



## **FIFTH FORM CURRICULUM 2009/10**

### **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.

All subjects are taught in sets and not form groups. Streaming by ability takes place in Mathematics and there is some limited streaming in Science and Languages, but the majority of groups are parallel and of equal ability.

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. The curriculum for year groups is set out below.

It is a general requirement that a minimum of an A grade should be achieved at GCSE level should a student wish to continue with that subject in the Sixth Form.

### **Lower Fifth Forms**

All boys take the following subjects:

1. Critical Reflection and Games are taught, but are not courses leading to GCSE.
2. English (leading to English Literature and English Language GCSEs) and Mathematics.
3. Three Sciences (Biology, Chemistry and Physics).
4. Foreign Languages (French, German, Spanish, Italian, Japanese, Latin, Mandarin Chinese or Classical Civilisation).

It is the expectation that all pupils study two foreign languages to GCSE level, one of which must be a modern European language. However, it is recognised that, for some pupils, this may not be appropriate. Therefore, it will be possible for boys to opt to study History in place of a language.

5. Three option subjects must also be chosen from: Art and Design, Art Graphics, Bilingual Studies, Design Technology (Graphic Products OR Resistant Materials Technology), Economics, Geography, Classical Greek (as Third Foreign Language), History, ICT, Music, Physical Education (GCSE), Italian (as Third Foreign Language), and Theology & Philosophy (GCSE).

Boys studying Bilingual French, Spanish or German take their GCSE in that language at the end of the Lower Fifth Form.

## **Upper Fifth Forms**

All Students continue with the subjects studied in the Lower Fifth Form. In Science, pupils may study either three separate sciences (3 GCSEs) or Additional Science (2 GCSEs). Students of Bilingual French, German or Spanish pursue extra language lessons in preparation for the Alliance Française, Goethe Institute Examinations or the Diplomas de Español como Lengua Extranjera.

## **CAREERS**

The objective of the Careers staff is to provide information and advice to support the boys in any decisions they need to make, which might affect their future career options. The Careers Library, adjacent to the Raeburn Library, is available to all students and is open from 9.00 a.m. - 4.30 p.m. daily. The boys have access to software on the school network to support their research and option choices. Staff are on hand to assist boys (and their parents).

At the end of the Lower Fifth Form all students are offered the OASIS Careers Profile, which is designed to stimulate interest and discussion about career options. This process is continued at the beginning of the Upper Fifth Form when all boys have an individual interview, which aims to help them to produce their own career action plan and to highlight any factors which require immediate investigation and research. In particular, at this stage, consideration is given to possible Sixth Form courses. At the end of the Upper Fifth Form, a Work Experience scheme is run for all students, where placements are arranged with the intention of researching vocational interests.

## **CRITICAL REFLECTION**

All boys follow a 'Critical Reflection' syllabus which involves them developing their critical and creative thinking skills by following a set programme during Years 9, 10 and 11. The subject consists of modules which each target a specific skill. These modules include Edward de Bono's 'The Six Thinking Hats', planning and organising skills, creative thinking skills, presentation skills, study and memory techniques. During these two Fifth Form years, the boys will also have withdrawal time where they will develop their knowledge of various spiritual, moral, social and cultural issues that they may be faced with as young learners in today's society. The aim of this programme is to develop the ability within our students to become lifelong learners by giving them skills to underpin their learning in all subjects they take in their GCSE years.

## **PHYSICAL EDUCATION AND GAMES**

All boys follow two period 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 life style 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, volleyball, 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.

## GCSE SUBJECTS

### **ART**

This course continues to follow the way of working established in the Lower School. The emphasis of the course is on the development of individual response to tasks set. Students will be given the opportunity to explore a wide range of practices and procedures from which they may choose to create their personal outcomes.

Students are taught for six periods per fortnight in the Lower Fifth and seven in the Upper Fifth. The examination offered is the Edexcel syllabus which consists of two units of study.

**Unit 1** – Personal portfolio making up 60% of the final mark. It is internally set and marked as a 45 hour controlled assessment.

Students will be taught a variety of skills in workshop based activities which will be developed around two specific themes. Processes will include drawing, painting, printing, photography, exploration of three dimensional forms, mixed media experimentation as well as art related computer skills. All these activities will be presented within a cultural or historical context and students will be expected to visit galleries and museums as well as sourcing relevant information from books and the Internet. During these workshops students will be given the appropriate skills to address and fulfil the assessment objectives which are briefly:

1. Developing Ideas
2. Refining ideas and skills
3. Recording for purpose
4. Presenting and realising

All candidates are required to produce work journals in which the development of ideas can be recorded. This provides the student with the opportunity to establish the personal direction of their work and demonstrates the students thinking through the development of their ideas.

The 45 hour controlled assessment can be undertaken at any time during the time allocated to unit 1 (during the Lower Fifth and the first term of the Upper Fifth). Students may do more than one controlled assessment project and with the guidance of their teachers select the best submission for assessment. However, it is more than likely that the final 45 hour controlled assessment will be done in the Upper Fifth, by which time students will have developed their art skills and responses to set projects to a high standard, thus ensuring the highest marks possible.

**Unit 2** – Externally set assignment making up 40% of the final mark awarded. This will be an externally set theme from Edexcel. Work produced for assessment will consist of approximately 30 hours supervised preparatory activity (evidenced in sketch books) and then a 10 hour examination.

## **ART – GRAPHIC COMMUNICATION**

This subject is structured and assessed in the same way as Art and Design, but obviously there will be a greater emphasis on the use of computers, photography and printmaking together with more attention to graphic processes such as layout design, image manipulation and typography. The emphasis of this course is on the development of individual responses to tasks set and the students will explore a wide range of traditional processes and practices but will use computer software to refine and develop their designs where appropriate.

## **BILINGUAL STUDIES**

### ***Lower Fifth Form***

In the third year of the Bilingual Programme the aim is to teach History in the target language and by native speakers (3 periods per week). In the German Section, the focus is not only on German and Austrian History but also on World History. The French Section focuses on francophone history. Similarly, the Spanish Bilingual Programme incorporates the history of Spain as well as that of South America.

Pupils are regularly tested on their knowledge and they prepare small projects using the Internet and CD-ROMs to do their research. We also concentrate on the four skills necessary for the various examinations. Bilingual boys take their GCSE at the end of the Lower Fifth Form in order to have sufficient time to prepare for their international examinations, taken in the Upper Fifth Form, which demand different examination techniques.

German students are expected to take part in the Salzgitter exchange, organised by the German Department, and there is also an annual Bilingual trip of 4 days to a German city.

French pupils participate in the Besançon exchange, organised by the French Department. Whitgift boys usually visit Besançon for 8 days. French pupils come to Croydon in the autumn. They participate in the annual French Bilingual Trip of 4 days to a French or French-speaking town.

The same applies for the Spanish Bilingual course, and an exchange is currently being finalised with a secondary school in Spain. An annual 4 day city trip will also be applicable.

These exchanges are an ideal opportunity for the boys to practice their oral skills just before they take their GCSE at the end of this Lower Fifth year.

### ***Upper Fifth Form***

Pupils are taught for 7 periods per fortnight. Additionally, 6 periods will be devoted to grammar teaching. Pupils will be specifically prepared for the prestigious international examinations. For French, it is the DELF (Diplôme d'Etudes en Langue Française) exam of the French Institute, for Spanish, the Instituto Cervantes 'D.E.L.E', and for German, the Goethe Institut 'Zertifikatsprüfung'. The aim of these examinations is to test the ability to communicate in a satisfactory way in a variety of daily life situations, for example, to express and justify choices and opinions. As the examination documents will be authentic, a broad knowledge of the culture is a real asset.

The French examination is organised in 4 papers, consisting of written comprehension, a writing task, oral comprehension and a speaking task.

The German examination is also organised in 5 papers consisting of reading comprehension (including a grammar and vocabulary section), listening comprehension, a writing task and a speaking task.

The Spanish course is new and examination details are being finalised as this document goes to print. More information can be obtained from the Spanish Department.

Bilingual pupils also take part in the annual trip to a German, French or Spanish city in their Upper Fifth year.

## **CLASSICS**

At Whitgift three subjects (Latin, Greek, and Classical Civilisation) are available from the classical corpus to those in the Upper School. 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.

## **LATIN**

### ***Lower Fifth Form***

The narrative of the Cambridge Latin Course now moves to the city of Rome and describes the power struggle at the court of Domitian (c. A.D. 95) and the lives of those living in the Royal Palace (senators, relatives, slaves, etc.). 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 later in the year. In the Lent and Summer terms the first (prose) GCSE set text (30% of the GCSE allocation) is read and analysed. The end of year exam, which includes questions on this set text, is thus virtually a full GCSE 'mock' paper.

### ***Upper Fifth Form***

In this final year of the GCSE course, Latin students sit 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 text - 30% of the GCSE allocation) is read and analysed. The students are also prepared for the two GCSE language papers (unseen/comprehensions - 40% of the allocation). 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.

## **CLASSICAL CIVILIZATION**

### ***Aims of the Course:***

The Classical Civilization GCSE is a two-year course which has two broad aims:

1. to develop the students' interest in, and enjoyment of, the historical, cultural and literary achievements of the classical world of Greece and Rome
2. to understand the influence which the classical world has had on the modern world

The OCR syllabus provides a coherent, stimulating and challenging two-year GCSE course for students. The subject attracts students of *all abilities* and *no previous knowledge* is required. The only requirement is that students have a keen interest in the ancient world. Texts are read *entirely in English translation*.

### ***Outline of the Course:***

The course involves the study of **four** units:

Unit 1:	City Life in the Classical World:	Rome
Unit 2:	Epic and Myth:	Homer “The Odyssey”
Unit 3:	Community Life in the Classical World:	Sparta
Unit 4:	Culture and Society in the Classical World:	The Olympic Games

Each unit is worth 25% of the overall GCSE.

Unit 4 is internally assessed through “controlled assessment” which will involve the students having to analyse and evaluate original sources on the Olympic Games. It will be internally assessed by the subject teacher and then externally moderated.

In the Lower Fifth Form, the students will study Units 1 and 2 on a timetable of 7 lessons per fortnight cycle. In the Upper Fifth Form, the students will study Units 3 and 4 on a timetable of 6 lessons per fortnight cycle.

### ***Overlap With Other Courses:***

The subject helps to develop the crucial skills of: reasoned evaluation, development of argument, historical analysis and literary criticism. All of these skills are required for the study of other subjects (such as History, Geography, English, TP and Critical Reflection).

## **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 (two papers). However, one specific background topic, unlike Latin, is set in Paper IV (e.g. Olympic Games/Greek Tragedy/Athenian Democracy/Sparta, etc.) and this carries 20% of the final mark. Only one major author is read in unadapted Greek (usually Euripides, Homer or Xenophon), since the school opts for an extra unseen paper. Depending on any set’s ability in Greek, the coursework option (one essay of 2000 words carrying 20% of the GCSE marks) may be taken.

## **DESIGN TECHNOLOGY**

The Design Technology Department is offering two routes to obtain a GCSE qualification:

- Resistant Materials Technology
- Graphic Products

### **DT Resistant Materials Technology**

The course looks principally at materials such as metal, plastics and wood along with manufacturing processes and techniques including CAD/CAM and Laser technology. Pupils design, manufacture and evaluate a high quality product in one or more of the above materials. The product should function and may utilise mechanisms and ready-made components.

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 course 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 practical abilities and confidence to design, make and modify products for identified purposes, selecting and using resources effectively;
- to improve ICT skills and learn about CAD/CAM and the opportunities arising from using Laser technology;
- 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 develop an awareness of consumer requirements of a product;
- to enable pupils to consider the social, economic and environmental impact of technological activity;
- to encourage critical and aesthetic abilities, enabling pupils to evaluate design and technology activity (their own and that of others) in the contexts of an identified need;
- 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 IT).

The two core assessment objectives are Making (60%) and Designing (40%).

The course structure involves 60% coursework, which consists of a comprehensive design folio with a high quality, finished manufactured product. Coursework is completed in A3 format and largely on the computer using the Internet, Corel Draw and Word, with more technical drawings completed on *2D Design, Prodesktop and Galaad*.

## **DT Graphic Products**

This course will help pupils to understand and appreciate the design and manufacture of products, making them a more discriminating purchaser. It will help them to be creative in their approach and they will use computers to help with their design ideas (CAD) and in creating products (CAM). They will learn about a range of materials including modern and smart materials and how those materials respond to changes in temperature, light or pressure. Pupils will gain skills which will be useful in further study of Design Technology; in their personal life and in a wide range of careers such as marketing, advertising, graphic design, product design, illustration and moving media. The course may also interest pupils who enjoy and wish to continue with DT without having to produce a product in resistant materials.

### Course Aims:

- to improve ICT skills and learn about CAD/CAM and the opportunities arising from using Laser technology;
- to develop an awareness of consumer requirements of a product;
- to analyse products and the processes used to manufacture them;
- to work practically with graphic media such as paper, card, foamboard, polypropylene and acrylic;
- to model in card, thin sheet material and 'smart' materials;
- to learn about the application and use of graphics in enriching learning and communication products;
- to develop an awareness of consumer requirements of a product;
- to learn how to work on their own or as part of a team.

Coursework will be worth 60% of the overall result. Pupils will produce a concise design folio and a 3D product. Examples of projects could include packaging, point of sale display, board games, pop-up card / books and promotional materials.

## **DRAMA**

The AQA Specification is followed and consists of two units.

### **Unit 1 – 42401**

This is a written paper which will be taken in June at the end of the two year course. The paper consists of three sections:

- A - Analysis and evaluation of practical work completed during the course
- B - Analysis of a scripted play from a performance perspective
- C - Analysis of a live theatre production seen during the course

The duration of the paper is 1 hour 30 minutes. It is marked out of 80, which is 40% of the total marks available for the entire examination. The paper is externally set and marked.

## **Unit 2 – 42402**

This is the practical coursework unit and will be prepared over the two years of the course. Candidates are required to present practical work for two controlled assessment options.

The controlled assessment options are:

1. Devised Thematic Work
2. Acting
3. Improvisation
4. Theatre in Education
5. Physical Theatre
6. Set Design
7. Costume
8. Make-up
9. Properties
10. Masks
11. Puppets
12. Lighting
13. Sound
14. Stage Management

120 marks are available for this unit (60 for each of the two options) which is 60% of the total marks available for the entire examination. This unit is internally assessed and externally moderated.

## **ECONOMICS**

Economics in the Fifth Form will follow the Edexcel IGCSE syllabus. The course provides an opportunity to study an academically challenging and ever changing range of crucial issues in an objective and analytical manner. Students will be able to assess critically the costs and benefits of, for example:

- Controlling congestion or pollution;
- Regulating business activity;
- Government economics policy;
- Allocating scarce resources.

The content of the syllabus is presented in the form of five sections: basic economic problems and decisions, market systems, business behaviour, market failure and policies, and macroeconomic components and policies. The department is currently reviewing its options regarding the teaching of this current specification.

While the course involves many concepts which pupils come across on a day-to-day basis, the subject also introduces a number of abstract concepts and theories which can pose a challenge to students who have had no experience of Economics prior to the Fifth Form. It has therefore been decided that all students interested in taking the subject must take an aptitude test upon which their likely ability in this subject will be determined.

## ENGLISH

English and English Literature are taught as an integrated course over the two years although boys are awarded a separate GCSE grade for each. Boys are prepared for the examinations of the AQA. They compile a coursework folder which includes examples of the following:

- original writing (narrative, drama or verse);
- media study (advertising, television or journalism);
- Shakespeare;
- twentieth century drama; and
- prose (pre-twentieth century novel or short stories).

Pupils are assessed throughout the course on speaking and listening, which involves a variety of tasks, ranging from discussion to formal presentations, debates and role play. At the end of the two years, pupils sit three examinations, which test the skills of comprehension, transactional writing, descriptive writing, and literary analysis, including set texts.

## GEOGRAPHY

Geography is a vast and ever changing subject. Its relevance to the world and its problems has never been greater, and understanding these issues and their potential solutions has become a focal point of modern school syllabuses. Gone are the thematic approaches to the subject, and today the subject offers a hugely interesting and dynamic approach to global, regional, and even local issues. From the merits of building the Coulsdon bypass, to the dangers of global warming, the subject has a breadth unequalled in the academic world.

The Department has decided to begin a new course for the academic year beginning in September 2009. This is the International GCSE course, which has numerous advantages over the existing AQA "A" syllabus. The new syllabus has no compulsory coursework requirements, allowing us instead to allocate more time to acquiring the necessary skills by using Geographical Information Systems (GIS) in a classroom context.

The course lasts two years, and resource materials are selected from various world areas. Pupils may well be dealing with regions in which they are unfamiliar, but the resources used in the questions do not require specific regional knowledge. Interpretation and analysis of material are much more important than case study re-collection. This is certainly a more rigorous and academic approach to the subject than perhaps what was studied in the old syllabus, but it will enable our pupils to make a smoother transition to A levels and the IB.

Candidates will all study the following topics:

- 1) **Population and settlement**, including a review of demographic changes, population pyramids, problems of population growth, and the impact of disease, eg HIV.
- 2) **The Natural Environment**, including an overview of plate tectonics, river and marine landforms and landscape processes, weather, climate and natural vegetation.
- 3) **Agricultural and Industrial systems**: solutions to the problems of food shortages and regional surpluses, industrial pollution, and changing patterns of globalisation.

- 4) **Leisure and tourism**, reviewing the growth of recreational facilities and global tourism.
- 5) **Energy**, and water resources: changes and consequences in our use of energy, and a study of global water reserves.
- 6) **Environmental risks and benefits**: the consequences of global warming, soil erosion, and pollution. The need for sustainable development.

All this will be examined in 3 papers.

Paper 1- Problem solving, using data, tables, and basic statistics, with some free writing (45%). Students have to answer 3 of 6 possible questions.

Paper 2 - Skills questions testing a candidate's ability to use GIS. One question will be purely map based. (27.5%)

Paper 3 - Ways in which data can be collected and manipulated in fieldwork studies. This is in lieu of a set piece of coursework, and will involve pupils doing some practice fieldwork. No report will be written, but pupils will acquire general collection techniques. (27.5%)

The course promises to be interesting, academically rigorous, and offers our pupils an unrivalled number of useful skills.

## **HISTORY**

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.

New GCSE History specifications are being introduced in September 2009. At Whitgift we will continue to offer the popular and successful **Modern World History** course. This covers key aspects of twentieth century world history, with the exact options to be studied awaiting confirmation at the time of writing. Full details will be provided at the Upper Third Form Options Evening, but the likely content of the course is:

**The Cold War 1943-91** – the origins and course of the conflict between the USA and USSR after World War II, including the Berlin Blockade, the Cuban Missile Crisis, and the end of the Cold War and collapse of communism 1989-91.

**Germany 1918-39** – the establishment of the Weimar Republic after World War I, the collapse of democracy during the Great Depression, the Nazi rise to and consolidation of power, and the Nazi dictatorship and its social policies 1933-39.

**The USA 1945-70** – the history of America from Pearl Harbor to the end of the Vietnam War, covering such diverse topics as McCarthy's anticommunist witchhunts, Martin Luther King and civil rights, and the protest movements of the 1960s.

These three units comprise 75% of the GCSE mark and will be assessed by external examination. Pupils will also complete an internally-assessed coursework assignment under controlled conditions on an aspect of British twentieth century history, which will contribute the remaining

## **ICT**

ICT is a practical course which teaches students how to solve problems by using computers. Students construct four projects using a variety of software. They learn how to design a system and then implement the design to solve the problem.

The Lower Fifth Year starts by considering databases and how they are used to select and present information. The skills needed for project work are taught and students then select their own problem to solve. The project is developed in five stages; identifying a problem, analysing to see what is needed, designing a solution, making the solution and then evaluating the finished product.

The second project is a spreadsheet project. Students model a problem and explore the possibilities in that situation. Often the effect of a small business changing the way it works is examined. The students work out the best advice for the business owner to follow to solve his problems. Both projects are considered as draft in the Lower Fifth Form and students improve on them in the Upper Fifth Form.

Some theory is also taught. We look at the ideas behind database and spreadsheet use, and go on to consider different types of hardware, storage, and security.

In the Upper Fifth Form, students build two more projects, using software of their own choice – many choose Multimedia (using Powerpoint), or DTP (using Publisher), a few choose web site design (using Dreamweaver).

Web Site projects might advertise a product, or inform about a range of issues including a favourite football team, pop group, or sports car. Multimedia projects might explain how something works, provide training, or demonstrate some individual interest. DTP projects might produce brochures, pamphlets, or small specialist newspapers, e.g. for a sports club. Some students do projects that are useful in other areas e.g. CAD (D&T), Graphics (Art), Sibelius (Music), and some even program, although it is never compulsory.

The theory work started in the Lower Fifth is completed. This covers the workings of a PC, operating systems, handling files, the social effects of ICT, networks and the Internet.

## **MATHEMATICS**

### ***Lower Fifth Form***

The Mathematics Department now uses the International GCSE, set by Edexcel International. The IGCSE is aimed at the same level as UK courses, and many parts of the syllabi are identical, but the emphasis is slightly more on algebraic skills and the sort of abstract thinking required in later study of the subject. A brief introduction to Differentiation (Calculus) is included. There is no coursework component. The text used is Longman Mathematics for IGCSE. Book 1 has been used in the Upper Third Form, leaving the best part of 2 years to complete book 2 and prepare for the exams. 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. This provides a sound basis not only for GCSE Mathematics but also for the many boys who will go on to study the subject to Advanced Level.

About 50 boys each year are accelerated and take the IGCSE exam at the end of the Lower Fifth.

### ***Upper Fifth Form***

The harder IGCSE topics are covered this year, including work on Functions, Set theory, extensions to the Circle Theorems and introduction to 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 classwork and homework and also under timed conditions. The IGCSE exams fall slightly earlier than most other GCSE papers, at the middle or towards the end of May.

Boys in the top sets who have already taken their GCSE begin Sixth Form level work in the Upper Fifth. Material is chosen which is common to both subsequent A Level and IB courses. They take a single AS Level module, C1, at the end of the year. This course provides an excellent platform for Further Mathematics A Level or Higher Level IB courses in the Sixth Form.

## **MODERN LANGUAGES**

The Modern Languages Department aims to ensure that all pupils who study a language are given the opportunity to reach the highest level of confidence, fluency and appreciation of the relevant language and culture.

French, German, Italian and Spanish all follow the Edexcel syllabus, and thus preparation for the GCSE is identical for all four of these languages, with each of the four language skills of listening comprehension, speaking, reading comprehension and writing comprising 25% of the examination.

The GCSE consists of the following components:

- Listening: Short answers mainly in the target language in response to taped items;
- Oral: Two short role-plays, both containing unpredictable elements; a short presentation on a subject of the pupil's choice, followed by 6–7 minutes of conversation on the oral topics prepared during the course;
- Reading: Short answers mainly in the target language on a selection of articles, letters and short passages;

Writing: Two answers in the target language of 100-150 words in response to questions on the topics studied; one might be a letter which requires a personal response; the second essay is likely to be more analytical or imaginative.

The Japanese and Mandarin Chinese GCSE differs significantly and details of this can be found below.

All courses are characterized 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 Department aims 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.

## **FRENCH**

### ***Lower Fifth Form***

The two year GCSE course starts this year and the topics studied in the first three years of French are revised and dealt with in much greater depth. There is no coursework and the textbook used is *Encore Tricolore Nouvelle Edition 4*. It is a topic based course and in this year it deals with family, health, school, shopping, holidays, leisure, entertainment and daily routine. Pupils learn how to cope with everyday situations within these topics, with the emphasis split between the four language skills. Pupils learn how to manipulate and contrast the present, past and future tenses, and to express their opinions on a variety of issues. Work on five prepared oral topics is of fundamental importance to both the speaking and written tests.

The concept of reading and listening for gist rather than detail is developed, and the culture and society of France and other francophone countries are encountered within the topic areas. The grammar of the French language is taught explicitly and pupils are encouraged to use these structures in order to use the language as creatively as possible.

Pupils have the chance to participate in an eight-day exchange with the Collège Saint Joseph in Besançon. The French pupils visit in November and the Whitgift boys return to Besançon in the Lent Term. This is an ideal opportunity to practise the language, and more importantly to gain confidence before the oral examination in the Upper Fifth Form. In addition, comprehension skills are greatly enhanced by such prolonged exposure to the language.

### ***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. Work continues on the five prepared oral topics in readiness for the mock oral examination in December/January.

There is no coursework, with pupils taking an oral examination in April/May and the three conventional papers of Listening Comprehension, Reading Comprehension and Writing in May/June. Upper Fifth boys have a lesson with the French assistant on a regular basis to help them gain confidence and develop their speaking skills.

## GERMAN

### ***Lower Fifth Form***

The boys start their two year GCSE course this year, using *Lernpunkt Deutsch 3* as their coursebook, supplemented by listening exercises from *Anstoss* GCSE, preparing for the Edexcel examination. While increasing their fluency, and in particular their linguistic accuracy and vocabulary range, they study various topics, such as personal identification, home life and family, free time, public services, health, travel, German food, shopping and school. 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.

There is a separate exchange for Lower Fifth Formers with Gymnasium Salzgitter-Bad in Salzgitter near Braunschweig. Whitgift boys visit Salzgitter for nine days in February and stay with local families; the German pupils visit in March (term-time). The exchange provides the boys with the opportunity to gain increased confidence before their GCSE year.

### ***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 GCSE examination in Listening, Reading, Speaking and Written German. Speaking skills are important and pupils are expected to be able to communicate opinions on a variety of topics such as holidays, future plans and health. There is the opportunity to speak with the German assistants on a regular basis.

## ITALIAN

### ***Lower Fifth Form***

The course in the Lower Fifth tackles the main topic areas of the GCSE examination and continues to develop and improve the pupils' key skills of speaking, listening, reading and writing. Pupils use the textbook *Amici* which is both challenging and enjoyable. The basic points of grammar learnt in the Upper Third are revised and more complex grammar and vocabulary is introduced. Regular topic tests as well as tests of grammar and vocabulary ensure that pupils' progress is closely monitored and that all pupils are fulfilling their potential.

Once again the department reinforces its philosophy of promoting Italian as a living language and its belief that motivated and interested pupils achieve better results. With this aim, regular visits to the assistant are an important component of the course as are the use of the language laboratory, an increased use of ICT and the opportunity to visit Italy on a cultural and linguistic trip or to participate in the exchange.

### ***Upper Fifth Form***

The emphasis is focused on the GCSE examination and the teaching is topic based. Vocabulary is consolidated and extended whilst ensuring that all pupils are confident with the grammatical and linguistic structures that will enable them to use the spoken and written language both fluently and accurately. The techniques needed for all aspects of the examination are continually practised throughout the year, with practice papers being an important part of the examination build up, as well as regular speaking practice with the assistant and class teacher. The pupils also have the opportunity to participate in an exchange with the Liceo Fogazzaro in Vicenza.

## **JAPANESE**

### ***Lower Fifth Form***

Through topic-based teaching, students are exposed to resources and exercises drawn from a range of resources including the course textbook *Hai ima!* which gradually develop the skills required for GCSE. These skills include the techniques needed to write essays and postcards for the GCSE written paper.

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 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, including the coursework textbook, *Hai ima!* 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.

Well before sitting the exam students are fully familiar with the requirements of all three papers: listening, reading and writing. Although students do not take an oral exam, speaking still plays an important role in the learning and revision of new material.

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 we teach according to the Edexcel syllabus and continue to follow the *Ni Hao* course, supplementing it with a variety of other resources. Topic areas which are covered in the first year of the GCSE course include Free Time, Leisure, Health and Travel.

The teaching is topic-based and focuses largely on speaking, reading and writing skills. Previously learned characters are reviewed in context and up to 200 new characters are introduced. Students will notice a greater pressure to learn to read and particularly write characters off by heart. Advanced grammatical structures are introduced. They will also be expected to undertake a good deal of additional study at home to revise characters from the past three years of study.

Students will also have tuition in small groups with our Mandarin assistant. These lessons are designed with an emphasis on helping them practise for the oral exam.

### ***Upper Fifth Form***

In the final year of the GCSE course, the remaining GCSE topic areas are covered. Teaching and learning materials are taken from a range of resources, including the textbook “Ni Hao” and past papers. New language and grammatical structures are taught, which will enable students to work at the highest level. The remaining characters are also taught and practised, bringing the total covered up to around 1000. This is beyond the minimum 650 suggested as a base for tackling the GCSE and enables pupils to have access to the top grades.

Prior to sitting the exam students are fully familiar with the requirements of all four papers: listening, reading, speaking and writing and will have undertaken a substantial amount of oral practice so that they are comfortable with the format of the oral exam.

## **SPANISH**

The two year GCSE course prepares students for the Edexcel examination. However, the main aim of the Spanish Department is to ensure that pupils enjoy learning Spanish and consider the knowledge of Spanish as a useful tool for life.

From the beginning, boys are taught in the target language and are then given ample opportunity to practise their language skills. 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 through reading and videos.

### ***Lower Fifth Form***

The course in the Lower Fifth Form lays down a solid foundation of some of the GCSE topics. Grammatical points from the Upper Third are thoroughly revised and extended. New vocabulary is introduced and revised regularly. The weekly vocabulary tests make sure that all pupils fulfil their potential.

Lower Fifth students are given the opportunity to participate in a 7-day exchange to experience Spanish in an authentic setting and practise their language skills. Whitgift boys usually go to Spain in April and Spanish pupils visit us in April, or the beginning of May.

### ***Upper Fifth Form***

There is no coursework, with pupils taking the GCSE examination in Listening, Speaking, Writing and Reading at the end of this year. This year covers the remaining topics and skills necessary to achieve the highest grades. 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 their oral skills. Practice papers also ensure that pupils understand what is required of them. Vocabulary that they have acquired up to this point is reinforced and practised in different contexts.

## MUSIC

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 3 standard 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:

- Western Classical Music 1600-1899;
- Music in the 20<sup>th</sup> century;
- Popular music in context;
- World music

Pupils study a selection of set works for each area of study, ranging from extracts of Handel and Mozart, to Miles Davis, Jeff Buckley and Moby.

For the coursework, candidates must compose and submit two compositions related to different areas of study. In performance they must play one solo piece and one ensemble piece both of about grade 4 in standard or higher. The Listening is assessed through a written paper based on recorded extracts of the set works, 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 and the students compose in a variety of styles and learn to listen analytically. They also perform music, taking part in solo and ensemble performances. The Upper Fifth concentrate on refining the compositions for submission and preparation for the performances and listening examination.

The course is wide and varied, giving boys the opportunity to explore a variety of music as well as develop their musicianship. There is also extensive use of Music Technology and Sibelius 4 notation software is used to produce the compositional scores. GCSE Music is a vital stepping stone to the study of Music and Music Technology in the Sixth Form.

## PHYSICAL EDUCATION

Physical Education has been a popular option since its inclusion in 2002. The OCR syllabus, which the school follows, builds on the knowledge, understanding and skills established at Key Stages 2 and 3.

The course aims to:

- Encourage learners to be inspired, moved and changed by a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education.
- Promote creativity and decision making skills to enable them to plan effectively for performances and to respond to changing situations.
- Prepare individuals to make informed decisions about further learning opportunities and career choice.

Enabling candidates to:

- Become increasingly physically competent through being actively engaged in a range of physical activities.
- Become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader, official.
- Develop their ability to engage independently and successfully in the processes of different types of physical activity.
- Develop and maintain their involvement in physical activity as part of a healthy active lifestyle.

The course has two main components:

### 1. **Practical Component**

This is assessed continually throughout the two-year course and in a final assessment. The practical component is worth 60% of the final mark. Candidates are required to select four activities from at least three of the National Curriculum Areas of Activity (Games, Gymnastic Activities, Athletic Activities, Outdoor and Adventurous Activities, Swimming)

The students will be required to:

- Perform effectively under applied conditions in selected activities using tactics or compositional techniques, and observe the rules and conventions of their activities.
- Analyse a performance in one activity to determine strengths and weaknesses of physical fitness and skills and to therefore improve its quality and effectiveness.

### 2. **Theory Component**

The course is broken into two assessment areas:

- An Introduction to Physical Education (Unit B451)
- Developing Knowledge in Physical Education (Unit B453)

The end of course theory assessment comprises of two separate examinations:

Assessment 1: 40 Multiple-choice questions on unit B451 (40 marks – 45 minutes)

Assessment 2: 15 question structured paper on both units (40 marks – 60 minutes)

Please note: Due to the practical nature of the course individuals are required to represent the school at any level in two different sports during both the Lower and Upper Fifth Form.

## **SCIENCE**

### **New AQA GCSE**

In Lower Fifth all pupils will continue to work towards the *three Separate Sciences* – Biology, Chemistry and Physics. Each Science will continue to be taught by subject specialists. Sets will be determined by Upper Third performance but all sets will aim to complete Core, Additional and Extension topics.

**Separate Sciences** will be studied in order to gain GCSE qualifications in Biology, Chemistry and Physics. Each new style GCSE incorporates core science, additional science and extension science units. They enable pupils to achieve the maximum depth and spread in their science education and so be well equipped for a future in a world where science and technology will have a major impact on their lives.

**A note about Core Science and Additional Science.** These could be studied to gain the equivalent of two GCSE's. By taking the core and additional modules only in all three sciences, the exams could be cashed in for two Separate GCSE qualifications. It is envisaged that this would only be for exceptional cases where a pupil is really struggling with science in their Upper Fifth year. The reality of such a choice for a Whitgift pupil would be that they would not be expecting to go on to do any further science beyond Fifth Form.

Please note that an A grade in Additional Science will be the requirement for any pupil entering the Sixth Form from another school who wishes to take up a Standard Level IB science but it will **not provide** a platform of entry into A levels or Higher Level IB Sciences. An A\* grade in Additional Science will be **a requirement** for A level and Higher Level IB entry. For Whitgift pupils, an A grade in the respective science is needed to enter IB or A level courses.

### **CORE SCIENCE – Examined in the first term of the Lower Fifth year.**

#### **The first part of the new GCSE**

This covers essential elements of basic biology, chemistry and physics as well as aspects of what is known as 'How Science Works'. The latter is about the nature of scientific enquiry, making measurements, the presentation and use of data and wider aspects of science and society.

### **ADDITIONAL SCIENCE – Examined at the end of the Lower Fifth year**

#### **The second part of the new GCSE**

This will include further Biology, Chemistry and Physics units as well as a further ISA (*Individual Skills Assessments*).

**Biology** will cover topics such as:

- What are animals and plants built from?
- What happens to energy and biomass at each stage in a food chain?
- What are enzymes and some of their functions?
- How do our bodies keep internal conditions constant?
- What about inheritance?

**Chemistry** will cover topics such as:

- Sub-atomic particles and structure of substances;
- Structures, properties and uses;
- How much?
- Controlling rates of reactions;
- Energy changes in reactions;
- Ions in solution.

**Physics** will cover topics such as:

- How to describe things that move;
- What is momentum?
- Static electricity;
- Current electricity;
- Power and electrical appliances;
- Radioactive substances and fissionable materials.

**EXTENSION SCIENCE – Examined at the end of the Upper Fifth year to give SEPARATE SCIENCE qualifications**

**The third part of the new GCSE**

Extension topics include:

**In Biology:**

- substances in and out of plants and animals
- exercise and exchanges in the body
- exchanges in the kidney
- microorganisms and food and drink
- safe use of microorganisms.

**In Chemistry:**

- the modern Periodic Table
- strong and weak acids and alkalis
- what is in water we drink
- analysing substances.

**In Physics:**

- forces and turning effect
- planets and satellites
- mirrors and lenses
- sound
- generators and transformers
- life history of stars.

*All courses will involve 75% external assessment (exams) and 25% internal assessment via Individual Skills Assessments (ISA's) which are experiment based tests carried out under controlled conditions in class at school.*

## **THEOLOGY AND PHILOSOPHY**

The Philosophy and Ethics OCR GCSE is a two-year course and is taken as two written examinations at the end of the Upper Fifth Form. The syllabus provides a coherent course balanced in terms of breadth and depth and offers all candidates, of any religious persuasion or none, the opportunity to demonstrate their attainment. The course material is stimulating, relevant and academically challenging. It is designed to build on the foundation of knowledge and skills developed in the Upper Third Form through the exploration of more existential questions. It specifically encourages pupils to identify and promote exploration of, and reflection upon, questions about the meaning and purpose of life. The topics considered provide an opportunity for developing ideas on a range of issues (see below) along with the ability to produce logical and coherent argument coupled with evaluation and discussion skills. Pupils will consider theological and, where appropriate, other responses to existential questions as well as develop their knowledge and understanding of at least one living theological/ philosophical tradition.

The course consists of two exam papers.

### **Paper One includes five units:**

- The Nature of God
- Death and After Life
- Religion and Science
- Good and Evil
- The Nature of Belief

### **Paper Two includes five units:**

- Human Relationships
- Conflict/Reconciliation
- Medical Ethics
- Wealth and Poverty
- Peace and Justice