

GCSE CURRICULUM BOOKLET



SEPTEMBER 2010

February 2010

Dear Parent(s),

THIRD FORM CHOICE OF GCSE OPTIONS (2010-2011)

I am writing to inform you of the GCSE option scheme that we are offering to your sons for 2010-2011.

This booklet details the content and requirements of each GCSE and IGCSE course on offer, in so far as that information is currently available. We hope that this will prove useful, both in the choice you have to make over options and for reference during the next two years.

Of course, as an independent school, CLS is not obliged to conform to the National Curriculum in all its details, but one of the criteria we had in mind when arranging our curriculum was that it should not be too far from the main elements of the National Curriculum, with which we are, in any case, in broad agreement. At the same time, we also wished to create a CLS curriculum which takes full account of our School's particular character and the boys' diverse talents and interests. The outcome is one which we hope encompasses the heart of the National Curriculum while preserving a rather greater element of choice than is available in the state sector.

The main elements are these:

- (1) All boys will study English and Mathematics.
- (2) All boys will study Science for a total of nine periods per week. This will lead to either:
 - (a) separate assessment in each of the three sciences ("triple award", giving three IGCSE grades); or
 - (b) assessment of a syllabus still covering all three sciences but with reduced content, to give two IGCSE grades ("double award").

Decisions about which boys are to take which Science examinations will be made in the Fifth Year. Most boys will be entered for three separate sciences.

- (3) In addition to these "core" requirements, boys will choose four further subjects from Physical Education, Design & Visual Arts, Classical Civilisation, Drama, Geography, History, Music, Religious Studies, French, German, Russian, Spanish, Latin and Greek. In doing so, they should bear these points in mind:
 - (a) All boys must choose at least one modern foreign language.
 - (b) All boys **must** choose at least one of the following Humanities subjects:
History, Geography, Religious Studies, Classical Civilisation
 - (c) Latin, German, Spanish and Greek may only be chosen by those who are studying the subject in the Third Form. It is possible to study Latin on its own but Greek may only be taken with Latin leading to GCSE in both subjects.
 - (d) The course in Russian takes boys from first beginnings to GCSE in two years. This "new" language may be offered in addition to, or in place of, any language or languages which a boy is studying in the Third Form.

The curriculum in the Fourth and Fifth Forms is set out below.

DETAILED BREAKDOWN OF FOURTH/FIFTH FORM CURRICULUM (2010-2011)

All boys will study the following to GCSE:

(a) **Compulsory subjects:**

English (Language and Literature)	(4 periods)
Mathematics	(5 periods)
Science: Biology	(3 periods)
Chemistry	(3 periods)
Physics	(3 periods)

(b) **Four additional choices (at least one of which must be a modern foreign language and at least one of which must be a humanity)**

(4 periods each) Selected from the following list:

Classical Civilisation	Geography	Latin & Greek
Russian	Design & Visual Arts	German
Music	Spanish	Drama
History	Physical Education	French
Latin	Religious Studies	

In addition, non-examined courses in Religious Education (except for those choosing GCSE Religious Studies), and Personal, Social and Health Education will be followed. All boys will study Information and Communications Technology (ICT).

The City of London School offers the industry-standard ICT qualification ECDL (British Computer Society) to all sixth formers. ECDL is the fastest growing IT qualification in the UK and is recognised by universities as a benchmark for ICT literacy. This qualification tests computer skills across a range of applications. It is considered to be more challenging and more practical than the GCSE in ICT and as such, is increasingly popular in independent sector schools.

All boys will continue with non-examination P.E., swimming and the normal Games programme.

In making his choice of options, the best advice we can give your son is to study the subjects at which he is best and from which he derives most enjoyment. There are few, if any, career implications. Parents may, however, care to note the following points regarding future A level choice:-

- (1) A boy wishing to take English, Mathematics, Science subjects or a foreign language at AS and A level must have previously studied the appropriate course at GCSE. This restriction does not normally apply to other AS and A level subjects.
- (2) All the subjects available at GCSE, except Physical Education, are currently available in the Sixth Form. The Sixth Form curriculum, which also includes Economics, Politics, and Further Mathematics, provides boys with a very good degree of flexibility and subject-choice. As you may know, the Sixth Form curriculum was reformed and most boys will study four subjects in the Junior Sixth and three or four subjects in the Senior Sixth.
- (3) Please note that it is not School policy to enter boys for GCSE in subjects other than those which they are studying at School.

Of course, by offering the range of options that we do at GCSE, we are in a sense attempting the “impossible”. We are seeking to provide a flexible scheme which accommodates the wishes of 140 boys (even though some will have difficulty making up their minds), which ensures a balanced curriculum, which gives reasonable class sizes and which offers each boy the chance of obtaining the best possible examination result at the end. Inevitably, therefore, we are unlikely to satisfy everybody absolutely one hundred per cent. For instance, although we expect that all advertised courses will be provided, we cannot guarantee to provide any particular course if the demand for it is very low. We cannot guarantee being able to offer every possible combination and for this reason it is essential that all boys make a fifth, reserve, choice in case the preferred combination cannot be timetabled. Overall, please accept that our aim is to meet the needs of each individual as far as is possible within the constraints above.

We are anxious to give you adequate time to discuss with your son, together with staff if necessary, the various possibilities. However, you will appreciate that there is also a requirement to produce a timetable well before the end of the Summer Term. We are therefore adopting the following procedure to achieve our various aims:-

1. 26th February, Miss Murphy, as Director of Studies explains the options to the Third Form and discusses points which are raised. Soon afterwards this booklet is posted to parents. It is also available on our website – click on Academic to see it.

2. Monday, March 22 (3A, 3H, 3S); Thursday, 25 March (3B, 3C, 3M): Third Form Parents’ Evenings.

Parents have the opportunity to discuss progress with subject teachers and any outstanding problems over GCSE choices. Throughout the process of making decisions, the Form Tutor, Careers Department staff, Mr Farrelly and the Director of Studies are available to boys for individual discussion of GCSE options.

3. Monday, 29 March: last day for submitting GCSE choices on the enclosed form to your son’s Tutor. A spare copy is on the website – click on Academic.

4. April/May: Miss Murphy, the Director of Studies, and Mr Allwright, the Timetable Co-ordinator, scrutinise choices and discuss problems/anomalies with individual boys.

5. Mid May: Choices are finalised and the timetables constructed on the basis of these choices. **It will not be possible to chop and change at the beginning of September.**

If you require further clarification or advice of any kind, please do not hesitate to contact Mr Farrelly or me at School.

Yours sincerely,



CLASSICAL SUBJECTS

One of the main attractions of Classical subjects at GCSE is that you study the 'real thing'. At last you get the chance to read what the Greeks and Romans actually wrote, and, in Classical Civilisation, to look closely at a variety of aspects of the ancient world. Furthermore, Classical subjects are of immense value in supporting English, Modern Languages, History and other arts subjects. A final reason for choosing one or more of these GCSE courses is that they are quite simply fascinating.

LATIN

In the Fourth Form you continue using the Cambridge Latin Course for a while: you may even reach the end of the *Salvius v. Quintus* saga! In due course, though, you will start working towards the GCSE exam itself. Two areas need to be covered:

- a) **LITERATURE.** You will tackle a number of authentic set texts, which replace the stories on which the Cambridge Latin Course is based. You will study both prose and verse, and will be encouraged to show a personal response to what you read. In the exam there will be questions about the content and style of these texts.
- b) **LANGUAGE.** You will continue to develop your language skills. These will be tested in the exam by translation from Latin into English and by comprehension questions.

This subject does not include any coursework.

The set texts vary from year to year, but you will certainly have the chance to study selections from the great literature of the Romans, and learn about a society that has been extremely influential in shaping our own. And you will have the satisfaction of gaining an impressive GCSE qualification!

LATIN AND GREEK

This combined course may only be chosen by those who have already taken the joint Latin and Greek course in the Third Form, where both languages were studied together as a single option.

If you take this joint course, you concentrate on Latin in the Fourth Form, while still studying a little Greek, and you take the Latin GCSE examination at the end of the Fourth Form year. In the Fifth Form you concentrate on Greek, to prepare for the Greek GCSE examination. For someone who can cope with the extra pressure, this course offers one of the most rewarding intellectual challenges which CLS can offer at this stage in the curriculum.

The LATIN part of the course is the same as described on the previous page — except, of course, that the work has to be done faster and with more concentration, in order to finish the GCSE syllabus in a single year.

The GCSE course in CLASSICAL GREEK is similar to Latin, and includes:

- a) **LITERATURE.** As with Latin, you will tackle a number of authentic set texts. You will study both prose and verse, and will be encouraged to show a personal response to what you read. In the exam there will be questions about the content and style of these texts.
- b) **LANGUAGE.** You will continue to develop your language skills. These will be tested in the exam by translation from Greek into English and by comprehension questions.

This subject does not include any coursework.

The selection of literature varies from year to year, but you are certain to study some of the finest writings of Classical Greece — you actually get to read a bit of Homer in the original Greek. And there is great satisfaction in gaining success in two demanding and prestigious GCSE courses in the time normally given to one!

CLASSICAL CIVILISATION

Classical Civilisation offers a unique opportunity to study the life and writings of two of the greatest races ever to have existed, the Greeks and the Romans. Four topics are studied, covering a wide range of material, including history, public and private life, literature and mythology.

It is important to realise that literature is always studied IN TRANSLATION — no knowledge of Latin or Greek is assumed or required for any part of the course — and it is NOT necessary to have studied Classical Civilisation in the Third Form in order to take this GCSE course.

Some of the themes which are on offer are:

GREEK TOPICS

- Life in ancient Athens
- The Spartans
- The Olympic Games
- Homer's *Odyssey*
- Greek tragedy and comedy

ROMAN TOPICS

- Life in ancient Rome
- Pompeii
- Roman society
- Virgil's *Aeneid*
- Ovid's mythological poem *The Metamorphoses*

The topics to be studied are chosen by those who are teaching the subject in any given year.

Three of the four chosen topics are tested by exams at the end of the two year course. The fourth topic takes the form of a prepared assignment, which is written up under controlled conditions.

The material studied in Classical Civilisation is of great value and interest in itself, and you are encouraged to make useful and illuminating comparisons between ancient societies and the one that you live in today. In some respects, they are surprisingly similar! And remember — the subject is open to anyone, irrespective of his knowledge of ancient languages.

DESIGN AND VISUAL ARTS

The Art and Design GCSE course provides a wide range of art and design based activities, and is about developing creativity and expressing ideas with hand and eye. It provides students with the opportunity to present ideas, imagination, and feelings creatively; it should sharpen visual awareness, develop creativity, enhance practical skills and increase self-confidence. Throughout the course and ultimately during the final examination, boys will be expected to:

- Work with independence and self-motivation
- Research and investigate projects
- Respond creatively to a brief, idea, theme or subject
- Record from direct observation or personal experience
- Analyse ideas and research and communicate them on paper and verbally
- Pursue a project from the conceptual stage to practical completion
- Develop suitable and appropriate practical skills in a range of materials and media
- Blend materials, ideas and techniques sympathetically
- Choose and use materials and media effectively and economically
- Use and compose with line, tone, colour, pattern, texture, shape, form and space in both 2D and 3D
- Become aware of aspects of the Art and Design world past and present
- Assess and make effective use of available resources
- Be willing to visit galleries and museums **out of school time**
- Use the appropriate language to describe Art and Design.

The use of computers for developing and presenting ideas, and creating and manipulating images will be an important and integral part of the course.

The following areas of study are available:

Painting and Drawing:	Exploration of different media and techniques, including acrylic, oils, watercolour, etc.
Printmaking:	Screen printing; etching; wood and linocut; monoprint.
Sculpture:	Clay modelling; plaster modelling/casting; wood/stone carving; wire/metal constructions and collage assembly of waste or 'found' materials.
Ceramics:	Wheel work; slab construction; glaze techniques; decoration and pattern work; ceramic theory and history.
Photography:	Portraiture, documentary, environmental photography, working from objects, still life and/or the natural world.
Contextual Study:	A personal response to the works of artists, architects or designers. Written, illustrated study based on, for example, experiences during exhibition/museum visits, etc. This is ongoing work throughout the two years and will be incorporated into the sketchbook.

Within the Department there is a library of books, slides, videos and DVDs available for reference. Some involvement with Art and Design history is included in the course and visits to major art exhibitions will be organised.

Structure of Coursework and Final Examination

All Fourth Years will study a wide range of media and techniques. **All** the work that students complete over the two years of the GCSE course is assessed according to the following structure

- **Unit One and Two:** Coursework 60%
- **Unit Three:** Externally set assignment 40% (10 hours over two days)
- Usually two sketchbooks support the coursework and one the final examination.
- After completion of the 10-hour controlled test, a selection of the work of every candidate is exhibited for **internal** marking and **external** moderation.
- All work by candidates is marked according to the eight assessment objectives (AO's). Details of this non-confidential mark/assessment sheet will be available to parents and boys and can be seen by boys before deciding to opt for Art and Design.
- At the end of the course we exhibit all candidates' work and invite parents and other guests to the Department's annual exhibition of 5th and 6th Form work; this event usually takes place after the half-term of the Summer Term.

The syllabus followed is that of Edexcel, leading to a qualification in Art and Design (Unendorsed). This syllabus leaves scope for students to explore the range of art disciplines that the department teaches, and prepares candidates for Art & Design AS/A level.

This is far from being an easy GCSE subject . Students need a high level of commitment throughout the course to be successful. It should be remembered that every piece of work in both the Fourth and Fifth year is assessed and contributes to the final grade. Responding in a meaningful way to a piece of art or design requires a significant level of intellectual effort; this is not a 'non-academic' subject.

The Design and Visual Arts course at CLS offers the interested and motivated student an exciting and valuable opportunity to develop creative skills in Art and Design, and will be of benefit to all pupils, whether they intend to continue studying Art at AS level or not.

DRAMA & THEATRE ARTS

This mainly practical course gives pupils the opportunity to use the state-of-the art facilities of the brand new Winterflood Theatre for their performances. It is available as a subject to those who did not do Third Year Drama, but some previous experience of Drama lessons or performance is necessary to continue the subject at this level. Analysis of live productions through theatre visits is part of the course.

The Drama element continues to:

- Develop creative thinking
- Widen the student's range of personal expressive skills
- Extend physical and verbal communication channels
- Foster group working skills

The Theatre element broadens the pupil's knowledge of modern Theatre in theory and practice by:

- Exploring and using specific performance skills (acting and technical) in practice
- Providing opportunities for public performance of both scripted and pupil's own devised work
- Fostering the ability to analyse and evaluate theatrical performances through Theatre visits and discussion
- Developing knowledge of the broad outlines of theatrical history and major practitioners
- Extending acquaintance with contemporary theatre through the work of directors and writers

The course consists of 60% Drama Coursework and 40% Drama Performance:

Drama Coursework Unit 1.

This unit of coursework is concerned with the use of drama to explore ideas and issues in response to stimulus material selected from different times and/or cultures. Students have the opportunity to use drama forms to deepen their knowledge and understanding of an idea or issue and to communicate this understanding through the medium of drama. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.

Drama Coursework Unit 2.

This unit of coursework is concerned with the exploration of **a published play** chosen by the centre. The purpose of this unit is to give students knowledge and understanding of the ways in which playwrights, performers, directors and designers use the medium of drama to communicate their ideas to an audience. The assessment activities for this unit are set and marked by the teacher within prescribed guidelines.

Drama Performance.

This paper is concerned with the skills required in drama to perform work to an audience. Students have the opportunity to demonstrate their skills as performers or in a theatre craft using any appropriate material as a stimulus for performance. For option C, the stimulus must be a play script.

Externally assessed practical examination of ONE of the following:

- Option A Devised performance
- Option B Performance support e.g. lighting or sound
- Option C Scripted performance

ENGLISH AND ENGLISH LITERATURE

The English Department follows the International GCSE syllabus of Cambridge International Examinations for both English and English Literature. These are two distinct subjects which lead to the award of two certificates at the end of the course. Both subjects are assessed entirely by written examination; there is no coursework. It is current practice to take the final exams in both 0500 First Language English and 0486 Literature in English at the end of the fifth year.

SYLLABUS 0500 FIRST LANGUAGE ENGLISH

Paper 0500/02 Reading Passages [50 marks]

(Questions on Directed Writing, Writer's Effects and Summary.)

Paper 0500/03 Directed Writing and Composition [50 marks]

(Questions as described in paper title.)

SYLLABUS 0486 LITERATURE IN ENGLISH

Study of one text from each of the three genres, prose, poetry and drama. One question to be answered on each text, plus one question on an unseen passage. Unannotated texts are allowed in the exam.

IGCSE GEOGRAPHY

In an ever changing world, the aim of the geography department is to bring an understanding and sense of place to where we and others live. Through the study of links and interactions, we attempt to bring together the physical and human worlds. We hope to enthuse and engage pupils in independent study and in taking notice of what is happening in our world and why.

The department studies the Cambridge IGCSE syllabus (0460) where pupils are asked to think rather than simply learn. **There is no coursework in this syllabus**, which builds on the skills developed through the Key Stage 3 schemes of work to encourage pupils to develop:

- a sense of place and understanding of scale;
- an awareness of contrasting physical and human environments, and an understanding of the processes that create them;
- an understanding of how people interact with each other and their environments, and the effects of this;
- an awareness of the contrasting opportunities and constraints presented to different communities and cultures around the world by these different environments.

Pupils will sit three papers:

Paper 1: Structured questions based on the 3 key themes of the course. Pupils are required to answer 3 questions (from a total of 6). Each key theme is divided into distinct topics from which questions may be drawn. Questions are designed to test knowledge, understanding and skills of analysis and judgement.

Paper 2: Skills-based questions designed to test ability to handle various types of geographical data. The questions are neutral and do not require place-specific information. Pupils are expected to demonstrate skills of analysis and interpretation, and application of graphical and other techniques as appropriate.

Paper 4: Alternative to Coursework which is designed specifically to test enquiry skills normally assessed through coursework. A range of tasks will be set based on one or more of the syllabus key themes.

The assessment is as follows:

- Paper 1:** 45% of the total mark (75 marks, 1 hour 45 minutes)
- Paper 2:** 27.5% of the total mark (60 marks, 1 hour 30 minutes)
- Paper 4:** 27.5% of the total mark (60 marks, 1 hour 30 minutes)

The specification is divided into three key themes:

1. Population and Settlement

- Population dynamics: study of population and migration over time, and the causes and impacts of this.
- Settlement: this topic examines land-use in developing and developed countries, with a focus on urban areas.

2. The Natural Environment

- Plate tectonics: causes and effects of earthquakes and volcanic eruptions, and how people adapt to these hazards.
- Landforms and landscape processes: processes associated with rivers and coastal environments, and the issues surrounding human use of these environments.
- Weather, climate and natural vegetation: study of how different climatic conditions produce different environments around the world, focussing on tropical rainforests

3. Economic Development and the Use of Resources

- Agricultural systems: study of agricultural processes to examine issues associated with food supply and overpopulation.
- Industrial systems: examining how different industries locate in different parts of the world, and the impacts of this.
- Leisure activities and tourism: looking at how the physical and human environment provides opportunities for tourism, and the problems and benefits associated with this.
- Energy and water resources: a study of how renewable and non-renewable resources can be managed and used effectively, with a focus on water supply.

There are a number of **opportunities for fieldwork** within this syllabus. Visits to Alfriston, Sussex and London Docklands will be used to exemplify landscape processes and changes in urban areas respectively. Ideas and techniques from fieldtrips in earlier years (Epping Forest for rivers, Brighton for coasts, Natural History Museum for plate tectonics) will also be relevant to the content of the course.

HISTORY

The History Department follows the Cambridge International Examinations IGCSE syllabus (0470). The course focuses exclusively on European and World History in the 20th Century. It is a particularly engaging one and provides plenty of opportunity for debate and discussion.

Syllabus Content

International Relations since 1919 (Core Content)

- The Paris Peace Treaties.
- The League of Nations.
- Origins of World War Two.
- Origins of the Cold War.
- Containment of Communism (inc. Cuban Missile Crisis and Vietnam)
- The USSR's control over Eastern Europe.
- The United Nations.

Germany, 1918-1945 (Depth Study)

- Weimar Germany.
- The rise of the Nazi Party.
- The Nazi Regime.

The USA, 1919-41

- The US economy and society in the 1920s.
- The causes and consequences of the Wall Street Crash.
- Roosevelt's New Deal.

China, 1945 – c.1990

- The Civil War.
- Mao's China.
- China since Mao.

Syllabus Aims

The aims of the syllabus are to

- stimulate interest and enthusiasm about the past;
- promote the acquisition of knowledge of human activity in the past;
- promote an understanding of the nature and use of historical evidence
- develop, on the part of the students, an appreciation of the nature of cause and consequence, continuity and change, similarity and difference;
- provide a sound basis for further study and pursuit of personal interest;
- encourage international understanding;
- encourage the development of linguistic and communication skills.

Assessment

Paper 1 2 hours: (40%)

Candidates answer two questions on the 20th century Core and two questions on the Depth Study. All questions on Paper 1 are structured into three parts and will be based on stimulus material.

Paper 2 2 hours: (33%)

The topics will be prescribed each year and will be taken from the Core Content. Each option will include a collection of source material relating to the prescribed topic, and a series of questions based on the material.

Coursework Two pieces, of about 1,500 words in total, on China 1945-c.90 and on the USA, 1919-1941. (27%)

All candidates take the same papers and the grade achieved is determined by their different levels of response to common questions. Coursework is internally marked and standardised and moderated by the Board.

Trips

The Department runs an annual trip to Berlin, open to all GCSE History students, to investigate aspects of the Third Reich and Cold War. This includes visits to the Jewish Museum, Sachsenhausen, the Stasi Prison and the Reichstag.

We also visit the Imperial War Museum's excellent Holocaust Exhibition.

MATHEMATICS

Mathematics is a compulsory and popular subject at City of London School, in which boys achieve excellent results.

Classes

In both the Fourth and Fifth Form the year group is split between seven maths sets. We allocate boys to a set depending on his projected 5th Form qualification plans, i.e. whether he hopes to take both IGCSE Mathematics and Additional Mathematics, or IGCSE Mathematics only, at the end of the 5th Form.

This set allocation is an important decision. We assess both the boys' mathematical potential, and his aspirations, towards the end of the 3rd Form. We base our assessment of his mathematical potential on his 3rd Form Common Test results, end of year exam result, and application in class. His classroom teacher will discuss his mathematical aspirations with him in lesson time in order to gauge his interest in the Additional Mathematics qualification. If there is doubt we will start the boy on the Additional Maths route in the Fourth Form.

Equipment and Books

Boys will be issued with the following books:

- “Mathematics for IGCSE Book 1”; Turner, Potts, Waite, Hony; Longman.
- “Mathematics for IGCSE Book 2”; Turner, Potts, Waite, Hony; Longman.

And for boys taking Additional Maths:

- “Additional Mathematics for OCR”; Val Hanrahan; Hodder & Stoughton.

Boys should have the following mathematical equipment:

- *A scientific calculator*: The bookshop stocks the Casio fx-85ES, which is our recommended calculator. It covers everything up to GCSE level and costs around £10. They should be clearly named.
- *15 or 30 cm ruler*: should be clear plastic.
- *Compasses*.

Homework

Homework is set twice per week; boys should spend approximately 45 minutes on each task. It will either be due in the next day or the next lesson depending on the teacher.

Assessment

The IGCSE will be assessed by two 2 hour exams in the summer of the 5th Form. The exam board is Edexcel International. See:

<http://www.edexcel.com/quals/igcse/igcse09/maths/mathsA/Pages/default.aspx>

Additional Maths will be assessed by one 2 hour exam in the summer of the 5th Form. The exam board is OCR. See:

http://www.ocr.org.uk/qualifications/type/fsmq/maths/add_maths/index.html

In the Fourth Form there will be a March Common Test, and an end of year school exam.

Extra-curricular

We enter the Additional Maths sets in the Fourth and Fifth Form for the UK Mathematics Challenge in February. The top boys in the year will then be invited onto the Mathematical Olympiad competitions.

See www.ukmt.org.uk for more details.

MODERN LANGUAGES

Languages offered: **French, German, Spanish (IGCSE) and Russian (GCSE)**

Less able linguists who intend to choose only one language for IGCSE/GCSE are very strongly recommended to opt for French. If necessary, this should be discussed with a boy's subject teacher. **More able linguists are strongly encouraged to study two or more languages to GCSE.**

It should be noted that Russian is a two-year course, and thus is suitable only for boys who have already demonstrated a proven ability in Modern Languages. Many, although not all, of those boys opting for Russian are taught French off the timetable, with a single lunchtime lesson a week, and sit the IGCSE in French at the end of the 4th form.

We now prepare boys for the International General Certificate of Secondary Education (IGCSE), instead of the GCSE, in French, German and Spanish, as we believe that these exams are of a more appropriate standard and take a more suitable form for CLS boys. In this we have fallen into line with Maths, English, Physics, Chemistry and Biology, who already offer this qualification. Other departments at CLS are also likely to switch to IGCSE in the near future and many other similar schools to us are changing in Modern Languages. The board we shall be using is Edexcel (www.edexcel.com). There is no IGCSE available in Russian, so that subject will remain with GCSE, also using Edexcel .

AIMS

The main aims of a course in Modern Languages leading to an IGCSE examination are:

- to develop the ability to communicate effectively in the foreign language
- to give pupils a basic insight into the culture and civilisation of the relevant country
- to provide intellectual stimulation and positive attitudes to foreign language learning and other cultures.

COURSE CONTENT

Four skill areas are developed - listening, reading, speaking, and writing - and the emphasis throughout is on the use of authentic language in practical, everyday situations, ensuring at the same time that the pupils' command of grammatical structures is extended and consolidated.

Classes are normally scheduled to have one lesson in the Language Laboratory at least once every two weeks in the Fourth Form and once every week in the Fifth Form.

Written work includes letters, descriptions and imaginative essays, while oral work includes role-play, description of pictures and conversation on a series of prescribed topics.

There are two homework tasks per week, usually consisting of one written assignment related closely to work covered orally in class, and one learning or revision task for a test.

ASSESSMENT

The IGCSE consists of three papers, an oral exam (conducted by CLS teachers), a reading comprehension and writing paper and a listening comprehension paper. There is no coursework.

MUSIC

(CAMBRIDGE IGCSE)

Pupils taking Music IGCSE will study a variety of music through Composing (30%), Performing (30%) and Listening (40%) modules.

Composition: You must produce two pieces of music. They must be contrasting in character or written for different forces. They have to be notated and recorded. You can work with live musicians or use music software.

Performing: You have to record one solo and one ensemble performance. This can be of any standard but you should aim at a Grade 5 level. The important elements are accuracy, interpretation and expression. An ensemble should normally consist of three or more live performers. The performances can take place at any time during the course.

Listening: You will complete a listening paper of 1hr 40mins duration split into unprepared and prepared listening extracts. The unprepared extracts or pieces will be from a wide range of styles and traditions including the Baroque, Classical, Romantic and Twentieth-century periods. Questions may require you to identify instruments, recognise types and dates of music, possible composers, spot technical features, notate rhythms and/or pitches and identify chord changes and cadences. There are also questions that relate to music from Latin America, Africa, China, India and the Far East.

The prepared extracts for 2010/2011 are:

Bach Brandenburg Concerto No 2 in F major & Arab Music and the Music of Africa.

This is a two year course, but stronger students may find they begin AS music topics and techniques towards the end of 5th form.

The GCSE is also taught outside the timetable to boys who have passed a Grade 6 practical exam and also Grade 5 theory. They must already participate fully in the musical life of CLS and also achieve a very high mark in the 3rd form end-of-year exam. This is a 'fast-track' course and only suitable for exceptional musicians and **ONLY** by prior arrangement with the Director of Music and Director of Studies.

GCSE Physical Education

The GCSE PE course is primarily aimed at our strongest sportsmen who have a genuine passion for sport and enjoy participation and competition across a wide variety of activities. Also, an interest in sport in its wider context is expected. Candidates will :

- Become increasingly competent in a variety of sports
- Develop an understanding of human physiology, the acquisition of skill and contemporary issues in sport.
- Develop an understanding of coaching and officiating sports.

Theory Course – (40%)

The Theory section of the course is broken into 3 sections

1. Introduction to Physical Education

Topics include; developing fundamental motor skills, components of fitness, diet, healthy balanced lifestyles, socio-cultural factors affecting participation in sport,

2. Developing Knowledge in Physical Education

Topics include; motivation in sport, goal setting in sport, developing physical and mental capacity, human physiology, short term effects of an active lifestyle, long term effects of an active lifestyle, aerobic and anaerobic exercise, training principles that affect health and fitness.

3. Opportunities and pathways to PE

Topics include; Level of participation in sport, reasons for participation, government initiatives, role of school in promoting healthy lifestyles.

Practical Course – (50%)

Candidates are assessed in four activities from two different activity profiles. Within the four submitted activities the candidate may adopt the role of coach or official in one activity and be assessed for their performance in three activities. Candidates may be assessed for coaching and performance in the same activity. For example candidates may choose to be assessed in their basketball performance **and** coaching ability.

Activity Profiles

Invasion Games, Striking Games, Net/Wall and Target Games, Athletic Activities, Outdoor and Adventure Activities, Swimming Activities

Written Coursework (10%)

Task 1 : Analyse Lifestyle (ALT) Candidates will analyse their own lifestyle. Activity levels, participation in sports, diet, and general well being will be assessed. Candidates are then expected to research ways to improve each element of their lifestyle.

Task 2 : Analyse Performance (APT) Candidates choose a sport in which they are familiar and analyse their own, or a partners performance in this sport. Candidates then prepare a training programme to bring about improvements in this sport.

GCSE Religious Studies: Philosophy and Ethics course

The Religious Studies course that we now offer is from the OCR exam board and is effectively the study of a number of different philosophical and ethical ideas from two different religious perspectives. Where previously boys have made an in-depth study of two world religions, you will study two world religions but with a slightly different emphasis. The course is such that in the first year of study, you cover material which is broadly described as philosophy of religion and in the second you consider ethical material.

Each year, you will study five units. The ten units of study are:

1. The Nature of God
 - How the two chosen religions understand the divine and how followers relate to it
2. The Nature of Belief
 - How believers practise their faith
3. Death and the Afterlife
 - Beliefs about life after death, judgement and the end of the world
4. Good and Evil
 - Moral codes and the problem of evil and suffering
5. Religion and Science
 - Cosmology, creation, the origins of the universe
6. Religion and Human Relationships
 - Marriage, sexual relationships and contraception
7. Religion and Equality
 - Racism, the role of women, inter-faith relationships
8. Religion, Poverty and Wealth
 - Hunger, disease and charity
9. Religion, Peace and Justice
 - War, violence, pacifism, social injustice and crime
10. Religion and Medical Ethics
 - Abortion, IVF, Suicide, Euthanasia and Animal Research

At the end of the course, you will be examined through two papers; each will be two hours long. Paper one (philosophy) will be on units 1-5 and paper two (ethics) will be on units 6-10. In each paper, you will have a choice of questions, and be required to answer on four of the five topics. You also have a choice of which religion you refer to in each answer. There is no coursework. All boys who choose the course will be asked to vote on which two religions they study. The two religions with the most votes will be the ones which are studied by all boys.

You do NOT have to be religious to choose this as an option. You are not being tested on your beliefs. This is a purely academic study of two religions and the way in which they respond to the modern world.

The world is a rapidly changing place and religions are called to respond to the needs of their followers on a daily basis. As we see global events unfold in front of us on TV and in the newspapers, we are presented with a whole host of questions. These questions relate to the suffering of people in the world, the conflicts that are taking place, how people relate to one another and how we help one another. This is an opportunity to choose a course that addresses these issues and allows you to think about them.

SCIENCE

Science is part of the core curriculum and all boys will follow Edexcel's IGCSE specification in Biology, Chemistry and Physics. Most pupils will take the IGCSE papers in each science - as separate subjects ("Triple Award"). The courses are designed to allow candidates to reach a high level of attainment so that Science AS level courses are within easy reach of all. There is no coursework assessment.

AIMS

The 3 courses are designed to give students the opportunity to acquire a systematic body of scientific knowledge, and to develop an understanding of the power and limitations of science. Technical and environmental applications, and the social impact of science will of course be mentioned. Boys will be encouraged to develop experimental abilities through planning investigations and collecting, analysing and evaluating their own data.

EXAMINATION

Pupils will take the Higher Tier papers, which target grades A*-D. During the Fifth Form, after discussion with pupils and parents, a number of boys will be entered for Double Award Science instead of three separate IGCSEs. All boys, both Double and "Triple" Award candidates, have nine periods of science per week.

As well as testing recall, the written papers expect candidates to understand and apply their knowledge using a scientific and technical vocabulary. Evaluating relevant scientific information and mathematical skills will also be tested, as well as their experience gained from practical investigations.

Subject Content

Biology:

- Cells and Biological Molecules
- Digestion
- Respiration and Photosynthesis
- Ecology and the Environment

Chemistry:

- Atoms, Bonding and Structure
- Chemistry of the Elements of the Periodic Table
- Acids, Alkalis and Aqueous Chemistry
- Writing balanced equations, and doing chemical calculations
- Reaction rates, reversible reactions and energy changes in reactions
- Useful products from oil, air, rocks & metal ores

Physics:

- Electricity & Magnetism
- Forces and Motion
- Waves
- Energy & Transfer
- Radioactivity
- Solids, Liquids and Gases

GCSE OPTIONS 2010/2011

Boy's Name: _____

Tutor Group: _____

Please tick four boxes from the options below, making sure you include at least one Modern Foreign Language and at least one from History, Geography, Religious Studies and Classical Civilisation:

- | | |
|------------------------|--------------------------|
| Classical Civilisation | <input type="checkbox"/> |
| Design & Visual Arts | <input type="checkbox"/> |
| Drama | <input type="checkbox"/> |
| French | <input type="checkbox"/> |
| Geography | <input type="checkbox"/> |
| German | <input type="checkbox"/> |
| History | <input type="checkbox"/> |
| Latin | <input type="checkbox"/> |
| Latin and Greek | <input type="checkbox"/> |
| Music | <input type="checkbox"/> |
| Physical Education | <input type="checkbox"/> |
| Religious Studies | <input type="checkbox"/> |
| Russian | <input type="checkbox"/> |
| Spanish | <input type="checkbox"/> |

Please write down a fifth choice in case your four chosen subjects cannot be timetabled together.

Reserve Choice: _____

To be returned to your son's tutor by Monday 29th March 2010 at the latest.

Signed: _____ **Dated:** _____