<a href="#">0478</a>	<a href="mailto:cpw@kings-school.co.uk">cpw@kings-school.co.uk</a>
DT: Product Design GCSE	OCR tbc	<a href="#">J310</a>	<a href="mailto:mjr@kings-school.co.uk">mjr@kings-school.co.uk</a>
DT: Engineering GCSE	OCR tbc		
First Language English IGCSE	CIE	<a href="#">0500</a>	<a href="mailto:ajwl@kings-school.co.uk">ajwl@kings-school.co.uk</a>
English Literature IGCSE	CIE	<a href="#">0486</a>	
Drama GCSE	AQA	7262	<a href="mailto:rjb@kings-school.co.uk">rjb@kings-school.co.uk</a>
French IGCSE	CIE	<a href="#">0520</a>	<a href="mailto:brp@kings-school.co.uk">brp@kings-school.co.uk</a>
Geography IGCSE	EDEXCEL	<a href="#">4GE1</a>	<a href="mailto:rps@kings-school.co.uk">rps@kings-school.co.uk</a>
German IGCSE	CIE	<a href="#">0525</a>	<a href="mailto:brp@kings-school.co.uk">brp@kings-school.co.uk</a>
Greek GCSE	OCR	<a href="#">J292</a>	<a href="mailto:jt@kings-school.co.uk">jt@kings-school.co.uk</a>
History GCSE	EDEXCEL	<a href="#">4HI1</a>	<a href="mailto:djcp@kings-school.co.uk">djcp@kings-school.co.uk</a>
ICT IGCSE	CIE	<a href="#">0417</a>	<a href="mailto:lc@kings-school.co.uk">lc@kings-school.co.uk</a>
Latin GCSE	OCR	<a href="#">J282</a>	<a href="mailto:jt@kings-school.co.uk">jt@kings-school.co.uk</a>
Mandarin GCSE	EDEXCEL	<a href="#">1CN0</a>	<a href="mailto:ll@kings-school.co.uk">ll@kings-school.co.uk</a>
Maths IGCSE	EDEXCEL	<a href="#">4MA1</a> (syllabus A)	<a href="mailto:spo@kings-school.co.uk">spo@kings-school.co.uk</a>
Music GCSE	EDEXCEL	<a href="#">1MU0</a>	<a href="mailto:wmb@kings-school.co.uk">wmb@kings-school.co.uk</a>
Physical Education	OCR	<a href="#">J587</a>	<a href="mailto:kvb@kings-school.co.uk">kvb@kings-school.co.uk</a>
Physics IGCSE	EDEXCEL	<a href="#">4PH1</a>	<a href="mailto:lmc@kings-school.co.uk">lmc@kings-school.co.uk</a>
Religious Studies IGCSE	EDEXCEL	<a href="#">4RS1</a>	<a href="mailto:tl@kings-school.co.uk">tl@kings-school.co.uk</a>
Science (Double Award)	EDEXCEL	<a href="#">4SC0</a>	<a href="mailto:lmc@kings-school.co.uk">lmc@kings-school.co.uk</a>
Spanish IGCSE	CIE	<a href="#">0530</a>	<a href="mailto:reh@kings-school.co.uk">reh@kings-school.co.uk</a>

## Other Useful Contacts

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Miss C E Anderson	Head of Fifths (17-18)	<a href="mailto:cea@kings-school.co.uk">cea@kings-school.co.uk</a>
The Rev Lindsay Collins	Senior Chaplain	To be confirmed
Mrs P J Brown	Head of Learning Support & SENCO	01227 595742 <a href="mailto:pjb@kings-school.co.uk">pjb@kings-school.co.uk</a>
Mrs A S Kelly	Headmaster's PA	01227 595527 <a href="mailto:ask@kings-school.co.uk">ask@kings-school.co.uk</a>
Mrs L A Renault	Examinations Officer	01227 595510 <a href="mailto:lar@kings-school.co.uk">lar@kings-school.co.uk</a>
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Mr R Falcon	Head of Computing Services	01227 595699 <a href="mailto:rf2@kings-school.co.uk">rf2@kings-school.co.uk</a>
Miss P K Rose	Librarian	01227 595608 <a href="mailto:pk@kings-school.co.uk">pk@kings-school.co.uk</a>
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