

Oakham
SCHOOL



Middle School Guide
Courses starting
Winter 2017

Contents

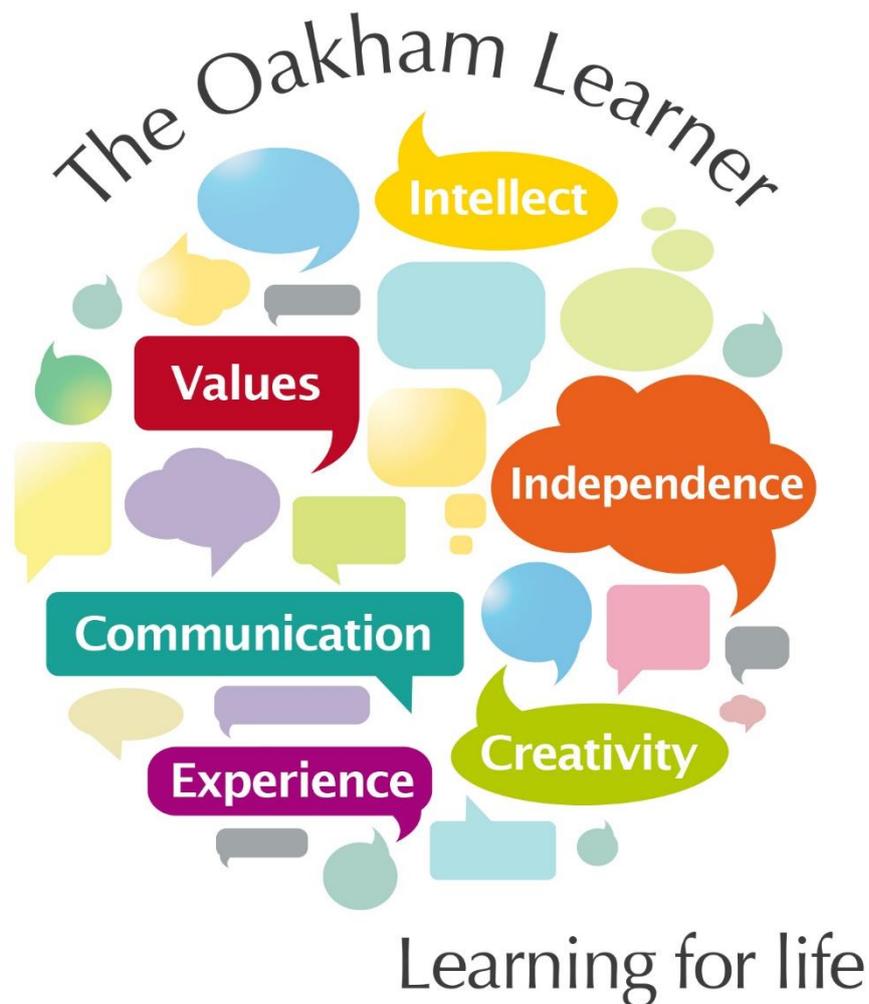
The Oakham Learner	1
Learning Habits at Oakham	2
Middle School Curriculum 2017	3
Form 3	3
Forms 4 & 5	5
Government changes to GCSEs	7
GCSE grading.....	7
Choosing GCSE subjects	8
Learning support.....	9
English as an Additional Language (EAL).....	9
Timetable for GCSE subject consultation and choice	9
Subject Information	10
Compulsory subjects	10
English Literature and English Language – IGCSEs (Edexcel) Graded 9 - 1	10
Mathematics – IGCSE (Edexcel) Graded 9 - 1	10
Sciences – IGCSEs (Edexcel) Graded 9 – 1	11
Option subjects.....	12
Art – GCSE (Edexcel) Graded 9 - 1	12
Citizenship Studies – GCSE (OCR) Graded 9 - 1.....	12
Classical Civilisation – GCSE (OCR) Graded 9 - 1	13
Computer Science – IGCSE (CIE) Graded A* - G	14
Creative iMedia – Cambridge Nationals Certificate (OCR) Graded Distinction, Merit, Pass (both at Level 1 and Level 2)	14
Design and Technology: Product Design (AQA) Graded 9 - 1	15
Drama – GCSE (WJEC) Graded 9 - 1	16
Geography – IGCSE (CIE) Graded A* - G	17
Greek – GCSE (OCR) Graded 9 - 1.....	17
History – IGCSE (Edexcel) Graded A* - G.....	17
Latin – GCSE (OCR) Graded 9 - 1	18
Modern Languages: French, German, Spanish – IGCSEs (CIE) Graded A* - G.....	18
Music – GCSE (AQA) Graded 9 - 1.....	19
Religion and Philosophy – IGCSE (Edexcel) Graded 9 - 1	19
Sport Science – IGCSE (CIE) Graded A* - G	20

The Oakham Learner

Education means so much more than just achieving good examination results: we believe that there is a whole range of qualities and skills which one must acquire and nurture to thrive in an increasingly challenging world.

The Oakham Learner encapsulates all that we strive towards with our students. We work to build:

- **Intellect** - developing knowledge, the ability to solve problems, and open-mindedness
- **Values** - helping students to develop as principled and responsible individuals with real emotional intelligence
- **Independence** - so that our students are confident, self-motivated, able to take the initiative and step into a leading role when it is needed
- **Communication** - we wish our students to be literate in the broadest sense, and to be fluent and clear communicators
- **Creativity** - developing imagination, creative skills and aesthetic awareness
- **Experience** - a full range of physical, social and practical experiences that help individuals to develop in so many ways, an awareness of one's own health, an understanding of global issues, and a willingness to collaborate



Learning Habits at Oakham

Oakham School's aim is for every pupil to acquire the toolkit for lifelong learning and for each pupil to develop the ability and willingness to learn on his or her own. Unlocking the door to learning is the key to success and the earlier the better. The essence of nurturing intellectually ambitious thinkers and independent learners is to identify, promote and develop effective habits of mind.

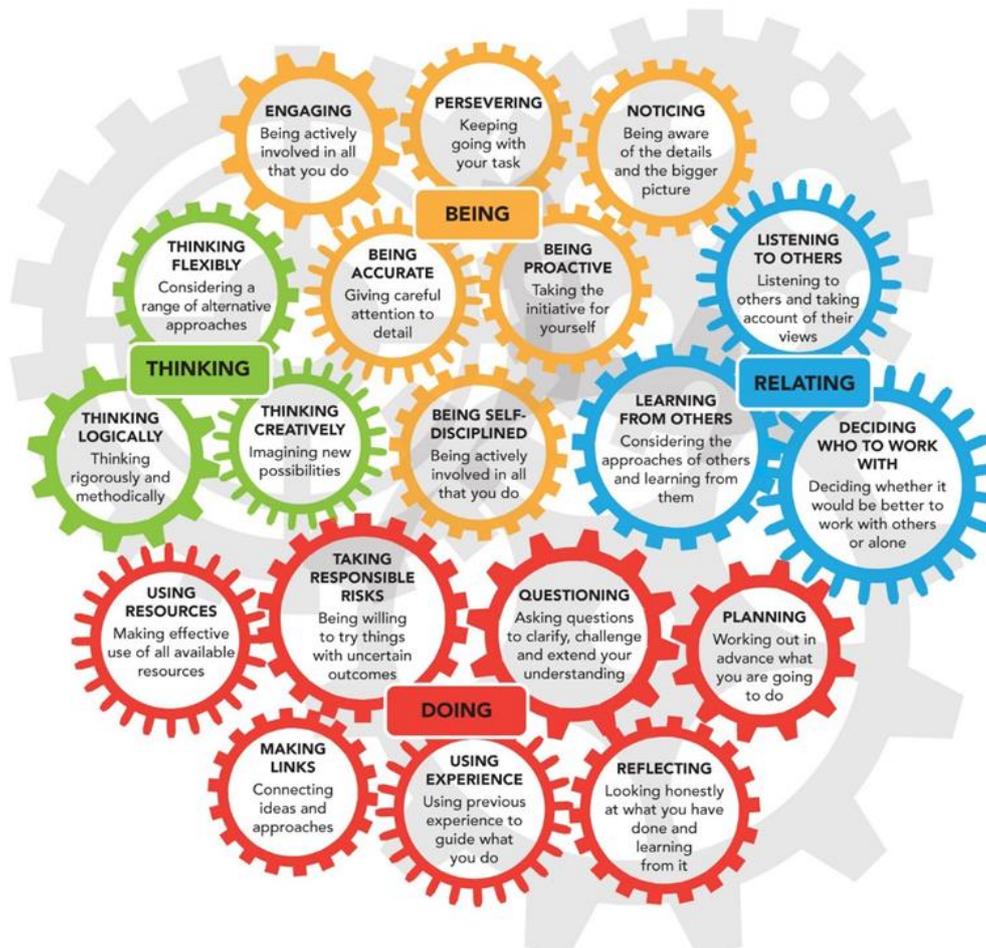
This is why we have developed the **Learning Habits at Oakham** programme. These habits are an essential part of the jigsaw puzzle that we know as education.

The Learning Habits are arranged into four groups:

- Being (what you are like)
- Relating (how you learn from others)
- Doing (what you do)
- Thinking (how you think)

We focus on these habits right across the curriculum, designing the learning experience so that they are used in lessons, in the houses and on the playing fields. Gradually, pupils own these habits, which will in time become second nature.

These are the building blocks for a rich and rewarding life of continuous learning. They are also key attributes that universities, colleges of further education, and employers look for in young people.



Middle School Curriculum 2017

The Middle School curriculum is designed to be broad and balanced, and to widen students' knowledge, understanding and experiences. It develops their academic skills and allows them to explore their own specific interests and strengths. It provides a sound base from which students will be able to choose their courses and subjects in the Upper School and beyond.

Form 3

English Literature	Geography	French	Art
English Language	History	One or two from:	Computer Science
Mathematics	Religion	Spanish / German /	Design and Technology
Biology	Citizenship	Latin	Drama and Dance
Chemistry			Music
Physics			Physical Education (PE)

They also develop wider skills through:

- Sport
- Activities – two afternoons a week
- A PSHE programme: personal, social and health education
- A Life Skills programme including outdoor skills, personal skills and personal safety
- A Library-based research skills course
- Participation in a range of other options, both group and individual, such as music, theatre, debating, talks, house activities, national competitions and overseas trips.

The Form 3 Project

Throughout the year, pupils have opportunities to work outside the classroom, to tackle problems in teams, and to develop and improve communication and leadership skills. The project consists of:

- A Creative Arts project
- A tour of the First World War Battlefields in France (3 days)
- 'From Page to Stage' a 1-day project run by the Drama Department
- A trip to the Globe Theatre, related to their English and Drama studies
- Attending a concert, with preparatory music workshops
- The Form 3 summer camp (3 days)
- Each pupil researches and compiles an Individual Project.

Tutoring

Every pupil has a personal tutor who looks after a group of up to 9 pupils within their house, so is really able to get to know each of his or her charges. Tutors are responsible for monitoring progress and helping pupils to gain the knowledge and skills needed to participate fully in life at School and beyond. They maintain communication with parents and also help to deliver the PSHE programme.

Study

For many subjects, pupils are divided into teaching groups called 'sets', where the pace of teaching and learning is most appropriate to their needs.

A termly personal organiser diary helps each pupil manage their timetable and prep (about 60 minutes per week for most subjects). Pupils have a clear set of work expectations, and these are monitored regularly with their tutor.

We write a Progress Report twice a term to update pupils and parents on effort and achievement. Parents can also meet teachers and discuss their child's progress at the annual parent/teacher and parent/tutor meetings.

MidYIS

All Form 3 pupils take a MidYIS assessment in the Winter Term – an aid for target setting going forward into Forms 4 and 5. Many schools use MidYIS (Middle Years Information System), which is a system of tests covering Vocabulary, Mathematics, Non-Verbal and Skills. They are designed to measure, as far as possible, ability and aptitude for learning rather than achievement.

Weekends

On Saturday evenings and Sundays, boarders enjoy an extensive choice of activities and social events organised by their houses or across year groups.

Forms 4 & 5

Most students study 10 subjects at GCSE, chosen from the following subjects. See page 8 for available subject combinations:

Compulsory

English Language

English Literature

Mathematics

Double Award Science: Biology, Chemistry and Physics

Optional

French

German

Greek

Latin

Spanish

Geography

History

Religion and Philosophy

Art – Painting and Mixed Media

Art – Sculpture

Art – Textiles

Citizenship

Classical Civilisation

Computer Science

Creative iMedia (Cambridge Nationals Certificate)

Design and Technology – Product Design

Drama

Music

Sport Science

They build wider skills through:

- Sport
- Activities – one afternoon a week
- One of the three Service Options (one afternoon a week), which they follow for a minimum of two years:
 - the Duke of Edinburgh's Award Scheme
 - the CCF (Combined Cadet Force)
 - Voluntary Action
- The Form 4 Project: a 2-day project enabling pupils to further develop their team-working, research and presentation skills, and to increase their national and international awareness.
- Participation in a range of other options, both group and individual, such as music, theatre, debating, talks, house activities, national competitions and overseas trips.

Tutoring

Every pupil has a personal tutor who looks after a group of up to 9 pupils within their house, so is really able to get to know each of his or her charges. Tutors are responsible for monitoring progress and helping pupils to gain the knowledge and skills needed to participate fully in life at School and

beyond. They maintain communication with parents and also help to deliver the PSHE (Personal, social and health education) programme.

Study

For many subjects, pupils are divided into teaching groups called 'sets', where the pace of teaching and learning is most appropriate to their needs.

A termly personal organiser diary helps each pupil manage their timetable and prep (between 50 and 75 minutes per week for most subjects). Pupils work towards agreed termly targets which are monitored regularly with their tutor. At the start of Form 5, pupils agree their GCSE targets, which are produced using the MidYIS (Middle Years Information System) data generated in Form 3, as well as teacher input.

We write a Progress Report twice a term to update pupils and parents on effort and achievement. Parents can also meet teachers and discuss their child's progress at the annual parent/teacher meeting.

Careers Programme

Our 'Careers Oakham' course helps pupils from Form 4 onwards to start researching career options. Each summer all Form 4 pupils take the Morrisby aptitude test and interest questionnaire followed by an individual careers guidance interview. Both parents and pupils receive a report and interview summary.

Weekends

On Saturday evenings and Sundays, boarders enjoy an extensive choice of activities and social events organised by their houses or across year groups.

Government changes to GCSEs

As you will no doubt be aware, the Government has made significant changes to A-level and GCSE exams in the past few years, with further changes coming this September. September 2015 saw the first changes to AS and A-level courses and September 2016 saw the first changes to the way we teach GCSE and IGCSE courses at Oakham.

The changes primarily affect GCSE subjects although some IGCSE subjects will also be changing. The main change will be to the grading of GCSE exams. Rather than the traditional A* - G grading system the new courses will be graded 9 – 1, with 9 as the highest grade and 1 as the lowest grade available. The Government believes that this will allow for greater differentiation between pupils of varying abilities but especially between the middle and highest achieving pupils.

GCSE grading

From September 2017 the GCSE courses offered at Oakham will be graded as follows:

GCSE 9 – 1

Art: Painting, Textiles, Sculpture
Citizenship Studies
Classical Civilisation
Design and Technology: Product Design
Drama
Greek
Latin
Music

IGCSE 9 – 1

English Language & Literature
Maths
Religion and Philosophy
Science

IGCSE A* - G

Computer Science
Geography
History
MFL: French, Spanish, German
Sport Science

Distinction, Merit, Pass, Fail

Creative iMedia

Choosing GCSE subjects

Most students study 10 subjects at GCSE.

Students may choose **one different subject from each of blocks A-E**.

In practical terms this shows what it is possible within the current lesson timetable.

All Students	English Language & English Literature Mathematics Double Award Science: Biology, Chemistry and Physics Physical Education (PE) – non GCSE
---------------------	--

A	French German Spanish	
B	Geography History Religion & Philosophy	
C	History French Latin Religion & Philosophy	
D	Art – Painting and Mixed Media Art – Sculpture Art – Textiles Citizenship Computer Science Creative iMedia Design and Technology Drama Greek and Latin (known as Gratin) Latin Music Sport Science	Students may only take one of the Art courses
E	Art – Textiles Citizenship Classical Civilisation Computer Science Design and Technology Drama Geography Latin Music Spanish Sport Science	

We build in lots of opportunities for students to discuss options with their tutor, teachers, Housemaster/Housemistress and parents. They will be encouraged to consider their strengths, preferences and teacher recommendations in order to make the best possible selection.

Possible variations

Where appropriate, and with the agreement of the Head of Middle School, some students may benefit from reducing their timetable to nine or eight subjects.

Learning support

Students requiring Learning Support lessons may need to drop one subject to accommodate these – please discuss this with Mrs Kate Hill, Head of Learning Support
cdh@oakham.rutland.sch.uk 01572 758545.

English as an Additional Language (EAL)

It may be necessary for students requiring EAL lessons to drop one subject to accommodate these – please discuss this with Mrs Fiona Fitzpatrick, Head of EAL
fmf@oakham.rutland.sch.uk 01572 758631.

We aim to cater for the needs of all students, but there may well be occasions when timetable constraints prevent a desired option. We will, of course, do our best to overcome any such difficulties, but cannot guarantee that we will always be successful.

Timetable for GCSE subject consultation and choice

2017 Dates	Events	People involved
Wed 18 Jan	Form 3 student briefing Booklets issued to students	Form 3 Tutors DAH / JHR
Week 3	Booklets published for parents in the Parent Portal (website)	Parents DAH / JHR
Sat 28 Jan	Form 3 parents' briefing Wilson Auditorium at 11.15 am	Parents DAH / JHR
Weeks 4 – 5	Recommendations from staff to JHR / DAH	All staff who teach Form 3
Sun 19 Feb	Parent/teacher meeting Staff will have an opportunity to make recommendations to parents	Parents All staff who teach Form 3
Wed 22 Feb	Provisional choices made	Form 3 Tutors
Weeks 7 – 11	Discussion as appropriate	Individuals concerned JHR
Week 12	Choices sent home for parental corroboration	JHR
Sat 29 April	Deadline for return of signed choices form	Parents JHR

Subject Information

Compulsory subjects

English Literature and English Language – IGCSEs (Edexcel) Graded 9 - 1

In English lessons, students will develop the skills and knowledge necessary to sit three exams and to produce two coursework assignments. They will qualify for two distinct Edexcel IGCSEs: English Language and English Literature. The English Language exam will involve responding to two passages (one prepared and one previously unseen) and producing a piece of writing. The Literature exam requires students to write about poetry (both prepared and unseen), a play, a novel and a text from the 'Literary Heritage'. The English Language coursework unit requires students to analyse two poetry texts, and to write creatively. The course involves the development and acquisition of a wide range of knowledge and techniques.

Teachers will guide students through a broad scheme of work, which will enable the pupils to engage individually with the subject, to extend the skills they have already developed in previous years, and to perform to the best of their abilities at IGCSE. The department is continuously evolving a carefully structured common approach to the course, yet which allows scope for teachers to deliver the material in a variety of ways, to suit their own style and the needs of their students.

The course leads naturally towards study in the Upper School, be it in the IB or in English Literature A-level.

The coursework and exam weightings are thus:

- English Language
 - Exam paper: 60% - reading tasks (the passages are printed) and one transactional writing task
 - Written coursework: 40% - one piece of personal writing, and one piece of poetry analysis
- English Literature
 - Exam paper 1: 60% - anthology poetry (texts provided in the exam), unseen poetry and modern prose (closed book)
 - Exam paper 2: 40% - modern drama and literary heritage text (open texts)

Mathematics – IGCSE (Edexcel) Graded 9 - 1

All students study the Edexcel IGCSE Mathematics Specification A (4MA0) course, and the expectation is that everybody will sit the Higher Level papers at the end of Form 5. All students, therefore, take an examination where the highest possible grade is an A*.

Each year group is taught in eight sets, with each set progressing through the core examination material at the pace which best suits its learning approach and retention of prior knowledge. Enrichment through discovery, puzzles and open-ended tasks is valued alongside accurate and fluent core mathematical skills. The core IGCSE syllabus prepares students for their mathematical study beyond Form 5. The most able sets will also have the opportunity to encounter more varied and

advanced concepts beyond this core syllabus, and also to encounter mathematical writing. A significant number of the most able students will be entered for the individual UKMT Intermediate Maths Challenge in the Spring Term, with the opportunity to progress to the invitational follow-on rounds.

Sciences – IGCSEs (Edexcel) Graded 9 – 1

All students are required to study Physics, Chemistry and Biology in the Middle School, leading to an Edexcel Double Award IGCSE certificate in “Science” (equivalent to two GCSEs). In order to qualify for a double award certificate, candidates must sit a core 2-hour paper in each science subject.

There is only one tier of entry, meaning that all students have access to the full range of grades, up to A*.

IGCSE Science (Double Award) is a good preparation for those progressing to advanced science courses in the Upper School, whether that be A-level or IB Diploma.

Option subjects

Art – GCSE (Edexcel) Graded 9 - 1

All the Art courses involve using sketchbooks to research; through drawing, by taking photographs, through annotation and experimentation with media. The courses encourage self-expression and the development of personal responses to a linked topic. Students will learn new skills, as well as how to analyse Modern Art and that of other cultures. Candidates produce a Personal Portfolio (60% of GCSE) and complete an 'Externally Set Assignment' (40% of GCSE). There are museum visits to London in both Form 4 and Form 5.

Students opt for **one of the following** areas of specialisation:

Art and Design: Fine Art – Painting and Mixed Media

This involves drawing, painting, digital photography and mixed media as well as collage work and printmaking. A wide variety of styles from the figurative tradition to abstract painting are explored.

Art and Design: Fine Art – Sculpture

Students learn the techniques of construction, modelling and casting, using clay, plaster and found materials. There are also opportunities to carve in stone and to weld constructed steel sculptures, as well as to use contemporary materials such as plastics.

Art and Design: Textile Design

This is a creative course in the expressive use of constructed textiles, batik and embroidery (hand and machine) dyeing, painting, silk painting, fabric appliqué and mola work.

Citizenship Studies – GCSE (OCR) Graded 9 - 1

This GCSE course is an excellent introduction to current affairs, the UK legal system and UK Government institutions with both a local, national and global perspective. Hence students are expected to regularly read/watch/listen to news to build up a bank of examples to support their work.

Students must complete an active citizenship campaign to bring about a change. This can range from campaigning for play equipment for physically disabled children to be included in a new playground to joining international campaigning for all children to have an education. This provides great opportunities for teamwork, research skills, planning work over a number of weeks and public speaking. It is examined on Paper 2.

Students should be willing to discuss and debate issues in which there is no 'right' answer but evidence can be presented for both sides before making a judgement. The written style required is exactly the same as in other social science subjects such as History.

The content revolves around three central themes:-

Paper 1 – Our Rights and Responsibilities and the Law 30%

Content: An opportunity to consider the origins and need for human rights; ways in which human rights have been extended and safeguarded and the difficulties that occur when human rights conflict. For example our right to privacy versus the right to safety and where the Communications Data Act fits (so called Snoopers Charter). This leads onto an exploration of the legal system and ways in

which UK law is administered and enforced. This includes both criminal law and civil law including Consumer Rights, Employment Law, Equality Act, etc.

Assessment: Learners select their answers from a list of options ranging from multiple choice type questions to case studies, which require you to support your choice.

Paper 2 – Citizenship in Action 30%

Content: Political decision-making in the UK as a representative democracy. It examines how this operates at a national, local and regional level including devolved government; elections; voting patterns and systems. Pressure groups and the media and how they link to the political system. Then going on to develop an understanding of the links between politics and the economy through studying issues linked to taxation, welfare, the health service and education.

Assessment: In the examination, students apply the knowledge gleaned from their action to different contexts and actions. They also analyse and evaluate text and visual sources, which require longer answers but students are guided in the exam as to how to structure these longer answers.

Paper 3 – Our Society and our Links with the Wider World 40%

Content: The UK's international role as a member of UN, Commonwealth, NATO and the EU. The UK's role in global aid and trade. The effectiveness of the UK's interventions in global crises, disagreements and conflicts. This unit also encourages learners to explore their own sense of identity and that of other UK citizens in our increasingly complex society. Consideration is given to the importance of tolerance and respect for diversity as well as ways of promoting community cohesion.

Assessment: Students must analyse and evaluate different viewpoints on issues presented in the exam. They need to justify their own judgement on issues and debates connected with the theme.

This paper requires longer written answers but, as with paper 2, built into the structure is guidance on how to organise ideas.

The study of Citizenship is a useful precursor to the study of Economics, Business and Politics.

Classical Civilisation – GCSE (OCR) Graded 9 - 1

This is a subject for anyone who enjoyed the background sections of the Cambridge Latin Course or the stories behind such films as *Troy*, *300* and *Percy Jackson and the Lightning Thief*. Students will study the way ancient Romans and Greeks lived, and Homer's tale of *Troy*, the earliest piece of European literature and still inspiring books and films today. No knowledge of Latin or Greek is required. All literature is studied in translation.

The topics vary slightly from year to year. This year pupils are studying City Life in Athens, Homer's Iliad and Pompeii. Next year there will be the opportunity to study both Greece and Rome as well as the world of Homer and mythology.

We follow the OCR course, which comprises two examined components, each worth 50%. There is no coursework or controlled assessment.

Computer Science – IGCSE (CIE) Graded A* - G

Cambridge IGCSE Computer Science is an ideal course for academically minded students who wish to explore the world of the future, which is being shaped fundamentally by computing: how we live, work, socialise and play. The course offers built-in scope for students to explore their creativity using computational solutions, such as in the creation of wearable technology, weather and environmental monitoring systems, alarms and surveillance, robotics and automation.

This carefully planned course offers pupils a great opportunity to expand their problem-solving skills, learn about computer hardware, and explore current and emerging technology. Pupils build a solid understanding of the subject before sitting the two written papers at the end of the second year.

Why study Computer Science? Aside from advancing an interest or expanding the brain's analytical and problem-solving abilities, the world is currently in an era of increased automation with fewer tasks being completed by humans. The Bank of England forecasts that computer automation will replace 15m UK jobs in the near future. Conversely, the Bank of England's chief economist, Andy Haldane, adds that the increase in automation has created 10 million more jobs in Computer Science industries with another 3.5 million set to be created by 2020.

Is this course for me? Typically, students who thrive in their study of Computer Science are those that possess a strong mathematical ability.

Creative iMedia – Cambridge Nationals Certificate (OCR) Graded Distinction, Merit, Pass (both at Level 1 and Level 2)

This OCR Cambridge Nationals award is focused on the Media sector including photography, film and television – with ICT at its heart. Planning and pre-production skills, the examined unit, underpin the three creative modules which are assessed via coursework assignments.

Assessment is a 1hr 15min written paper (25%) and three coursework assignments (25% each). Course modules are Digital Graphics, Digital Photography, and Digital Video. The qualification is graded either Pass, Merit, Distinction, or Starred Distinction.

Why should pupils study this course? The Industrial Revolution is history. Developing countries now undercut our labour costs and Britain will never again be a world leader in the mass production of iron, steel or plastic widgets. On the other hand, the House of Commons Culture, Media and Sport Committee reported that creative media provide 10.6% of the UK's export of services and is the fastest growing sector. Recent figures showed that 24 of the last 42 world blockbuster movies (budget > \$100M) were made at or involved Pinewood or Shepperton studios. But why should pupils study this course? Because it is fun, creative, technical and very different.

Students taking this course will need to own a digital camera allowing at least some manual control of focus and exposure settings and which also shoots video. A bridge camera gives more control than a compact; a DSLR gives the most control but is also more expensive.

Design and Technology: Product Design (AQA) Graded 9 - 1

The new qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

The new GCSE places greater emphasis on understanding and applying iterative design processes. Students use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. GCSE Design and Technology prepares students to participate confidently and successfully in an increasingly technological world. Students gain awareness of and learn from wider influences on Design and Technology, including historical, social, cultural, environmental and economic factors. They will get the opportunity to work creatively when designing and making and applying technical and practical expertise. Every product or system we own and use daily has been designed and manufactured. This course aims to start pupils thinking and analysing existing solutions, whilst developing skills and knowledge to solve problems and create their own solutions.

'Good design is to bring a calm and simplicity to what are incredibly complex problems so that you're not aware really of the solution, you're not aware of how hard the problem was that was eventually solved'- Jonathan Ive (1967-) British Designer and Chief Design Officer Apple Inc

This is a multi-media course assessed through examinations and project work:

Component	Time (hours)	Marks	% of GCSE	Method of assessment
Written exam Section B - Pupils can either choose to focus technical principles on Polymers or Electronics.	2	100 marks	50%	Section A – Core technical principles (20 marks) A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding. Section B – Specialist technical principles (30 marks) Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles. Section C – Designing and making principles (50 marks) A mixture of short answer and extended response questions including a 12-mark design question.
Non Examined Assessment - Project	35 (approx.)	100 marks	50%	Substantial design and make task Assessment criteria: <ul style="list-style-type: none"> • Investigating • Designing • Making • Analysing and Evaluating

The core technical principles include:

- New and emerging technologies
- Energy storage and generation
- Modern and smart materials
- Systems approach to designing
- Mechanical devices
- Materials and their working properties. (To include papers, boards, textiles, composites, polymers, timber and metal)

For specialist technical principles **one of two areas can be studied**, to include additional focus on working properties, manufacturing techniques, sources, finishes, stock form and industrial processes.

- Polymers
- Electronics

Pupils should indicate which specialist technical principle they wish to study when selecting subject options. Coursework is a single controlled design-and-make activity selected from a choice of set tasks, consisting of the development of a made outcome and a concise design folder which includes ICT to design and make a solution using a range of appropriate materials. The design folder should consist of approximately 20 pages of A3 paperwork and it is expected that students should spend approximately 35 hours on this activity. Previous projects include iPod docking stations, lamps, radios, alarm systems and electronic games. Educational visits for all Design and Technology courses include a trip to the Science Museum, V&A and the London Design Museum.

This course will provide a substantial foundation to A-level Design and Technology and IB Design Technology and give pupils opportunities to explore their own design interests. Students who wish to pursue a career in Engineering, Industrial Design, Product Design or Architecture can apply for an Arkwright Scholarship on successful completion of the course. <http://www.arkwright.org.uk/>

Drama – GCSE (WJEC) Graded 9 - 1

The WJEC course is a two-year study of live performance and the processes of creating theatre. It is practical in its approach and students are expected to work physically and in workshop conditions for many of their lessons. The breakdown of the modules is as follows:

Unit 1: Devised Performance and accompanying written report (40% Internally Assessed).

Candidates will be given a theme and a genre and must create their own practical performance and can be assessed as either an actor or designer. Alongside this, candidates will write a portfolio documenting their devising process and evaluating the final performance.

Unit 2: Performance from a Text (20% Externally Assessed). Candidates will perform a section from a published play and be assessed as either an actor or designer. The design choices on offer are lighting, sound and costume design.

Unit 3: Written Examination (40% Externally Assessed). Candidates will sit a 90-minute written exam at the end of the course. The majority of the paper will be based on their ability to analyse one set text as an actor, designer and director. One question will ask candidates to evaluate a live theatre performance.

Students are expected to have a lively interest in and commitment to theatre. We visit professional productions at least once a term and students should attend all productions and examination work in the QET.

Geography – IGCSE (CIE) Graded A* - G

From September 2016 students will be studying for the Cambridge International GCSE qualification. The course encourages pupils to develop lifelong geographical skills. These include understanding both physical and human processes; location on a local, regional and global scale and how communities around the world are affected and constrained by different environments. Pupils will also develop the ability to use and interpret geographical data and information.

The course is divided into three areas. Most of the course is spent on the three main themes of Population and Settlement (population, migration, settlement and urbanisation); The Natural Environment (earthquakes, volcanoes, rivers, coasts, weather and climate) and Economic Development (development, food production, industry, tourism and energy). Pupils will also spend time on a variety of geographical skills based on resources including photographs, maps, diagrams, graphs and GIS. Pupils will complete an IGCSE fieldwork project in the Winter Term of Form 5. For this, pupils will go to either Stratford-upon-Avon or Cambridge to investigate the effects of tourism on these popular settlements. Pupils may also have the opportunity to attend a Middle School Geography field trip. Recent trips have included Switzerland, Iceland and the USA.

Greek – GCSE (OCR) Graded 9 - 1

From the start of Form 4 Greek may be studied as part of the Gratin course. This is recommended to strong Latinists at the end of Form 3 and enables the hard-working and able pupil to achieve two full GCSEs in both Greek and Latin, which is taught from scratch. This combined course is taught in a single subject timetable slot.

We follow the OCR course, which comprises three written papers. There is no coursework. The aim of the course is to enable pupils to translate unseen passages and to acquaint them with the work of Greek prose and verse authors, thereby opening up to them the ancient world generally, its history and culture. In Form 4 they will complete almost all the GCSE language requirements and start their prose literature.

In Form 5 they will complete the prose literature and read unadapted Homer. This is both a challenge and immensely rewarding as they get to grips with real Greek authors.

It is very hard work but stretches the brains of the brightest pupils admirably. Almost all Gratinists report a high level of personal satisfaction once they have managed to master the course's requirements.

History – IGCSE (Edexcel) Graded A* - G

From September 2016 students will be studying for the Edexcel International GCSE qualification. The specification focuses on Modern World History and features a selection of fascinating topics for study:

Paper 1 comprises 50% of the qualification. Students will undertake two 'depth studies'. The first will be on Nazi Germany: how Hitler rose to prominence and then took power in 1933; how the Nazis consolidated their grip on power, establishing a police state, and how Hitler then led the German people into war and genocide. The second 'depth study' will be on a topic which has caught the imagination of Oakhamians over the last four years (as part of the old GCSE course): Civil Rights in the USA, 1945–1974. This involves the extraordinary struggle undertaken by African-American campaigners to achieve full civil rights after the Second World War in the face of violent racism, and

led, most notably, by Martin Luther King. The topic is brought to life in the most extraordinary fashion by extensive documentary news footage and also by some powerful movie portrayals – the most famous and recent example being *Selma*.

For Paper 2 (50%) we will be studying the Russian Revolution: how a nation underwent the most remarkable trauma and upheaval, making the transition from a centuries-old autocratic monarchy to a communist system of dictatorship in just three years. We will look at how individuals shaped the course of Russian history, most notably Lenin, the charismatic communist revolutionary leader, and how Russian was plunged into the most bloody and appalling civil war.

There are just two written papers and no coursework or controlled assessment.

Latin – GCSE (OCR) Graded 9 - 1

We follow the OCR course which comprises three written papers. There is no coursework. The aim of the course is to enable pupils to translate unseen passages and to acquaint them with the work of Roman prose and verse authors, thereby opening up to them the ancient world generally, its history and culture.

In Form 4 they will complete all the GCSE language requirements and start their prose literature.

In Form 5 they will complete the prose literature and read unadapted Vergil. This is both a challenge and immensely rewarding as they get to grips with real Latin authors.

Latin's logical structure and its influence on English language and culture enables pupils to deepen their analytical skills while at the same time introducing flexibility of thought and cultural breadth.

Modern Languages: French, German, Spanish – IGCSEs (CIE) Graded A* - G

In essence there is little difference in content or learning styles between French, German and Spanish. All teach the language through topics that occasion the consideration of other people's experiences and points of view, and build practical proficiency in the four skills of reading and listening, writing and speaking, the latter with the help of a native speaking assistant. French and Spanish have a mutually supportive Romance sound and structure, German a broadening contrast with its Anglo-Saxon base.

All three modern languages are examined in the same way, with the four skills, Speaking, Writing Listening and Reading each comprising 25% of the final IGCSE.

The ability to communicate in one or more foreign languages is of increasing value in the modern world: it is immensely valued by employers as well as being of great use to individuals living in our global society. Studying Modern Foreign Languages at IGCSE provides a solid foundation for this essential life skill.

Music – GCSE (AQA) Graded 9 - 1

This is a diverse course and with an open mind students will learn to enjoy and engage with all kinds of music, from Western classical music to popular music and traditional music from around the world.

Understanding music encourages you to explore and engage critically and creatively with a wide range of music and musical contexts. As well as detailed study of two very contrasting pieces, you will develop your wider knowledge and understanding within four areas of study, including popular music from 1960, traditional/folk music from around the world, and the Western classical tradition from 1650 to the present day. Students are assessed with one listening exam (40%) at the end of Form 5.

Composing is an area that will be new to many but isn't anything to worry about! A lot of time will be spent in Form 4 developing composition skills and there is plenty of time to experiment and work on exercises in different styles. This will be the preparation for writing two assessed compositions (a minimum of 3 minutes' music), one of which responds to a brief set by the exam board, and one of which offers pupils a free choice. These are completed in Form 5 for assessment as coursework (30%).

Performing is the area in which students can use their experience of practical music-making; there is no set standard so this is accessible to all levels of performers. All students are assessed on one solo piece and one performed in a small group (e.g. a duet). Students will work with their instrumental/vocal teacher through the course to prepare a minimum of 4 minutes of suitable pieces for assessment (30%) during the second year of the course.

Religion and Philosophy – IGCSE (Edexcel) Graded 9 - 1

IGCSE Religion and Philosophy is an opportunity to explore the fundamental questions of human existence through contrasting religious and philosophical perspectives. In a globalised world, it is increasingly important to understand and reflect on the different moral and theological positions held by those with strong religious beliefs and those with none. To do so, it is necessary to subject both our own beliefs and those of others to critical scrutiny – not with the aim of agreeing with the latter, but of understanding the basis for them.

The course is split into two parts: **Beliefs and Values** (philosophy of religion and ethics) and **The Religious Community** (study of a religion); both parts are assessed by examination alone – there is no coursework.

Beliefs and Values explores questions such as 'What is God?' 'Why does God allow suffering?' 'What is the soul?' 'Do I have a duty to help the poor?' 'What is the relation between science and religion?' 'Is war ever justified? If so, what is a just war?' 'Should capital punishment be reintroduced?' 'Is religion sexist?' 'Is forgiveness a moral duty?' 'What is a human being?' and 'Should euthanasia be legalised?'

The Religious Community provides an opportunity to examine Buddhism in depth. This most fascinating of Eastern religions has no deity and followers are encouraged to forgo material pleasures for greater spiritual gain. Buddhists meditate with the aim of achieving Enlightenment and believe that before reaching this stage, our soul is reborn into different bodies several times over.

	Content	% of final grade
Paper 1: Beliefs and Values (Philosophy of Religion and Ethics)	The Universe, Creation and the Place of Human Beings; Life and Death; Peace and Conflict; Rights, Equality and Social Justice	60%

Paper 2: The Religious Community (Study of a religion: Buddhism)	Origins and their Impact on the Community; Celebration and Pilgrimage; Worship and Practice	40%
---	---	-----

Sport Science – IGCSE (CIE) Graded A* - G

Students follow a syllabus which gives them the opportunity to study both the practical (60%) and theoretical aspects (40%) of Sport Science.

In the **practical** component students get the chance to enhance their physical performance in four chosen sports. This is done through improving components of fitness and training strategies, analysing performance using video equipment, and drawing comparisons to elite performers. This runs side by side with their games programme.

The **theoretical** component examines the fundamentals of exercise: physiology, psychology, principles of training and access and opportunity within society. Students study how the human body works in a sporting environment and how adaptations come about as a result of training.

The course is examined at the end of two years with a practical assessment and a written theory paper.

Anyone with a broad interest in sport who wishes to examine the science behind performance and success can study Sport Science. It has a strong crossover with Biology at GCSE, so both enhance the understanding of the other.

James Robinson, BA – Head of Middle School

jhr@oakham.rutland.sch.uk 01572 758629