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# INTRODUCTION

The aim of this booklet is to outline the curriculum in the Fifth Form at Whitgift. Our fundamental objective is academic excellence by ensuring that all our students work to their full potential. Although this booklet focuses on academic information, it is important to add that there is a wide range of co-curricular activities available to students. At Whitgift, there is a commitment to the all-round personal development of every pupil.

For students commencing the Lower Fifth in 2018, all subjects will be graded from 9-1 rather than A\*-G. Grades 7, 8, and 9 will correspond to A/A\* grades in the previous system. It is a general expectation that a minimum of a grade 7 should be achieved at GCSE level should a student wish to continue with that subject in the Sixth Form. Some subjects will have additional specific requirements.

## Pathways

The core principle we work to is that it is desirable for pupils to achieve as many top 7-9 grades as possible; our analysis of university applications confirms this is crucial to maximise university offers in the Upper Sixth. We therefore have considerable flexibility in our Fifth Form curriculum, ensuring a more personalised approach to learning and a curriculum which is tailored to the strengths of each individual pupil.

To support this objective, boys sit a series of standard cross-year tests during the Upper Third Form known as Pathways Assessments, which guide pupils and parents as to the number of subjects which they should study to GCSE. These assessments are devised by Heads of Department at Whitgift, and aim to reflect the type of skills and knowledge required in their GCSE subjects. As a result of these tests, pupils and parents will be advised as to whether they are best suited to study eleven GCSEs, or a programme of study leading to eight, nine or ten GCSEs. Those pupils on a pathway to eight, nine or ten GCSEs will receive consolidation lessons in these subjects as part of their timetable instead of taking additional subjects. For those judged to have the potential to perform well in eleven GCSEs, it is our expectation that they will start their GCSE course with this number of subjects.

## Lower Fifth Forms

All boys take the following subjects:

1. Critical Reflection, PE and Games are taught, but are not courses leading to GCSE.
2. English (leading to English Literature and English Language IGCSEs) and Mathematics.
3. Sciences (Biology, Chemistry and Physics taught separately).

In addition to these, boys are invited to choose 5 or 4 or 3 additional optional subjects depending on the pathway they are following. These Criteria apply:

- Pupils must choose at least one Humanities subject (History, Geography or Theology and Philosophy).
- Pupils must choose at least one Modern Foreign Language (French, German, Spanish, Japanese or Mandarin Chinese).
- Pupils can only study languages in the Fifth Form that they have studied in the Upper Third.



- The full list of option subjects is: Art and Design, Art Graphics, Classical Greek (currently studied off timetable in Upper Third), Computer Science, Design Technology and Engineering, Drama, Economics, French, Geography, German, History, Japanese, Latin, Mandarin Chinese, Music, Physical Education (GCSE), Section Française, Spanish and Theology & Philosophy (GCSE).

Pupils wishing to study Computer Science or Economics will need to sit the relevant Aptitude Test for these subjects. These Aptitude Tests take place during the afternoon of the second day of the Pathways assessments.

### **Upper Fifth Forms**

Internal exams towards the end of the Lower Fifth Year may be used to further tailor a student's programme of study in the Upper Fifth. In Science, the majority of pupils will continue to study three separate sciences (3 IGCSEs) but a significant number may benefit from doing Double Award Science. A small number of students will drop English Literature at this stage in order to concentrate on English Language. There will also be some students who will drop an Option subject in order to focus on core subjects and receive some Learning Support. This process allows each student to perform to their very best in the GCSE exams at the end of the Upper Fifth.

## **SUBJECT INFORMATION**

Compulsory non-examined subjects are detailed first: all subjects in which GCSE exams must be taken – both compulsory and optional – are then listed in alphabetical order.

## **EAL – ENGLISH AS AN ADDITIONAL LANGUAGE**

### **Upper school**

International students are assessed for their level of English when they join the school. Based on this information, extra support is offered to ensure they reach their full potential in all subjects.

The prime focus in the Fifth Form is the improvement of their level of English so that they reach their full potential in national assessments. In the Sixth form, the main aim is to enable them to have access to their choice of UK University by preparing them for the entrance requirements. We offer exam preparation classes, language support classes, one-to-one sessions and, if necessary, in-class support.

## **LEARNING SUPPORT**

Across the school we use prior data, our screening, teacher referrals and observations to inform our decisions as to a students' needs and strategies to support them. This occurs throughout the year, is monitored regularly and shared with staff and parents.

### **Upper School**

Students will select their pathway choice at the end of U3, here they may be invited to choose Study Support as an option. These sessions are very individual and aim to identify areas the student has struggled with during the week and support their learning to enable them to access the next lesson successfully.

The department is always available before and after school as well as at break and lunchtimes to support students with academic as well as social issues.

## PHYSICAL EDUCATION AND GAMES

All boys follow two periods of Physical Education over a two-week cycle, and a double games lesson per week.

### PHYSICAL EDUCATION

The syllabus is designed to develop the knowledge and skills gained in the Lower School, and introduce a wider programme of study. The programme continues to develop core elements, particularly hand-eye co-ordination skills and tactics. A deeper understanding of health and fitness is pursued with boys gaining the skills and knowledge to enable them to lead a healthy lifestyle both in and out of school.

Within the swimming element boys are given a solid grounding in the four major strokes, and then develop their water skills by introducing water-polo, diving and life-saving. Outside of the timetable there are opportunities for squad swimmers to train at least four times a week and for recreational swimmers to participate in at least three extra lessons.

#### Lower Fifth Form

The programme continues the development of health related fitness, basketball, methods of training, badminton, tennis and athletics (track and field). Boys begin to refine their skills and develop a deeper understanding of the rules and tactics involved in the activity.

#### Upper Fifth Form

The programme follows a similar content to the Lower Fifth Form with health related fitness, squash, basketball, volleyball and athletics (track and field) all being covered.

Again the Health Related Fitness course develops pupils' understanding of the need for physical activity, and the different forms of training available. Physiological considerations are discussed further, including interval and periodic training zones. Pupils begin to refine their skills and understanding, with a greater portion of the time being allocated to game situations.

The Physical Education syllabus should not be viewed in isolation; there is an extensive house and sports club co-curricular programme where other activities such as cross-country, fives, tennis, rugby, hockey, golf and judo can be enjoyed. Regular midweek and Saturday school fixtures for A, B, C, D and E teams enhance the opportunities further. It is hoped that all boys can find their particular sporting interests at whatever the level, and pursue their interests after leaving school.

## GAMES

The programme complements the Physical Education and swimming units of work. In the Upper School a wide range of activities is provided. The core sports are rugby, hockey, association football and cricket. However, for those not involved in these core sports there are opportunities to try athletics, badminton, basketball, fencing, fives, outdoor pursuits, squash and tennis.

The activities are devised to enable the boys to have an extended programme of study so that by the time they leave the school they are able to pursue a healthy lifestyle through physical activity and have knowledge and understanding of a wide range of sports.



## **PSHEE & CRITICAL REFLECTION**

All boys follow a 'Critical Reflection' syllabus in Upper Third to Lower Sixth Forms, which involves them developing their critical and creative thinking skills while examining topics in Citizenship and Ethics. There is an emphasis on discussing and reflecting on values, while also being encouraged to substantiate opinions with good reasons. During these two Fifth Form years, the boys will consider various spiritual, moral, social and cultural issues with which they will be faced as young citizens in today's society. Over the two years, boys also have PSHEE sessions on sex education, drugs education and coping with stress.

## **STUDY SKILLS**

As part of the school-wide programme of academic enrichment and support, during the Fifth Form boys have sessions on Study Skills covering planning and organisation, mind-mapping, revision notes, flash-cards and memory techniques. The aim of this programme is to equip our students with the skills to become effective and independent lifelong learners, which should stand them in good stead for GCSE and beyond.

The Art, Craft and Design; Graphic Communication course comprises of two components. The first being the coursework unit (Personal Portfolio) and the second the exam unit (Externally Set Assignment).

The Personal Portfolio comprises of two projects, one completed in the Lower Fifth and the second completed in the Upper Fifth during the Michaelmas term. Component one is worth 60% of the qualification.

The Externally Set Assignment comprises of one project and the paper is released by the exam board on the 2nd January. There is a period of preparatory study prior to the 10 hour sustained focus period. During the sustained focus period students will work unaided and be producing their final outcomes under exam conditions. Component two is worth 40% of the qualification.

Across the two years students will therefore produce three projects; two for component one and one for component two. For each project students will work to a theme or title. For component one the titles and theme are teacher lead and for component two the title is issued by the exam board.

All three projects will need to contain the following:

- Knowledge and understanding
- Skills
- Drawing and other materials processes
- Annotation
- Digital media
- Critical and contextual knowledge and understanding
- Areas of study

Each project will allow students opportunities to:

- Develop and explore ideas
- Research primary and contextual sources
- Experiment with media, materials, techniques and processes
- Present personal responses to the themes set by the centre/exam board

Specific to the Graphic Communication endorsement students will explore ways of conveying information in a visual way. The primary elements that should be used to portray these ideas are colour, icons, images, typography and photographs. For this course it is important that students consider the commercial aspects of their designs and concepts as well as the aesthetic qualities of their outcomes.

The areas of study that the students can focus on in Graphic Communication are:

- Advertising
- Communication Graphics
- Design for print
- Illustration
- Interactive design

- 
- Multi-media
  - Package design
  - Signage
  - Typography

Drawing is an essential part of the Graphic Communication course and students will need to have evidence of drawing throughout their sketchbooks. These can be in the form of direct observational sketches, design roughs and idea plans. The drawing element of the course can be created using a variety of different media and processes.

The four assessment objectives that students will be marked in for all three projects across both components are as follows:

- AO1– Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2– Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, processes and techniques.
- 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.

Students will therefore submit the following items for moderation:

### **Component One**

- Sketchbook (Lower Fifth)
- Supporting studies including prep pieces and initial artist responses
- Final outcome(s)
- Sketchbook (Upper Fifth)
- Supporting studies including prep pieces and initial artist responses
- Final outcome(s)

### **Component Two**

- Sketchbook (Upper Fifth)
- Supporting studies including prep pieces and initial artist responses
- Final outcome(s), completed during 10 hour exam (period of sustained focus)

Students will be expected to produce two double pages a week in their sketchbooks. These pages will be started and discussed during class time and students will be expected to continue working on them or finish them when appropriate during their homework time. The production of responses, prep pieces and final outcomes will most likely be completed in school due to equipment and facilities required. These will again be started and planned during lesson time.

## ART, CRAFT AND DESIGN; FINE ART

The Art, Craft and Design; Fine Art course comprises of two components. The first being the coursework unit (Personal Portfolio) and the second the exam unit (Externally Set Assignment).

The Personal Portfolio comprises of two projects, one completed in the Lower Fifth and the second completed in the Upper Fifth during the Michaelmas term. Component one is worth 60% of the qualification.

The Externally Set Assignment comprises of one project and the paper is released by the exam board on the 2nd January. There is a period of preparatory study prior to the 10 hour sustained focus period. During the sustained focus period students will work unaided and be producing their final outcomes under exam conditions. Component two is worth 40% of the qualification.

Across the two years students will therefore produce three projects; two for component one and one for component two. For each project students will work to a theme or title. For component one the titles and theme are teacher lead and for component two the title is issued by the exam board.

All three projects will need to contain the following:

- Knowledge and understanding
- Skills
- Drawing and other materials processes
- Annotation
- Digital media
- Critical and contextual knowledge and understanding
- Areas of study

Each project will allow students opportunities to:

- Develop and explore ideas
- Research primary and contextual sources
- Experiment with media, materials, techniques and processes
- Present personal responses to the themes set by the centre/exam board

Specific to the Fine Art endorsement students will explore ways of communicating aesthetic, intellectual or purely conceptual ideas and meaning rather than to serve a practical or commercial function. Work could therefore be the outcome of personal feelings, experiences and thoughts or instead to simply document people, place or things in a new a different way. Students will use a variety of formal elements to depict their ideas with a particular focus on mark making.

The areas of study that the students can focus on in Graphic Communication are:

- Drawing
- Installation
- Lens/light based media

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- Land art
  - Printing
  - Painting
  - Sculpture

Drawing is an essential part of the Fine Art course and students will need to have evidence of drawing throughout their sketchbooks. These can be in the form of critical and accurate sketches and explorative and experimental drawings. Drawing can also be used in the form of two-dimensional mark making and to create and highlight three-dimensional space.

The four assessment objectives that students will be marked in for all three projects across both components are as follows:

- AO1– Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2– Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, processes and techniques.
- 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.

Students will therefore submit the following items for moderation:

### **Component One**

- Sketchbook (Lower Fifth)
- Supporting studies including prep pieces and initial artist responses
- Final outcome(s)
- Sketchbook (Upper Fifth)
- Supporting studies including prep pieces and initial artist responses
- Final outcome(s)

### **Component Two**

- Sketchbook (Upper Fifth)
- Supporting studies including prep pieces and initial artist responses
- Final outcome(s), completed during 10 hour exam (period of sustained focus)

Students will be expected to produce two double pages a week in their sketchbooks. These pages will be started and discussed during class time and students will be expected to continue working on them or finish them when appropriate during their homework time. The production of responses, prep pieces and final outcomes will most likely be completed in school due to equipment and facilities required. These will again be started and planned during lesson time.

The Computing department offers an IGCSE in Computer Science. This new and exciting qualification brings alive a creative, technical and fun subject with a backbone of fundamental skills. The course reflects the changing world and jobs market, where the most in demand work force are those which have the ability to go beyond simply using software, but can also develop their own programs and use strong problem solving skills in a wide variety of scenarios. Alongside the problem solving and programming aspects of the course, students will be immersed in stimulating topics such as web design, mobile platforms, cyber security and back end system.

Assessment is by one written paper on the theory parts of the course (60%) and a second paper on programming and problem solving (40%).

## **Section 1 – The Theory of Computer Science includes:**

- Data representation – looking at the use of binary, how it can be converted to decimal and hexadecimal systems and storage of data
- Communications and Internet Technologies – understand how to check for errors, internet security, hacking and viruses, web browsers and web development
- Hardware and Software – electronic circuits, input and output devices, hardware used on portable devices, operating system
- Security – encryption, security protocols and processes, threats, biometrics
- Ethics – copyrighting, piracy, shareware and open source software, ethical considerations of computer systems

## **Section 2 – Programming and Problem Solving includes:**

- Problem solving and design – testing programs, decomposition, validation and verification
- Pseudocode – learning how to design algorithms to solve problems
- Programming – Python programming, data types and structures, repetition, selection and sequencing
- Databases – creating relational databases, understanding how to query databases based on given criteria, choose appropriate data types

In the Lower Fifth, most lessons will focus on the topics surrounding problem solving and programming, with the majority of contact time looking at Python programs and algorithms. Alongside these topics, students will look at hardware and software, numbering systems, security and integrity of data and binary logic.

In the Upper Fifth students develop more advanced programming skills, learning to create fully working programs which include validation and verification of inputs and produce suitable outputs. They learn to analyse a problem to determine the best method of solution, developing analytical skills. Pupils will also look at the topics of data communications and databases in this year. After the Christmas break, the student's focus will move towards preparation for their examinations with a significant amount of time spent reviewing and analysing the pre-release material for the second exam.

The Design, Technology & Engineering department offers students the opportunity to complete the new AQA GCSE Design and Technology course, which offers access to the A-level course and to follow a career path into the broad areas of Design and Engineering at University and beyond. The newly revamped course gives students core knowledge of the wide range of materials which fall under the subject, including textiles, electronics, graphics and resistant materials, whilst allowing them to develop more in-depth understanding of one particular material group. All whilst underpinning the key aspects of design which form the central pillar of the departments move towards a course structure that embraces imagination, innovation and the theoretical knowledge required for pupils to understand the constantly evolving technological world in which we live. Our courses in the Upper Third and Sixth Form have been newly revamped to enhance the technical detail to enable students to not only be creative in their designs, but also understand the wider implications and compromises required to engineer a product to reality. This new mode of working puts the pupil at the heart of the design process by initiating design solutions, developing working models and prototypes, testing and trialling. It encourages individuals to work together for some aspects of their work.

Students wishing to study Design and Technology at GCSE are expected to embrace all aspects of the subject, from research through design ideation to the realisation of the product. They must relish the opportunity to learn more about the theory of what makes good design and understanding about the development of new materials and technology as much as they enjoy the practical aspect of the subject.

All work is carefully monitored to ensure the pupils remain on schedule and maintain a sound balance with their other subjects. The potential within this subject is limited only by the imagination and energy of the pupil. It is not unknown for pupils to design products with real industrial potential.

### Course Aims:

- to foster individual flair, creativity and the ability to innovate, together with initiative, self-motivation and a spirit of enterprise;
- to give pupils opportunities to develop subject knowledge and understanding to enhance their design choices
- to teach practical skills and the confidence to design, make and modify products for identified purposes, selecting and using resources effectively;
- to enable pupils to combine their designing and making skills with knowledge and understanding, in order to design make, analyse and evaluate products of high quality;
- to encourage critical and aesthetic analysis, enabling pupils to evaluate technological development and design activity (their own and that of others);
- to improve ICT skills and learn about CAD/CAM/CAE and the opportunities arising from using computer controlled machinery;
- to develop an awareness of consumer requirements of a product;
- to enable pupils to consider the social, economic and environmental impact of technological activity;

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- to give pupils opportunities to work both individually and as a member of a team;
  - to provide activities which call on and contribute to knowledge and understanding of other subjects (particularly Mathematics, Science, Art and Computer Science).

## Course Structure

### DESIGN AND TECHNOLOGY

Pupils will spend the Lower Fifth developing their theory knowledge through a number of focussed practical tasks, which will also enhance their practical skills. The breadth of theory is significant and involves student lead research to widen their understanding. The coursework element will begin in the June of the Lower Fifth and run until the Easter break of the Upper Fifth, after which they will focus on revision and exam preparation.

#### Paper 1 – Core Technical Principles, Specialist Technical Principles, Designing & Making Principles – (50%)

2 hour written exam to tests students core knowledge (20 marks), specialist technical knowledge (30 marks), and understanding of the design process (50 marks). 15% of the paper is mathematics based.

#### Non-Examined Assessment – (50%)

Students will be required to produce a portfolio of evidence taking approximately 35 hours to complete and containing 20 pages of A3. A contextual challenge will be released on the 1st June in the Lower Fifth year and the student will need to identify design possibilities, research a problem, design and make a physical solution and then evaluate their work. The portfolio will require a creative solution and good use of digital technologies to record and develop the students work.

## DRAMA

Drama GCSE is available for those pupils who have fulfilled criteria set out at the start of the Upper Third by regularly attending Junior Drama Club, being part of a Whitgift production, and evidencing high levels of effort in reporting and grading sessions throughout the year.

Drama is an exciting subject that combines practical performance with dramatic theory. Students who choose GCSE Drama will develop their performance skills through group work, devising, improvising and studying published scripts. They will also have the opportunity to reflect upon their own work and that of others. Visits to live theatre are another component of the course, allowing students to experience their subject in a real world context. Students with a strong interest in theatre and performance will enjoy the variety of the course and the more advanced skills and concepts to which they will be exposed.

We follow the CIE IGCSE stimulus, which provides a stimulating mix of practical and theoretical work. Boys will be assessed practically through performances of a monologue, a group scripted piece and a group devised piece. The written exam is also focused on practical work: boys will be required to answer questions about an extract from a play that they have studied, and a piece of drama they have devised in response to stimulus provided by the exam board.

IGCSE Economics at Whitgift follows the EDEXCEL syllabus:

The course provides an opportunity to study an academically challenging subject and an ever-changing range of crucial issues in an objective and analytical manner. Many of the concepts studied in economics are abstract in their nature and require both lateral thinking and good numeracy skills. You may have never studied economics before, yet when you open a newspaper what do you read? Turn on the news and what do you see? The fact is that economics affects our daily lives. This is a highly engaging subject full of real-life examples and case studies for students to explore.

## Method of Assessment

Assessment is by two 1.5 hour examination papers at the end of the two year course, which consists of multiple choice, short and medium length answer questions based on real world examples. There is no coursework for this subject.

## Curriculum

The IGCSE course consists of 4 components:

### Lower Fifth

#### *Microeconomics and Business Economics – (Paper 1)*

##### *Part 1: The Market System*

Here we look at how the price mechanism allocates resources in markets, supply and demand analysis and elasticity. You will consider questions such as why do London house prices continue to rise? Why do flights cost more in August than in May?

##### *Part 2: Business Economics.*

This section looks at the nature of competition between companies, different market structures and government intervention to promote competition in markets, investigating questions such as, is privatisation a good thing? Why do firms collude? Should government be allowed to stop mergers? What are the impacts of the national living wage?

### Upper Fifth

#### *Macroeconomics and the Global Economy – (Paper 2)*

##### *Part 3: Government and the Economy*

At the start of the Upper Fifth we look at the 'big' issues that affect the whole economy. Why is inflation higher in some countries than others? Why has unemployment not risen that much despite the recent recession? Why does the UK import more goods than it exports? Does it matter? Why are record low interest rates struggling to boost economic growth? What impact do higher taxes have on the economy?

##### *Part 4: The Global Economy*

The final part of the course looks at the role globalisation and international trade plays in the economic development of countries from around the world. You will investigate questions such as is globalisation a good thing? Will the current world recession create a protectionist threat? Will a depreciating currency always increase a country's exports?

English and English Literature are taught as an integrated course over the two years; students are awarded a separate GCSE grade for each. The School follows the AQA GCSE Examination. Both qualifications are taught concurrently, skills from each discipline complementing the other. The course has an oral component for which students earn a separate endorsement, in addition to their final grade. All examinations for their qualification are assessed externally.

Students study a wide variety of texts, including Shakespeare, 19th Century works and Modern Fiction. They also learn the skills to analyse a variety of non-fiction from the 19th, 20th and 21st centuries. They develop their written skills in producing narrative and descriptive works, and conveying points of view in a variety of tasks.

- The Language examination requires students to react to unseen texts, both fiction and non-fiction. It means that they will be able to assess and compare different texts on the same topic, from different time periods. They will also write a narrative or descriptive piece, and an essay conveying a point of view, writing to persuade, or to justify their views.
- The Literature qualification requires knowledge of Shakespeare, 19th Century Literature, Modern Prose or Drama, and Poetry. Each of these components will require in-depth knowledge of texts studied throughout the year. There will also be a question on two unseen poems, asking them to analyse one in detail, and then to compare it to the second.

The English Society is open to boys in the Lower and Upper Fifth, and is a rich source of inspiration for them as they continue their studies, both in the Fifth Form and as preparation for further inquiry in the Sixth Form and beyond.

GCSE Geography 2016 onwards – Edexcel A Geographical themes and challenges

GCSE specifications for the discipline of geography gives students the opportunity to understand more about the world, the challenges it faces and their place within it. The Edexcel A GCSE course will deepen understanding of geographical processes, illuminate the impact of change and of complex people-environment interactions, highlight the dynamic links and interrelationships between places and environments at different scales, and develop students' competence in using a wide range of geographical investigative skills and approaches. Geography enables young people to become globally and environmentally informed and thoughtful, enquiring citizens.

## **Component 1: The Physical Environment**

Written examination: 1 hour and 30 minutes – 37.5% of the qualification

Content overview

- Topic 1: The changing landscapes of the UK – including optional sub-topics from which students choose two from three, 1A: Coastal landscapes and processes, 1B: River landscapes and processes and 1C: Glaciated upland landscapes and processes.
- Topic 2: Weather hazards and climate change
- Topic 3: Ecosystems, biodiversity and management

## **Component 2: The Human Environment**

Written examination: 1 hour and 30 minutes – 37.5% of the qualification

Content overview

- Topic 4: Changing cities
- Topic 5: Global development
- Topic 6: Resource management – including optional sub-topics from which students choose one from two, 6A: Energy resource management and 6B: Water resource management

## **Component 3: Geographical Investigations: Fieldwork and UK Challenges**

Written examination: 1 hour and 30 minutes – 25% of the qualification

Content overview

- Topic 7: Geographical investigations – fieldwork
- Topic 8: Geographical investigations – UK challenges

The study of History enables us to understand the origins of many of the complex issues confronting society today, while giving the student useful insights into the nature of social, economic and political change and human motivation. Such skills are to be found in successful politicians, diplomats, lawyers, journalists, businessmen, policymakers and many others whose jobs require complex analysis and an understanding of domestic and international issues.

History at GCSE is valued for the variety of topics studied – political, diplomatic, military, economic and social – and for the skills that are fostered by historical investigation. These include the analysis of complex historical situations, the evaluation of historical evidence, the ability to construct a reasoned argument, and the ability to write coherently and with relevance.

At Whitgift we offer the popular and successful IGCSE Cambridge International Modern World History course. This covers key aspects of twentieth century world history:

## 1 The 20th Century: International relations since 1919

The content focuses on the following Key Questions:

- Were the peace treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948-c1989?
- Why did events in the Gulf matter, c.1970-2000?

## 2 Paper 2:

How successfully did the USA contain communism?

## 3 A Depth Study:

- Germany, 1918-45

## 4 A coursework option:

This is one essay based on Germany 1918-45.

## How is the course assessed?

- Components 1 and 3 are assessed in a two hour examination, with two questions on Component 1 (from a choice of 4) and one question from Component 3 (from a choice of 2). 40% of overall marks
- Component 2 is assessed in a two hour examination and in 2020 will be on the League of Nations. 33% of overall marks
- Component 4 (coursework) is assessed by a single essay of a maximum of 2000 words and is based on the significance of an individual, group, organisation, development, place or event. 20% of overall marks

There is also an optional study tour to Berlin to examine key events and places of the National Socialist and Cold War eras.

## LANGUAGES

In an era of increasing globalisation and enormous competition for the best jobs, fluency in at least one other language is becoming more and more important. We are very proud to be able to offer great breadth at GCSE level including seldom taught languages such as Japanese and Mandarin Chinese as well as our Section Française stream. It is compulsory to take one Modern Foreign Language at GCSE level but we would strongly encourage pupils to take two, where this is appropriate for them, and it is possible for gifted linguists to take three.

The Languages Faculty aims to ensure that all pupils who study languages are given the opportunity to reach the highest level of confidence, fluency and appreciation of the relevant language and culture. We are fully committed to an extensive exchange programme at Whitgift and Fifth Form pupils will have the opportunity to take part in exchanges to a relevant country for whichever language(s) they are studying. Fifth Form exchange destinations include Berlin, Valencia, Beijing and Tokyo.

All courses are characterised by a rigorous approach to language learning, which involves establishing a formal and strong grammatical base and regular vocabulary learning. This is combined with an emphasis on enjoyment and on lively and active language acquisition. The Departments aim to engender an enthusiasm for languages that will encourage pupils to achieve the highest levels of academic success as well as giving them the important skills of a Modern Language that they can use outside and beyond their school life.

The Languages Faculty recognises that individual pupils have very different needs when it comes to the acquisition of languages. We are keen to support pupils as much as possible and if your son speaks or is learning a language outside school, because of family links or having lived abroad or a simple passion to learn, then do speak to us about how we can best support him. It may be possible for us to tailor-make provision and in some cases this could lead to a qualification.

The examination taken in French, German and Spanish is the Edexcel IGCSE. In Japanese and Mandarin Chinese it is the Edexcel GCSE. More detailed examination and curriculum information for each of the Departments which make up the Languages Faculty can be found below.

### CLASSICS

At Whitgift two subjects (Latin and Greek) are available from the classical corpus to those in the Fifth Form. Whatever combination of the above subjects is taken, the aims – *mutatis mutandis* (below) – are similar. A love of scholarship in general and an enjoyment of the Classics in particular are inculcated by increasing pupils' knowledge of the language, literature and the culture of Antiquity (predominantly Fourth and Fifth Century Greece/First Century Rome and its Empire). Popular biennial visits to Italy and Greece supplement the material covered.

### GREEK

#### Lower Fifth Form

Greek students continue reading Greek to GCSE (Book I), and during the year progress to Book Two of the same course. As the various mythological or historical stories develop, so does the language, and the students will begin to read adapted Greek as preparation for the set texts encountered in the



following year. Because the group is small, the linguistic requirements for GCSE are usually covered by the end of this year.

### **Upper Fifth Form**

As with Latin, the final year's curriculum content consists mainly of preparation for the linear GCSE examination (language and literature). Two major authors are read in unadapted Greek (usually from Euripides, Homer or Xenophon).

## **LATIN**

### **Lower Fifth Form**

For the first term students continue to study The Cambridge Latin course, covering the final grammatical elements that are required for the GCSE examination. The language is also developed and becomes increasingly complex as the students read adapted selections from major authors. However, the course includes systematic language notes on grammar and syntax to facilitate understanding. Full GCSE vocabulary lists are also provided for extensive tests during the year. In the Lent and Trinity terms the first (prose) GCSE set text is read and analysed.

### **Upper Fifth Form**

In this final year of the GCSE course, Latin students sit all the examination papers in June and thus most of the year's work consists of preparation for the main elements of this examination; for example, the second set text (verse) is read and analysed. The students are also prepared for the GCSE language papers.

Usually, one major author (e.g. Virgil) and a collection of minor authors (e.g. Tacitus, Cicero, Caesar, etc.) are set in these set text papers. A great deal of consolidation of earlier linguistic material inevitably takes place this year, particularly in sets containing potential International Baccalaureate, AS Level and A Level candidates.

## **FRENCH**

Pupils follow a two-year programme which prepares them to sit the IGCSE exam at the end of the Upper Fifth. The exam sat is the Edexcel IGCSE, which has no coursework component. The examination consists of three papers; Paper 1, which is a listening examination; Paper 2 which tests reading and writing skills; and Paper 3, which is an oral examination in which pupils discuss a photograph and then engage in a general conversation. All students are given a textbook to use as a reference, as well as a Classwork and Vocabulary book. We also make full use of a range of electronic resources and websites, such as VocabExpress, ThisisLanguage and Kerboodle, to support students' studies.

### **Lower Fifth Form**

The course aims to teach the language required for the IGCSE exam in as stimulating a manner as possible, teaching beyond the confines of the IGCSE topic areas whilst ensuring that all necessary language is covered. The grammar of the French language is taught explicitly and pupils are encouraged to think about their mother tongue and any other languages they speak while they are acquiring competency in French. Our aim is for pupils to develop a positive relationship with French



and an ability to learn languages, which will continue in their lives well after the exam. In addition to the core IGCSE curriculum, the top set follows a broad extension programme taught using Bilingual (CLIL) methodology, which aims to enhance teaching through the study of History, as well as the language at a more advanced level.

### **Upper Fifth Form**

The language and grammatical structures learned during the Lower Fifth are developed as pupils produce increasingly sophisticated French. Existing oral and written skills are furthered through the addition of more complex vocabulary and structures. In addition to preparing students for IGCSE success, we also aim to prepare students for the challenge of further study at either IB or A Level and beyond, through a complex understanding of both the language and the key sociocultural aspects of the Francophone world. Top set students' studies are enhanced by the study of some literature, with a view towards building a fully robust and comprehensive understanding of the language.

Preparation work also begins early on in the school year on the IGCSE oral exam, which takes place in Spring. The remaining two papers (Paper 1 Listening, Paper 2 Reading and Writing) are sat with their other GCSE exams in May/June.

## **GERMAN**

### **Lower Fifth Form**

The boys start their two year IGCSE course this year, preparing for the Edexcel examination. While increasing their fluency, and in particular their linguistic accuracy and vocabulary range, they study education, careers, health, fitness and travel. It is a practical, task-oriented course, and pupils learn language for everyday situations, such as ordering food, asking for directions, talking about themselves and their friends. They are also encouraged to express opinions on a wide range of topics.

As texts become more complex, pupils are taught to read both for gist and for detail; this also adds greatly to their vocabulary. Writing skills are furthered with extended pieces of writing in which pupils can put their vocabulary to good use. Speaking in German is commonplace in the classroom, and they have the opportunity to use their German in small groups when they have sessions with the language assistant.

### **Upper Fifth Form**

Pupils' competency develops further, as they employ increasingly sophisticated language. Existing oral and written skills are enriched with idiomatic expressions, along with key phrases and an enhanced selection of topic-specific vocabulary. There is also an emphasis on grammar and spelling.

There is no coursework, with pupils taking the Edexcel IGCSE examination in Listening, Reading, Speaking and Writing.

## **JAPANESE**

### **Lower Fifth Form**

Japanese is a fun, varied and academically enriching GCSE option. Fewer than two thousand pupils sit the exam in the UK, making it a rare qualification which is eye-catching on a CV.

Through topic-based teaching, students are exposed to material and exercises drawn from a range of resources which gradually develop the skills required for GCSE. These skills include the techniques needed to write essays, tackle listening and reading comprehensions and develop effective oral communication.

Students will find that they review much of the vocabulary learnt previously over the course of the year, but add to it with a more sophisticated level of language. They also learn a wide range of linguistic structures, enabling them to understand GCSE level texts. Kanji characters are taught again from scratch, and a large proportion of the 200 characters required for the exam are covered. Pupils will be expected to undertake a good deal of independent character practice at home, on top of written homework; little and often is the key to success with Kanji! By the end of the year, students should be capable of producing essays of around 300 characters in length, which satisfy the requirements of the GCSE exam.

### **Upper Fifth Form**

In the final year of the GCSE course, the remaining topic areas are covered and a large amount of consolidation work is undertaken. Again, teaching and learning materials are drawn from a range of resources mostly created in-house and, increasingly, past papers. New language is taught, which will enable students to work at the highest level, and the remaining Kanji are introduced, bringing the total covered up to the 200 required for GCSE. Japanese dictionary skills are also focused on heavily at this stage as pupils are now able to use a dictionary during the writing exam.

Well before sitting the exam students are fully familiar with the requirements of all four papers: speaking, listening, reading and writing. Opportunities for extra speaking practice are provided and general revision sessions also offered.

Fifth Formers are offered the opportunity of taking part in an exchange with a school in Urawa near Tokyo. This allows pupils to immerse themselves in the language and culture of Japan and has an immensely beneficial impact on their motivation and their language skills as they enter the last stage of preparation for their GCSE exams.

The gap between GCSE and Sixth Form study is large and we aim to teach beyond the requirements of the GCSE syllabus to enable pupils to be able choose Japanese in the Sixth Form if they should wish to do so.

## **MANDARIN CHINESE**

### **Lower Fifth Form**

In the Lower Fifth pupils begin the Edexcel GCSE syllabus. Topic areas which are covered in the first year of the GCSE course include My Local Area, Travel and Media. Pupils will also get the chance to continue exploring Chinese culture through the use of authentic reading materials and project work.



The course focuses equally on all four examined skills (Listening, Speaking, Reading and Writing). Previously learned characters are reviewed in context and up to 300 new characters are introduced. As pupils move through the course, there will be a greater emphasis on learning to read and write characters off by heart. Advanced grammatical structures are also introduced to enable pupils to express themselves more fluently in speech and writing. They will also be expected to undertake substantial independent work to revise language learnt in previous topics and consolidate new content.

### **Upper Fifth Form**

In the final year of the GCSE course, the remaining GCSE topic areas are covered, including Education and Future Plans, Global Issues and Health. New language and grammatical structures are taught, which will enable students to work at the highest level. The remaining characters are also introduced and practised, bringing the total number of characters covered up to around 1000. This is beyond the minimum 650 suggested as a base for tackling the GCSE and enables pupils to access the top grades.

Pupils also have the exciting opportunity to take part in the Beijing exchange in their Upper Fifth year, which gives them the chance to put the language they have learnt into action and to learn more about the culture of this amazing country.

In 2020 there will be four terminal exams (Listening, Speaking, Reading and Writing), which will each be worth 25% of students' final mark.

## **SECTION FRANÇAISE**

### **Lower Fifth Form**

In the Lower Fifth, pupils are exposed to more complex stories and novels, both contemporary and 19th century classics such as Zola and Balzac. They learn about self-expression through selected French lyric poems by Rimbaud, Apollinaire, Baudelaire or Aragon as well as autobiographies. They study the art of argumentation and debate through plays by Molière, novels by Victor Hugo and short stories by Maupassant. They also acquire debating techniques through analysing today's media such as newspapers and television. Pupils continue to develop their grammar and spelling skills while producing more extended work and expressing their ideas in more depth and detail.

## SPANISH

The main aims of the Spanish Department are to ensure that pupils are ably equipped with the language skills they need not only for their final exam but for the rest of their lives, and that they enjoy immersing themselves both in the language and the culture of all things Hispanic. From the beginning, boys are taught in the target language and are then given ample opportunity to practise. The aim is not only to lay down a solid grammatical base and increase the boys' range of vocabulary, but also to build up their confidence so that they use Spanish creatively and with enthusiasm. An integral part of the course is the knowledge of Spanish-speaking countries which they will develop throughout the course.

### Lower Fifth Form

Having covered the first two topics of the IGCSE in the Upper Third, we continue with the remaining three:

- talking about your school, your future plans and the world of work
- travelling and transport, tourism and holidays, the weather and environmental issues
- health and how to stay healthy, shopping and eating out and about other issues for young people

Grammatical points from the Upper Third are thoroughly revised and extended. New tenses are introduced and practised. The focus this year is very much on extending the knowledge of vocabulary so pupils can cope with the demands of the IGCSE in the Upper Fifth.

### Upper Fifth Form

This year covers any remaining topics and skills necessary to achieve the highest grades. Plenty of time is devoted to familiarising the pupils with the exam and teaching them the techniques to cope with the IGCSE. Students are given ample opportunity to practise their writing skills and, through the use of past papers, their reading skills. Vocabulary that they have acquired up to this point is reinforced and practised in different contexts. Oral language is important and all pupils are expected to be able to express themselves on a variety of topics. Again, students are given ample opportunity to practise these skills in class.

## Lower Fifth Form

The Mathematics Department follows the International GCSE, set by Edexcel International. Whilst in many ways similar to the UK courses, there is a slightly greater emphasis on algebra techniques and developing students' abstract thinking skills; a brief introduction to Differentiation (Calculus) is also included. There is no coursework component. Having studied from the Edexcel IGCSE Book 1 in the Upper Third Form, a large part of the higher level work is therefore covered in the Lower Fifth Form. Particular emphasis is placed on the formal methods of the subject, such as rigorous treatment of Algebra and mathematical method alongside extending work on circle theorems, probability, surface area and volume. This provides a sound basis not only for IGCSE Mathematics but also for the many boys who will go on to study the subject in the Sixth Form.

Both papers will require the use of a calculator: we strongly recommend that boys have the more advanced Casio fx-991EX.

## Upper Fifth Form

The harder IGCSE topics are covered this year, including work on Algebraic Fractions, Non-Linear Simultaneous Equations, 3D Trigonometry, Functions, Surds and further work on Differentiation. It is particularly important that boys get into the habit of setting their work out clearly and neatly, showing full working. There is ample time during the year for boys to work on practice papers for the examination, both as part of regular class work and homework and also under timed conditions.

Boys in the top sets will study some Sixth Form level work in the Upper Fifth Form. They will work towards the OCR Additional Mathematics course alongside their IGCSE examinations. Additional Mathematics is a Free Standing Maths Qualification (FSMQ) with course code 6993. This course provides an excellent platform for Further Mathematics A-Level or the Higher Level IB course in the Sixth Form.

Music is a unique form of communication that can change the way we feel, think and act. Music forms part of our identity and positive interaction with music can develop your competence as a learner and increase your self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps us understand ourselves, relate to others and develops our cultural understanding.

Music GCSE encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music GCSE helps develop critical skills: an ability to listen, to appreciate a wide variety of music, to analyse techniques and structures and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfilment.

Music GCSE is ideal for boys who learn an instrument to at least grade 4 standard already, who can read staff notation and who want to develop their musical skills and expand their creative and cultural awareness.

The Edexcel GCSE syllabus is followed, with Composing, Performing and Listening forming the core of the examination. These elements are explored through four areas of study:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

Pupils study a selection of set works for each area of study, including extracts from Handel and Bach, Queen, John Williams's 'Star Wars' and Bossa Nova.

For their composition coursework, candidates must compose and submit two pieces, one free composition and the other written to a set brief. For performing, they must play one solo piece and one ensemble piece, each to about grade 5 in standard (or higher). Listening skills are assessed through a written paper based on recorded extracts of the set works and related pieces, which are also used as the basis for longer questions testing more detailed knowledge.

In the Lower Fifth, the areas of study are examined and explored. Music theory, harmony and notation are further developed, building on work done in the Lower School. Students are taught to compose in a variety of styles and learn to listen analytically. They also perform extensively, taking part in solo and ensemble performances. Performance coursework is recorded near the start of the Upper Fifth but can be recorded again and refined during the Michaelmas term. The Upper Fifth year is also used to finish composition coursework and to consolidate knowledge for the listening examination.

The course is wide and varied, giving boys the opportunity to explore a variety of music as well as develop their musicianship. Music Technology and Sibelius notation software is used to produce the compositional scores. GCSE Music is a vital stepping stone to the study of Music in the Sixth Form.

Physical Education has been a popular option since its inclusion in 2002. We have recently changed to IGCSE from CIE (University of Cambridge Internal Examinations Board).

The new syllabus provides pupils with an opportunity to study both the practical and theoretical aspects of physical education. It is designed to foster enjoyment in physical activity by providing students with an opportunity to take part in a range of physical activities. By following the course pupils will be able to develop an understanding of effective and safe physical performance and to appreciate the necessity for sound understanding of the principles, practices and training that underpin improved performance, better health and well-being.

### **The course aims to enable pupils to:**

- Develop their knowledge and understanding of the theory underpinning physical performance in a modern world.
- Use and apply this knowledge and understanding to improve their performance
- Perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- Understand and appreciate safe practice in physical activity and sport
- Understand and appreciate the benefit of physical activity and sport for health, fitness and well-being
- Gain a sound basis for further study in the field of Physical Education.

Pupils are assessed according to their capacity to:

1. Demonstrate knowledge and understanding of the theoretical principles that underpin performance in physical activity / sport.
2. Apply knowledge and understanding of the theoretical principles to a variety of physical activities / sports, including the analysis and evaluation of performance.
3. Demonstrate the ability to select and perform appropriate skills to produce effective performance in practical activities.

### **Paper 1: Theory**

1hr 45 minute paper, 100 marks

The examination assesses pupil's knowledge and understanding in relation the 4 areas of the syllabus:

1. Anatomy and Physiology
2. Health, fitness and training
3. Skill acquisition
4. Social, Cultural and ethical influences

The paper has a weighting of 50 per cent of the total marks of the qualification and combines a mix of short answer questions and structured questions.

## Component 2: Coursework

100 marks – Four sports worth 25 marks each

The coursework component assesses candidates' performance in four physical activities from at least two of the seven categories listed:

1. Games
2. Gymnastic activities
3. Dance activities
4. Athletic activities
5. Outdoor and adventurous activities
6. Swimming
7. Combat activities

The coursework is worth 50 per cent of the total marks and each activity is marked out of 25 possible marks.

*Please note that, due to the practical nature of the course, students are required to represent the School at B team level at least, or have a high level of involvement outside of school, in two different sporting activities from the syllabus during both the Lower and Upper Fifth Form.*

The aims of this course are:

To impart a systematic body of scientific knowledge and facts, and an understanding of scientific concepts, principles, themes and patterns

To further students' appreciation of the practical nature of science, developing experimental skills based on correct and safe laboratory techniques

To develop an appreciation of the importance of accurate experimental work to scientific method and reporting

To develop students' ability to form hypotheses and design experiments to test them

To sustain and develop an enjoyment of, and interest in, the scientific world

To foster an appreciation of the significance of science in wider personal, social, environmental, economic and technological contexts, with a consideration of ethical issues

To enable students to select, organise and present information clearly and logically, using appropriate scientific terms and conventions

Our linear IGCSE courses are only examined in the summer of the Upper Fifth. There are no coursework assessments, although practical work will feature in the teaching and practical principles will be tested in the written examination papers.

The science that boys study in the Upper Third provides a foundation for the courses that will deliver the required syllabus content from the beginning of the Lower Fifth in Chemistry, Physics and Biology will begin to pick up IGCSE curriculum topics in Upper Third. An outline of IGCSE science in time line format would look like the following:

Upper Third: Pupils build up foundational science knowledge in classes taught by subject specialists. The emphasis being on fundamentals – an enjoyment of the sciences based on understanding key principles. Physics and Biology will begin to teach IGCSE topics. Pathway assessment will give an indication of what route pupils might be heading towards in Science.

End of year exam in Upper Third (70% weighting) combined with unit test marks (30% weighting) are then moderated by teacher recommendations leading to the formation of Lower Fifth science sets

Lower Fifth: All sets study EDEXCEL IGCSE sciences – pupils complete internal end of unit tests which are used to track progress. Set changes are rarely made at this stage.

End of year exam in Lower Fifth leads to adjustment of sets as necessary. Approximately 30% of pupils will go on to study Double Award with 70% taking up Separate Sciences.

Upper Fifth: Pupils in Double Award sets will be taught Double Award material only; still targeting a maximum grade if possible. For those doing Separate Sciences the January mock exams will be used as a final measure to confirm the optimal pathway towards good grades. Pupils who are struggling to achieve a grade 6 in all three sciences will enter a review and discussion process that could result in Double Award entry.



May/June of Upper Fifth: approximately 70% of Whitgift pupils will sit 2 exams in each science, achieving 3 IGCSE's. the remaining pupils will sit 1 exam in each science to gain 2 IGCSE's worth of science.

Whilst Double Award Science is highly valued by universities and, undoubtedly, is the correct course for many Whitgift students, any pupil completing Double Award should only embark on Science courses in the Sixth Form after serious consultation, with both his Science Teachers, Heads of Department, and the Fifth Form Team.

### **EDEXCEL IGCSE BIOLOGY**

This course stands on its own as a thoroughly interesting, rigorous and complete introduction to the subject, but it also forms an excellent platform from which to progress to further study of the subject in either the International Baccalaureate or at A level.

Teaching will allow students to reap maximum benefit from the practical work undertaken during the course. They have been taught how to make careful measurements, present their results clearly and to draw meaningful conclusions whilst assessing the errors involved in their work.

#### **Topics covered in the Lower Fifth Form are:**

- Respiration
- Human gas exchange
- Human transport
- Food production (crops and fish farms)
- Cycles within ecosystems
- Human influences on the environment
- Co-ordination basic principles
- Nerves
- The eye
- Immune system, vaccination
- Variety of living organisms (fungi, protocista, bacteria, viruses)
- Plant gas exchange
- Plant transport
- Reproduction

#### **Topics covered in the Upper Fifth Form are:**

- Mitosis, meiosis
- DNA, genes, alleles, inheritance
- Food production by microbes
- Genetic modification
- Cloning
- Thermoregulation
- Excretion and the kidney
- Evolution, variation, mutation
- Selective breeding

## EDEXCEL CHEMISTRY IGCSE

The Edexcel IGCSE Chemistry course is taught over three years. This course stands on its own as a thoroughly interesting, rigorous and complete introduction to the subject, but it also forms an excellent platform from which to progress to further study of the subject in either the International Baccalaureate or at A Level.

Practical work undertaken during the course will build on the skills developed in the Third Form where students have been taught how to make careful measurements, present their results clearly and to draw meaningful conclusions whilst assessing the errors involved in their work.

### Topics covered in the Upper Third are:

- States of matter and diffusion;
- Rates of reaction;
- Atomic structure and bonding;
- Chemical tests;
- Gases in the atmosphere

### Topics covered in the Lower Fifth are:

- Reactivity series;
- Calculations;
- Acids and alkalis;
- Introduction to Organic Chemistry
- Energetics

### Topics covered in the Upper Fifth are:

- Extraction and use of metals and electrolysis
- Alcohols and carboxylic acids
- Esters and synthetic polymers
- Reversible reactions and equilibria

## EDEXCEL PHYSICS IGCSE

The Edexcel IGCSE course is taught in Physics over three years. This course stands on its own as a thoroughly interesting, rigorous and complete introduction to the subject and forms an excellent platform from which to progress to further study of the subject in either the International Baccalaureate or A-level.

The course is introduced in the Upper Third giving us scope to complete a significant amount of practical work, teaching students how to take careful measurements, present the results appropriately and draw meaningful conclusions whilst assessing the significance of errors in their measurements. The Upper Third year is also used to develop a good foundation that students will call on throughout the three years of the course.

### Topics covered in the Upper Third Form are:

- Density and Pressure
- Energy and Heat Energy Transfer
- Properties of Waves
- The Electromagnetic Spectrum
- Properties of Sound

### Topics covered in the Lower Fifth Form are:

- Forces and Motion
- Electricity
- Properties of Light
- Magnetic Fields
- Work, Energy and Power
- Principle of Moments

### Topics covered in the Upper Fifth Form are:

- Electromagnetism and Electricity Generation
- Nuclear Physics and Radioactivity
- Astronomy
- Ideal Gas Laws
- Principles of Momentum

## EDEXCEL IGCSE DOUBLE AWARD SCIENCE

Core subject material from all three sciences will be examined by three 2 hour written papers, one core paper in each of the sciences. The material studied in the Upper Third and Lower Fifth are common to Double Award and Separate Science courses, a larger number of materials from the Separate Sciences option are studied in the Upper Fifth.

# THEOLOGY AND PHILOSOPHY

The Theology, Philosophy and Ethics OCR GCSE is a two-year course and is examined in three written examinations at the end of the Upper Fifth Form but it is more than a qualification, it is a new way of thinking! Sapere aude! (Dare to know!)

The course offers all candidates, of any religious persuasion or none, the opportunity to demonstrate their understanding of the role and purpose of religion in the modern world as well as to develop critical thinking skills making it great preparation for any essay-based subject in the Sixth Form. The course is 50% Philosophy and Ethics content and 50% Theology (Islam and Christianity). The topics considered provide an opportunity for developing ideas on a range of issues (see below) along with an emphasis on producing logical, coherent argument coupled with evaluation and discussion skills. Pupils will develop their understanding of Christianity and Islam and contrast these with secular viewpoints and will need to argue for their own viewpoint in each exam.

The course consists of three exam papers: two Theology papers – one on Christianity and one on Islam (worth 25% each) and one Philosophy and Ethics paper (worth 50%).

## Theology papers:

- **Study of Christianity** – do Christians believe that a never-ending hell exists and if so who do they think goes there? Why do Christians think that God exists? What is the role of the Church in an increasingly multi faith society? Is the Bible or a priest a more reliable source of theological knowledge?
- **Study of Islam** – why do some Muslims argue that humans have no free will? Is charity still charity if you feel obliged to do it? What role does Jesus play in Islam?

## Philosophy and Ethics in the modern world:

- **Philosophy 1: The existence of God** – can logical arguments prove the existence of God? If God exists does He mind that humans suffer? Are miracles an example of favouritism?
- **Philosophy 2: Dialogue** – should our House of Lords still have 26 positions for unelected Bishops? Is humanism a religion? Should homosexual marriage be supported?
- **Ethics 1: Religion, peace and conflict** – is using force acceptable if you are standing up for those in need? Should you forgive people who do serious wrongs for your own benefit? Does this mean that forgiveness is selfish?
- **Ethics 2: Relationships and families** – should the Catholic Church have changed their teachings on contraception in the midst of the AIDS epidemic? Is one 'type' of family better than another? Are women equal to men and what does that really mean?

If you are interested in the course, please speak to your TP teacher or come to the TP office downstairs in the Junior School.

## Homework

Throughout the year students will be set one written homework a week in addition to a research task roughly every fortnight.

If students have some spare time they are expected to review their notes, test themselves and ask for help if there are any topics which they need clarifying.

If students require any additional help outside of lessons **extra support sessions** will run on **Wednesday's at 1:20pm in A1**.

Failure to complete homework on time or to an adequate standard may result in a humanities detention which will be on Monday's at 4pm in CLR for 1 hour.

## Progress Tests

There will be synoptic tests throughout the course to recap prior learning. It is important, therefore, that students allocate some time each fortnight to these to go over their notes from the whole course.

If they fall below the pass mark in the test, they will be expected to attend clinics and sit a retest three weeks later. If they fail the retest a letter will be sent home and the clinics will be made compulsory for the remainder of the half term.

## Organisation

All students will be given folders and will have these checked by their classroom teacher intermittently. They will be given a student guide which outlines the structure of the course and provides advice on organisation, exam technique and effective revision strategies.



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