



## Introduction

The Third Form (Year 9) is a year of swift and exciting progress in which pupils learn to become more independent and develop methods of work that will carry them through their later career in the school. It can also be seen as a foundation year in which goals achieved in pupils' previous schools are further developed and broadened in preparation for courses at GCSE. A key decision taken towards the end of the year is which options to follow at GCSE in the Fourth and Fifth Forms.

Key Stage 3 of the National Curriculum sets out the programmes of study for boys and girls in Year Groups 7-9 (ages 11-14). It is a vital time in a child's education when pupils are inquisitive and eager to learn. At Clifton we recognise the importance of encouraging and nurturing this natural enthusiasm.

We pride ourselves on the individual care and attention given to pupils. A strong and well-established system of pastoral and tutorial care provides an environment in which individuals flourish.

## The Curriculum

### The Core Curriculum

English	Religious Studies
Mathematics	Art
Biology	Design and Technology
Chemistry	Drama
Physics	ICT
Geography	Physical Education
History	PSHE

### Options

Chinese (Mandarin)
EFL
French
German
Latin
Learning Support
Spanish

In the Third Form all pupils follow the core curriculum. They also choose two options from the list above (called "X" & "Y" options). The option subjects are primarily made up of Modern Foreign Languages, as we believe that an all-round academic education should include a language option. Those who have already been learning one or more modern languages or Latin at their previous school should normally continue with these subjects at this stage. Pupils who have a more limited experience of modern languages are still catered for, as beginners can normally be provided for in French, Spanish and German. Learning Support and EFL are available to those who have an identified need for them.

In addition, we run an additional compulsory lesson on a Tuesday afternoon; more details are on page 15.

## Setting & Assessment

Appropriate setting is a key part of the educational development of pupils, and is a function we give considerable attention to, taking account of standardised testing, exams taken on entry and performance once in the school. English (with RS), Mathematics, Science and Modern Languages are all separately streamed, with History, Geography and PSHE more broadly streamed. It is therefore entirely possible for a pupil to be in set 1 for English, set 2 for Maths and set 3 for Science, as appropriate. Set sizes are smaller for lower ability sets. Art, Design & Technology, Drama, ICT and PE are taught in banded groups.



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There are school examinations at the end of the Michaelmas and Summer Terms. Results of these examinations are reported to parents via the Parent Portal, and setting is reviewed periodically and certainly by the end of Michaelmas term. We try to avoid set changes early in the term, to allow a settling in period for pupils.

## **The tutorial system**

All pupils 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 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 co-ordinate the administration of the monitoring, reporting and recording of progress of pupils through effort grades, commendations, test results, internal reports and self-evaluation forms. They are also kept informed of any disciplinary or work problems by the Housemaster or Housemistress. Commendations for outstanding effort or achievement are also awarded in any particular piece of work and form the basis of school prizes. 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, when it comes to making GCSE option choices at the end of Lent Term.

Parents are encouraged to liaise with 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.

*A Spencer  
Deputy Head*

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## **Libraries**

### **The Percival Library**

The Percival Library is a beautiful, Grade-II listed building at the heart of the College and is staffed by two full-time qualified librarians and a senior library assistant.

The library stocks a wide range of fiction and non-fiction books, DVDs, magazines, and daily newspapers. As well as providing support for classroom and independent learning, the library also fosters reading for pleasure with popular and award-winning materials in both fiction and non-fiction. The Percival also has several special collections, including an Old Cliftonian book collection, which showcases the published works of former staff and pupils at the College.

The library also is home to a brand new e-book lending program that allows students to borrow digital books and audiobooks from anywhere at any time – including over school holidays, either at home or abroad. The Overdrive system, which will be in place by September 2012, is the premiere e-book lending system in the world and serves major public libraries across the globe.

The librarians host weekly book surgeries with tutor groups, run activities for students and support academic learning by providing classroom information skills teaching, organising of talks by visiting academics and



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authors and, of course, supplying books and other materials for extended projects and independent learning.

The library is open and run by library staff from 8am - 6pm on weekdays and from 9am to 1pm on Saturdays. A prep session is supervised by the librarians for the 5<sup>th</sup> and 6<sup>th</sup> form between 7pm - 9pm every weeknight.

### **Departmental Collections**

The largest of the departmental collections, the Stone Library, serves the Science School. This remarkable science library houses over 6000 books, including modern science textbooks, popular reading, and journals, as well as an excellent collection of rare books, manuscripts, and letters. There is also a catalogue of DVDs and CDs available on loan, comprising recent and classic science programmes. Other departments have their own collections of books and additional resources; with Art and Classics having separate departmental libraries.

*Lauren Walker, BA(Hons), MSc  
Robin Gallagher, BA(Hons), MLIS  
The Percival  
Librarians*

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### **Careers**

Third form careers education is included in tutor group sessions and PSHE lessons. During the Lent term in particular, pupils are encouraged to explore different types of careers and to begin to understand pathways to possible future careers. These discussions are closely linked to GCSE option choices, which are made during Lent Term. The head of department, Mr. Greenbury, is available to pupils throughout the year, and pupils have access to a well-stocked careers library. The intranet also has links to a wide variety of useful websites.

*J H Greenbury  
Head of Sixth Form*

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### **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**

Learning Support classes are most suitable for pupils who have reading and writing difficulties and problems with basic Maths.

Pupils requiring Learning Support will often have been identified, and may already be receiving support, before joining the School. Wherever possible, parents are asked to ensure they have met the Head of Learning Support before their son or daughter joins the school, *and they must make available any documentation such as Educational Psychologists' or other specialists' reports.* Documents held by our own Preparatory School will be transferred as part of our normal liaison procedures to ensure satisfactory transfer and a proper continuity of support teaching. 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 a full assessment will be arranged by the college. Our Educational Psychologist charges a competitive fee and parents are encouraged to use him. It is a condition of the examination boards that the EP liaises with the school and the College is not obliged to accept reports where there has been no input from teachers. *In order to receive extra time in examinations, including internal examinations, or other consideration from Examination Boards, pupils with specific learning difficulties will require a full assessment within 26 months of the exam period and evidence of need.*

### **Individual Lessons**

Clifton College employs specialist teachers to provide individual Learning Support. Pupils may receive one-to-one lessons at an extra cost that can be found on the fee sheet.

### **Small Group Lessons**

Instead of choosing a second modern language in Option Blocks X or Y, a pupil may opt for Learning Support within the timetable. Extra help by qualified specialists is given in English and Mathematics in small groups, with the aim of strengthening skills in literacy and numeracy for the benefit of study in all other areas. Further details are to be found on page 19 of this booklet.

*R J Wimshurst  
Head of Learning Support*

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## **English as a Foreign Language**

Pupils who do not have English as their first language and who might benefit from extra teaching in this area of their language learning, may choose EFL as an option within their normal timetabled lessons. More details may be found on page 19 of this booklet. EFL lessons are also available on an individual one-to-one basis at an extra cost, details of which can be found on the fee sheet.

*R J Wimshurst  
Head of EFL*

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## **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 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 our classrooms. Music, art and drama play a large part in the life of the school, as do sport, outdoor pursuits and, for Third Form pupils, the Terriers programme. All of 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, in addition to this, 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 the co-curricular activities that are available to pupils in the Third Form. 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.

<b>Core</b>	<b>Games &amp; Sports</b>	<b>Activities</b>	<b>Music</b>	<b>Societies</b>
Terriers	Aerobics Athletics Badminton Basketball Cricket Cross Country Dance Fencing Fives Golf Hockey Netball Rackets Real Tennis Rugby Sailing Shooting Soccer Squash Swimming Table Tennis Tennis Triathlon Water Polo	Art Caving Ceramics Chemistry Club Chess and Backgammon Climbing Codebreaking Cooking Creative Writing Cricket Academy Dance Duke of Edinburgh Graphic Novels Girls' Football Jewellery making Junior Debating Kayaking LAMDA Model United Nations Mountain Biking Photography Riding Social Squash Swimming Training Slow Motion Film Club Tae Kwon Do Textiles UI6 Gym Training	Chamber Orchestra Chapel Choir Clarinet Group DJ Course Orchestra Rock Groups Salsa Band Saxophone Group String Orchestra	Christian Forum Creative Writing Geography History Modern Languages Film Natural History Quiz Society Philosophy Scientific Space and Astronomy Society

All Third Form pupils participate in the Terriers programme, which takes place on Tuesday afternoons. In addition, they are expected to do at least one activity per week not related to their academic programme or games option. They will also do a minimum of one games option per term, as part of their normal sports



programme. Third Formers may join one or more of the thriving societies that take place at different times throughout the week. The number and choice of clubs and societies available to them will grow as they move up through the School. Music is an important element of the co-curricular programme, with many different music groups taking place, catering for a range of abilities and musical preference. Pupils may also participate in drama productions, both House and school based.

*A C Tebay  
i/c Co-curriculum*

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## **Terriers**

Terriers is the core element of the co-curricular programme for this age group. Skills learned in the Third Form are built upon in subsequent years, as pupils move up through the School. Pupils engage in a diverse range of activities that might typically include Cooking, Drama, Real Tennis, Fives, Orienteering, Film Production, Electronics, Rowing, Shooting and discovering the history of Clifton College. In the summer term there is a formal dinner with a guest speaker. Terriers offers Clifton pupils opportunities to participate in a wide range of new experiences and life skills which will stand them in good stead for the future, as well as integrating Third formers as a coherent year group into all that is Clifton.

*P W Romaines  
i/c Terriers*

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## **Third Form Away Days**

Towards the end of the Summer Term, as part of the activity programme, the third form year group attend activity away days, recently in the Quantocks, where they stay away for three days and nights and take part in activities such as caving, climbing, mountain biking, sea kayaking, raft building and high ropes.

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## **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, and jogging.

Clifton has developed a training and monitoring programme which will develop particularly talented girls and boys to their full potential. The school looks 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.

*P Askew  
Director of Sport*

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## 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 do least one activity, not related to their academic programme or games option. A list of activities presently on offer at Clifton can be found on Page 5 of this booklet.

*C Jones  
i/c Activities*

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## Music

There is a multitude of co-curricular musical activities available to Block II pupils. For the enthusiastic singer there is the Chapel Choir, which is open to all pupils in the school. For real choral enthusiasts there is the Chamber Choir and other smaller close harmony groups which perform to a very high standard and singers who like the idea of being on stage are encouraged to audition for the annual Musical. For instrumentalists there are ensembles to cater for all interests: senior orchestra, string orchestra, wind band, brass group, swing band and chamber groups. 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 with whom to rehearse and perform. 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 on the popular 'Battle of the Bands' night.

*J T J Hills  
Director of Music*

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## 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, which include Classics, Science 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 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.



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# Syllabus outlines for Third form pupils

## The Core Curriculum

### English

In the Third Form, English is taught in sets based on pupils' performance in the entrance examinations. The syllabus follows the National Curriculum, and builds on the work done by pupils at their preparatory schools, as well as looking forward to the skills and subject knowledge that they will need at IGCSE; we plan to begin this course in the second half of the Summer Term, to allow sufficient time for pupils to develop the necessary expertise demanded by this course.

The aim of our teaching in the Third Form is to stimulate the widest possible range of reading and writing, as well as developing pupils' speaking and listening ability. Work on language includes studying the origins and diversity of English, and the arts of persuasion, argument and imaginative writing, as well as analysis of written and visual media. Literature plays an important part: we study novels, plays and a core of poetry in some detail and pupils' own reading is, of course, encouraged.

The importance of speaking and listening in the National Curriculum is recognised through the encouragement of debating, improvised drama and individual talks in class, and technical accuracy in written work is reflected in dictionary work and grammatical tasks, arising out of pupils' own writing.

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### Mathematics

Clarity of thought and expression is the chief aim of Mathematics at Clifton. The programme of study for pupils in Block II is based on the National Curriculum and encourages pupils to develop the skills of the four attainment targets of number, algebra, shape and space, and data handling, with particular emphasis on applying mathematics to practical problems.

Pupils are set according to mathematical ability throughout Block II, with the majority of pupils taking IGCSE at the end of the Fifth Form. The top two sets in each year group are usually entered for IGCSE in the January of the Fifth Form. National Mathematics competitions are also a part of Mathematics at Clifton, with many pupils being entered from all year groups in Block II.

Assessment of pupils' progress through their first year is undertaken through the Third Form Progress Test at half term in October, and thereafter through internal school examinations each December and June, with the Key Stage 3 tests also being taken in May. We go to some trouble to ensure that each pupil is taught at an appropriate ability level, and individual teachers regularly monitor the progress of pupils through appropriate tasks and tests, with a formal departmental review of progress at the end of each term. Set changes normally take place at the end of a term but can happen at any stage.

For those who choose Learning Support as an option, extra Mathematics is provided as part of this programme of help. Liaison between the support teacher and the class teacher ensures that pupils receive the appropriate help. For pupils of all ages and abilities there is a 'Maths Clinic' which is open each week, staffed by members of the department who are available to help with pupils' questions.



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## The Sciences

Biology, Chemistry and Physics are taught separately to all pupils, and have equal status. The Sciences taught in the Third Form prepare pupils who will then go on in the Fourth and Fifth Forms to take GCSEs in Biology, Chemistry and Physics or in Science and Additional Science.

### Biology

The Third Form course promotes the development of pupils' laboratory and investigational skills through regular opportunities to design, carry out and evaluate scientific enquiries. As well as being an important part of pupils' general scientific education, these 'How Science Works' ideas form 25% of the GCSE assessment, so firm foundations in this area are essential for success at GCSE. The biological contexts for the work are provided by the major topic areas of BI, the first GCSE component. These are:

- Diet and Exercise
- Infectious Diseases
- Nervous system
- Control in plants
- Drugs
- Interdependence and Adaptation
- Environmental change
- Genetic Variation and its Control
- Reproduction
- Evolution
- Energy flow
- Decay processes
- Carbon cycle

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### Chemistry

The Third Form Chemistry course opens by consolidating the material required for Key Stage 3. We look at combining elements to make compounds, the origins of the periodic table and the reactivity series. In the Lent Term pupils will begin the GCSE course by examining how we can extract the chemicals we need from the world around us. We see how to obtain different metals and how their properties can be altered. We seek to understand at an atomic level the behaviour of different materials such as steel and smart alloys. In the final term of the year we explore atmospheric chemistry. We examine the reasons for the changes that have occurred since the earth's early atmosphere and we discuss the impact of manmade pollutants.

Throughout the year these topics are supported by a wealth of laboratory experiments. The pupils also have the opportunity to use ICT to search for information, to make posters and to give presentations.

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### Physics

In the Michaelmas Term of Third Form, pupils follow an in-house course which consolidates and revises the requirements of the National Curriculum to the end of Key Stage 3. The focus of the term is on developing a thorough understanding of heat, including topics such as:

- Kinetic theory of matter



- Temperature scales
- Heat transfer processes: conduction, convection and radiation
- Specific heat capacity of materials
- Retaining heat by design

A wide variety of ideas is presented to provide students with experience of many different areas of the subject, including lessons on scientific argumentation, presenting their work, and refining practical methods. The course has a strong emphasis on experiment, and on starting to understand something of the nature of How Science Works. As the Third Form progresses, pupils develop their understanding of forms of energy, electricity generation, and finally waves. There are also opportunities to practise coursework skills and to develop greater ICT competency.

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## Geography

The Third Form Geography syllabus builds on the National Curriculum at Key Stage 3 and also introduces pupils to the GCSE course. They are taught key geographical skills and concepts, with the course covering a range of challenging and interesting case studies.

Small scale local fieldwork is part of the course. If appropriate, major current affairs of a geographical nature, for example The Japanese Earthquake and Tsunami, are discussed and integrated into classroom teaching.

The topics taught are typical of GCSE, and are chosen due to their relevance to our pupils' lives. They include:

- Development and quality of life – Exploring the relationship between More and Less Economically Developed Countries and why different levels of development exist. This includes fair trade issues.
  - Hazards – Investigating the hazards that humans face and the natural disasters that occur in our world. These include those caused by weather and climate, plate tectonics, rivers and ice.
  - Globalisation – Linked to development, pupils study the process of globalisation and the consequences and issues related to it, including an investigation into carbon footprints and sustainable development.
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## History

The Third Form History course is designed to follow on chronologically from pupils' previous studies and complete the Key Stage 3 syllabus. Through focusing on core topics from the twentieth century, pupils will acquire a context in which to frame the modern world. Alongside this understanding they will develop the essential historical skills of source analysis, investigative research and argumentative writing which will stand them in good stead for History GCSE and further education. The Third Form syllabus is designed to lead into the GCSE course, which begins with the defeat of Germany in 1945. A range of teaching and learning methods are used, making the most of plentiful audio-visual and IT resources.

The Third Form syllabus begins with the First World War and the attempt to produce a lasting peace in its aftermath. Pupils then study the work of the League of Nations in the 1920s and 1930s and the chaos resulting from the Great Depression. This provides the background to look at the rise of Nazism and other authoritarian regimes in conjunction with the failure of international peace-keeping. We will study the causes of the Second World War, debating the importance of appeasement and Hitler's foreign policy. Finally, pupils will cover the key aspects of World War II, such as the Battle of Britain, Stalingrad, and the dropping of



atomic bombs on Japan.

For many years the History department has run a trip to the First World War battlefields of Flanders during the Easter holidays. From 2012 this trip is aimed at the Third Form and links to much of the material covered in the course of the year.

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## **Religious Studies**

Edexcel GCSE in Religious Studies (Specification A):

Third Form students will undertake the GCSE (Full Course) Religious Studies. This course is based on the study of two modules taught through out the Third, Fourth and Fifth Forms. There is no coursework component and students will be assessed by way of written examination at the end of the Fifth Form. The course focuses upon a broad spectrum of contemporary moral issues and considers the impact of religious and non-religious responses to these issues. Students will be expected to assess the relevance of religious faith in modern day society and to reflect upon the role that such beliefs and traditions play in addressing important social concerns. Some of the topics covered in this stimulating and engaging course are: The Nature of God, Social Harmony, Religion and the Media, Peace and Conflict and Crime and Punishment.

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## **Art**

A balance is achieved between the practical acquisition of skills and an understanding of the various contexts, historical and cultural, for Art and Design in the wider sense. This will form a sound base for those going on to choose the GCSE course in the Fourth and Fifth Forms. Pupils learn ways of recording what they see, imagine or remember. Pupils begin to learn how to examine the work of other artists and use it to inform and enrich their own practice. They learn how to review and modify their work in response to advice and constructive criticism.

Drawing, using a range of media, is fundamental to all Art project work. Pupils may also get an opportunity to work in collage, printmaking, textiles, painting or ceramics and sculpture. Pupils are encouraged to use sketchbooks as much as possible as a vehicle for experimentation and as a tool for research.

It is important that all Third Form pupils begin to see the applications of this subject in higher education leading to various careers such as film, television, advertising, architecture and other fields of design as well as museums, galleries and the art market. Equally important is the value of Art as a creative, expressive outlet. Academic rigour is expected within a relatively informal environment.

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## **Design and Technology**

There are three principal elements to Design and Technology at Clifton:

- Traditional graphic communication.
- Computer aided design and manufacture (CAD/CAM).
- Manufacturing in resistant materials (wood, metals and plastics).

In the Third Form all pupils will have an opportunity to learn about and to explore each of these areas through tightly focused but practical modular courses taught by specialist staff.



**Graphic Communication:** During the graphics module, pupils examine a variety of ways to communicate design ideas effectively and are shown the relevance of these skills in today's society in areas such as architecture, engineering and product design. Pupils learn about a range of technical drawing techniques and rendering techniques, with a particular focus on perspective drawing. They also use Computer Aided Design software to generate designs which are later used in conjunction with the Laser Cutter to produce simple 3-Dimensional products.

**Manufacturing:** Clifton has a large and well-equipped practical workshop. This facility is set up principally for the manufacture of projects using resistant materials such as woods, metals and plastics. Pupils are given instruction in the safe but creative use of traditional hand tools and processes through a range of short practical exercises that lead to simple yet effective finished products.

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## Drama

The Third Form Drama course can serve as a valuable and enjoyable extension of previous experience, and embodies the underlying skills taught by the department in the Fourth Form and beyond. The programme introduces some of the key concepts of dramatic performance through practical exploration, particularly in terms of improvisation, the building of character and the workshopping of scripts through to performance stage. Recent work has ranged from adaptations of 'Great Expectations' to modern adaptations like 'Skellig'. We also study a range of styles, in tune with departmental expertise, making reference to some of the more significant practitioners and developments of theatre history. The course structure allows pupils to utilise drama to help them build levels of confidence in performance as well as in other areas of life eg: presentation skills, communication skills etc. We begin with a communications topic which examines the integral relationship between the performer and the audience; we examine different forms including mime, improvisation, and role-play, as well as introducing some approaches to working with text. The second half of the course offers a more extensive programme of drama skills and encourages pupils to work outside their comfort zones. Possible areas of study will include: Shakespeare, small/large group devising and monologue and duologue work which links to the building up of character and role play. The course also supports the National Curriculum English targets for Speaking and Listening skills and there are various opportunities for cross-curricular links with other subjects such as Art, History, English and PSHE.

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## Music

At the beginning of the year all Third Form pupils discuss their musical abilities, likes and dislikes with their teacher and classmates. Pupils are then encouraged to begin or continue to learn an instrument (available in every orchestral instrument, as well as piano, guitar, electric guitar, saxophone, harp, drums, organ, jazz piano, recorder and singing) and to join one or more of the instrumental and vocal groups within the school, which include the orchestras, bands, Swing Band, Chapel Choir, String Orchestra, close harmony groups and chamber music. Extra Curricular weekly instrumental or singing lessons are organised on a rota basis so that pupils miss a different academic lesson each week.

**Performing and Composing:** In class all pupils learn to use and play relatively simple music on a keyboard, although those who already play to a higher standard or who are learning another instrument will have the opportunity to use their abilities. Much composition is based around the use of music technology, particularly Cubase 'virtual studio' sequencing software. Once students have mastered the basics of using this, they will develop musical ideas within structures, using different textures including harmony, and exploit



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the musical elements and a variety of resources. They compose music for specific purposes and use notation where appropriate to explore, develop and revise musical ideas. Actual tasks vary but currently include a Jazz/Blues influenced composition and the creation of a soundtrack to a short film clip.

**Listening and Appraising:** Pupils learn to respond to music, identifying conventions used within different styles and traditions. They analyse changes in character and mood, and evaluate the effect of the music. They also appraise their own work critically, taking account of their intentions and the comments of others. They learn to compare music across time and place recognising those characteristics that stay the same and those that change and learn how to use musical vocabulary appropriately. The emphasis of the course is learning through experience so that pupils learn to make their own judgement about music.

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## ICT (Information and Communication Technology)

The Third Form ICT curriculum is designed to develop all the research, presentation and data handling skills students will need for their GCSEs and beyond. We also look in detail at using the internet safely and responsibly.

Term 1 focuses on gathering, analysing and presenting data in a variety of tabular and graphic ways using spreadsheets and databases.

Term 2 focuses on research skills and presentation. Students undertake a research project which they present in the form of a business report. This includes conducting effective research using online sources, evaluating the quality of information sources, and presenting this in a professional manner.

Term 3: students undertake a multimedia project of their choice. This can take the form on an interactive or automated presentation. The project involves the manipulation of image, film and sound to create a sophisticated and engaging piece of work.

Throughout each term, the work is linked to projects being done across the curriculum to facilitate cross-curricular ICT and enable students to apply their skills in a variety of contexts.

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## Physical Education

The activities covered in PE lessons are carefully designed to cater for mixed ability, co-educational classes with the emphasis on every child trying to fulfil his or her full but individual potential. PE lessons are taught only by specialist, fully-qualified staff. Due to individual differences and talents, it is appreciated that pupils will achieve their goals and objectives at different times and with different degrees of competence.

The general aims are:

- Enjoyment through physical activity
- Promotion of health and fitness
- Acquisition of general and specific skills
- Moral, social and intellectual development
- For each pupil to leave Clifton with at least one sport which they have developed as far as they are able and wish to continue with in the future



The main objectives of PE are:

- To encourage pupils to be physically active
- To perform activities that develop suppleness, strength and stamina
- To develop co-ordination
- To develop positive attitudes, by observing the conventions of fair play, honest competition and good sportsmanship and to cope both with success and failure
- To ensure that pupils are aware of safe practice in all activities

Activities to be taught:

- Health Related Fitness
  - Swimming & Life Saving
  - Games Skills
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## **PSHE (Personal, Social and Health Education)**

A pupil's personal and social development is influenced by many aspects of life, both at home and at school. PSHE draws together all aspects of our provision to promote this development, as well as pupils' health and well being. We aim to help pupils to develop self-awareness, confidence and a sense of responsibility; to be able to form good relationships with others whilst respecting the differences between people; and to enjoy healthy and fulfilling lifestyles. We hope to guide pupils towards making independent, informed decisions, and developing appropriate skills to deal with the many difficult issues that confront young people today.

PSHE in the Third Form is taught through a weekly lesson within the academic timetable. Wherever possible, links are made with other subjects in the curriculum, as well as with other aspects of school life. Pupils have the opportunity for discussion of a range of issues within their tutor group, including study skills and curriculum and career choices. Living and working with others in a boarding community naturally encourages pupils to develop their awareness of citizenship. We also encourage links with the wider community, inviting outside organisations and individuals to come to talk to pupils.



## Options

Clifton offers flexibility in a pupil's choice of languages, both ancient and modern. There are two option blocks – X and Y – and pupils must choose one subject from each.

The modern languages that we offer are French, German, Spanish and Mandarin. Mandarin is not available to beginners. Pupils who would like to study Latin **in addition to two** modern languages may do so, through the extra Greek/Latin activity slot explained later. Latin is also available by itself to complement any of the modern languages, but is not normally open to beginners in the Third Form.

For some, the choice of EFL (English as a Foreign Language) or Learning Support may be more appropriate, though Learning Support is not available for those without identified learning needs.

Please read carefully through the descriptions of the individual language options on the following pages before making your subject selection. The table below gives an overview of the option blocks.

When you have considered the available options, please complete the form at the back of this booklet, and return it to the Deputy Head (Academic) by Friday 25<sup>th</sup> May 2012.

### Tuesday Afternoon Lessons

The music lesson for the Third Form takes place on a Tuesday afternoon at 1.50pm, prior to Terriers. However, Art Scholars will do Art as a discrete group during this time slot. In addition, to allow pupils to do two modern languages and a classical language, Latin or Greek are available as options on Tuesday afternoon. There are therefore four available subjects for pupils on the Tuesday afternoon, with the restriction that only Art Scholars can do Art then, and only dual modern linguists can do Latin or Greek then. For everybody else, the default option is Music.

### Option Blocks

<b>X</b>	<b>Y</b>	<b>Tuesday afternoon lesson</b>
French	German (continuers)	Greek
German (beginners)	Spanish	Latin
Mandarin	Latin	Art Scholars
Latin	EFL	Music
EFL	Learning Support	
Learning Support		



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## French

French is the most popular second language at Clifton as it is nationwide and it is a very useful language for work and pleasure later in life. It is possible to start French as a beginner in the third form, and the GCSE is very accessible.

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.

Pupils will be stretched by teaching of abstract ideas such as grammar, but they will also use French appropriate to many real situations. 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. They should enjoy their experience of French, especially in this year of respite from major examinations.

Textbooks used will be Book 3 of the *Expo* course or *Encore Tricolore 3* for higher ability 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 also enjoy using our new state of the art Sony digital language laboratory. This allows pupils to work on listening at their own speed, or to record themselves, speaking on their own or in pairs - a very popular activity. The language laboratory can also enable a class to use the internet within parameters set by the teacher, to make sure time is well-spent.

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. Most pupils doing French choose to continue to GCSE.

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## German

If pupils are already studying German, they are positively encouraged to continue doing so in the Third Form. At the end of the Third Form most students opt to continue to GCSE. The department also welcomes pupils who wish to begin German from scratch – ‘ab initio’ in the Third Form or return to the language after a break from studying it. Students who start German ‘ab initio’ in Yr9 and who work with a real sense of purpose, regularly go on to achieve an A\* or A grade at GCSE.

German is an ideal partner to the Romance languages French and Spanish, as well as to the Classical languages, as it combines logic with passion, and the rich cultural traditions and strong literary heritage of Germany, Austria and Switzerland. Studying German gives one a fascinating insight into the cultures of the German speaking world, and helps develop pupils’ creativity. Pupils also learn practical language to cope with daily life in a German-speaking environment through fun scenarios and use of IT in topics such as shopping and in project work. The current text book is *Na Klar!*, extensively supplemented with authentic material from other sources, particularly from the Internet as well as from *Schuss* and *Das Rad* magazines, from literature and from historical sources. Pupils also have plenty of opportunity to meet native speakers as Clifton welcomes many students from German-speaking countries on longer visits.



In the Third Form, pupils are encouraged to participate in German language activities which they find to be a vital and exciting part of their language studies. We offer a Fasching/Carnival party; a zoo trip and picnic; a film night and a language lunch. There are also important annual trips abroad: in 2006 a group went to the Rheinland for a week's programme which combined structured language classes, written diary work and sightseeing/educational visits in one of the most picturesque parts of Germany. In 2007 we toured Berlin and Halle and returned there in February 2009 and 2010. All those who go abroad on our trips benefit immensely from the opportunities offered, gaining a deeper and invaluable understanding of language and culture.

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## Spanish

The Spanish course at Clifton aims to teach pupils to understand, speak and write Spanish with confidence, while providing insights into the contemporary culture of Spain and Latin America. Pupils use a variety of course books – generally either *Caminos*, *Listos* or *iArriba!* depending on the group – through which they learn to communicate by being given a range of tasks on a wide variety of topics. From the outset, Spanish is the normal language of the classroom. Pupils are taught and learn through various methods, including flashcards, Powerpoint and other ICT presentations, and the language laboratory, where pupils can do both listening exercises and record their own dialogues or presentations.

For beginners the emphasis is on language associated with personal relationships. Greetings, life at home and at school, free time, food and drink and shopping for clothes are amongst the topics covered. Studying grammar and learning vocabulary regularly are important parts of the course, and pupils are encouraged from the start to speak Spanish with precision and with an authentic accent.

For non-beginners the focus of the language broadens from matters of daily routine and helping at home to wider topics such as travel, holidays, weather, transport, accidents and expressing opinions. Pupils at this stage learn how to express themselves in the past and future tenses.

A spiral of revision through the whole course develops pupils' ability to transfer language from one context to another and to adapt the language patterns they have learnt. At the end of each topic, tests on all four skills provide a regular assessment of each pupil's progress.

The Spanish department benefits from a wide range of facilities. We are well-stocked with support materials in the form of audio and video material, easy-reading books and magazines.

Spanish is an increasingly important world language and this is reflected in the large number of pupils in the Upper School who opt to take the subject.

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## Chinese (Mandarin)

Pupils opting for Chinese (Mandarin) in the Third Form are separated into two groups: native speakers, and those with some previous knowledge of Chinese.

The GCSE is taken at the end of the Fifth Form and has recently been modified to recognise the increasing number of pupils learning the language from scratch. Pupils are examined in all four skills of speaking,



listening, reading and writing. From 2010 the speaking and writing papers have involved coursework modules. Pupils are required to have a minimum core vocabulary of about 600 characters, based upon a number of key topics. Pupils from a Chinese background can study the GCSE course full or part time, according to their needs and some will then take the exam early and 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.

There are two teachers in the Department including one native speaker from Taiwan who is invaluable to pupils' understanding of the Chinese language and culture.

Pupils have the opportunity to join the biannual China trip and to enrol on summer study courses in Beijing and Shanghai.

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## **Ancient Greek**

Some are drawn to Greek by the myths, philosophy or ingenuity of the ancients, others by the conundrums and beauty of the language. The study of Greek is reasonably demanding but richly rewarding, and whilst pupils work at a high linguistic level, they also have access to the delights of ancient Greek culture and society.

Ancient Greek complements the study of Latin very well, but this should not put off those who wish to study only Greek. In Year 9, Greek takes place on Tuesday afternoons; at GCSE and A Level it is available as a fully timetabled option.

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## **Latin**

Latin is very popular in Year 9, both with those who have studied it at a previous school and those who wish to take it up from scratch. The language and stories are fascinating in their own right, but there are many other clear benefits, such as helping us to use our own language more effectively and easing the learning of other modern languages, training the mind in qualities like logic, patience and perceptiveness, and opening up the study of Graeco-Roman culture and its massive impact on modern literature and society.

For the Third form, we have developed our own two-pronged approach: there is a rich language content geared towards a lasting knowledge and understanding of the building-blocks of Latin, and there is time given over to the study of Roman life, especially in the province of Britannia during the 1<sup>st</sup> and 2<sup>nd</sup> centuries AD. The two frequently merge, with pupils reading and discussing the original sources relating to Claudius' invasion, the Druids and Boudicca's rebellion, or even translating grave-stones and curse tablets from Caerleon and Bath.

Latin is available either as a main option in Block X/Y or in the Tuesday afternoon session. We recognise that pupils will arrive with varying amounts of Latin, but aim for everyone to be at about the same level by mid-way through Year 9. In the context of a disciplined approach to learning, we ensure that pupils have an enjoyable introduction to classical studies, and most go on to study Latin and/or Classical Civilisation at GCSE.

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## **EFL (English as a Foreign Language)**

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

In addition to the English GCSE which pupils will take in the Fifth Form, non-native speakers of English take the IGCSE in English as a Second Language. If extra assistance is required, individual lessons can be arranged at an extra cost, the details of which can be found on the fee sheet.

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## **Learning Support**

Pupils who choose the Learning Support option will receive support teaching in small groups from specialist teachers experienced 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 at this Key Stage 3 level, especially in spelling and mental arithmetic. There is an emphasis on encouraging reading and helping pupils to gain confidence and take pleasure in books. Learning Support is not the option for pupils trying to avoid taking up a second modern language.

If additional help is necessary, one-to-one teaching is available 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. There is an extra cost for such teaching, the details of which can be found on the fee sheet.



## **Weekly Routine and Prep Timetable**

The overall timetable at Clifton consists of 38 x 40-minute periods per week. Every weekday there are 5 periods per morning and 4 on a Saturday. On Monday, Wednesday and Friday there are 3 periods in the afternoon. Third formers have games on Monday, Thursday and Saturday. Terriers takes place on Tuesday afternoon at 3pm. Pupils in Block II have 3 preps per weekday evening, each of about 30 minutes. The weekend is for consolidation and catching up, ready for a fresh start on Monday morning. For the Third Form we make a slight adjustment by removing one period, the first after games on a Monday, to allow pupils some break before commencing lessons, and adding the additional lesson for Music etc on Tuesday afternoon.

## **A Summary of the Clifton College Academic Curriculum 2012/2013**

Pupils and parents may find it helpful to consult the summary of the academic curriculum for Clifton College for 2012/2013, on page 21. We keep the curriculum under constant review in order to take into account changes in society and national developments in education.

In the Third Form, at Key Stage 3, we aim to provide a programme of continuity from previous work done that will give a broad foundation from which GCSE choices may be made, and in a number of subjects beginning the actual GCSE course content.

In the Fourth and Fifth Forms, the GCSE years, most pupils will have the opportunity to take up to 11 GCSE examinations. GCSE choices are made during the Lent Term of the Third Form. At this time, pupils will need to focus on issues such as their strengths and weaknesses in particular subjects, personal preferences and the implications of future career aspirations. The GCSE timetable is created based upon pupil choice, allowing a very broad range of options as possible.

In the Sixth Form we aim to provide as wide a range of AS and A-Level subjects as possible, commensurate with assuring the very best quality of teaching and resources for learning. In addition to the subject choices from our four main Option Blocks, Sixth Formers may also make choices from Sector E, which provides further opportunity for breadth of study, both in examined and non-examined subjects



## Clifton College Academic Curriculum 2012/2013

### Sixth Form

Pupils normally choose four subject choices from the following options:

Art	Maths
Biology	Further Maths
Business Studies	Music
Chemistry	Music Technology
Classical Civilisation	Philosophy
Economics	Physical Education
English Language	Physics
English Literature	Photography
French	Politics
Geography	Psychology
German	Religious Studies
Greek (Ancient)	Sculpture
History	Spanish
History of Art	Theatre Studies
Latin	Three-dimensional Design

In addition to the four main subjects studied at AS, pupils may select one or two additional choices from the list of supplementary subjects in Sector E, from a choice of about twenty including such diverse topics as Astronomy, LAMDA, Medical School preparation and AS/GCSE languages like Russian and Italian.

### Fourth & Fifth Form

The core curriculum at GCSE includes:

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

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

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



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

**Fax Number: 0117 3157 179**

PLEASE COMPLETE AND RETURN THIS FORM TO THE DEPUTY HEAD (ACADEMIC) BY FRIDAY 25<sup>th</sup> May 2012

Pupil's Name \_\_\_\_\_ (PLEASE PRINT)

Pre House (if applicable): \_\_\_\_\_ Upper School House (if known): \_\_\_\_\_

Home Address for correspondence

\_\_\_\_\_  
 \_\_\_\_\_

Contact Fax or Telephone Number: \_\_\_\_\_

**Please read carefully through the individual subject details in this booklet and the information on making Option Block choices on page 15, before completing this form.**

**Option Blocks**

<b>X</b>	<b>Y</b>	<b>Tuesday afternoon lesson</b>
French	Spanish	Greek
German	German	Latin
Mandarin	Mandarin	Art Scholar
Latin	Latin	Music
EFL	EFL	
Learning Support	Learning Support	

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

<b>X</b>	<b>Y</b>	<b>Tuesday afternoon lesson</b>

*(Please indicate clearly ONE subject choice from each Option Block X and Y)*

There is an Educational Psychologist's Report for my child (please indicate with a ✓ if applicable):

Signature of Parent/Guardian: \_\_\_\_\_