



A GUIDE TO THE MIDDLE SCHOOL CURRICULUM

2021-2023

Remove = the first GCSE year (year 10)

Fifth = the second GCSE year (year 11)



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Introduction

The teenagers of the 2020s are already different from their predecessors. The digitisation of information and communication has changed the educational roadmap while changing all of our lives. There are exciting new opportunities, but new pressures and 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.

Our IGCSE courses are provided by two examination boards, Edexcel and CAIE, 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 & Social Education)
Mathematics IGCSE	Classical languages: Latin & Greek (2 GCSEs) <u>or</u> Latin (GCSE)	
(the compulsory) Modern Language: one 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	
	(an optional second) Modern Language*: one 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

All grades awarded are on the GCSE (9-1) scale, replacing the old A*-E scale used up to 2018.

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)
Dr Stewart Hayes, Head of Middle School (Removes) in 2021-22
Justine Marechal, Head of Middle School (Fifths) in 2021-22

GCSE/IGCSE Subject Details

English Language and Literature

Course Content

Shells study prose, poems and a play, and practise a wide variety of writing, including literary criticism, newspaper articles, diaries, playscripts and travel pieces. Pupils also study spelling, punctuation, grammar, syntax, paragraphing and essay technique. Speaking and listening skills are developed through drama and individual and group presentations. Creative writing is actively encouraged, and there is a strong emphasis on reading independently.

This ethos continues in the Remove and Fifth Form, where pupils study for the CIE IGCSEs in English Language and English Literature. They are required 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 at IGCSE

IGCSE English Language comprises two papers. Paper 1 (Reading) comprises structured and extended writing tasks based around three unseen texts. For Paper 2 (Writing) students complete a directed writing task and a composition task, with a choice of narrative and descriptive writing. In the course of studying for this qualification, students will read a range of texts critically, working with information and ideas in language to develop skills of evaluation, analysis and inference. They will also develop their writing skills using the knowledge gained from reading to inform their own work. The overall qualification allows them to communicate clearly and effectively, learn how to use a range of vocabulary and to develop both a personal style and an awareness of the audience they are writing to address.

IGCSE English Literature comprises three papers: Poetry and Prose, Drama, and Unseen Texts. There are three set texts which are chosen by the individual subject teacher from a list that includes *Othello*, *The Crucible*, *1984*, *The Life of Pi* and poems by writers including Carol Ann Duffy and Maya Angelou. Teachers guide the students through the set texts in great depth, in order to develop a detailed understanding of the writers' use of language as well as methods of characterisation, plot development and themes. A personal response is integral to success here, as is wider independent reading, both of which are actively encouraged. For the Unseen paper, pupils choose to write on one text of a choice of two that they have not encountered before. To prepare for this task, students are given the opportunity to study a varied and enriching range of prose extracts and poetry texts.

Dr Lilla Grindlay, Head of English

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 (25%)

An oral examination of approximately 10 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)

General conversation on prescribed topics

WRITING (25%)

Candidates complete one form-filling task, one directed writing task and one task in the format of an email/letter or article/blog. There is no coursework in the IGCSE syllabus.

READING (25%)

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

LISTENING (25%)

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.

Hester Davies, 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. All pupils are entered for the Higher Tier for Edexcel GCSE, 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. Pupils are set to ensure that they learn at a suitable pace.

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 two grades, e.g. 99, 98, 88, 87, 77 etc are awarded for "Double Award Science")

During the Fifth form, six or seven sets are being prepared for the Triple Award and two or three 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 fifteen minute 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, as well as plenty of support for those who find science more of a mystery.

Louise Comber, Head of Science

Biology

In the Remove, 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 animals and reproduction in animals and plants.

In the Fifth Form all pupils study, industrial food production, natural selection and selective breeding, genetics and inheritance, DNA and genetic engineering. Students taking the Triple award go onto study transport in plants, excretion, fish farming, plant gas exchange 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 GCSE Art and Design courses are designed for those students who wish to extend and develop their studies in Art or Photography. Although both courses allow for a wide range of abilities it is essential that students choosing this option have a keen interest and enthusiasm for art and design, want to increase their practical skills and improve their analytical communication and research ability. Both courses allow for excellent progression from Shell, whilst providing a strong foundation for further study at A-level and beyond. A good quality digital SLR camera is required by the students wishing to take GCSE Photography.

Course Content

There are two separate courses offered for GCSE Art & Design within the timetable: **Fine Art** and **Photography**. Each course is made up of two components:

Component 1: Portfolio (60% of total marks)

During the course students will build up a portfolio of work that is carefully selected and thoughtfully presented. Evidence will take the form of sketchbooks, development pages, test pieces and resolved outcomes. The Portfolio will be completed by the end of the Autumn term in Fifth.

The portfolio will include both:

- 1 A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.
- 2 A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

Component 2: Externally set assignment (40% of total marks – begins in January of Fifth)

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Each student will select a question as a starting point within the paper and develop their work in accordance with the assessment objectives. The externally set assignment provides students with the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding in response to their selected starting point. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time.

Course options

Fine Art: Fine art explores ideas, conveys experiences or responds to a theme or issue of personal significance. The areas of study are very broad and covers drawing, painting, sculpture, printmaking, ceramics, textiles and mixed media. This course develops skills in creative thinking and problem solving and generates self-motivated, independent learners. Students are introduced in lessons to a variety of experiences, exploring a range of fine art media, techniques and processes. They will explore historical and contemporary artworks and resources to inspire their work.

Photography: Students will explore a range of light sensitive materials and processes such as digital photography, film, darkroom developing and digital editing. Areas of study could include portraiture, installation, photo-journalism, moving image: film, video and fashion photography. Students will develop an understanding of digital and traditional photographic skills, with the focus on manual settings, lighting and post-production techniques in Lightroom and Photoshop. Students will use a range of facilities within the department including the computer suite, photographic studio and darkroom.

Method of Assessment

Both components are internally marked and externally moderated by the exam board. The Assessment Objectives are equally weighted:

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Isobel Dutton, 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 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.

<p style="text-align: center;"><u>Component Group 1:</u></p> <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 style="text-align: center;"><u>Compulsory component</u></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 style="text-align: center;"><u>Exam information</u></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>
<p style="text-align: center;"><u>Component Group 2:</u></p> <p>Literature and Culture 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 style="text-align: center;"><u>Optional component</u></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 style="text-align: center;"><u>Exam information</u></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.

OCR's GCSE 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 details can be found on the OCR website:

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

Matt Browning, Head of Classics

Classical Languages: Greek and Latin

Latin GCSE J282 and Greek GCSE J292

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 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.

OCR's GCSE 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 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/>

Matt Browning, Head of Classics

Computer Science

This option is based on the Cambridge International Examinations (CIE) leading to an IGCSE in Computer Science (0984). 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, 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 Design & Technology specification (OCR J310 GCSE 9-1), and therefore have identical core content, course structure, and assessment programme. However, the ‘Engineering’ course has a more technical engineering bias, whereas the ‘Product Design’ course is more focused on developing creative design skills. Both courses provide an excellent foundation for A Level Product Design and a possible future career in design.

Students considering engineering as a possible future career will require top grades in Maths and Physics at A level, but will find both the DT ‘Product Design’ and the DT ‘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-based manufacturing processes, including the design of electronic circuits and programming microcontrollers.

In-depth material focus

Engineering students will gain an in-depth understanding of the physical and working properties of metals, and will learn how to safely use a range of hand and machine tools for manufacturing metal-based products and components. Students will also work with plastics and/or the electronic components and systems required to develop solutions 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, Director 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 an overseas trip (to Morocco in previous years), 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>	Destination for 2022 TBC (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.

Freyja Dolan, 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%

Claire Anderson, Head of History & Politics

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

Greg Swinford, Head of Academic 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 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.

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, diversity and 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 and STIs) and revision skills.

Fifths

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

The 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 Korfball. In addition to the physical element of Physical Education, many elements of the GCSE course are interwoven into the lessons to add a cognitive element, which allows the pupils to enhance their knowledge of health, fitness and well-being.

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 take 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.

Kate Batty, Head of 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.

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

Shells

The Careers journey begins in Shell, with registration to [Unifrog](#). This is an invaluable resource that stays with pupils throughout their school career and beyond.

*Parents are encouraged to be part this journey. All parents can access the platform [here](#) for a parent account, using the following sign-up code: **kingscanterburyparents***

Removes

Pupils have made their GCSE choices. Competitive universities do look at GCSE results, so it is important to pick carefully, with real interest and longer-term success in mind, while achieving as much breadth at this stage as possible. Many universities have a minimum grade requirement for Maths and English Language.

Fifths

In addition to Unifrog, pupils sit a careers test delivered by [MyFutureChoice](#), also known as Cambridge Occupational Analysts. The results are available to pupils, parents, tutors and Hsms, and form a useful additional guide to explore careers options and university courses.

Work experience is highly recommended in the summer after GCSEs, and for some university courses, it is *essential*, eg Medicine, Veterinary Medicine, Teaching. It is important that pupils have the motivation to use their own initiative to find these opportunities themselves. We can offer advice, but the benefit of finding experience independently greatly enhances the benefit of it, both for the pupils and in the eyes of admissions tutors at competitive universities.

A level choices are made to support future aspirations.

6B

- Pupils begin to grow into students, exploring their chosen academic fields at a higher level. From the Lent term onwards, tutors and the 6th Form team support research of higher education avenues. Unifrog is the central hub for this, and offers a starting point for a range of application paths and personal statement help.
- Those interested in US/Canadian applications have made themselves known to Dr James Wilper: jpw@kings-school.co.uk
- Lent Term: those interested in Oxbridge, Medicine and Veterinary Science receive extra tuition from subject specialists. Pupils must be proactive, seek out help and volunteer for additional work and extra reading if they are to present as serious candidates. Contact Hannah Warwicker for further information: hlw@kings-school.co.uk (Oxbridge), jrk@kings-school.co.uk (Medics/Vets).
- February: Parental Briefing on the application process.
- Summer term: all pupils are registered on UCAS.

6A

Pupils are supported through the entire application process from start to acceptance. Ongoing support for Gap Years, post-qualification applications, change of plans for OKS, is always available.

Any questions, please contact:

Dr Julian Károlyi, Head of University Admissions: jrk@kings-school.co.uk

Al Holland, Head of Sixth Form: ajh@kings-school.co.uk

Study Skills / Learning Support

Study skills are initially taught through the Life Matters programme. In addition, each academic department has at least one member of the teaching staff who liaises with Learning Enhancement and is assigned to help those finding difficulties with the specific requirements of a subject.

(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. All teachers are given guidance on how to support those students with specific learning difficulties and not all students with specific learning difficulties will need additional support. However, 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. This support is either 1:1 or small group support.

(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. 5th year students are offered Revision Calendars and instructed on how to make full use of them. 6th formers also have access to Revision Calendars if they wish to have them. Revision information is also available on the school VLE.
2. Before the Easter break, 5th year students are invited to a session to organise their files, in the Social Centre.
3. The department sometimes runs study skills groups, which any student can attend.

(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 attainment. 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, teachers and the students themselves.

Pupils requiring extra time in examinations

Evidence of need should be confirmed by the student's teachers and 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 Enhancement.

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. Further information is available on the parent portal.

Camilla Titterton, SENCo & Head of Learning Enhancement
Sue Reid, Examinations Officer

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

<u>Subject</u>	<u>Exam Board</u>	<u>Syllabus code</u>	<u>Head of Department's email address</u>
Art & Design GCSE	AQA	8202	iad@kings-school.co.uk
Photography GCSE	AQA	8206	
Astronomy GCSE	EDEXCEL	1AS0	fe@kings-school.co.uk
Biology IGCSE	EDEXCEL	4BI1	ehl@kings-school.co.uk
Chemistry IGCSE	EDEXCEL	4CH1	sth@kings-school.co.uk
Classical Civilisation GCSE	OCR	J199	mwb@kings-school.co.uk
Computer Science IGCSE	CAIE	0478	cpw@kings-school.co.uk
Design & Technology GCSE	OCR	J310	mjr@kings-school.co.uk
First Language English IGCSE	CAIE	0990	eig@kings-school.co.uk
English Literature IGCSE	CAIE	0992	
Drama IGCSE	CAIE	0994	rjb@kings-school.co.uk
French IGCSE	AQA		hcd@kings-school.co.uk
Geography IGCSE	EDEXCEL	4GE1	fsd@kings-school.co.uk
German IGCSE	AQA		hcd@kings-school.co.uk
Greek GCSE	OCR	J292	mwb@kings-school.co.uk
History IGCSE	EDEXCEL	4HI1	cea@kings-school.co.uk
Latin GCSE	OCR	J282	mwb@kings-school.co.uk
Mandarin GCSE	EDEXCEL	1CN0	ll@kings-school.co.uk
Maths IGCSE	EDEXCEL	4MA1	spo@kings-school.co.uk
Further Maths Level 2	AQA	(syllabus A) 8365	
Music GCSE	EDEXCEL	1MU0	grs@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	EDUQAS	C120P3	dc3@kings-school.co.uk
Science (Double Award) IGCSEs	EDEXCEL	4SD0	lmc@kings-school.co.uk
Spanish IGCSE	AQA		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 G A Hunter	Deputy Head (Co-curricular)	01227 5955757 gah@kings-school.co.uk
Dr S T Hayes	Head of Middle School (Removes 2021-22)	sth@kings-school.co.uk
Ms JM Marechal	Head of Middle School (Fifths 2021-22)	jmm@kings-school.co.uk
The Rev Lindsay Collins	Senior Chaplain	01227 595613 lrfc@kings-school.co.uk
Mrs C R Titterton	Head of Learning Enhancement & SENCO	01227 595742 crt@kings-school.co.uk
Mrs L M Hutchinson	Headmaster's PA	01227 595527 lmh@kings-school.co.uk
Mrs S Reid	Examinations Officer	01227 595510 ser2@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
Mr W M Bersey	Director of Music	wmb@kings-school.co.uk
Dr J R Karolyi	Head of University Admissions	jrk@kings-school.co.uk
Miss HL Warwicker	Head of Oxbridge	hlw@kings-school.co.uk