

THE FOURTH AND FIFTH FORMS 2009

Curriculum Booklet

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THE FOURTH AND FIFTH FORMS AT CLIFTON

Introduction

At Key Stage 4 (age 14 – 16) pupils follow a number of courses to GCSE. Whilst preserving a common core, the curriculum offers greater choice and flexibility than in the Third Form, allowing pupils to pursue their own interests. At the same time a rich and varied co-curriculum provides widening opportunities in sport, art, drama, music and a host of other activities. Careers education and work-related learning help to shape ambitions as boys and girls start to think about the opportunities available to them in the Sixth Form and beyond.

The academic curriculum aims to provide for the needs of the individual but also ensures that every pupil is given access to a core of knowledge and cultural experience that is the basis for progress in learning and personal development.

Some pupils will choose a curriculum that is as broad and varied as possible. Others will wish to follow particular interests and talents. Some will want to study as many subjects as they can while others will do better by focusing on a narrower curriculum.

Our aim is to satisfy all these needs and to provide a programme of academic work, sport and cultural activity that is challenging, fulfilling and enjoyable.

The Curriculum

The Core Curriculum

English (both Language and Literature)
Mathematics
Biology
Chemistry
Physics
Religious Studies
A modern language (French, German, Mandarin or Spanish)
Personal, Social and Health Education

Options

Art
Business & Economics
Ceramics
Classical Civilisation
Design and Technology
Drama
EFL
Geography
Greek
History
ICT
Latin
Learning Support
Music
Physical Education
A Second Modern Language

We expect all pupils to study at least one modern language. However, there may be exceptions to this, for example in the case of an entrant to the Fourth Form who has never previously studied a modern language. Please consult the Deputy Head Academic in such circumstances.



How and when choices are made

The process of subject choice begins with the Third Form parents' meeting on Friday 30th January. After this meeting tutors, Housemasters/mistresses and the Deputy Head will discuss options with individual pupils. Parents or guardians are then asked to complete the choice form at the back of this booklet and to return it to the Deputy Head by the last day of the Lent term (Wednesday 25th March). Pupils are given a "free choice" of subjects, and from this we will attempt to create a timetable in which all those choices can be met, although this cannot be guaranteed.

Changes to GCSE's, September 2009

The QCA (the part of government which regulates the UK curriculum) has introduced a number of changes to GCSEs for those starting the courses in September 2009. We are generally positive about these changes. The main change is that coursework is being removed for almost all subjects, and replaced with "controlled assessment"- in effect, work supervised in class. The use of controlled assessment will vary by subject, as below:

Subjects without controlled assessment : Classical Greek, Latin, Maths, Religious studies

Subjects with 25% controlled assessment: Business & Economics, Classical civilisation, Geography, History

Subjects with 60% controlled assessment: Art and design, Design and technology, Drama, Modern Foreign Languages, Music, Physical Education

Science has already made this change, and English and ICT will change the following year.

The second major change has been the move towards modular assessment, somewhat like the current GCE A Levels. The idea is to add flexibility into the timing of assessment, so that GCSEs exams will not necessarily take place just at the end of the Fifth Form, but could be staggered between January and Summer sessions, offering the opportunity to take GCSE modules at the end of the Fourth Form. This already occurs in the Sciences. Pupils are allowed one retake per module.



Information and Communication Technology

ICT is used extensively in each subject taken at GCSE. The Head of Academic ICT works with heads of department to ensure that the needs of the pupils and subject demands are coordinated, and that pupils' understanding of ICT and its potential is developed fully. A substantial investment in projectors, interactive whiteboards and tablets has taken place, using technology appropriate for individual subjects. We are committed to the effective use of ICT in our teaching and to the provision of digital resources via our extensive College-wide computer network and ever-expanding intranet. These resources are also available to pupils from outside the College via our extranet.

The imaginative use of ICT enhances motivation and creativity and improves the quality of work. Moreover, it can promote independent learning and extend the mind beyond the confines of examination syllabuses.

The School has two central ICT suites, one of which forms part of the refurbished Percival Library. In addition, there are several smaller departmental suites and networked facilities which extend across the College. Access to the Internet and e-mail accounts is available to all pupils. The College website, which gives detailed information about the School and its departments, can be found at: <http://www.cliftoncollegeuk.com>.

In addition GCSE ICT can be taken as an option. For details see page 20.

*Dr D Dean
Head of Academic ICT*

Personal, Social and Health Education

Young people are faced with an enormous number of choices and difficult decisions. Clifton's PSHE course aims to help boys and girls to consider and respond to those issues that most deeply affect their lives. The emphasis is on developing a set of personally-held values and a language with which to explore them. The course also encourages an appreciation and acceptance of the views, ideas and feelings of others. We hope that this opportunity, along with the rest of a pupil's experience at school, will help pupils to lead a balanced and fruitful life - at home, at school, at work and in society at large. Pupils have a weekly PSHE lesson throughout the Fourth and Fifth Forms and these lessons are complemented by talks and workshops given by external speakers.

*N D Bright
Head of PSHE*



The tutorial system

All members of Block II belong to a House-based tutor group. The tutor is a member of staff attached to the House, and has a weekly, timetabled, meeting with his or her tutees. Tutor groups vary in size, but the average is about 10 pupils. Tutors work closely with the Housemaster or Housemistress in monitoring the academic and social progress of the members of their tutor group, and play an important role in ensuring that school life runs smoothly for the tutees in their care. Tutors are kept informed of any disciplinary or work problems by the Housemaster or Housemistress.

Tutors are responsible for co-ordinating the administration of the monitoring, reporting and recording of progress of pupils in Block II through effort grades, commendations, test results, internal half-termly reports and self-evaluation forms.

Block II pupils are graded regularly in each subject on their effort and attitude to learning, on a scale which ranges from 1 (poor) to 5 (outstanding). The total of all the individual subject grades is used to award an average grade for that period. Teachers award commendations for outstanding effort or achievement in any particular piece of work, and twenty-five commendations in one term lead to a school prize. Self-assessment forms give pupils a chance to comment on how they think they are progressing in all aspects of school life.

Tutors also play an important role in helping the members of their tutor group with decisions about subject choices, and endeavour to support their tutees in their many activities and help to monitor attendance and performance in the co-curricular programme.

Parents are encouraged to talk to tutors at parents' meetings and at any other time that they have concerns. Housemasters/mistresses and tutors are always happy to discuss the progress and the welfare of individual pupils.

*J C Heritage
Senior Tutor*

Careers

Fourth and Fifth Form careers education is covered in PSHE lessons. These lessons, building on work undertaken in the Third Form, encourage pupils to explore different types of careers and to understand pathways to possible future careers. This includes guidance on A-level choices. Those interested in a career in the services are given the chance to be interviewed by visiting representatives of the Armed Forces. Fifth Formers are able to take the Morrisby Test. This psychometric test identifies and highlights pupils' strengths and skills and is designed to aid them when considering A-level, higher education and career options. Students can also join ISCO's Futurewise Scheme. The head of department, Mr Greenbury, is available to pupils throughout the year and pupils have ready access to a well-stocked careers library and a range of useful websites via the intranet. All pupils are expected to do some work experience after their GCSEs are completed.

*J H Greenbury
Head of Sixth Form*

Libraries

The Percival Library

The Percival Library, situated at the heart of the school, has recently undergone an extensive major programme of development and refurbishment. An imaginative, space-creating design has linked the Library and ICT Centres together, integrating books and journals with electronic media and putting independent learning and research alongside classroom teaching.



Departmental Collections

The largest of the departmental collections, the Stone Library, serves the Science School. This remarkable school science library houses modern science texts, journals and readers, as well as an excellent collection of rare books and manuscripts. Other departments have their own collections of books and additional resources.

Facilities

The library stock has been catalogued using a computerised software system. Pupils are able to access this from anywhere on the College network and can search the system by keyword, Dewey subject number, author or title.

- There are 62 networked desk spaces in the Percival Library, as well as comfortable seating areas for browsing and leisure reading.
- Computers are available for general use - 22 terminals on the ground floor and 14 on the mezzanine floor of the ICT Suite within the newly refurbished Library. They give access to the Internet, as well as on-line resources via the Library Department links within College's Intranet site. Other subject-specific material is also available.
- There is a wide range of journals and newspapers including *The Economist*, *Politics Review*, *Time* and many other subject related journals.

B A Allan
Librarian

Special needs provision

Clifton College is able to make provision for pupils who have certain specific learning difficulties, for example dyslexia, or who have a need for specialist or additional help in some areas of their learning.

Identification of needs

Pupils requiring learning support will normally have been identified, and may already be receiving support, before joining the school. Where possible, parents should meet the Head of Special Needs before their son or daughter joins the school, and to make available any documentation such as Educational Psychologist Assessments.

Clifton has its own in-house screening procedures and all new pupils are screened for learning difficulties on entering the School. Where further assessment is required this will usually be arranged by the college. Our Educational Psychologist charges a very competitive fee. Parents are welcome to use an external Educational Psychologist but it is a condition of the examination boards that the college is informed of the assessment and that the psychologist liaises with the school. In order to receive extra time in examinations or other consideration from Examination Boards, pupils with special learning difficulties will require a full assessment conducted after reaching secondary school age.

Support teaching for pupils with special learning difficulties

Clifton provides specialist teachers for learning support. Pupils may receive one-to-one lessons with a specialist teacher at an extra cost (see fee sheet). These lessons are normally arranged in the pupils' free time, or in dedicated Learning Support lesson time.



Those who wish to make outside arrangements (or to continue with them) are welcome to do so. There are Dyslexia Centres in Bristol and Bath. However, we do ask parents to ensure that we are informed of the support that their children are receiving, so that our teachers may liaise and so that we can provide evidence of continuing support to the examination boards.

*J J Borek
Head of Learning Support*

EFL (English as a Foreign Language)

Pupils who do not have English as their first language may opt to have EFL lessons instead of a modern foreign language. The course guides the pupils towards using the correct grammatical structures and gaining greater fluency of expression, both orally and in written work. The maximum class size is ten.

In addition to the English GCSE taken in mainstream English lessons the pupils will take IGCSE in English as a Second Language in the Fifth Form.

If extra assistance is required, individual lessons can be arranged at extra cost.

*O M Boyer
Head of EFL*

Extra tuition

Where possible, the College will help to provide extra tuition in academic subjects. In some cases pupils can be prepared for examinations in other languages, such as Russian, Hebrew, Japanese or Polish. The cost of all such lessons is to be found on the College fee sheet, with reduced rates for pairs or groups.



The Co-curriculum

The co-curriculum is the term that we use to describe the wide variety of activities that are very much part of the 'Clifton Experience' and which complement and enhance the learning that goes on in the classroom. Music, art and drama play a large part in the life of the school, as do sport, outdoor pursuits and the CCF. These activities are more than just add-on 'extras': rather, they form a central part of the well-rounded education we offer to pupils. There are opportunities to develop leadership skills, to take on responsibility and to broaden interests. While participation in some areas of the co-curriculum is compulsory, all pupils are strongly encouraged to participate fully in the wide-range of co-curricular activities that are optional.

Our city location allows us to draw on links with the universities, businesses and cultural centres of Bristol, further enriching the overall educational experience at Clifton.

Below is a list of co-curricular activities which typically is available to pupils in the Fourth and Fifth forms. The list is not exhaustive or definitive, but varies from year to year to reflect the interests and strengths of participating members of staff and the demands of pupils themselves.

Core	Games & Sports	Activities	Music	Societies
4 th & 5 th Form Programme 5 th Form Work Experience CCF: 4 th , 5 th & 6 th Forms Duke of Edinburgh Extra Art Extra DT Extra Music House Plays School Plays	Athletics Badminton Basketball Cricket Cross-country Fencing Fives Golf Hockey Netball Rackets Real Tennis Rowing Rugby Sailing Shooting Soccer Squash Swimming Tennis Waterpolo Weight Training	Archery Art Backgammon and Chess Cricket Academy Ceramics Chemistry Club Climbing Cooking Creative writing Diving Early Morning Basketball Early Morning Swim Fencing Fives Girls' Football Golf Jewellery Making Junior Debating Photography Rackets Riding Shooting Social Squash Sudoku & Puzzle Club Swimming Trampolining Textiles U16 Gym Training Yoga	Chamber Orchestra Chapel Choir Clarinet Group DJ Course Orchestra Rock Groups Salsa Band Saxophone Group String Orchestra Wind Band	Christian Forum Classical Society Creative Writing & Poetry Debating Geo Focus History Modern Languages Film Philosophy Scientific

S J M Reece
i/c Co-Curriculum



The Fourth Form programme

All members of the Fourth Form take part in an extensive and varied programme of activities (TAA – Tuesday Afternoon Activities). This prepares a substantial number of them to join the Combined Cadet Force (CCF) at the beginning of the Lent term. If a pupil chooses to join the CCF, and is successful in securing a place, this commitment must be honoured at least until the end of the Fifth Form. Those who choose not to join the CCF at this stage participate in the Fourth Form programme, which offers an opportunity to take part in a wide variety of activities including outside trips as well as school-based pursuits.

The aim of the Fourth Form programme is three-fold. Firstly, we want to further develop some of the skills gained during the Terriers activities in the Third Form. Secondly, we cover key elements from the Duke of Edinburgh award scheme (D of E) and finally, we introduce new skills, for example climbing. For those signed up for the D of E Bronze Award there is the opportunity to participate in a practice expedition at the school's cottage at Dyffryn Crawnon, in the Brecon Beacons National Park. The qualifying expedition is usually run on the Quantock Hills in Somerset. For those students who really want to push themselves to the limit, we offer the formidable Ten Tors expedition. The training commences early in the Lent term with the event taking place in mid May on Dartmoor.

The list below details some of the activities covered during the Fourth Form programme:

TAA: 4th Form
Access (Country Code)
Brighter Cricket
Camp Craft
Climbing
Communications
First Aid
Orienteering
Navigation
Swimming Test (Personal Survival)
Team Building

*M Scaife
i/c Fourth Form Programme*

When pupils move on to the Fifth Form, they either continue their commitment to the CCF, or take up work experience, both of which take place on Monday afternoons. Dr Greene is responsible for this, and any queries can be addressed to him.



Combined Cadet Force (CCF)

There are around 260 CCF contingents looking after over 41,000 cadets in both the state and independent sectors of education. The CCF is a school based voluntary uniformed youth organisation sponsored by the MoD, modelled on the Armed Forces and carefully modified to be appropriate for young people. It provides excellent opportunities to acquire transferable social and technical skills, develop self confidence and gain new interests that for many last a lifetime. The CCF is made up of three sections - Royal Navy, Army and Royal Air Force. It is a disciplined organisation offering students the opportunity to develop powers of leadership by means of training to promote the qualities of responsibility, self reliance, resourcefulness, endurance and perseverance as well as offering a sense of service to the community.

The Joint Cadet Secretariat in the MoD lays down the central core of activities common to all three services. These activities include, map reading, foot drill, the safe handling of weapons and shooting, the Duke of Edinburgh Award Scheme, self reliance training, which in turn includes camp-craft, first aid and satisfactory knowledge of the country code. These along with various adventure training opportunities, expeditions, camps, courses and section-specific activities such as flying or boat-work make up the activities on offer within the CCF.

As with everything involving leaving “the comfort zone” some of our activities carry an element of risk. A high level of discipline is necessary to enable us to offer appropriate and exciting challenges to our cadets whilst ensuring their safety at all times. Mutual respect between officers and cadets makes Clifton College CCF a unit to be proud of.

*S Scorgie
Contingent Commander*

Sport

The main College games are:

- Michaelmas term – hockey for girls, rugby for boys
- Lent term – netball for girls, hockey and soccer for boys
- Summer term – tennis for girls, cricket for boys

In addition to the main games, the following sports offer inter-school fixtures: rowing, athletics, swimming, fencing, rackets, fives, shooting, cross-country, golf, sailing, squash and waterpolo. Clifton also offers many opportunities to take part in recreational sport. Pupils can participate in real tennis, basketball, badminton, weight training, trampoline, 5-a-side soccer and gymnastics.

Clifton has developed a training and monitoring programme which will develop particularly talented girls and boys to their full potential. The College is seeking to attract the best by offering the best – in coaching, prestigious fixtures, medical support and links to professional clubs that will open pathways to success.

A Sport Scholarship at Clifton will provide everything a young games player will need for a future sporting career, along with a first-class all-round education in a stimulating environment.

*P Askew
Director of Sport*



Activities

All pupils in Block II (Third, Fourth and Fifth Forms) take part in the Activities programme, which provides wide-ranging opportunities for engagement in creative and physical activities over and above the requirements of the normal academic and games curriculum. All Block II pupils are encouraged to take at least one activity, not related to their academic programme or games option. A list of the kinds of activities presently on offer at Clifton can be found on Page 7 of this booklet.

*Clive Jones
i/c Activities*

Music

There is a multitude of co-curricular musical activities available to Block II pupils. For the enthusiastic singer there is the chapel choir, open to all pupils in the School. For real choral enthusiasts there are smaller close harmony groups which perform to a very high standard. For instrumentalists there are ensembles to cater for all interests: senior orchestra, string orchestra, wind band, swing band and brass group. Entry to each ensemble is at the discretion of the conductor of the group, but there are performing opportunities for musicians at all levels. There are also specialist, smaller chamber music groups such as string quartets and wind quintets and we will help pupils who wish to play in such a group to find other players of an equal standard to rehearse and perform with. As well as high-profile performing opportunities for the regular ensembles, there are many informal concerts throughout the school year. Musicians with a 'popular' interest can join one of the many House or School bands and will find opportunities to perform within the School, for example at the popular 'Battle of the Bands' night. The newly instigated DJ courses have been highly successful and our visiting DJ expert is always happy to take on beginners.

*J T J Hills
Director of Music*

Societies

There are many active Societies at Clifton. These are wide-ranging and cover interests as varied as debating, philosophy, astronomy, science, poetry and creative writing, foreign films and Christian Forum. A number of academic departments run societies: these include Classics, English and History. There are also various musical groups and several thriving discussion groups. The different societies and groups meet at least two or three times a term and often on a weekly or fortnightly basis. While a member of staff oversees each society, pupils are central to their success, organising meetings and frequently leading the discussions that take place. Participation in the many societies available is optional and most are open to all year groups.



GCSE COURSE OUTLINES

Core Subjects

English

S Clarke

OCR

The English course is part of the National Curriculum assessment at Key Stage 4. The syllabus consists of two elements: written examination in two papers at the end of the Fifth Form year, which is worth 60% of the total marks available; and written and orally assessed coursework, each of which is worth 20%. The aim of the course is to stimulate a wide variety of opportunities for discussion, in addition to writing - imaginative, argumentative and analytical – and reading across a wide range of literature (including literature from other cultures) and non-fiction.

Oral work assesses individual, group and drama-based activity, while the written component comprises imaginative or descriptive writing, study of a Shakespeare play and pre-twentieth century poetry. The final examinations test candidates' skills through the comparison of non-fiction passages, informative, analytical and persuasive writing, and questions on short stories by overseas writers.

Assessment: Written coursework and oral assessments 40%; Examination 60%.

English Literature

S Clarke

OCR

The literature course is taken in conjunction with the English syllabus, and is structured to create an overlap in the coursework requirements. A wide range of literature - verse, prose and drama, twentieth century and pre-twentieth century - is studied, and the requirements of the syllabus lead naturally to the similarly structured A-Level English Literature course. Both balance formal examination against the continuous assessment of coursework. Work on Shakespeare and pre-1914 poetry and prose makes up the coursework, and candidates are examined on a modern novel, 20th century drama and poetry.

Assessment: Coursework 30%; Examination 70%.

Mathematics

G Simmons

Edexcel IGCSE

All pupils follow the National Curriculum, and from the outset they are setted according to their mathematical ability. At the end of the course, pupils are entered for the tier (either Higher or Foundation) that is appropriate to their ability. They are assessed at IGCSE by two written papers at the end of their course. The most able mathematicians follow an accelerated IGCSE course in the Fourth Form and then, in the Fifth Form, work beyond the level of IGCSE aiming for either an AS module or Additional Mathematics.

It is expected that any pupil who has studied beyond IGCSE, GCSE or has sat AS modules will be an acceptable A-level candidate, should he or she wish to continue studying the subject. For those who have not studied beyond GCSE, an A grade at GCSE is usually considered to be the minimum requirement for eligibility for the A-level course. However, consideration may be given to pupils with lower grades if they have taken the Higher Tier papers and if it is felt that they possess qualities that will enable them to complete the course successfully.



Sciences

Every pupil at Clifton studies Biology, Chemistry and Physics to GCSE standard, and most pupils take three GCSEs in the separate sciences. Some pupils are entered for two GCSEs, these being in Science and Additional Science, when we consider that their best opportunity to achieve good science grades lies in this route. Both courses provide a viable foundation for A-level studies in all sciences. The time allocated to the two courses is identical. AQA is the examination specification for all GCSE Science examinations at Clifton.

Graduates who are specialists in their subjects teach each of the three sciences. Pupils are able to develop their understanding of, and enthusiasms for, particular aspects of science while at the same time following the National Curriculum in a co-ordinated manner. The programme in the Fourth Form is the same for all pupils.

Biology

H Besterman

AQA

The GCSE course considers a number of important ideas in modern Biology. These are broadly considered in the context of three principal modules, which examine the following topics: human biology, evolution and environment, cells and cellular processes, ecology, homeostasis, and genetics. Experimental activities support all of these topics. The pupils take the first part of this modular GCSE, which represents 25% of the final mark, in the Summer Term of Year 10 and the remainder in Year 11.

Chemistry

T M Greene

AQA

This course highlights the importance of Chemistry in the world around us. We look at how to extract the chemicals we need from the environment and how these compounds are used in our everyday lives. We examine the problems that this causes and how modern science is providing alternatives. In addition, the course also delivers the traditional core aspects of chemistry looking at how structure, bonding and reactivity can be predicted from knowledge of the periodic table. Throughout the course the teaching of the material is supported by a wealth of practical work. This GCSE is an excellent preparation for the Salters A-level course which we follow in the Sixth Form. It also affirms Chemistry's central role in meeting the technological challenges of the 21st Century.

Physics

A Reeves

AQA

We use a variety of different methods of teaching, including a large number of experiments, to develop an understanding of physical concepts including forces, electricity, waves and energy. This part of the course provides several opportunities for pupils to plan and carry out their own experiments, and builds upon their earlier experiences of science. We consider the technological and environmental applications of Physics on the earth, in space and its implications for our relationship with our environment. The course provides a 'hands-on' approach to Physics in the modern world and provides regular opportunities for pupils to enhance their ICT skills.



Modern Languages

'Modern languages prepare you for modern life.' *Gary Lineker*

Pupils must normally take one modern language at GCSE; many choose two modern languages. French, German, Mandarin and Spanish are available in the Fourth and Fifth Form. In all cases, pupils are expected to have studied the language for at least a year previously. The GCSE in French, German and Spanish consists in four papers which are equally weighted: Listening, Speaking, Reading and Writing.

The larger classrooms are all equipped with digital projectors and this is allowing us to present lessons more clearly and practise language in more varied ways. All pupils will also have the chance to work in our new state of the art Sony digital language laboratory, which we were the first school in the West of England to install. It will help pupils to improve their Listening and Speaking in particular:

- It allows pupils to work on listening tasks at their own speed, allowing more to be achieved and promoting independent learning.
- Pupils enjoy recording themselves, speaking on their own, or with a partner, or in response to a teacher's questions. The recordings can be saved and used, for example, to help pupils memorise GCSE presentations.

In the GCSE course pupils will be able to start benefiting more from the multi-media capacity of the language lab, using video clips for example.

French

B Trivic

AQA

Pupils will develop greater understanding of how the language works and as a consequence be able to express themselves more clearly and adventurously in the language. Topics studied will provide the context for communicating in the language and learning about the French-speaking world. Greater mastery of the language will allow pupils not only to learn French appropriate to practical tasks but also to tackle more adventurous topics such as the environment, careers, and discussions on ethical and topical issues.

Pupils will be stretched by teaching of abstract ideas such as grammar, but they will find that a wide range of teaching techniques is used including language games and activities that stimulate the imagination and appeal to their ingenuity. Pupils also look forward to lessons in the language laboratory (see the section on **Modern Languages** above).

Textbooks used are Book 4 of the *Expo* course and *Encore Tricolore 4* for more able sets. This helps to ensure that all pupils are sufficiently stretched or supported. The reality of the French-speaking world is brought closer by the use of lively and accessible magazines which the pupils subscribe to.

Pupils are expected to participate in French in class and use their imagination in trying to understand new texts and recorded material. However, mastering French also involves the learning new elements of the language by heart and a disciplined approach to writing in French: pupils will be expected to plan pieces thoughtfully and check the result in detail.

Pupils can be entered at the appropriate tier for each of four skills: listening, speaking, reading and writing. At the discretion of the teacher, there is the possibility of doing coursework instead of the written exam. One key to success is sensible revision during the holidays. The oral exam in particular can be approached with confidence if the pupils are fully prepared.



French continued

To reflect the need for GCSE pupils to be directly exposed to the French language and culture, the department runs two educational visits. Fourth Form pupils have the opportunity to participate in the French Exchange with the Lycée Corneille in Rouen. In 2007, the department also introduced a Cultural visit to Paris for Fifth Form pupils, including visits to art galleries, the Opéra and the theatre. Although the target-language environment of the classroom is of great benefit to pupils on a week-by-week basis, there is no substitute for spending time in a Francophone country and these two opportunities are invaluable in boosting pupils' fluency, confidence and cultural awareness and thus, both have proved very popular.

German

O Lewis

AQA

Third Formers who studied German are encouraged to continue with the subject to GCSE. In certain circumstances pupils may also return to German having given it a break in the Third Form if they are willing to undertake extra tuition. Continuity of learning is a priority, but the department aims to be flexible to allow anyone with an interest to succeed in the subject.

The department follows the GCSE AQA 'A' specification for examination at the end of Fifth Form. There is a coursework option replacing the final written exam which can be taken at the discretion of the teacher.

We currently use *Na Kar!*, extensively supplemented with authentic material from other course books and media sources, to enable pupils to learn at their pace. They will also use material from the Internet as well as from *Schuss* and *Aktuell* magazines. There is plenty of opportunity to meet native speakers as Clifton pupils include many students from German-speaking countries. By way of support there are weekly oral classes offered to Fourth & Fifth Form students run by the German Assistant which are designed to prepare students effectively for the oral examinations. Pupils learn practical language to cope with daily life in a German-speaking environment through lively scenarios and use of IT in topics such as shopping and in project work.

The department also offers a language study trip in the Summer Term and intensive German speaking weekends based at Dyffryn. In 2006 a group went to the Rheinland for a week's programme which combined structured language classes, written diary work and educational visits/sightseeing in one of the most picturesque parts of Germany. In 2007 we toured Berlin and Halle. German is an exciting and fulfilling language to study at GCSE and beyond. There are three experienced and highly qualified teachers in the Department, plus an Assistant. German combines with the broadest range of subjects and disciplines at all levels and pupils will have an extremely solid foundation for further study of all languages.

Spanish

M Harris

AQA

Spanish is offered to pupils in the Fourth and Fifth Forms as a continuation course. There is no beginners' course at this stage. The GCSE examination is taken at the end of the Fifth Form. The majority of pupils sit the Higher Level in listening, reading and speaking, but with staff guidance, a few sit the select Foundation Level in one or more skills.

Pupils generally follow *Caminos*, *Listos* or *iArriba!* These course books are designed to cover all Areas of Experience of the National Curriculum and to enable pupils to study Spanish with success and pleasure. Topics covered include transactional language for conversations in cafes, shops and hotels as well as holidays, home, school and future plans. Pupils are able to speak and write in the past, present and future tenses by the end of the course.



Spanish continued

The Spanish Department has a good range of support language-learning materials: audio and video material, CD-Roms, readers and magazines. We also hope to run a six day trip to Andalusia early in the two year course.

The increasing importance of Spanish as a world language makes this an excellent choice for GCSE.

Mandarin

E Cordwell

Edexcel

China is set to become the world's third largest economy and as such Mandarin Chinese is of increasing importance in the business world. China is a member of the World Trade Organisation and hosted the Olympics in 2008, opening up more and more to the west to create a wealth of opportunities for Chinese speakers.

Pupils opting for Mandarin Chinese in the Fourth and Fifth Forms must have some previous knowledge of the language. There is no beginners' course available.

The GCSE is taken at the end of the Fifth Form and the course recognises the increasing number of pupils learning the language from scratch. Pupils are examined in all four skills of speaking, listening, reading and writing. Pupils are required to have a minimum core vocabulary of about 800 characters, based upon four key topics. From 2010 there will be oral and written coursework.

Pupils from a Chinese background can study the GCSE course full or part time according to their needs. Some of these pupils will take the exam early and then work towards the AS and A-level exams. Cantonese pupils must use Modern Standard Chinese, *Putonghua*, in the reading and writing exams but can sit the listening exam in either Mandarin or Cantonese. Some candidates opt to be examined in both Mandarin and Cantonese gaining two GCSE qualifications.

There are three teachers in the Department including one teacher from Taiwan.

Religious Studies (short course for Sep 09)

D J Janke

Edexcel

This dynamic and stimulating half course GCSE is an up-dated and modern approach to Religious Studies that aims to stimulate and challenge pupils. The course serves two main purposes:

- To enable pupils to engage with ultimate questions of meaning as they have been explored through the religious responses of humankind.
- To acquire a properly certificated GCSE qualification whilst observing the legal requirement for pupils to study religion at school.

The syllabus is designed to be covered in less than the usual GCSE lesson time (hence 'short course') and is deliberately flexible. The GCSE has no coursework and is examined with a two hour paper at the end of the Fifth Form. Two religions are studied: Christianity and Judaism.

The principle aim of the course is to look at "Religion and Life". It explores a number of important questions of meaning and a range of contemporary issues, under the following topics: Believing in God, Matters of Life and Death, Social Harmony, Marriage and the Family and Religion and the Media from the perspectives of the Christian and Jewish faith.

Assessment: Examination 100%



Options

Art

A J Wilkie

Edexcel

The Art Department follows the Edexcel FA01 / FA02 curriculum for Fine Art, which is a two-year course. It offers a broad-based programme, encouraging candidates to develop highly personal artwork, working progressively with increasing confidence and independence. The longer period of time devoted to each project or unit of work enables a number of ambitious and varied responses, often leading to further developments and larger-scale work.

The coursework units and the terminal examination will be assessed in relation to four assessment objectives:

- recording observations, experiences and ideas in forms that are appropriate to the intentions;
- analysis and evaluation of images, objects and artefacts showing understanding of context;
- developing and exploring ideas using media, processes and resources, reviewing, modifying and refining work as it progresses;
- presentation of a personal response, realising intentions and making informed connections with the work of others.

Assessment: Coursework 60%; Examination 40%.

Business Studies and Economics

A Ballance

Edexcel

The aim of this course is to provide students with an understanding of the ways in which businesses operate and the external environment in which they function. The course is split into three units:

Unit 1 – Introduction to small business – This unit looks at sources of business ideas and opportunities and how to put a business idea into practice. It investigates consumer needs, identifying competitors, forecasting costs, revenues and profit, as well as marketing and recruitment fundamentals. Finally, the unit introduces students to the basic economic environment; supply and demand, interest rates and exchange rates. This unit is assessed through a 45 minute written examination and is worth 25% of the overall GCSE qualification.

Unit 2 – Investigating small business – Here students are given the opportunity to apply the knowledge gained from Unit 1 to a small business of their choice. This is an internally assessed piece of work done under controlled conditions. A task is set by the examination board and students have a maximum of 6 hours research and investigation time, before being given 3 hours to write up their analysis and evaluation of their chosen business in relation to the set question. This unit is worth 25% of the overall GCSE Qualification.

Unit 3 – Introduction to Economic Understanding – This unit introduces students to the principles of economics on a broad national and international perspective. Topics include problems faced by economies, the importance of exchange rates, business growth, economies of scale, monopoly power,



Business Studies and Economics continued

economic growth and government intervention. This unit is assessed through a 1 hour 30 minute examination and is worth 50% of the overall GCSE qualification.

Students opting for a GCSE in Business Studies and Economics will have to be confident with data handling, the interpretation of financial figures and use of formulae. There is also a significant written element to the assessment and a plenty of new concepts and terminology to be learnt.

Ceramics

A J Wilkie

Edexcel

Ceramics follows the Edexcel F AO1 / FAO2 curriculum for Fine Art, which is a two-year course. It follows the same structure as the Art GCSE in all respects, including assessment, with the difference that each project's final outcome will be Ceramics-based.

The course will provide candidates with the opportunity to learn a number of three-dimensional construction methods, both traditional and contemporary, and involves the introduction and use of differing materials.

The coursework units and terminal examination will be assessed in relation to the four assessment objectives outlined above, as for Art.

Assessment: Coursework 60%; Examination 40%.

Classical Civilisation

W J Huntington

OCR

GCSE Classical Civilisation covers the study of both Greek and Roman literature and civilisations. No knowledge of Greek or Latin is required, as all source material is studied in English translation. Studying Classical Civilisation enables students to view their own civilisation in a wider context, and they are encouraged to consider which aspects of the two civilisations are similar and which are different. The massive and enduring influence of classical civilisation on later civilisations is thus an important aspect of this course.

Students offer four topics, as follows:

1. City Life in the Classical World (Athens or Rome) – assessed by a one-hour written examination.
2. Epic and Myth (Homer's *Odyssey* or Ovid's *Metamorphoses*) – assessed by a one-hour written examination.
3. Community Life in the Classical World (Sparta or Pompeii) – assessed by a one-hour written examination.
4. Culture and Society in the Classical World (various options including The Olympic Games, Roman Britain, Virgil's *Aeneid* and Sophocles' *Antigone*) – controlled assessment.

Each topic accounts for 25% of the final total. Classical Civilisation is a fascinating subject and is particularly suited to those interested in history and literature.

Design and Technology

M R Barnacle

AQA

The course followed is Design and Resistant Materials Technology. It teaches, through study and practical experience, a knowledge and understanding of the process of designing and making products



Design and Technology continued

for clients and consumers. The coursework element of this subject requires candidates to carry out at least one complete designing and making project.

Designing requires thinking, creating, inventing, predicting, experimenting and decision making. It is expected that candidates will communicate their ideas using high quality graphic methods, both traditional (pencil and paper) and ICT based. These will be taught as part of the course. The candidate's design folder will be assessed as part of their GCSE coursework.

Making, in terms of this course, means the production of objects in wood, metals or plastics. Traditional and machine production methods will be taught as part of the course, providing opportunities for candidates to develop their making skills, as we aim to produce high quality products. The candidate's practical work will be assessed as part of their GCSE coursework. A final written examination will test candidates' knowledge of material properties, design and market influences, and processes and manufacturing.

Assessment: Coursework 60%; Examination 40%.

Drama

R Morris

AQA

Whatever a student's future career plans, the Drama GCSE course will help to give them the confidence and interpersonal skills needed to realise their ambitions. Creativity, self-confidence, self-expression and an ability to work co-operatively with others are key skills that the course will develop and nurture. The GCSE also allows students to develop their understanding and appreciation of a wide range of play texts and how they work in theatre, as well as a sense of their social and cultural contexts. There are a number of coursework options, which are internally assessed and externally moderated and a formal written examination at the end of the course.

The course comprises:

Practical Exploration: The students are encouraged to explore a wide range of approaches to theatre through a number of practical performance assignments. Students participate either as actors or designers and the work covers interpretation of scripts (set texts and other plays), improvisation, thematic devised work and Theatre in Education. Up to five pieces are staged by the class in the Redgrave theatre over the two years of the course and the student submits their two best performances for their final assessment mark.

Set Texts: Over the two years of the course the students will study two set texts, exploring each play practically through the performance of extracts and a range of design tasks.

Theatre Review: The students will visit a broad range of performances both in Bristol and where possible, further afield, including experimental new theatre, works from key dramatists such as Shakespeare, Chekov and Pinter and successful West-End shows. These visits help to inspire the student's own practical work and provide material for critical analysis in the final exam.

Assessment: Practical coursework 60%; Examination 40%

EFL (English as a Foreign Language)

O M Boyer

Pupils who do not have English as their first language may opt to have EFL lessons instead of another modern foreign language. The course guides the pupils towards using the correct grammatical structures and gaining greater fluency of expression, both orally and in written work. All pupils work towards the OCR English Language GCSE in their mainstream English lessons, and EFL lessons are also used to support pupils' work in this area. The course also provides preparation for the IGCSE in English as a Second Language examination.



Geography

H Mann

AQA

Geography seeks to describe and explain our inter-dependent world, in which physical and human factors combine to put pressure on our increasingly fragile environment.

The aim of the course is to allow pupils to:

- acquire knowledge and understanding of a range of places from local to global, as well as an understanding of the physical and human processes
- develop an awareness of the ways in which people and environments interact, and the importance of sustainable development in those interactions
- develop an understanding of global citizenship and the interdependence of our world
- appreciate that the study of geography is dynamic, not only because places, geographical features, patterns and issues change, but also because new ideas and methods lead to new interpretations
- understand the significance and efforts of people's values and attitudes
- acquire and apply the skills and techniques including those of map-work, fieldwork and information and communication technology (ICT) needed to conduct geographical study and enquiry.

The issues that we cover are many of the 'big questions' that our world needs to resolve now and are ones that are regularly in our daily media. They include global population problems, the globalisation of the world's economy and how our use of fossil fuels is creating far-reaching damage to our planet. In addition, physical topics such as plate tectonics, rivers and their management, and glacial environments are studied. This allows a greater understanding of how our world works, and how we manage natural hazards.

In the Michaelmas term of the 5th Form, candidates carry out a day long fieldtrip. This is then used by the pupils for their Local Fieldwork Investigation, which is a controlled assessment worth 25% of the total GCSE. There are two final examinations worth the remaining 75%. The first covers physical geography topics, and the second human geography topics.

Assessment: Local Fieldwork Investigation 25%; Examination 75%

Greek (Ancient)

W J Huntington

OCR

The course is identical in structure to the Latin GCSE. If the Romans exert a great influence on our modern life, then the Greeks exerted an even greater influence on the Romans. The study of both is rewarding and interesting, giving a pupil significant historical insight. How can one miss the chance to read Homer in the original language?

Assessment: Examination 100%

History

P G Lidington

OCR

The syllabus we follow is entitled 'The Modern World, 1914 to the Present Day', and consists of four parts:



History continued

- A study of international relations since the First World War. One out of the following three periods will be studied:
 - (1) The Inter-War Years, 1919 - 1939
 - (2) The Cold War, 1945 – 1975
 - (3) A New World? 1948 – 2005
- A more specialised study of Germany from 1919 – 1945 or of the USA 1919 – 1941 or of Mao's China 1930 – 1976.
- A British History Depth Study on one of the following:
 - How was British Society changed, 1890 – 1918?
 - How far did British Society change, 1939 – 1975?
- A Historical Enquiry: a single controlled assessment task of c.2000 words, set by the Exam Board on an aspect of the Twentieth Century.

The aim is to encourage awareness of the main events the twentieth century. The format of the course ensures variety and we find that it is both interesting and relevant to pupils.

Assessment: Examination 75%; Controlled Assessment 25%

Information and Communication Technology

D Dean

AQA Specification A

The increasing use of technology in all aspects of society makes confident, creative and productive use of information and communication technology (ICT) an essential skill for life. ICT capability encompasses not only the mastery of technical skills and techniques, but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment. ICT capability is fundamental to participation and engagement in modern society.

This course encourages the investigation and study of ICT in a variety of contexts, for example home, school, recreation, community, business and industry. In these contexts, pupils are given opportunities to acquire competence, capability and critical skills through the creation, implementation, use and evaluation of a range of ICT systems.

The practical elements of this course consist of a problem given to students that they must solve by analysing, designing and implementing an ICT solution. Students also need to tackle a problem they themselves identify, which could be a web site, spreadsheet, database or multimedia application.

The written component is made up of two parts: *Tools, Techniques and Systems*, and *Information Systems in Society*. In addition to developing their practical skills, students will, therefore, gain a knowledge and understanding of how computer hardware and software works, and some of the wider issues surrounding ICT in society.

Assessment: coursework 60%; examination 40%.

Latin

W J Huntington

OCR

GCSE Latin is studied by pupils who are capable of pursuing the subject profitably. The disciplined and logical approach that Latin demands is of great benefit to all who take the course. Latin is at the very root of most European languages, and the study of Latin provides a tremendous advantage to those



Latin continued

studying modern languages, as well as greatly increasing and enhancing a pupil's use of English. This course gives the opportunity to explore many areas of Roman civilisation, and its impact on present organisations, values and culture. The course will involve reading some of the finest Latin poetry and prose, from authors such as Virgil, Ovid and Tacitus. The first of four examination papers consists of an 'unseen' passage of Latin based on mythology and Roman domestic life, and tested by means of comprehension questions and translation. The second paper is again tested by means of comprehension questions and translation. The third paper is Latin Prose Literature and involves the study of prescribed prose texts (e.g. Tacitus, Cicero, Caesar and Pliny) with all questions testing pupils' knowledge of these texts. The fourth paper, Latin Verse Literature, consists of prescribed verse texts for study (e.g. Virgil, Catullus, Horace and Ovid). It can thus be seen that the examination consists of 50% language and 50% literature. There is no coursework. We have found that the attainment of a good grade in Latin at GCSE is of immense value to pupils as they move into higher education. Though no longer widely available, Latin is highly esteemed by all.

Assessment: Examination 100%

Learning Support

J J Borek

Pupils who choose the Learning Support option will receive support teaching from teachers with qualifications in Special Educational Needs. The specialist help provided in English and Mathematics will strengthen skills in these key areas, enabling improved progress and greater overall understanding right across the curriculum. This focus on English and Mathematics provides important extra help, especially in spelling and mental arithmetic. There is an emphasis on encouraging reading and helping pupils to gain confidence and take pleasure in books.

If additional help is necessary, one-to-one teaching is available at an extra cost (see fee sheet), and this may involve the occasional withdrawal of a pupil from Learning Support lessons to have more intensive and directed specialist help in that pupil's specific area of difficulty.

Music

J T J Hills

Edexcel

This course has three main elements:

Performing 30%: One solo and one ensemble performance.

Internally assessed under controlled conditions/externally moderated

This unit requires students to develop their skills in performing both as a soloist and as part of an ensemble.

Solo Performance Options

- Traditional performance
- Solo improvisation
- Sequenced performance
- Realisation

Ensemble Performance Options

- Traditional performance
- Ensemble improvisation
- Rehearsing and directing
- Multi-track recording

Composing 30%: Two compositions and/or arrangements or one of each

Internally assessed under controlled conditions/externally moderated

- Two compositions, **or**
- Two arrangements, **or**



Music continued

- One arrangement and one composition.
- The combined length of the two pieces should be between two and four minutes.

Each composition must be accompanied by a score in a suitable format or written commentary.

Listening and Appraising 40%: Written paper 1 hour 30 minutes

Externally set and assessed

1-hour 30-minute examination externally set and marked by Edexcel.

In Section A students will be expected to:

- answer eight short questions identifying musical features from the extracts they listen to
- demonstrate knowledge and understanding of the musical, social and historical context within which the music was written
- express and justify opinions on the music heard
- complete short musical dictation and staff notation questions.

In Section B, students answer one set work question in more depth. Students will be expected to use correct musical vocabulary when completing this section.

Physical Education

J C Bobby

OCR

Why study Physical Education?

Do you like sport? Do you like learning new sports? Would you like to be rewarded for playing the sports you enjoy? Would you like to study sport? If you have answered yes to these questions, then you will enjoy GCSE Physical Education.

In this course you will improve your knowledge and performance in a range of practical activities and will have the chance to learn about the principles and practices which lead to good performance. The course will help you to develop your confidence, self-esteem and sense of team spirit. The qualification can lead to further study of Physical Education or Leisure and Recreation or to a career within the sport and leisure industry.

You will study:

- Effective performance in four chosen practical activities;
- Observation and analysis of performance in one practical activity;
- Factors affecting participation and performance in physical activity;
- The relationship between health, fitness and practical activity;
- Risk assessment in physical activity.

You will learn how to:

- Develop and apply advanced skills and techniques;
- Select and apply advanced skills, tactics, strategies and team skills;
- Evaluate and improve performance;
- Adopt a variety of roles in an activity such as performer, coach, referee;
- Apply rules of activity and safety regulations.

Assessment:

The exam paper covers the full range of grades from G to A*. There are two aspects to your assessment.



Physical Education continued

Coursework

This will be worth 60% of your overall result. You will be assessed in four practical activities from a wide range of categories which includes: Association Football, Badminton, Netball, Gymnastics, Dance, Athletics, Canoeing, Swimming and Weight Training. You will also be tested on your ability to observe and analyse performance in a practical activity.

Written paper (1 hour 45 minutes)

The paper is divided into two parts: Section A will contain short structured questions and Section B will consist of three longer structured questions. Both sections cover the three units of study:

1. Factors affecting participation and performance in physical activity;
 2. Relationship between health, fitness and physical activity;
 3. Risk assessment in physical activity.
-



Summary of the Fourth and Fifth Form Curriculum

Core Curriculum

English (Literature and Language)
Mathematics (IGCSE)
Biology
Chemistry
Physics
A modern language
Religious Studies
PSHE

For pupils starting the Fourth Form in September 2009, the RS course will lead to a Short Course at GCSE (half a GCSE); subsequent years will begin the GCSE in the Third Form and will be able to be entered for the Full Course.

Options

Four options are chosen from each of the following subjects, to include at least one modern language:

Art	German
Business & Economics	Greek
Ceramics	History
Chinese (Mandarin)	ICT
Classical Civilisation	Latin
Design & Technology	Learning Support
Drama	Music
EFL	Physical Education
French	Spanish
Geography	

- We will endeavour to meet the option requests of all pupils, but cannot guarantee that this will always be possible
- We normally expect all Clifton pupils to choose at least one modern language, from French, German, Mandarin or Spanish. It is also possible to choose a second language, and Latin in addition to this. Exceptions to this are only possible after consultation with the Deputy Head Academic. To start a new language requires intensive extra tuition, and is usually discouraged.
- Most pupils take separate GCSEs in Biology, Chemistry and Physics; some are entered for the Dual Award in Science, after due assessment of their level of ability in science. This decision is not taken until the end of the Fourth Form, and is not determined by a pupil's initial set.
- The most able Mathematicians complete the IGCSE in November of the Fifth Form and then work beyond the level of GCSE, working towards an AS module.

If studied in full, the Clifton curriculum leads to 10 GCSEs/IGCSEs and 1 half-GCSE in Religious Studies. This may reduce to a minimum of 7½ GCSEs for a pupil who drops a subject from their options in favour of Learning Support, does Dual Award Science rather than three individual Sciences, and who studies English Language but not English Literature.

The minimum requirement for entry to the Sixth Form is 6 B-grade passes at GCSE.



The Deputy Head (Academic)
Clifton College
32 College Road
Bristol BS8 3JH

Fax Number: 0117 3157 179

PLEASE COMPLETE AND RETURN THIS FORM TO THE DEPUTY HEAD BY THE END OF THE LENT TERM AT THE LATEST

GCSE CURRICULUM CHOICE FOR:

NAME (PLEASE USE BLOCK CAPITALS)

HOUSE (PLEASE USE BLOCK CAPITALS)

I/We should like my/our son/daughter to study the following options:

Option 1
Option 2
Option 3
Option 4
Reserve choice

Please enter **one** subject choice in each box, to include a modern language as per instructions on P24. Include a reserve choice (not a language) in case one of the other subject choices is not possible.

.....Signature of Parent/Guardian

.....Date

Please return this form **by the last day of the Lent Term.**