



Lower & Middle School Curriculum Handbook

Vision and mission statement

More than just an education

“Being a great school requires more than just providing the best possible education, or at least it requires a different view of what education is.” At Myddelton College, we take the broadest possible view of education and our students, whether boarders or day students, are exposed to a wide range of activities that encompass the whole experience of what it means to be human. Yes, there’s the academic subjects there, with high standards and even higher expectations of success (because a strong academic background is a necessity in today’s global community), but beyond that, a Myddelton College student will be expected to develop interests in sporting, creative, aesthetic and cultural areas. We believe that each and every individual holds within them a talent that shapes their passion and their persona, and it is our passion to help each student find, shape and develop theirs. But alongside that there is the need for breadth and balance, which is why the education provided at Myddelton includes the extra activities and why every student is expected to be involved in all aspects of college life.

Myddelton College is about providing a pastoral care structure that goes well beyond basic welfare; at Myddelton, we focus on developing and maturing the individual, both emotionally and intellectually. A Myddelton College student will have an international perspective as members of the global village, and vitally, it is about preparing young people for life beyond college, helping them gain access to their chosen university and then helping them be fully prepared for the life they will lead beyond. Equipping them to become suitably qualified and confident to lead, to serve and to be a good influence. Wherever life takes them.

Aims

To this end, our aims are:

1. To promote a desire for lifelong learning, through aspirational teaching, aiming for outstanding as the norm.
2. To devise and develop a balanced, relevant and stimulating curriculum which provides opportunities for enjoyment and fulfilment for each individual.
3. To devise and develop assessment procedures which actively involve students, enabling them to recognise their abilities and achievements.
4. To help pupils to acquire knowledge, understanding and skills within and across subject areas and also to maximise their level of achievement in external examinations by providing teaching of the highest quality.
5. To maintain effective pastoral approaches through the tutorial and curricular systems which will provide guidance and support for pupils so that they can progress to their preferred choice of higher education or employment.
6. To develop the skills for effective study.
7. To provide a wide range of extra-curricular activities including arts, community involvement, drama, enterprise, music, sport and more.
8. To encourage students to be:
 - i. aware of their personal qualities
 - ii. able to assess positively and realistically their own strengths, weaknesses and potential
 - iii. able to develop effective relationships in all aspects of life
 - iv. aware of their position within a global context
 - v. able to work independently and as part of a team
 - vi. able to think critically and question assumptions and beliefs
 - vii. sensitive to the beliefs, values and practices of others
 - viii. skilled in managing change and making decisions
9. To promote personal dignity and self-esteem through providing a safe environment which welcomes diversity and encourages mutual respect.
10. To develop each pupil as a whole person with the skills and competencies necessary for the future to fulfil a positive role in the community.
11. To recognise that all members of the school community are learners and to provide the resources to support this.
12. To ensure that all activities provide best value.

Curriculum Organisation

Timings during the day

Our curriculum Model is based on a two-week timetable with a total of sixty sessions lasting 60 minutes. Both Week A and Week B follow the same timings and format, however during Week B students in Years 7 – 10 have a day dedicated to Learning Through the outdoors.

Week A & Week B Timings

The college timetable provides six sixty minute sessions per day with lunch and a morning break. Once academic lessons conclude, there is a short 15 minute break followed by an additional hour of extra-curricular activities

08.30 – 08.55	Tutorial - AM Registration & Morning Reading
08.55 – 09.55	Session 1
09:55 – 10.55	Session 2
10.55 – 11:15	Break
11:15 – 12.15	Session 3
12.15 – 13.15	Session 4
13:15 – 14:15	Lunch
14:15 – 15.15	Session 5
15.15 – 16.15	Session 6
16:15 – 16:30	Break
16:30 – 17:30	Activities

Week B

Learning Through The Outdoors (LTTO) takes place on the following days:

Monday – Year 7

Tuesday – Year 8

Wednesday – Year 9

Thursday – Year 10

Students in the 6th form take part in a LTTO day once per half term.

The college is broken into three sections:

Lower School (National Curriculum Years 7,8 & 9)

The sole principle of the Lower School is to embed skills for learning through the curriculum at an early stage in preparation for the rest of College life. All students will be taught a range of subjects sustaining common threads throughout every lesson.

Your child will find lessons interesting and stimulating with field trips and memorable visits that will bring their studies to life. Students will undergo lessons around personal profiling, understanding their skills and developing an individual development plan, focused on providing a platform to help them realise their full potential on entering the middle school.

Middle School (National Curriculum Years 10 & 11 – GCSE years)

Students will continue through to Middle School where they will prepare for their GCSEs - an important stage in their school career as they make personal choices regarding future studies. To help with this, all students will undergo a common programme of university preparation which combines leadership development and a planned programme of enrichment designed to strengthen the individual choice of higher education. It is a time of hard work, but there is also time for them to pursue their wider talents and passions which will be strongly supported by all staff at the college.

As with lower School, there is a common core of subjects, comprising English (Language and Literature), Mathematics and Science. In addition to this, students can select from optional subjects.

Senior School (National Curriculum Years 12 & 13 – A-levels)

Whether you are new to Myddelton College or continuing from the middle school you will be welcomed into our vibrant Sixth Form community.

With guidance, students will select A-levels that compliment and support their desired higher education route. Our Sixth Form strives to take a global perspective on Higher Education, aiming to inspire students to consider not only universities within the United Kingdom but also around the world.

Teachers will encourage students to take more personal responsibility for their studies by effectively managing their time and finding the right balance between work and play to prepare them for life after Myddelton whether it be university or entering employment.

Key Features of our Curriculum

This curriculum booklet provides an outline of some of the unique features of our curriculum at Myddelton College that have been designed to enhance the experience that our students receive. In this booklet you will also find information about the content covered by the individual subjects offered in the Lower, Middle and Upper school. Within each department, teachers have the flexibility and freedom to respond to pupils' particular interests and needs. You will find detailed information about assessment, homework, timing of reports and communication with parents in our other booklets.

21st Century Learning

Upon joining us, all students at Myddelton College will be provided with a Windows 10 touch screen device. Using these devices as part of their everyday work and learning will become second nature to our students, as we help to prepare them for life after school. We place a huge importance on the use of technology in order to offer a richer and more realistic 21st century experience for our students.

Tablet technology has completely changed the way we interact with technology, bringing in an era of genuine personalisation. Whether it's an iPad, or an Android device, or a Microsoft Surface, they all provide us with a genuine, real-time window into a much wider world. The way we interact with it, touching, tapping, swiping, has changed how we expect to engage with technology and it is vital therefore that as a school we also change the way we engage with technology through our teaching.

Our aim for the future is for a student to walk into Myddelton College with a single device in their bag. A 'digital' pen in their pocket replacing the pencil case. They get to school, turn on their device and it pings to tell them that there are emails from their teachers with information, notes and deadlines for them. Their calendar pops up a reminder to warn them that they have to submit an assignment later that day. In the lesson, they open up the class shared notebook, where the teacher has a section, there's a class collaborative area and then there's their own personal space.

At the end of the lesson, each student will have their own, rich, personalised set of notes, with the teacher's contributions added to, supplemented and enhanced through the collaborative work and dialogue that went on. There will be no robotic copying of teacher's words, written on a board or flashed up in PowerPoint, slavishly re-written by the student because that's what has always been done – instead, there will be movement, discussion, debate and dialogue. Real learning going on through collaborative effort; the teacher guiding and supporting.

Global Perspectives

At Myddelton we are passionate about our students going into the world as well informed global citizens. Students should have a good understanding of international issues and be taught to reason and question information in order to form their own judgments on the world. In the Lower School, the Global Perspectives curriculum is a common thread flowing through all of our academic subjects. As students move into the Middle School, they will be given the opportunity to sit an IGCSE in Global Perspectives in Year 10 and therefore achieve

an additional GCSE. There is more detail on the content and assessment of this qualification in the IGCSE subjects section of this booklet.

Learning Through the Outdoors Programme (LTTO)

Our Learning Through the Outdoors Programme (LTTO) will provide experiences in a range of activities. These activities are designed to help students develop skills provided by collaboration and challenge in the physical environment. Whether that is through the Duke of Edinburgh Award, training with our triathlon team, or learning lifesaving, our students will learn the social and emotional skills for life.

Simultaneously, students will develop understanding of the importance of nutrition and fitness. The programme will be supported through Curriculum Enrichment Days to provide adventurous learning experiences using the incredibly diverse mountain and sea terrain of North Wales and beyond.

Welsh Language and Culture

As an independent school in Wales we are both proud and privileged to be located in such beautiful and inspiring surroundings. At Myddelton College we believe it is important that all of our students have an appreciation of Welsh history and culture whether they be from the surrounding area or joining us from further afield in the UK or internationally. Our comprehensive PSHE and Humanities programmes will cover this important aspect of the curriculum, together with our school assemblies and of course our school Eisteddfod competition. Myddelton College will be the second home for all of our students for a large part of their education and a knowledge of our local and national community is important in creating that feeling of identity and belonging.

Students from Wales wishing to study Welsh as a first or a second language will be given the opportunity to do so as part of the co-curriculum programme. It will also be possible to sit GCSE examinations in these subjects. This can be arranged on an individual basis and parents should contact the school for more information about this.

Curriculum Enrichment Days

At Myddelton College we place a strong and deliberate emphasis on academic achievement and success. However, we are passionate about delivering 'More than just an education' knowing that for our students to achieve places at the top universities and to leave school as well-rounded individuals, they will need both academic excellence and a rich tapestry of experiences and skills.

In order to allow students to experience education outside of the classroom, students in the Lower School and in Year 10, will take part in a Curriculum Enrichment Day once per fortnight. Due to the increased time pressure during examination years Students in Year 11, 12 & 13 will take part in a Curriculum Enrichment Day once every half term.

These days are timetabled as part of the curriculum. The majority of these enrichment days will be given over to our Learning Through the Outdoors Programme which will teach aspects of the traditional curriculum in an alternative environment while also teaching new 'outdoor'

skills. A smaller number of these enrichment days will be set aside for more traditional educational visits ranging from visits to the theatre and places of interest, as well as 'hands-on' science workshops, to name just a few.

Latin

At Myddelton College we are proud to be associated with the 'Cambridge University School Classics Project' which allows us to offer Latin classes via our dedicated e-tutor. The course is administered and certified by Cambridge University and has flexible levels of entry making it suitable for both beginners and more advanced learners of Latin. It is an exciting, practical and interactive course involving independent study, online research and video conferencing. Students receive written feedback on their progress every week via our e-tutor and are also supported in school by our International Student Support Officer. International students wishing to follow this course can do so as part of their daily curriculum as an alternative to Spanish. Our UK based students can also opt to study Latin as part of the co-curricular programme after school.

Reading Programme

Reading for pleasure as a teenager is a strong factor in determining future social mobility. Indeed, it has been revealed by research carried out by the Organisation for Economic Co-operation and Development (OECD) as the most important indicator of the future success of a young person.

At Myddelton College we will be actively focusing on improving our students reading age and comprehension skills, while at the same time promoting and developing an intrinsic love of reading.

Our whole school reading programme at Myddelton College will enable our student's to:

- Access more complex and academic texts in the classroom
- Access higher level exam questions that previously some students may have misinterpreted or failed to comprehend
- Be better prepared for independent study
- Have a greater understanding of world events and global issues

Students will be encouraged to read as part of their independent study time at home and will also spend two tutor sessions per week focusing on improving their reading skills.

As the College grows, we will be investing in online reading programmes; Accelerated Reader and Star Reader, students will be able to track their own progress, and parents and teachers will be able to access reports to update them on progress and achievement in reading. Each term a student's reading age will be re-tested to assess how much progress they have made and to identify a new series of books that are now at the new level to challenge them.

Reading Support

For those students who join us who may need some extra support in their reading, or for those of whom English is their second language, an additional programme 'Lexia' will be used to help them make significant progress in their ability to read and access academic literature. It is a highly personalised computer based reading program allowing older students to independently practice and master basic reading skills such as phonics, vocabulary and comprehension without embarrassment in front of their peers. By focusing instruction on academic language acquisition, students are more-able to catch up with their peers and access the normal curriculum.

Lower School

Summary of Teaching Allocation across the two-week timetable

Lower School		
Year 7 – 9		
Core	Periods	Comments

English	10	Including introduction to literature and drama within the subject allocation. Small-group extraction, particularly with EAL students, to support literacy
Mathematics	10	A broad and balanced curriculum, designed to provide a strong foundation to future study.
Science	8	Science is taught as a combined discipline with a focus on the broader impacts of 'Science in our world.'
Humanities (History, Geography, Philosophy, Politics & Ethics)	12	Taught as a combined subject in Year 7 and as discreet subjects in Years 8 & 9. The humanities subjects look at the influences we, as a species, have had on the world. Encompassing Geography, History, Philosophy, Politics & Ethics. Students will be exposed to a broad curriculum looking at what it means to be human.
Art & Technology	3	A carousel of subjects, providing a strong base in areas of drawing, painting, graphic design and building small projects.
21 st Century Learning Technology	2	Computing, use of technology, the cloud and other aspects of utilising the technological world, delivered through project-based learning
Music	2	Music appreciation, how music is created, understanding of rhythm and the role music has in society. The three strands of Listening, Performing and Composing.
Learning Through The Outdoors	8	The physical world, explored through the outdoors; leadership skills, pushing students to explore their physical being through a wide range of activities.
Languages	4	By studying Spanish (the world's second most widely spoken native language), an appreciation of the wider world is discovered.
PSHE	1	students will spend time looking at their own potential, their strengths & weaknesses and learning about their role in society.

The first three years of secondary school life are an interesting and exciting time for our pupils. We encourage them to be intellectually curious in the way they approach their work and we hope that this will lead to a lasting love of learning. Our teachers are passionate about their subjects and harness the best aspects of both traditional and innovative teaching methods to deliver a rigorous and engaging curriculum.

We have designed the curriculum in the Lower School to inspire our students and to build strong foundations which will underpin their future learning at GCSE and A level. We place a

strong emphasis on building the core skills needed to be successful at GCSE and beyond. Students receive an hour of Maths and English every day in order to develop both the breadth and depth of knowledge needed in these core curriculum subjects. The curriculum for all of the subjects taught in the lower school has been prepared by subject experts who are leaders in their field and has been designed to both motivate, stimulate and challenge all of our students.

Core Subjects

English

Aims

The Department aims to enable pupils to become confident and proficient users of both written and spoken English, as well as intelligent and discriminating readers. We stretch and stimulate their imagination through their response to the writing of others and their own creative work. We want our pupils to enjoy language and literature in all its forms and aim to provide a strong basis for the study of English Language and English Literature at GCSE/iGCSE level and beyond.

Curriculum

Texts taught in each of the first three years aim to cover a range of issues, periods and genres. We try to ensure that pupils study at least the following each year: a Shakespeare play; a modern play; a pre 1914 prose text; a post 1914 prose text; pre and post 1914 poetry and a text from a culture other than English and non fiction. These texts form the focus of our teaching and much of our additional work on language is developed through them. In Year 7 we spend additional time focusing on various aspects of presentation, grammar and punctuation, alongside the introduction of key literary terms. In Years 8 & 9 these concepts are revisited as part of a more detailed analysis of texts and the development of a critical vocabulary.

Approach

In seeking to instil a love of literature and providing pupils with powerful communication skills, we employ a range of teaching styles. We endeavour to create a relaxed and friendly environment within our classes in order to encourage active participation. Whole class, group and paired discussion work (with opportunities for note taking), presentations, drama activities, quiet time for reading or being read to, collaborative and independent writing tasks and IT based lessons are just some of the strategies we use.

Mathematics

Aims

Mathematics, although necessary for a full understanding of many other subjects, is primarily taught to be appreciated as a subject in its own right. Attention is drawn to the inherent beauty and structure found in Mathematics and a creative, confident approach to the subject is encouraged. The interdependence of the various different branches of Mathematics and the uses that have been found for them are explored to create an ability to use Mathematics across the curriculum. Within Mathematics classes throughout the school, pupils are encouraged to work both independently and in small groups. Communicating their ideas and insights in appropriate mathematical language is an important skill and needs practising.

The Department recognises the importance of mental arithmetic and encourages the use of appropriate non-calculator methods for solving problems. Throughout the first year the use of calculators is discouraged. After this a basic scientific calculator is necessary and will be sufficient for the demands of Mathematics throughout the school until A level. It is important that calculators, with other technology, are seen as aids to an efficient solution and, to this end, their appropriate use is taught.

Curriculum

Although the National Curriculum has provided a core programme of study for Primary Schools there is still a diversity of approach and content. For this reason, there is inevitably a certain amount of repetition built into the first year specification. This allows consolidation of ideas and methods. We also introduce new concepts, particularly algebra, early in the first year. The methods encountered in this first year of study are consolidated and built upon in later years, with new topics introduced where appropriate. Importance is laid on the structure of solutions, ensuring that working is complete and accurate. The basics of number, algebra, geometry and statistics are consolidated. Trigonometry and graph work are among the topics included in Year 08. This is extended in Year 09 by the consideration of further algebraic methods, including simultaneous and quadratic equations, and topics such as circle theorems.

Approach

Throughout the college an investigative approach to Mathematics is encouraged with regular independent project work until GCSE. Investigation encourages the ability to think mathematically, generalising rules and explaining them from patterns and testing and proving hypotheses. A range of different investigations are used and creative thought is encouraged. Investigation also teaches the value of proof, an important part of the Mathematics curriculum. To explain a pattern or justify a rule thoroughly it is necessary to prove that it is correct. Different types of investigation require different types of proof, ranging from formal algebraic proofs to written demonstrations.

Middle School

Summary of Teaching Allocation:

Middle School Year 10		
Core	Periods	Comments
English	9	The English Language and English Literature specifications offered are designed to be complementary. Candidates are entered for both English Language and English Literature.
Maths	9	Following on from the foundation in Lower School, the aims of the course are to explore mathematics through practical tasks, to work on problems which pose a challenge and to encounter and consider different lines of mathematical argument.
Science (Biology, Chemistry and Physics)	15	All students will study the three sciences as discrete subjects, with the option, where appropriate, for students to sit for two as opposed to three subjects.
Learning Through The Outdoors	8	The physical world, explored through the outdoors; leadership skills, pushing students to explore their physical being through a wide range of activities.
Options		
Option A	18	The remaining 3 options are selected by free choice from the list of subjects available. The school tries to meet the choices of all students, but it is unlikely every single subject combination will be possible. If this happens they will be informed as early as possible so they can make another choice. If numbers choosing any particular subject are not large enough for a viable group, then the option course will not run. We will inform students as soon as it is clear that the numbers for a course are not viable so that they can also make another choice.
Option B		
Option C		
PSHE	1	Students will spend time looking at their own potential, their strengths & weaknesses and learning about their role in society.

As Year 11 are in their final IGCSE examination year, they will not take part in the fortnightly Curriculum Enrichment Days. Therefore, the allocation of lessons for their exam classes increases.

Middle School Year 11		
Core	Periods	Comments
English	9	The English Language and English Literature specifications offered are designed to be complementary. Candidates are entered for both English Language and English Literature.
Maths	9	Following on from the foundation in Lower School, the aims of the course are to explore mathematics through practical tasks, to work on problems which pose a challenge and to encounter and consider different lines of mathematical argument.
Science (Biology, Chemistry and Physics)	18	All students will study the three sciences as discrete subjects, with the option, where appropriate, for students to sit for two as opposed to three subjects.
Learning Through The Outdoors	2	The physical world, explored through the outdoors; leadership skills, pushing students to explore their physical being through a wide range of activities.
Options		
Option A	21	The remaining 3 options are selected by free choice from the list of subjects available. The school tries to meet the choices of all students, but it is unlikely every single subject combination will be possible. If this happens they will be informed as early as possible so they can make another choice. If numbers choosing any particular subject are not large enough for a viable group, then the option course will not run. We will inform students as soon as it is clear that the numbers for a course are not viable so that they can also make another choice.
Option B		
Option C		
PSHE	1	Students will spend time looking at their own potential, their strengths & weaknesses and learning about their role in society.

During the first three years of education at Myddelton College, choices of subjects are kept to a minimum so that breadth is ensured. In order to offer sufficient depth of study, some choices do need to be made for the middle years.

Our programme is designed to allow students to study 9 IGCSE subjects. (10 if they choose to sit the Global Perspectives exam in Year 10) Experience suggests this is the maximum that is viable (given workloads involved at GCSE level), if students are to have an opportunity to achieve the highest grades and still actively participate in extra-curricular activities. A number of students now achieve the highest grades across their subjects and therefore university admissions tutors and employers are looking at what additional skills and qualifications on top of GCSEs that a young person can demonstrate. It is worth bearing in mind that it is much better for a student to achieve 9A* grades and enhance their CV with additional qualifications and experiences than to have 10 or 11 GCSEs with fewer top grades and nothing else on their C.V. to offer.

Cambridge IGCSE

At Myddelton College we have taken the decision that all students in the Middle School will study the Cambridge IGCSE qualification. The Cambridge IGCSE is currently taught in 2500 schools in the UK including 300 independent schools, and globally it is the world's most popular international qualification for 14-16 year olds. It is taught in over 5,000 schools in 141 countries worldwide. 2013 marked the 25th anniversary of the Cambridge IGCSE exam meaning it is a **tried, tested and most importantly trusted** qualification.

This consistent approach across all of our departments means students will have a clear understanding of what they are studying and of the common assessment strands that exist across all of the Cambridge IGCSE subjects.

You are probably aware of the changing landscape in the UK with regard to KS4 qualifications and the different approaches now being taken by England and Wales and of course Scotland, which has had its own qualification systems for some time. Universities are used to seeing students with a wide range of qualifications and it is reassuring that in this rapidly changing environment, admissions tutors are continuing to look favourably upon students who study the Cambridge IGCSE because of its academic rigour and international reputation. If you require any more information about the changes to the qualifications system in the UK and how Cambridge IGCSE fits into this, please contact the College who will be happy to discuss it with you further.

Level 2 Higher Project Qualification

This is an exciting and highly thought of additional stand-alone qualification that all students in the Middle School will be given the opportunity to study. It aims to develop and extend one or more of the student's study areas or an area of personal interest or activity. It is based on a topic chosen by the student and agreed with their appointed project supervisor. Students are required to identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives.

In order to achieve this Students will:

- Carry out research to enable them to sufficiently develop project aims and objectives to make a formal project proposal
- Document their planning and research within the Production Log
- Meet with their project supervisor at specified meetings to discuss the project process and issues
- Carry out the project by achieving the aims and objectives they set themselves
- Prepare and give a presentation about the project product and process (including a question and answer session)
- Evaluate the project process.

It is important to note that at Myddelton College we see students as individuals and we are small and flexible enough to adapt the curriculum to meet the needs of all of our students. Therefore, in consultation with the individual student, their tutor and their parents/guardians we may decide that time allocated to the individual project be better spent working on other areas of the curriculum.

IGCSE subjects

Introduction

The subjects that you choose to study for GCSE can have a major impact on the courses you will be able to study at A level and degree level, or the career path you choose to take. Having the right guidance and information now will give you a much clearer picture when the time comes to make up your mind.

This GCSE 'Course Guidance and Information Booklet' aims to help you make an informed decision when choosing your courses for GCSE and beyond. We hope this will be of use to you and your parents.

How should I choose my subjects?

GCSEs offer academically demanding courses which have for many years been the main qualification for entry to Sixth Form, College and University. As all GCSE subjects are as demanding as each other it is important that you choose subjects that you will enjoy and are good at.

You are required to study the 'core' subjects;

- English Language
- English Literature
- Maths
- Biology
- Chemistry
- Physics
- Learning through the Outdoors (Non-examination class)

You are then required to pick three 'optional' subjects from the list below. We recommend that you choose at least one of the humanities subjects and a language but ultimately the decision is for you to make in consultation with your parents and your teachers

- Art and Design
- Business Studies
- Computer Science
- Drama
- Geography
- History
- Music
- Physical Education
- Religious Studies
- Spanish

Those who wish to sit an additional GCSE exam in Welsh as a first or a second language are also able to do so as part of the co-curriculum and should contact the school to arrange this.

Art & Design

Optional Subject

Course Code: 0400

Cambridge IGCSE Art and Design will appeal to learners who wish to explore practical work through a range of two- and/or three-dimensional processes and include new media and technologies in addition to traditional media and processes.

Cambridge IGCSE Art and Design encourages personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. Learners will have opportunities to gain a greater understanding of the role of the visual arts in the history of civilisations, and so widen and enrich their cultural horizons. The syllabus has been designed to combine a breadth and depth of study, to accommodate a wide range of abilities and individual resources, and to provide opportunities for learners to explore both practical and critical/contextual work.

Cambridge IGCSE Art and Design has been designed to offer a broad choice of media and approaches so that candidates can produce a personal response and play to their strengths in terms expertise and interests.

The broad areas of study are:

- Painting and related media
- Printmaking
- Three-dimensional studies
- Photography, digital and lens-based media
- Graphic communication
- Textile design.

Candidates can respond to any component using any of the media above.

Assessment at a glance

All candidates take two components. Each component is externally assessed and contributes 50% of the final mark. Depending upon the component they choose, candidates are required to either undertake an eight hour controlled test, produce a folder of 1,500 – 2,000 words with illustrative material or produce a final product through their chosen medium

Where can I find out more information?

You can find out more information about the course by speaking with Ms Jones or by visiting the Cambridge IGCSE website.

Biology

Core Subject

Course Code: 0610

Cambridge IGCSE Biology is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the Biology syllabus enables learners to:

- Better understand the technological world, with an informed interest in science
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life.

Course Content

1. Characteristics and classification of living organisms
2. Organisation of the organism
3. Movement in and out of cells
4. Biological molecules
5. Enzymes
6. Plant nutrition
7. Human nutrition
8. Transport in plants
9. Transport in animals
10. Diseases and immunity
11. Gas exchange in humans
12. Respiration
13. Excretion in humans
14. Coordination and response
15. Drugs
16. Reproduction
17. Inheritance
18. Variation and selection
19. Organisms and their environment
20. Biotechnology and genetic engineering
21. Human influences on ecosystems

Assessment at a glance

All candidates sit two exam papers at the end of the course and then take either a third exam paper or complete a practical test in the lab.

Where can I find out more information?

You can find out more information about the course by speaking with Ms Alicia Davies or by visiting the Cambridge IGCSE website.

Business Studies

Optional Subject

Course Code: 0450

Cambridge IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses.

Successful Cambridge IGCSE Business Studies learners will be able to:

- Understand different forms of business organisations, the environments in which businesses operate and business functions such as marketing, operations and finance
- Appreciate the role of people in business success.

They will also gain lifelong skills, including:

- The ability to calculate and interpret business data
- Communication skills needed to support arguments with reasons
- The ability to analyse business situations and reach decisions or judgements.

All candidates study the following topics.

1. Understanding business activity
2. People in business
3. Marketing
4. Operations management
5. Financial information and decisions
6. External influences on business activity

Assessment at a glance

Students will sit two exam papers at the end of the course each lasting 1.5 hours and contributing 50% towards the final grade.

Where can I find out more information?

You can find out more information about the course by speaking with Ms Griffiths or by visiting the Cambridge IGCSE website.

Chemistry

Core Subject

Course Code: 0620

Cambridge IGCSE Chemistry is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the Chemistry syllabus enables learners to:

- Better understand the technological world, with an informed interest in science
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life.

Course Content

1. The particulate nature of matter
2. Experimental techniques
3. Atoms, elements and compounds
4. Stoichiometry
5. Electricity and chemistry
6. Chemical energetics
7. Chemical reactions
8. Acids, bases and salts
9. The Periodic Table
10. Metals
11. Air and water
12. Sulphur
13. Carbonates
14. Organic chemistry

Assessment at a glance

All candidates must enter for three components.

Component 1: (45 minutes) multiple choice style exam (30%)

Component 2: (1 hour 30 minutes) short answer and structured questions (50%)

Component 3: (1 hour 15 minutes) Practical test and experimental skills (20%)

Where can I find out more information?

You can find out more information about the course by speaking with Mr Kynes or by visiting the Cambridge IGCSE website.

Computer Science

Optional Subject

Course Code: 0478

IGCSE Computer Science is all about computer systems and programming. Computing is of enormous importance to the economy and the world around us and Computer Science is often seen as an 'underpinning' subject across science and engineering.

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. Learning computational thinking involves learning to program, that is to write computer code, because this is the means by which computational thinking is expressed.

Cambridge IGCSE Computer Science enables learners to develop an interest in computing and to gain confidence in computational thinking and programming. They develop their understanding of the main principles of problem-solving using computers. Learners apply their understanding to develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.

This qualification will help learners appreciate current and emerging computing technologies and the benefits of their use. They learn to recognise the ethical issues and potential risks when using computers.

Course Content

Students will study both section one and section two

Section 1: Theory of Computer Science

1.1 Data representation

1.2 Communication and Internet technologies

1.3 Hardware and software

1.4 Security

1.5 Ethics

Section 2: Practical Problem-solving and Programming

2.1 Algorithm design and problem-solving

2.2 Programming

2.3 Databases

Assessment at a glance

Students will sit two exam papers at the end of the course each lasting 1.5 hours and contributing 50% towards the final grade.

Where can I find out more information?

You can find out more information about the course by speaking with Mr Ayres or by visiting the Cambridge IGCSE website.

Drama

Optional Subject

Course Code: 0411

Drama is an exciting and entertaining subject. It is ideal for any student who wants to develop their understanding of performance, design & production (especially of theatre) as well as core skills essential to any career pathway; confidence, team-building, leadership, vocal & physical presence etc.

Cambridge IGCSE Drama is accepted by universities and employers as proof of knowledge and understanding of both the theory and practical application of drama.

Through practical and theoretical study, the Cambridge IGCSE Drama syllabus encourages students to understand and enjoy drama by:

- Developing their performance skills, both individually and in groups
- Understanding the role of actor, director and designer in creating a piece of theatre
- Considering ways in which ideas and feelings can be communicated to an audience
- Discovering the performance possibilities of plays and other dramatic stimuli
- Devising dramatic material of their own.

Assessment at a glance

For Cambridge IGCSE Drama, candidates take two compulsory components: Component 1 (Written examination) and Component 2 (Coursework).

The written examination is 2.5 hours and relates to pre-release material. The coursework element requires students to submit three pieces of practical work of which one is an individual piece and two are group pieces.

Where can I find out more information?

You can find out more information about the course by speaking with Ms Rehan-Williams or by visiting the Cambridge IGCSE website.

English Language

Core Subject

Course Code: 0500

Cambridge IGCSE First Language English course allows learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- learn how to use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

The Cambridge IGCSE in English Language aims to:

- enable candidates to understand and respond to what they hear, read and experience
- enable candidates to communicate accurately, appropriately, confidently and effectively
- encourage candidates to enjoy and appreciate a variety of language
- complement candidates' ability to work with information and ideas in other areas of study, for example, by developing skills of analysis, synthesis and the drawing of inferences
- promote candidates' personal development and an understanding of themselves and others.

Assessment at a glance:

AO1: Reading

Candidates will be assessed on their ability to: demonstrate understanding of explicit meanings; demonstrate understanding of implicit meanings and attitudes; analyse, evaluate and develop facts, ideas and opinions; demonstrate understanding of how writers achieve effects and select for specific purposes.

AO2: Writing

Candidates will be assessed on their ability to: articulate experience and express what is thought, felt and imagined; sequence facts, ideas and opinions; use a range of appropriate vocabulary; use register appropriate to audience and context; make accurate use of spelling, punctuation and grammar.

AO3: Speaking and listening

Candidates will be assessed on their ability to: articulate experience and express what is thought, felt and imagined; present facts, ideas and opinions in a sustained, cohesive order; communicate clearly, fluently and purposefully as an individual and in dialogue with other speakers; use register appropriate to audience and context; listen to and respond appropriately to the contributions of others.

Where can I find out more information?

You can find out more information about the course by speaking with Ms Rehan-Williams or by visiting the Cambridge IGCSE website.

English Literature

Core Subject

Course Code: 0486

Cambridge IGCSE Literature (English) offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge IGCSE Literature (English) will stimulate learners to read for pleasure, to explore wider and universal issues, promoting a better understanding of themselves and the world.

Course Content

Examination:

- Mansfield Park – Jane Austen (pre-1914 prose)
- A View from a Bridge – Arthur Miller (post-1914 drama)
- A selection of poems including poetry by Blake, Wordsworth & Keats

Coursework:

- The English Teacher – R. K. Narayan (post-1914)
- Romeo & Juliet – William Shakespeare (pre-1914 drama)
- The Winslow Boy – Terence Rattigan (post-1914 drama)
- A selection of poems

Assessment at a glance:

Component 1: Poetry and Prose

Examination: 1 hour 30 minutes (50%)

Candidates answer two questions on two texts: one poetry and one prose.

There is a choice of two questions (one passage-based and one essay) on each text.

Component 3: Drama (Open Text)

Examination: 45 minutes (25%)

Candidates answer one question on one text.

There is a choice of two questions (one passage-based and one essay) on each text.

Component 5: Poetry, Prose & Drama

Coursework (25%)

Candidates submit a portfolio of two assignments each on a different text.

Where can I find out more information?

You can find out more information about the course by speaking with Ms Rehan Williams or by visiting the Cambridge IGCSE website.

English as a Second Language (0510) *is also available as part of an alternative English curriculum for those students who do not speak English as their first language and whom we feel would be better suited to this course.*

Geography

Optional Subject

Course Code: 0460

Most major stories in the news recently can be linked to the IGCSE Geography course. The issues arising from migration into Britain, Energy security and debate), Flooding, Climate Change, Deindustrialisation and growth of the NICs such as China, Globalisation and the Credit Crunch all relate to economic Geography. The need for urban regeneration, brown field versus green field development debates and even rising unemployment and crime figures are assessed in relation to urban and social structure and change. The world is an increasingly connected place and geography enables you to study how these different aspects fit together. It also helps you to understand about the future and helps you to learn the importance of acting responsibly and in a sustainable way.

Successful Cambridge IGCSE Geography candidates develop lifelong skills, including:

- An understanding of the processes which affect physical and human environments
- An understanding of location on a local, regional and global scale
- The ability to use and understand geographical data and information
- An understanding of how communities around the world are affected and constrained by different environments.

Course Content

The syllabus is divided into three themes which have been designed to develop an understanding of both the natural and the human environment:

1. Population and settlement (Migration, Population structure, Urbanisation etc)
2. The natural environment (Earthquakes and Volcanoes, Rivers, Coasts and Weather)
3. Economic developments (Development, Food production, Industry, Tourism, Water)

Assessment at a glance

Paper 1 – Geographical Themes (45%) Exam paper lasting 1 hour 45 minutes. Students will answer three essay style questions based on the three themes studied

Paper 2 – Geographical Skills (27.5%) Exam paper lasting 1 hour 30 minutes. Students answer decision making exercises and are tested on their geographical skills

Paper 3 – Coursework (27.5%) Students complete an independent project (2,000 words)

Where can I find out more information?

You can find out more information about the course by speaking with Mr Roberts or by visiting the Cambridge IGCSE website.

History

Optional Subject

Course Code: 0470

History is the study of the past, it explains why the world today is the way it is. It teaches you skills you can use in other subjects, like making judgements and processing information and helps you develop the skills to look beyond the headlines, to ask questions properly, and to express your own opinions. This syllabus offers the opportunity to study world history from the nineteenth century to the beginning of the twenty-first century.

Students studying Cambridge IGCSE History are given the opportunity to:

- Develop an interest in and enthusiasm for learning about and understanding the past
- Explore historical concepts such as cause and consequence, change and continuity, and similarity and difference
- Appreciate historical evidence and how to use it
- Gain a greater understanding of international issues and inter-relationships
- Learn how to present clear, logical arguments.

Course Content

All candidates study all the Core Content in either:

- Option A The 19th century: The Development of Modern Nation States, 1848–1914

or:

- Option B The 20th century: International Relations since 1919

In addition, all candidates must also study at least one of the following Depth Studies:

- The First World War, 1914–18
- Germany, 1918–45
- Russia, 1905–41
- The USA, 1919–41
- China, c.1930–c.1990
- South Africa, c.1940–c.1994
- Israelis and Palestinians since 1945

Assessment at a glance

Cambridge IGCSE History candidates take three components. Components one and two are written exams answered using source material and lasting 2 hours. Component three is coursework, students produce one piece of extended writing based on a depth study from the syllabus

Where can I find out more information?

You can find out more information about the course by speaking with Ms Orchard or by visiting the Cambridge IGCSE website.

Mathematics

Core Subject

Course Code:0580

Cambridge IGCSE Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful Cambridge IGCSE Mathematics candidates gain lifelong benefits, including:

- The development of their mathematical knowledge
- Confidence, by developing a feel for numbers, patterns and relationships
- An ability to consider and solve problems and present and interpret results
- Skills in communication and reasoning using mathematical concepts
- A solid foundation for further study.

Subject Content

All candidates will study the following topics:

1. Number
2. Algebra and graphs
3. Geometry
4. Mensuration
5. Co-ordinate geometry
6. Trigonometry
7. Matrices and transformations
8. Probability
9. Statistics

Assessment at a glance

All candidates take two written papers

Paper 1: (1 hour 30 minutes) Short answer question paper (35%)

Paper 2: (2 hours 20 minutes) structured questions (65%)

Where can I find out more information?

You can find out more information about the course by speaking with Mr Napper or by visiting the Cambridge IGCSE website.

Music

Optional Subject

Course Code: 0410

The GCSE in Music is designed to allow you to study music in an integrated way looking at performing, composing, listening, and appraising with opportunities to use music technology. There is no emphasis on one type of music and you get the opportunity to learn about many different styles of music. They studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions. The emphasis within the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

Learners studying Cambridge IGCSE Music are given the opportunity to:

- Listen to and learn about music from a wide range of historical periods and major world cultures
- Develop their skills in performing music, both individually and in a group with other musicians
- Develop their skills in composing music in a style of their own choice.

Assessment at a glance

Cambridge IGCSE Music candidates take three compulsory components

1. Listening: 1 hour 15 minutes' Written examination based on CD recordings supplied by Cambridge, 70 marks (40% of final grade)
2. Performing Coursework: Two prepared performances, one individual and one ensemble, 50 marks (30% of final grade)
3. Composing Coursework: Two contrasting compositions 100 marks scaled to 50 marks (30% of final grade)

Where can I find out more information?

You can find out more information about the course by speaking with Ms Hughes or by visiting the Cambridge IGCSE website.

Physical Education

Optional Subject

Course Code: 0413

Universities and employers accept Cambridge IGCSE Physical Education as proof that candidates have knowledge, skills and an understanding of a range of relevant physical activities. Candidates' knowledge, skills and understanding come from studying both practical and theoretical aspects of Physical Education. Successful Cambridge IGCSE Physical Education students gain lifelong skills, including:

- An ability to plan, perform, analyse and improve, and evaluate physical activities
- Knowledge, skills and understanding of a range of relevant physical activities
- An understanding of effective and safe performance
- An understanding of the role of sport and physical activity in society and in the world
- An enjoyment of physical activity

Course Content

Unit 1: Factors affecting performance. Candidates should develop knowledge and understanding of:

1. Skill
2. Motivation and mental preparation
3. Skeleton and Joints
4. Muscles and Tendons
5. Circulatory and respiratory systems
6. Fitness
7. Physique
8. Drugs

Unit 2: Health, safety and training

1. Health
2. Diet
3. Games; Safe Practice
4. Injuries
5. Exercise and Training

Unit 3: Reasons and opportunities for participation in physical activity

1. Leisure and recreation
2. Participation
3. Global events
4. Media
5. Access to sport

Assessment at a glance

1. Exam Paper - 1 hour 45 minutes based on the theory content taught (40%)
2. Coursework – Students undertake four practical activities and must show the ability to analyse and improve practical performance (60%)

Where can I find out more information?

You can find out more information about the course by speaking with Ms Churchill or by visiting the Cambridge IGCSE website.

Physics

Core Subject

Course Code: 0625

Cambridge IGCSE Physics is accepted by universities and employers as proof of essential knowledge and ability. As well as a subject focus, the Physics syllabus enables learners to:

- Better understand the technological world, with an informed interest in science
- Recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life
- Develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Develop an interest in, and care for, the environment
- Better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment
- Develop an understanding of the scientific skills essential for both further study and everyday life.

Course Content

Candidates study the following topics.

1. General physics
2. Thermal physics
3. Properties of waves, including light and sound
4. Electricity and magnetism
5. Atomic physics

Assessment at a glance

All candidates must enter for three components.

Component 1: (45 minutes) multiple choice style exam (30%)

Component 2: (1 hour 30 minutes) short answer and structured questions (50%)

Component 3: (1 hour 15 minutes) Practical test and experimental skills (20%)

Where can I find out more information?

You can find out more information about the course by speaking with Ms Owen or by visiting the Cambridge IGCSE website.

Religious Studies

Optional Subject

Course Code: 0490

This wide-ranging syllabus aims to promote an enquiring, critical and sympathetic approach to the study of Religion. Candidates will reflect on religious responses to moral issues, identify and explore questions about the meaning of life, and recognise the contribution of religion to patterns of belief and behaviour.

Students study Christianity, Islam and Judaism, providing an introduction to the challenging and varied nature of religion.

Course Content

Each religion will be examined according to the inter-related topics listed below. Students should be aware that the importance attached to particular themes will vary from religion to religion.

Topic 1: Worship

Topic 2: Beliefs and sacred writings

Topic 3: Festivals, fasts, pilgrimage/historic places

Topic 4: Religion and the family; rites of passage

Topic 5: Religion and social action

Assessment at a glance

All candidates take Paper 1 and Paper 2.

Each paper contains three sections: A. Christianity B. Islam C. Judaism.

Paper 1 - Each section on this paper consists of two compulsory structured questions one of which is based on stimulus material (50%)

Paper 2 - Each section of this paper consists of three structured questions without stimulus material (50%)

Where can I find out more information?

You can find out more information about the course by speaking with Ms Williamson or by visiting the Cambridge IGCSE website.

Spanish

Optional Subject

Course Code: 0530

You will further develop your knowledge of Spanish vocabulary and language structure as well as your ability in the four language skills: Listening, Speaking, Reading and Writing. ICT will also be used to support these activities. The GCSE course is great fun; you will study a range of topics including food and drink, media, leisure time, the environment, career plans and work related issues. You will also gain a greater understanding of the diverse culture of the Spanish speaking world.

The course encourages learners to develop lifelong skills, including:

- The ability to use a foreign language as a means of practical communication
- Insight into the culture and civilisation of countries where the language is spoken
- A positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations
- Techniques which can be applied to other areas of learning, such as analysis and memory skills
- A sound foundation for progression to employment or further study.

Course Content

The syllabus content is organised around five broad Topic areas which provide contexts for the acquisition of vocabulary and the study of grammar and structures. The Topic areas are:

1. Everyday activities
2. Personal and social life
3. The world around us
4. The world of work
5. The international world.

Assessment at a glance

Paper 1: Listening. (45 minutes) Candidates listen to a number of recordings and answer questions testing comprehension. (25%)

Paper 2: Reading (1 hour) Candidates read a number of texts and answer questions testing comprehension. (25%)

Paper 3: Speaking (15 minutes) Candidates complete two role plays, a topic presentation/conversation and a general conversation. (25%)

Paper 4 Writing (1 hour) Candidates respond in the target language to three tasks. (25%)

Where can I find out more information?

You can find out more information about the course by speaking with Ms Harrhy or by visiting the Cambridge IGCSE website.