



THE MIDDLE SCHOOL ACADEMIC GUIDE

REMOVE & FIFTH FORM (YEARS 10 & 11)

2019 – 2021

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Introduction

The teenagers of this decade are already different from their predecessors. The digitisation of information and communication is rapidly changing the educational roadmap and the 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 enabling 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’](#). Much that you will read in this Guide might look familiar in structure, but take a step into the classroom, or look at how a pupil studies and learns, and the changes will become apparent.

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 course.

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, early in the Summer Term of the Shell year (Year 9) pupils are asked to make choices from a list of option subjects. Their housemasters/mistresses and tutors, in consultation with parents, will help them make appropriate selections. The simple advice is that a pupil ought always to choose the option 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 generally doesn’t matter much which optional subjects are taken at this stage. Most specific and vocational career options are accounted for in the core subjects. To retain balanced programmes of study we do encourage pupils, wherever possible, to at least consider a 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: for example, a profile of eight 8 grades is far stronger than five 8s and seven 7 grades.

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. We also 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	I/GCSE option subjects (Choose three)	Compulsory non-examined subjects
English Language IGCSE	Art & Design GCSE <u>or</u> Photography GCSE	Physical Education
English Literature IGCSE	Classical Civilisation GCSE	Life Matters (Personal, Health and Social Education)
Mathematics IGCSE	Classical languages: Latin & Greek (2 GCSEs) <u>or</u> Latin (GCSE)	
Modern Language: <u>one</u> of French IGCSE, German IGCSE, Mandarin GCSE, Spanish IGCSE	Computer Science IGCSE	
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	
	Drama IGCSE	
	Geography IGCSE	
	History IGCSE	
	(Second) Modern Language*: <u>one</u> of French IGCSE, German IGCSE, Mandarin GCSE, Spanish IGCSE	
	Music GCSE	
	Physical Education IGCSE	
	Religious Studies IGCSE	

*it is possible to study for a second or third Modern Language I/GCSE off-timetable on less contact time – Italian, Japanese and Russian are available in this way.

The Compulsory or 'Core' GCSE/IGCSE Subjects

All pupils continue with the following to I/GCSE:

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

Notes

1. **Mathematics:** The best mathematicians in the upper sets study for both IGCSE and the AQA Level 2 Qualification in Further Maths 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 three separate sciences (c 80% of the cohort) or the Double Award Science (c20%) is taken at the end of the Remove year, although there are occasionally later changes for exceptional reasons.
3. **Modern Languages:** these fall within the four option blocks but we do expect pupils to take at least one modern foreign language to GCSE/IGCSE level.

Option 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
- A second Modern Language (in addition to the compulsory one): French or German or Mandarin or Spanish
- Music
- Physical Education
- Religious Studies

Notes

1. Most combinations are possible but there is a block structure which inevitably imposes some constraints.
2. Pupils are encouraged (but it is not a strict rule) to choose at least one 'creative' subject from art, design and technology, drama and music and at least one 'humanity' subject from classical civilisation, geography, history and religious studies. Owing to the limited number of double periods available, a maximum of two 'creative' subjects can be taken.
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 and pupils need to be organised and motivated since they are studying 'two for the price of one'.
4. We do not recommend taking more than 11 GCSEs, and 10 GCSE subjects is the number taken by a large majority.

I/GCSE grading

By Summer 2021 all grades awarded will be on the (9-1) scale that has replaced the A*-E scale.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
	G
U	U

Enrichment Studies: Non-GCSE Subjects

In addition to the I/GCSE subjects, pupils in the **Removes and Fifths** will have compulsory lessons in:

- Physical Education (PE)
- Life Matters (Personal, Social and Health Education, including citizenship, careers, and study skills)

Luke Bartlett, Deputy Head (Academic)
Matt Browning, Head of Middle School (Removes 19-20)*
Stewart Hayes, Head of Middle School (Fifths 19-20)*

GCSE/IGCSE Subject Details

English Language and Literature

Course Content

As Shells, pupils study prose, poems and a play, 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. 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 writing a short summary of an informative article. 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 two texts –prose and poetry – on each of which they have a choice between two questions; and for the second answer a question on a dramatic text, and then write critical commentaries about an unseen text.

Both year groups, Remove and Fifth Form, are split into two blocks according to the division of Mathematics. Each block is then divided into four or five English sets of, on average, 18 pupils. 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 instill 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.

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 <i>The Guardian</i> that boarding schools are no better than borstals. |

Elizabeth Grindlay, Head of English (from September 2019)

Alex Latter, Head of English (until September 2019)

Mathematics

Course Content

The (Edexcel) IGCSE Mathematics course (4MA1) 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 examination summer 2018) has 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 will embark on further areas of study, reading towards the '[AQA Level 2 qualification](#)' in Further 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 for IGCSE is based entirely on two, two-hour examination papers.

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

Central to our ethos is the desire, through Modern Languages, to educate in the broadest sense of the word. Learning a foreign language is not just about communicating in the narrow sense: it also involves the moral and spiritual dimension of understanding the words and thoughts of others, in preparation for entry into a globalised world.

This implies the rigorous study of abstract grammatical principles as well as a more general understanding of the attitudes, life-experience and culture of those whose languages our pupils strive to master at Middle School level and on into Sixth Form and beyond. For this reason we encourage a careful and accurate use of language, particularly in writing, and as much contact as possible with foreign media, literature, film and music associated with the target language. Oral work is central to our approach, not just for its own sake but also because of the confidence and the presentational skills it uniquely offers.

French / German / Spanish

French, German and Spanish are 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 the IGCSE syllabus.

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 2019 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

The course allows students to develop their ability to communicate with Chinese native speakers in both speech and writing. Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Chinese-speaking communities and countries.

There are five topic areas the course covers: identity and culture; local area, holiday and travel; school; future aspirations, study and work; international and global dimension.

Exam requirement:

LISTENING

A variety of question types based on material prepared by the Board. All questions are set in English and the assessment is out of 50 marks.

SPEAKING

An oral examination of approximately 10-12 minutes will be conducted in Chinese plus 12 minutes preparation time. The assessment is worth 70 marks and consists of the following three tasks:

- Task 1 – one role play between two to two-and-a-half minutes for 10 marks
- Task 2 – one picture-based task between three to three-and-a-half minutes for 24 marks
- Task 3 – a conversation between five to six minutes for 36 marks

READING

A variety of question types based on material prepared by the Board. The range of text types include: advertisements, emails, letters, articles and literary texts; a short passage to be translated from Chinese to English. The assessment is out of 50 marks.

WRITING

The paper consists of two questions and one translation from English into Chinese. Both question 1 and question 2 have two options from which students have to select one to do. For question 1, students need to use the informal register; for question 2, use the formal register. The assessment is out of 60 marks.

Lixin Liu, Head of Mandarin

Science: Biology / Chemistry / Physics

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

1) to prepare pupils for advanced courses in sciences

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

2) to equip pupils with an understanding of science through their 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. Pupils are set in all year groups.

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 two hour exams in Biology, Chemistry and Physics. Triple Science pupils will take a further one 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, pupils study the requirements of living organisms within the following topics: nutrition and digestion, breathing and respiration, nerves and hormones, nutrient cycles and human impact on the environment, transport in both animals and plants, and industrial food production.

In the Fifth Form all pupils study reproduction in animals and plants, natural selection and selective breeding, genetics and inheritance, DNA and genetic engineering. Students taking the Triple award go onto study plant gas exchange, excretion, fish farming and cloning.

Elizabeth Lockwood, Head of Biology

Chemistry

In the Remove year, pupils will study the following topics: atomic structure and the periodic table, bonding and structure, tests for ions and gases, rates and reaction, acids, alkalis and salts and introduction to moles.

In the Fifth Form they will study quantitative aspects of chemistry (moles, titrations and energetics), equilibria, solubility and salt preparation, electrolysis and advanced organic chemistry including alcohols, carboxylic acids, esters and polymers.

Stewart Hayes, Head of Chemistry

Physics

In the Remove and Fifth Form years, 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 most important prerequisites for entry to the GCSE course is a keen interest in Art & Design/Photography along with a visual awareness and a desire to produce creative work of an ambitious and personal nature. The recent growth in the global, creative industries requires an even deeper understanding of the world of Art and Design. This can be gained through academic study at this level and has shown to be complementary to the wider education of our students.

Course Content

There are two separate courses offered for GCSE Art & Design within the timetable and while it is possible to pursue Art and Photography projects outside the timetable, it is not possible to study for the GCSE courses out of timetabled lessons. It is not recommended to study for both Art and Photography GCSEs; either one will provide a foundation for further study of Art or Photography at A level.

EITHER

ART (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. This course develops over the two year allowing students to create work that is both individual to their own journey as well as fulfilling the course criteria.

OR

PHOTOGRAPHY (Photography & lens based media): using computer-aided digital design supported by film and other photographic/graphic media. A good quality digital SLR camera is required by the students to take this more specialised course.

These courses allow students to produce a range of work that most suits their specific interests, needs and abilities. They will investigate a full variety of techniques and processes that will give them the freedom to develop their strengths as the course develops. There will be the opportunity to produce 2-dimensional and/or 3-dimensional work within the structure of the main art course. The Art course covers the full range of artistic media allowing for the creative journey to evolve.

During both courses, students 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. A number of gallery visits during the course and are used to inspire and inform the creative journey.

Method of Assessment

All artwork is internally marked and externally moderated by Edexcel.

The GCSE requires the submission of a coursework unit plus an externally set examination unit, which culminates in a 10 hour timed piece. Candidates complete their coursework component by the end of the autumn in the Fifth Form. The examination unit is then completed early in the summer term following the production of a 10-hour exam final piece, which takes place at the end of the Lent term.

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.

<u>Component Group 1:</u>	<u>Compulsory component</u>	<u>Exam information</u>
<p>Thematic Study Learners must study one component in this component group, chosen from:</p> <ul style="list-style-type: none"> • Myth and religion (11) • Women in the ancient world (12) <p>Both of these components involve a comparative study of ancient Greece and Rome, and combine literary and visual/material sources.</p>	<p>Thematic Study 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 Greece one on Rome one on Greece and Rome</p> <p>Each section is worth 30 marks.</p>
<u>Component Group 2:</u>	<u>Optional component</u>	<u>Exam information</u>
<p><u>Literature and Culture</u> Learners must study one component in this component group, chosen from:</p> <ul style="list-style-type: none"> • The Homeric world (21) • Roman city life (22) • War and warfare (23) <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: 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 Culture topics and sources, one on the Literature</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

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

<u>Prose and Verse Literature</u>	<u>Optional components</u>	<u>Exam information</u>
<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><u>Latin GCSE</u></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><u>Greek GCSE</u></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.

<i>Paper</i>	<i>Assessment</i>	<i>Weighting</i>
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 in order to meet deadlines. A good track record with preps is therefore a key requirement to being able to achieve a GCSE level 6 or above.

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 design of electronic circuits and programming microcontrollers.

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.

Lessons in movement and dance are also available and developing to enhance physicality and practical 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

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

Fifth Form

COURSE TOPICS	FIELD TRIPS
<i>Development and Human Welfare</i>	Morocco trip (optional)
<i>Ecosystems & Rural Environments</i>	Bridge local rural village study

Method of Assessment

There are two exams (1hr10 mins and 1hr45 mins) 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 20th century and into 21st 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.

<i>Topic</i>	<i>Assessment weighting</i>
Germany: development of dictatorship, 1918–45	25%
A world divided: superpower relations, 1943–72	25%
Russia and the Soviet Union, 1905–24	25%
China: conflict, crisis and change, 1900–89	25%

David Perkins, Head of History

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 two 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

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 theoretical 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
Theory: Applied anatomy & physiology Physical Training	Physical factors affecting performance 1 hour written paper	30% of total GCSE
Theory: Socio-cultural influences, sports psychology, health, fitness and well-being	Social-cultural issues and sports psychology 1 hour written paper	30% of total GCSE
Practical activity assessment: 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.

Keeping the subject real – It encourages pupils to immerse themselves in the world of sport 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 individual.

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 other than an interest in life. The course does not presuppose faith, and it is designed to be accessible to pupils of any religious tradition or none.

The WJEC Eduqas GCSE in Religious Studies qualification:

- develops learners' knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- develops learners' knowledge and understanding of religious beliefs, teachings, practices and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying
- develops learners' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject
- provides opportunities for learners to engage with questions of belief, value, meaning and purpose, truth, and their influence on human life
- challenges learners to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

Following this specification will enable learners to:

- deepen their understanding of the relationships between people
- become informed about common and divergent views within traditions in the way beliefs and teachings are understood and expressed
- demonstrate knowledge and understanding of the fact that religious traditions of Great Britain, are, in the main, Christian
- understand that religious traditions in Great Britain are diverse and include the following religions: Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism, as well as non-religious beliefs, such as atheism and humanism.

The course takes a distinctive issues based approach to the study of religious, philosophical and ethical studies in the modern world. The course will also enable learners to gain knowledge and understanding of two religions.

The course provides opportunities for learners to understand more about the world, the religious challenges it faces and their place within it. Following this course will deepen understanding of religions and their effect on society. It will develop learners' competence in a wide range of skills and approaches and enable young people to become religiously informed and thoughtful, engaged citizens. This specification provides a coherent, satisfying and worthwhile course of study for all learners.

Course Content

Component 1: Religious, Philosophical and Ethical Studies in the Modern World

comprises 50% of the examination.

- Issues of Relationships
- Issues of Life and Death
- Issues of Good and Evil
- Issues of Human Rights

Component 2: Study of Christianity

comprises 25% of the examination

This section covers the basis for Christian beliefs, teachings and practice and includes areas such as the Nature of God, Creation, Jesus Christ, Salvation, the after life, forms of worship, Sacraments, Pilgrimage, local Christianity in practice, the worldwide Church.

Component 3: Study of a World Faith

comprises 25% of the examination

We study Islam in this section.

This section covers the basis for Islamic beliefs, teachings and practice and includes areas such as the Nature of Allah, Prophet hood, Angels, Afterlife, Foundations of faith, The Five Pillars of Islam, the Ten Obligatory Acts, Jihad, practices in Britain and elsewhere.

Qualifications will be awarded on the grade (9-1) scale.

Dr Daniel Cardinal, Head of Philosophy & Religious Studies

Enrichment

Life Matters

Life Matters (including Personal, Social and Health Education) is a compulsory part of the Middle School curriculum and it is our belief that all pupils benefit from it hugely. Following on from the Life Matters programme established in the Shell year, our objective during the Remove and Fifth years is to continue to help our pupils prepare for real life issues and encourage them to make mature and considered decisions when dealing with personal and social situations both now and later in life. Life Matters courses follow a spiral curriculum developing core ideas in greater depth year on year as pupils mature. In addition further exploration of topics supports the LM programme through House Assemblies, Tutor Time and whole year group talks.

Teaching

- Each Remove and Fifth set has a double timetabled lesson of LM each fortnight.
- Prep is not set, and the pupils do not sit an end-of-term/end-of-year examination.
- Academic staff lead the majority of lessons and try to foster an environment in which pupils are encouraged to take an active involvement in class discussions, and where they feel comfortable asking questions and contributing their ideas.
- Support is available from the Health Centre and the Learning Enhancement department, amongst others.
- From time to time the school also uses external expert speakers to lead discussions on a variety of topics such as e-safety, drug abuse and addiction.

Methods and Organisation

We educate the pupils using a variety of methods and materials including video clips, questionnaires, games, group discussions and debates as well as factsheets and articles.

Removes

In the Remove year, students look at issues including developments in the teenage brain, body image, identity, respecting difference, healthy and unhealthy relationships (including sexual relationships, consent and the impact of pornography), drugs, alcohol, addiction and social responsibility. They also receive practical education in basic First Aid, some financial education,

responsible social media use and how to stay safe online, sex education (including contraception, STIs and abortion) and revision skills.

5ths

In the Fifth Form, many of the topics are revisited in greater depth. We place an emphasis on the importance of a healthy life balance, and on taking responsibility for the consequences of our decisions on our own well-being as well as that of others. We address criminal behaviour, including abusive relationships, drugs and general risk taking. In addition, we start to look at career choices, plans for further education and how to prepare for those.

Many opportunities 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 Voluntary Community Services programme, as well as through the wider sporting, musical and co-curricular life of King's. Personal well-being is paramount and the Life Matters 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 positive relationships are key elements in preparing our students for life beyond King's. Overall, the Middle School Life Matters programme is designed to broaden a sense of personal development and to prepare students for the wider world and all its risks and rewards.

Zoë Allen, Head of Life Matters

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. Furthermore, they all receive inductions in the fitness suite and spin studio, so they can access these facilities in their own time.

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 programme also looks to challenge the pupils cognitively as well, for example, they take part in a leadership section, which looks to enhance their leadership, teamwork and communication skills and a section on methods of training aimed at educating the pupils how to train for health and sport in the future. The programme also includes a wide variety of sports and activities such as Gymnastic Vaulting, Girl's Touch Rugby, Speedball and Korfbal.

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.

Lessons take place at the Recreation Centre. Wherever possible, pupils are encouraged to 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 Fifts 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 an additional 5 day Residential course organised by the participant in holiday time. There is no compulsion to complete the Gold Award while at school, although this would be desirable. Some pupils extend their programmes to a gap year or alongside University studies and we are keen that they remain in contact to assist them to complete their award.

Adam Vintner, master i/c DofE

Learning Resources and Support

The Library

The Library is situated on the St Augustine's site in a beautiful building, offering a quiet working environment for studying and reading. There are over 30,000 books, DVDs, newspapers and magazines, spoken word CDs, music CDs, board games and other resources. An extensive selection of online resources is available through the intranet, providing academic research materials beyond what a search engine can supply. Laptops, iPads and e-readers are available for use within the Library, as well as desktop PCs and a Mac. Printing, photocopying and scanning facilities are also available.

Access to information in today's society means so much more than the provision of information. We place a great emphasis on teaching pupils how to deal with the world of information that is constantly at their fingertips, whether that be spotting fake news, assessing the credibility of self-published authors, or keeping track of information and taking notes effectively.

There is a lively pupil committee whereby pupils can discuss library provision, request new books, liaise on workshop topics, and help to organise events and activities.

Middle School pupils may borrow up to six items at a time, for an initial three-week loan period. Renewals can be made at request.

Opening hours: Monday to Friday	09:00 - 22:00
Saturday	08:30 - 18:30
Sunday	11:00 - 22:00

Philippa Rose, Librarian

Careers

Careers advice is given on an individual and collective basis during a pupil's time at King's – and beyond. The University and Careers Advisor is available in the University and Careers Centre, situated under Shirley Hall leading off the Pupil Social Centre. She is there to answer questions, and advise on a wide range of educational and careers related topics. Advice can also be sought from Heads of Departments, the Head of Sixth Form, and from Housemasters and Housemistresses.

The University and Careers Centre is open all day and has up-to-date resources and computers. It is a bright, user-friendly space with sofas and plants, and with immediate access to the pupil social centre where pupils can purchase cakes and coffee, as well as all the other goodies on offer. 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 their 'Life Matters' lessons.

During the Fifth form, pupils have timetabled 'Life Matters' lessons 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 recommended for many university degree courses, such as Law, Journalism, Engineering, Architecture. For some careers work experience is essential, for instance Medical careers, Teaching, Social Work.

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). Pupils and parents are made aware of these through the Careers Newsletter. 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 that is available at school. Interest in applying to universities overseas, particularly to American universities, continues to grow 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 regular Careers Newsletter sent to all Fifth and Sixth form pupils and their parents, provides up-to-date information on a range of relevant 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 arrange an appointment (pw@kings-school.co.uk).

Paula Williams, University and Careers Advisor

Study Skills / Learning Support

Study skills are initially taught through the Life Matters 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 Enhancement Centre.

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 Enhancement

Learning Enhancement 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 Enhancement Centre can come from many routes including House staff and the students can self-refer.

Pupils requiring extra time in examinations

Evidence of need should be confirmed by a history of provision during the course within the school, and this must be supported by an assessment indicating a need for extra time. The assessment must be carried out by one of our specialist teachers at the school, who hold a qualification recognised by the Joint Council for General Qualifications (www.jcq.org.uk). We cannot accept external academic assessments, carried out by Educational Psychologists, for extra time, however highly rated they are, as the JCQ regulations state that the assessor must have a relationship with the school. All applications for extra time, or other access arrangements in exams, must be made through the Head of Learning Support.

Candidates who require extra time due to medical problems/conditions must produce a letter annually 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.

For further information/clarification please contact either the Examinations Officer or Learning Enhancement Department.

Camilla Titterton, acting SENDCo & Head of Learning Enhancement
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>Head of Department email address</u>
Art & Design GCSE	EDEXCEL	1AD0	pkc@kings-school.co.uk
Photography GCSE	EDEXCEL	1PY0	
Biology IGCSE	EDEXCEL	4BI1	ehl@kings-school.co.uk
Chemistry IGCSE	EDEXCEL	4CH1	sth@kings-school.co.uk
Classical Civilisation GCSE	OCR	J199	jt@kings-school.co.uk
Computer Science IGCSE	CAMBRIDGE	0478	cpw@kings-school.co.uk
Design & Technology GCSE	OCR	J310	mjr@kings-school.co.uk
First Language English IGCSE	CAMBRIDGE	0500	athl@kings-school.co.uk
English Literature IGCSE	CAMBRIDGE	0486	
Drama GCSE	CAMBRIDGE	0411	rjb@kings-school.co.uk
French IGCSE	CAMBRIDGE	0520	brp@kings-school.co.uk
Geography IGCSE	EDEXCEL	4GE1	rps@kings-school.co.uk
German IGCSE	CAMBRIDGE	0525	brp@kings-school.co.uk
Greek GCSE	OCR	J292	jt@kings-school.co.uk
History GCSE	EDEXCEL	4HI1	djcp@kings-school.co.uk
Latin GCSE	OCR	J282	jt@kings-school.co.uk
Mandarin GCSE	EDEXCEL	1CN0	ll@kings-school.co.uk
Maths IGCSE	EDEXCEL	4MA1 (syllabus A)	spo@kings-school.co.uk
Music GCSE	EDEXCEL	1MU0	wmb@kings-school.co.uk
Physical Education GCSE	OCR	J587	kvb@kings-school.co.uk
Physics IGCSE	EDEXCEL	4PH1	lmc@kings-school.co.uk
Religious Studies IGCSE	EDEXCEL	4RS1	dc3@kings-school.co.uk
Science (Double Award) IGCSEs	EDEXCEL	4SD0	lmc@kings-school.co.uk
Spanish IGCSE	CAMBRIDGE	0530	bg-r@kings-school.co.uk

Other Useful Contacts

Mr P J M Roberts	Headmaster	01227 595501/595527 headmaster@kings-school.co.uk
Mrs E A Worthington	Senior Deputy Head	01227 595507 eaw@kings-school.co.uk
Mr L G Bartlett	Deputy Head (Academic)	01227 595771 lgb@kings-school.co.uk
Miss T Lee	Deputy Head (Pastoral)	01227 595560 tl@kings-school.co.uk
Mr M J Miles	Senior Tutor	mjm@kings-school.co.uk
Mr M W Browning	Head of Removes (19-20)	mwb@kings-school.co.uk
Dr S T Hayes	Head of Fifths (19-20)	sth@kings-school.co.uk
The Rev Lindsay Collins	Senior Chaplain	01227 595613 lrfc@kings-school.co.uk
Mrs C R Titterton	Acting Head of Learning Enhancement & SENCO	01227 595742 crt@kings-school.co.uk
Ms C L Dixon	Headmaster's PA	01227 595527 cld@kings-school.co.uk
Mrs L A Renault	Examinations Officer	01227 595510 lar@kings-school.co.uk
Mrs G V Hone	Academic Assistant	01227 595510 gvh@kings-school.co.uk
Mr R Falcon	Head of Computing Services	01227 595699 rf2@kings-school.co.uk
Miss P K Rose	Librarian	01227 595608 pk@kings-school.co.uk
Mrs J McLeod	Music Administrator	01227 595556 music@kings-school.co.uk
Ms P Williams	University and Careers Advisor	01227 595550 pw@kings-school.co.uk
Dr R A B Johnson	Head of Oxbridge	rabbj@kings-school.co.uk