

INTRODUCTION

This booklet should be read in conjunction with the detailed subject information located on the Kent College website <http://kentcollege.com/> and the yellow Options Forms A and B that must be completed and returned to Mr Letley by Friday 5th February.

This booklet and the subject information on the Kent College website describe the GCSE courses available at Kent College in Years 10 and 11. Throughout, the term “Key Stage 4” (KS4) is used interchangeably with “GCSE”.

The curriculum pattern for the great majority of students will be as follows:

Compulsory subjects

English Language; English Literature; Mathematics; Science; ICT; Religious Studies; a Modern Foreign Language.

English

The two English GCSEs will be studied as a combined course, taking six periods per week and sharing a certain amount of coursework, substantially reducing the burden on candidates. Most students will be entered for the Higher tier papers (grades A*-C)

Mathematics

In Mathematics, most students will be entered for the Higher Tier papers (top grade A*), while a small number will be entered for Foundation Tier (top grade C).

Science

Science presents three possible schemes of study.

- A. Three separate sciences (Biology, Chemistry and Physics) chosen from the six option blocks, leaving three other subjects to be selected.
- B. Two separate sciences (any two of Biology, Chemistry and Physics), leaving four other option choices.
- C. In exceptional circumstances, 1 science option chosen from those shown on page 25 of this booklet, leaving five other option choices.

Scheme A would suit those intending to pursue at least two sciences at A level, perhaps with a view to reading for a degree in Engineering, Physics, Chemistry, Medicine, Biochemistry, or Veterinary Science. It counts as three options.

Scheme B would suit those who have a particular interest in two of the Sciences and may be intending to study one or other of these at A level. It counts as two options.

Scheme C would suit those who are able / want to continue with only a minimum of Science at GCSE. This option must be discussed and agreed with the Director of Studies as it will limit future choices of study.

ICT

From September, all pupils will spend at least two periods a week studying ICT in Year 10 and a minimum of 1 period a week in Year 11. These are what we call the ‘Core’ ICT lessons. All students will be studying for the OCR National Level 2 qualification in ICT. The course has been designed to provide students with an introduction to the skills, knowledge and

understanding required to work in the information, communication technology sector. All students must complete the compulsory module which focuses on those ICT skills required in a business world, i.e. use of e-mail, spreadsheets, database, mail merge etc.

Students opting to take ICT will achieve a minimum of 2 GCSE's, depending on their skill level and desire to use their skills. There is a wide range of optional units which the students may choose from, where they carry out a range of tasks which have been designed to accredit their abilities and achievements in a modern, practical way that is relevant to the workplace. All work is internally assessed and externally moderated, and NO final examination.

Religious Studies

As a school belonging to a Methodist group, we wish to signal the importance we place on the moral and spiritual dimension in education by aiming to enter all pupils for full course GCSE in Religious Studies. Examined units will be sat in January and June of year 10 and the final unit in June of year 11.

Physical Education and Games

These will also be a standard part of every pupil's programme, but there will be no exam. GCSE Physical Education is offered as part of the options scheme (see below).

Pupils in Years 10 and 11 also have one lesson of Personal and Social Education each week.

EAL - Information for students that do not have English as their first language

Pupils who do not have English as their first language will need to discuss with staff in the ISC and the Head of English whether they are to study GCSE English Language and Literature, or IGCSE English, and whether extra study time in place of an option is necessary.

The Learning Strategies Coordinator (Mrs Glass) and the Director of Studies (Mr Letley) can provide additional guidance, and information about any additional costs. The final decision rests with the Director of Studies

IGCSE English

If it is decided that IGCSE English is the most suitable course for you to follow, you will attend the ISC for 6 periods a week in small classes, in place of English lessons, and you will study and be entered for IGCSE English. You will be charged the published EAL fee for this tuition in the smaller classes of the ISC.

GCSE English

If it is decided that your English is sufficiently advanced to study GCSE English you will attend English Language and Literature lessons for 6 periods a week. This will enable you to study for 2 GCSE's. If your progress is not sufficient it may be decided that you should study only English Language in the same number of lessons, or that you also take the IGCSE English examination. There is no charge in this case.

EAL private study

If it is decided that you need additional study time in the ISC, this will take the place of 1 GCSE choice. There is no additional charge for private study, but if you need specialist help in this time, you will be charged an additional fee pro rata of the EAL fee.

Optional Subjects

These are:

Art, Biology, Chemistry, Dance, Design Technology, Drama, Electronics, English, Environmental and Land Based Science, English as an Additional Language (for those students who require extra English Language support), French, German, Geography, History, ICT, Mathematics, Music, PE, and Spanish.

Please note:

- i) All students should select at least two science subjects. Neither Electronics nor Environmental and Land-based Science are counted as a science subject for the purposes of the foregoing requirement to take at least 2 sciences.
- ii) Students who are not taking English as a Foreign Language or who are not attached to the Dyslexia Unit must choose one out of French, German or Spanish. (Of course, they may choose two if they wish.) Dyslexics and some EAL students who need extra help should choose five subjects from the list above, while all others should normally choose six.

Pupils should discuss their possible choices with their parents / house parents, teachers, careers staff and tutor. The Director of Studies, Mr G Letley, will ask for option choices shortly after the Parents' Evening in Year 9 (by Friday 5th February). We will then produce a timetable which strives to encompass everyone's choices. **Inevitably, a certain number of pupils will be unable to take up all of their initial options and consultation will take place between them, the Head of Lower School and Mr Letley.**

If insufficient numbers opt for any course, it will be withdrawn, parents having been informed in good time.

Bespoke individual timetables

A small number of alternative subjects may be available (at an additional charge) via a bespoke timetable. If you have a particular subject you might be interested in studying, please register an initial enquiry in good time and before the 5th of February by contacting the Learning Strategies Coordinator (Mrs Glass) who will be able to check availability and costs before the choice form needs to be submitted.

Coursework

Some GCSE subjects involve coursework to a greater or lesser degree. Some pupils do not find it easy to fulfil deadlines set by staff and occasionally face a backlog of work at the end of the Spring Term. In an attempt to obviate this we will be informing parents of the chief dates by which Year 11 coursework must be organised and submitted to staff (not necessarily the same as the dates by which coursework must be submitted to the Exam Boards themselves.)

If you have any queries concerning the courses or curriculum arrangements, please contact the Director of Studies or the Heads of Department whose names appear below, and we will be pleased to help.

S Gant
Head of Middle School

Mr G Letley
Director of Studies

Mrs C A Baker
Head of Junior School

Heads of Departments:

Art	Mrs M Montague
Biology	Mr F Sochacki
Chemistry	Mr S Fell
Design / Tech	Mr T Williams
Drama	Mr H Jones
Electronics	Mr S Worth
EAL	Mrs K Plumb
English	Mr S Gant
Environment and Land Based Science	Mr Sochacki
Geography	Miss A McCardle
History	Mr G Noble
ICT	Mrs K Wilson
Mathematics	Mr S Wiles
Modern Languages	Mrs H Goddard
Music	Mr S McIntosh
PE	Mr J Burnage
Physics	Mr S Worth
RS	Ms E Jameson

ART

The title of the course is **GCSE Art & Design (Full Course)**, Exam Board AQA.

The structure of the GCSE course is:

Unit 1: Portfolio of Work

The portfolio of work is selected from work undertaken during the course of study and must include MORE than one project. Projects are carefully designed by the teacher to ensure all assessment objectives are met.

This work makes up 60% of the total GCSE marks

Pupils will need to be

- imaginative in the way that they develop starting points and ideas
- flexible in the way that these ideas are researched and investigated
- resourceful in terms of experimenting with materials and techniques.

Pupils are also required to develop good working habits, emphasising diligence, punctuality in fulfilling deadlines and good organisation.

Unit 2: Externally Set Task

Students respond to their chosen starting point to produce a personal response. Question papers can be issued to students from 1st January in the year of the exam. Unlimited preparation time and a 10 hour period of sustained focused study (under exam conditions).

This work makes up 40% of total GCSE marks

DANCE

Syllabus Outline:

Unit 1: Critical Appreciation of Dance – Written paper (1 Hour) Appreciate and critique their own work and the work of others	50 marks 20% of the total marks
Unit 2: Set Dance – Practical Examination Solo Performance 1-1½ minutes	30 marks 20% of the total marks
Unit 3: Performance in duo/group dance 3-3½ minutes Controlled Assessment	30 marks 20% of the total marks
Unit 4: Choreography Task 1: 1-1½ minutes Task 2: Choreography – solo/duo/group	20 marks – 15% 40 marks – 25% Unit total: 60 marks 40%

Unit 1: Critical Appreciation – externally assessed 20%

Candidates must demonstrate their ability to appreciate and critique dance through the following:

- 1) Developing critical, perceptual, evaluative and reflective skills in response to their own work and the work of others.
- 2) Developing knowledge and understanding of the works of different choreographers and professional dance works.
- 3) Appreciating the relationship between choreography, performance and production and how these enhance understanding of time, place, character, mood and meaning.
- 4) Knowledge and understanding of the physical, cultural, aesthetic and artistic contexts in which dance is created and performed.

Unit 2: Set Dance – externally assessed 20%

Candidates will demonstrate their physical competence and effectiveness as performers and their knowledge of safe working practice.

Unit 3: Performance in a duo/group dance – controlled assessment 20%

Candidates must demonstrate their increasing physical competence and effectiveness as a performer through the following:

- 1) The physical, technical and mental skills necessary for effective performance.
- 2) The expressive skills necessary for effective performance.
- 3) Understanding how to achieve high quality performance.

Unit 4: Choreography – controlled assessment 40%

Candidates must demonstrate their increasing effectiveness as a choreographer through the following:

- 1) Exploring and synthesising ideas, thoughts and meaning through movement.
- 2) The use and selection of actions, dynamics, space and relationships to convey artistic intention.
- 3) The use of choreographic principles to shape a dance.

DESIGN & TECHNOLOGY

Design and Technology is a generic term covering a range of action-based studies within the curriculum. The subject is concerned with giving all pupils the opportunity to gain experience in identifying, considering and solving problems through the manipulation of a range of materials and technologies, thus helping to prepare them for their future life within a changing technological society.

Subject Breakdown:

Design will develop a pupil's ability to select appropriate methods for communicating information and ideas. Project work allows pupils to tackle assignments that would be difficult to complete in the workshops because of the restrictions on the materials available, the complexity of the process required, the time available or limitations in the technical skills of the pupils. Projects in Design would include a combination of sketches, pictorial and production drawings leading to three-dimensional models, mock-ups or prototypes of a product or system. The use of CAD and DTP is encouraged in all areas to aid the process of Design.

Technology concentrates on the design and manufacture of technological products and systems by the applications of scientific principles and the use of material resources and energy. Coursework projects may be carried out using a variety of materials (wood / metal / plastics). The process of product design - problem identification, decision making, planning, idea communication, practical realisation and solution evaluation - involves considerations other than craft and pure sciences. The role of people in a technological world, the proper use of technology, and its effect on society and the environment are important aspects to this course.

Course Structure:

All Year 10 pupils complete a foundation term at the start of their GCSE course. This consists of two seven-week sessions either side of half term. Session 1 is carried out in the workshop where they extend their knowledge of materials and processes. Session 2 is carried out in the design room where they complete a course on further pictorial drawing. The details of these sessions can be found in the 'Schemes of Work' section in the D/T handbook. These sessions are tailored to help meet requirements of the courses we have selected for further study from the suite of syllabuses offered at GCSE Level. The pupils then commence their GCSE syllabuses at the start of the second term in Year 10 and complete their courses in the third term of Year 11.

The two courses offered are **Resistant Materials** and **Graphic Products**.

All the DT GCSE courses are split 60% coursework and 40% theory.

DRAMA

WHAT IS GCSE DRAMA ALL ABOUT?

GCSE Drama is all about putting yourself in somebody else's shoes and, through that, exploring and understanding important issues and situations. You will play many parts in different imaginary situations. You will create your own work as well as looking at plays written by other people. Much of Year 10 will be used to build your drama skills and knowledge through a wide range of practical activities, together with related written work where you expand and evaluate the work you have done. This will prepare you for the major Year 11 assignments. During the course, you will also go to local and London theatres to see a variety of theatre performances, in visits arranged by the College.

You will be following the highly regarded Edexcel Examination Board syllabus. This modern, well-structured and challenging course is Edexcel's second most popular subject.

HOW WILL I BE ASSESSED?

The Course has two major parts:

1. Drama Performance

The Examination is a practical performance. It is worth 40% of the marks. You will take part in a play that you have rehearsed from a script. You can either be examined on your acting skills or on your design and technical skills (for example, set design, make-up and lighting). The play is performed in front of an audience, and the examiner will be present at one of the performances.

2. Drama Exploration

Two coursework units make up the remaining 60% of the marks.

- The first uses Drama to explore and deepen your understanding of ideas and issues, and to communicate that through your own devised Drama work.
- The second explores a complete play, to help you understand how writers, directors, designers and actors communicate their ideas to an audience.

With both units, you will be assessed equally on your practical work (through six hours of formally assessed drama workshops) and a written portfolio, which will describe, develop and analyse the work you have done and seen.

There is **no** formal written examination.

IS GCSE DRAMA FOR ME?

You will enjoy GCSE Drama if you can say "Yes" to more than one of these:

- you want to study a subject that is practical and creative
- you like working with other people, as Drama involves a lot of group work
- you would like to learn a range of skills that will help you in later life, such as building your confidence, working as a team, decision-making, and improving your communication and role-play skills
- you are considering whether a career in theatre or drama is for you
- you are anxious about written examinations, as your ability and dedication to Drama is assessed through practical and portfolio work only
- you would like to ensure a balance between academic and creative subjects in your GCSE studies
- you understand that Drama is not an easy option, but an exciting, challenging and wide-ranging subject that is both serious and fun!

ELECTRONICS

Electronics is a course that combines problem solving with a large degree of practical work. No previous knowledge of Electronics is required in order to follow this course and the mathematical requirements are the same as those for GCSE Science.

The subject is suitable for pupils wishing to broaden their experience at GCSE level. There is significant overlap with parts of the GCSE Physics/Science syllabus and it also provides a good foundation to take the subject further.

The course itself is designed around a 'systems approach'. Translated, this means that an understanding is developed by making simple circuits in lessons such as amplifiers, alarms, timers and counters. These are then combined together to make larger circuits.

In Year 10 the subject content of the course is covered. This leaves Year 11 for a practical project, which is chosen, researched, designed, built and tested by each candidate. This may sound slightly daunting, but all projects can be constructed using the knowledge gained in Year 10 and full credit can be gained by having just two devices, such as an amplifier and timer, in the final circuit.

Assessment:

Candidates will sit one written paper of 2 hours, which covers all possible grades at GCSE. This paper counts as 75% of the total mark.

The practical project ('Practical Electronic System Synthesis') counts for 25% of the marks. The coursework component is marked within Kent College and moderated by AQA.

Electronics is a rapidly changing area. This course does not try to cover specific items of equipment but to give a grounding in some basic principles which are applicable to a whole range of electronic devices.

ENGLISH LANGUAGE & ENGLISH LITERATURE

Kent College follows the National Curriculum at Key Stage 4 for both English Language and English Literature.

All pupils at Kent College, with the exception of ESL students, some dyslexic pupils, and others experiencing real difficulty with the subjects, will follow a combined course for both English Language and English Literature.

The English Department's aims are to provide pupils with a consistently high quality of teaching, which is adapted to the needs of individual pupils; to provide a stimulating learning experience which challenges and nurtures pupils to develop their skills and interests in order to fulfil their true potential; and to provide pupils with regular advice and guidance to help them develop their skills and understanding.

Both English Language and English Literature courses contain a coursework element, but to reduce the burden of producing coursework, pupils may 'double enter' specific written pieces into their Language and Literature folders. (These are indicated with * in the information below)

ENGLISH LANGUAGE

The aim of the course is to enhance pupils' understanding of the English language and how to use it effectively in both written and spoken form for a wide range of purposes, enabling them to become skilled and dynamic communicators, and to develop their reading skills, so that they are able to recognise and appreciate how language is used to convey ideas of increasingly complexity.

To this end, the department's aim is to develop pupils'

- *speaking and listening skills* – including their ability to formulate, clarify and express their ideas; adapt their speech to a widening range of circumstances and demands; to listen, understand and respond appropriately to others; where appropriate, use the vocabulary and grammar of spoken standard English; take part in drama activities; to become confident, fluent and engaging speakers;
- *reading skills* – including their ability to read accurately and fluently; understand, respond to and enjoy literature of increasing complexity, drawn from the English literary tradition and from other cultures and traditions; analyse and evaluate a wide range of texts;
- *ability to construct and convey meaning in written standard English* – including the use of compositional skills to develop and communicate meaning to a reader, the development of a wide range of vocabulary and an effective style; organising and structuring sentences grammatically and whole texts coherently; the development of essential presentational skills, which include the accuracy of pupils' writing; adapting style, vocabulary and tone according to task and audience.

In order to achieve these ends, pupils will read a wider range of texts, ranging from a Shakespeare play to modern poems from other cultures and traditions, from different media texts (newspaper/magazine articles, advertisements, web pages) to a modern or pre-1914 novel. In terms of their personal writing, pupils will complete a number of tasks focusing on their creative and functional skills, covering the following 'triplets' – writing to *explore, imagine, entertain, to inform, explain, describe, to argue, persuade, advise* and to *analyse, review, comment*. Pupils will also take part in a range of speaking and listening activities, ranging from individual talks to group drama performances, in order to develop and enhance their ability to *discuss, argue, persuade, to explore, analyse, imagine, and to explain, describe, narrate*.

ENGLISH LITERATURE

The aim of the course is to enhance pupils' understanding of and enjoyment of English Literature, developing their skills as independent and critical readers, and their ability to write critically and analytically about the texts studied and how writers convey their ideas. Pupils will read a range of texts from the English literary tradition, which also includes texts from other countries and cultures originally written in English.

To this end, the department's aim is to develop pupils'

- ability to read, understand and respond to a wide range of literary texts, to appreciate the ways in which authors achieve their effects and to develop the skills necessary for literary study;
- awareness of social, historical and cultural contexts and influences in the study and appreciation of literature from varying literary traditions;
- ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

Pupils will read and study **six** texts over the course, (3 for examination, 3 for coursework), which will comprise 2 drama texts (including one Shakespeare play), 2 novels and 2 poetry selections. One of each genre will be a pre-1914 text, the other a post-1914 text. (If a pre-1914 text is studied for coursework, then a post-1914 text of the same genre must be studied for the examination, and vice versa.) Shakespeare will be studied for **coursework, not for examination.**

ENVIRONMENTAL AND LAND BASED SCIENCE

COURSE DESCRIPTION

This GCSE would suit anyone with a particular interest in farming and agriculture or land management. It is a very practical course and pupils would be expected to spend a good proportion of the allocated lesson time at the school farm.

The subject is being taught as part of an exciting new collaboration with Canterbury College.

The GCSE consists of six modules:

- 1. Plant Cultivation**
- 2. Amenity Horticulture**
- 3. Management of the Natural Environment**
- 4. Care of Animals (small animals and pets)**
- 5. Livestock Husbandry (farm animals)**
- 6. Portfolio**
 - i. Practical skills**
 - ii. Work Related Report**
 - iii. Investigative Project**

Modules 3 and 6 are compulsory.

- Module 3 would be taught via activities on the school farm and trips as well as some classroom theory.
- Module 6 will be covered by activities on the school farm and possibly at some other agricultural company. It should be noted that the investigative report will require substantial research and practical work that may need to continue over the summer holiday between year 10 and 11.

The school must choose to do two of the remaining modules. Modules 4 & 5 are both closely related to work that already goes on at the school farm. These will therefore be taught in a practical way on the farm.

The portfolio will be constructed in such a way that it can be sent electronically for moderation.

This course does not count as one of the Science Options.

HISTORY

History is an excellent subject for anyone who takes an interest in world affairs and wants to develop their ability to think independently. There is a huge amount of film and Internet evidence available to support every aspect of the course but the basic skills are thinking, reading and writing. Students are encouraged to find out what happened and why, and are introduced to the idea of different historical interpretations of the past.

We follow the OCR examination syllabus on Modern World History, which offers a broad coverage of the most important events of the first half of the twentieth century.

There are two examination papers in GCSE History and a Controlled Assessment component (worth 25% of the marks). For the Controlled Assessment, candidates will complete one task from a choice of four in about 2000 words.

The first paper covers a range of key moments in the history of the last century. These include:

- Peace treaties after World War One and their effects
- The League of Nations
- The rise of Fascism in Europe
- Hitler's foreign policy
- The build-up to World War Two in the 1930s

There is also a section on twentieth-century America including:

- The 'Roaring Twenties' (gangsters, jazz and consumerism)
- The Wall Street Crash and the Great Depression
- Franklin Roosevelt's New Deal.

The topic for the second paper is the history of Britain between 1890 and 1918:

- What were living conditions like in the 1890s?
- The Liberal Government's reforms
- Suffragettes
- Life in Britain during the Great War.

INFORMATION & COMMUNICATION TECHNOLOGY

Few aspects of our society have not been influenced by the Information and Communication Technology revolution. Information and Communication Technology is also quickly changing the way we work: traditional jobs, such as those in the banking industry, are disappearing while new areas of economic activity, such as e-commerce, are growing rapidly. The citizen of tomorrow needs to be computer literate and able to take advantage of the opportunities afforded, as the use of communication networks becomes common and Information and Communication Technologies provide new opportunities for learning and living.

From September, all pupils will spend at least two periods a week in the study of ICT in Year 10 and a minimum of 1 period a week in Year 11. These are what we call the 'Core' ICT lessons. All students will follow the OCR National award Level 2 for ICT.

For a First National Award ie one GCSE, a student will complete a compulsory unit entitled ICT Skills for Business where they will carry out research, learn to manage their files, send e-mails, produce commercial documents ie business card, flyer, mail merge letter and a newsletter, complete a powerpoint presentation, design a spreadsheet and use the database to search for data. This is all conducted within a scenario. For the optional unit students will Create Computer Graphics using graphic software.

Those students who have opted for ICT, must complete the units described above, but also complete at least another 2 units so that they achieve the Level 2 National Award in ICT, worth 2 GCSE's. They will be able to study from a range of optional units from: design and produce multimedia products, Technological innovation and e-commerce, Installation of Applications, Creating sound using ICT, Creating video for example.

The OCR National is graded at Pass, Merit and Distinction which is equivalent to a GCSE Grade C, B and A respectively. All students will have the opportunity to achieve all of these levels. The course is all evidence-based, there is no examination, therefore it will be essential that a student completes all the work set during the lesson. Homework will be given to complete work as necessary.

MATHEMATICS

The aims of the department are:

- To provide a mathematical education of excellent quality:
this involves providing challenging courses in Mathematics and its applications for the whole range of pupils, taking into account of age, gender, ethnicity, capability, special educational needs, giftedness and those for whom English is an additional language;
- To instil an understanding of the nature of Mathematics:
also the confidence and skill to use mathematics to solve problems both within mathematics and in the real world;
- To provide teaching of consistently high quality, tailored to the needs of individual pupils;
- To provide a stimulating learning environment:
which challenges and encourages pupils with their differing needs, interests and aspirations, to develop their skills and enthusiasms to their full potential;
- To develop in pupils the capacity to learn Mathematics:
including a confidence and enjoyment, the ability to communicate mathematics precisely and accurately, the capacity for clear logical thinking and a strong personal sense of number;
- To equip pupils to leave Kent College:
well prepared for further studies that include Mathematics, or to be able to use Mathematics in a wide choice of careers in particular careers requiring numeracy, modelling and problem solving abilities.

The syllabus followed at present in Years 10 and 11 is Edexcel's linear course. This syllabus meets the requirements of the National Curriculum and is designed to assess positive achievement at every level of ability specified for the GCSE. The department is at present discussing whether to introduce the modular course for students entering Year 10 in September 2010. This would involve students taking modular examinations in Year 10.

At present assessment of this course is provided by two examination papers: one non-calculator and the other where a calculator is allowed. The papers assess Number and Algebra, Space Shape and Measures, and Handling Data.

The scheme of assessment consists of two tiers: Foundation and Higher. Most students will be entered for the Higher Tier papers (top grade A*), while a small number may be entered for Foundation Tier (top grade C).

In Years 10 and 11 Mathematics continues to be setted. The department continuously reviews individual pupils' progress and, where appropriate, movement between sets is possible.

Two preps are set each week and during the final two terms of Year 11 a practice GCSE test paper is set each week. A mock GSCE examination takes place in the December of Year 11.

MODERN LANGUAGES

GCSE courses are offered in French, German and Spanish for those who have already studied them in Years 8 & 9.

Philosophy

The learning of one or more foreign languages, besides adding to the learner's competence when in a foreign country, serves the following broad purposes:

- It furthers the skills of communication.
- It enhances an awareness of language per se, including the mother tongue.
- It promotes an understanding of different cultures and peoples.
- It contributes to a sense of European unity.
- It can be the vehicle for the consideration of a variety of themes and issues of relevance to personal, social or international affairs.

Aims

The specific aims of the department may be related to the syllabus for each year. More generally we hope to achieve the following:

- To facilitate a growing competence in speaking, listening to, reading and writing the target language.
- To increase the pupil's confidence in expressing himself/herself in a foreign language.
- To give the pupils some insight into French/German/Spanish life and encourage them to visit the countries as much as possible.
- To make the process of language learning fun, and to foster a sense of positive achievement.
- To enable each pupil to achieve the best possible result in the GCSE examination.

Methods

- An approach which fosters practical use of language, but which also recognises the importance of accuracy in effective communication.
- Equal attention to the four skills of speaking, reading, writing and listening.
- The system of regular assessments (3 or 4 per year monitoring progress in all four skills) is continued in Year 10, not Year 11, where pupils are prepared for the mock GCSE examination in December.
- Systematic use of a course-book, together with other resources such as video material and computer software.
- Classroom practice regularly includes:
 - Classroom business conducted in the target language; oral work (teacher/pupil or pupils in pairs); listening to taped material; watching video material; grammatical explanation; written work; use of computers for reinforcement. Other activities might include: games, simple drama, projects

Preps

2 per week, typically one learning and one written.

Visits

Pupils are encouraged, throughout the school, to participate in our regular exchange visits to France, Germany and Spain.

MUSIC

Music at GCSE is taught as a timetabled subject with four periods per week

Students following the GCSE Music course are expected to take a full and active part in the musical life of the College. This will include singing and playing in the College's extra-curricular choirs and instrumental ensembles. Part of the course requirement can be met by playing or singing in a college group.

GCSE is designed to be accessible to all students. The work covered in Years 7-9 is a solid foundation for the GCSE Music course.

Coursework (60%)

Candidates will prepare two performances and two compositions which are recorded and submitted at the end of the course. One of the performances will be a soloist, the other as a member of an ensemble.

Examination (40%)

There is a 1½ hour examination at the end of the course to test listening skills developed during the course. In the syllabus being followed, students are introduced to **Areas of Study** which will develop their understanding of musical periods and styles more deeply. Part of the coursework will also be linked so that students develop a deeper understanding from a practical and aural perspective. The written paper requires critical judgements to be made about Music. Questions will be set in a variety of styles including multiple choice, short answer, structured and free response questions. Students will be expected to identify musical characteristics in a variety of styles and traditions.

PHYSICAL EDUCATION

GCSE PHYSICAL EDUCATION

We offer this course;

- To provide an opportunity for those pupils with a particular interest in Physical Education to gain a deeper understanding of sporting activities, physical skills and body mechanics;
- To provide a positive response to pupil and parental interest in Physical Education as an examined subject;
- To offer a course that is widely accepted in both independent and maintained secondary schools, both locally and nationally.

Examination Board: Edexcel Course Title: Physical Education

Aims of the syllabus

- To enable students to develop a knowledge and understanding of human performance through participation in a range of physical activities.
- To enable students to acquire and develop a range of physical skills related to selected games and sports and a knowledge of safety relevant to these activities.
- To enable students to develop an appreciation of the relationship between physical activity and general health.
- To acquire a suitable basis for study or experience in Physical Education or a related subject.

Course Content and Assessment

Paper 1 (40%) Written exam: Theory of Physical Education

Healthy, active lifestyles; Influences on your healthy, active lifestyle; Exercise and Fitness; Physical Activity; Cardiovascular and Respiratory systems; Basic Anatomy; Healthy mind and body

Paper 2 (60%) Performance in Physical Education

Coursework: teacher assessed (25%)

Analysis of performance (10%)

Final practical assessment (25%)

Candidates are assessed on four activities from at least two of the National Curriculum Areas of Activity: Games; Gymnastic Activities; Dance; Athletic Activities; Outdoor and Adventurous Activities and Swimming.

PE AND GAMES

Physical Education is taught in order to introduce every pupil to a broad range of physical skills, knowledge and understanding, which are essential for their future participation and achievement in physical activity.

Aims

- To provide a broad balanced programme of physical education in a coeducational environment.
- To develop physical competence and help to promote physical development.
- To teach pupils through experience to know about and value the benefits of participation in physical activity while at school and throughout life.
- To develop an appreciation of skilful and creative performances across the area of activity.
- To introduce the pupil to both a theoretical and practical understanding of the importance of exercise to their health and future well being.

Programme

The department covers five of the six areas of activity contained within the National Curriculum: Athletic activity, dance, games, gymnastic activities and outdoors adventurous activities. (The sixth, swimming, is available only to those taking GCSE).

	Autumn	Spring	Summer
Year 10	(12) Fitness Training 3 Hockey 3 Basketball 3 Fitness Training 3 Rugby (B) 12 Hockey (G) 12	(10) Orienteering 3/4 Badminton 3/4 WT-Training 3/4 Dance 3/4 Hockey (B) 10 Netball (G) 10	(10) Athletics 5 Volleyball Softball Tennis 10 Cricket 10
Year 11	Basketball 3 Fitness Training 3 Football 3 Hockey 3 Options scheme	Volleyball 3 Football 3 Fitness Training 3 Orienteering 3 Options scheme	<i>Choose 1 of the following</i> Volleyball 4 Tennis 4 Softball 4 (Exams) Options Scheme

Safe practice

Within the PE programme, we place strong emphasis on safety and on personal and social development.

PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION

These areas of education are seen as an important part of the curriculum at Kent College with each student receiving one lesson a week dedicated to PSHE. The aim of PSHE is to enable the students to acquire qualities, attitudes, values, knowledge and understanding, abilities and skills necessary for:

- personal development
- the acquisition of social competencies
- responsible social participation

The key concepts for PSHE education in personal wellbeing are: personal identities; healthy lifestyles; risk; relationships; diversity; and in economic wellbeing and financial capability are: career; capability; risk; economic understanding.

The course is delivered through a variety of methods which gives plenty of opportunity for group work and discussions. The nature of the course is flexible in order to reflect the needs of a particular age group. The programme below gives some idea of the topics that will be covered within each age group and shows the progression throughout the school.

Study skills are seen as an important part of the course and are visited in every age group of the course. Starting with basic presentation in year seven, to the use of mind maps in year 9 and finally coping with course work in year 11.

Outside speakers are sometimes brought in to enhance the course in areas such as alcohol abuse drugs awareness.

From year 9 onwards the element of Careers Education and Guidance is introduced. With the help of specialist staff from within the school, and also from Connexions, pupils are made aware of the opportunities that exist specifically for them. Advice will be given on an individual basis to enable them to make decisions on their GCSE options in Year 10.

Health Education is an integral part of many subjects in the curriculum at Key Stages 3 and 4, but some specific issues will be covered in PSHE.

Throughout the course remains flexible to meet the changing needs of the students.

MIDDLE SCHOOL PSHE CURRICULUM

TERM / WEEK	YEAR 10	YEAR 11
AUTUMN 1	CHOICES AHEAD	CHOICES AHEAD
2	IB	IB
3	MOVING ON TO KEYSTAGE 4	MOVING INTO YEAR 11
4	FAST TOMATO CAREERS QUESTIONNAIRE (computers)	PRESENTING MYSELF PD10
5		EFFECTIVE IN GROUPS B10
6		
7		
8	HEALTH NRR7 EATING DISORDERS	GLOBAL ISSUE CHOSEN BY THE GROUPS
9		
10		
11		
12		
SPRING 1	RELATIONSHIPS & FEELINGS	SELF HARM
2	SRE HIV AIDS STI's CONTRACEPTION	EMOTIONAL HEALTH
3		
4		CONNEXIONS
5		
6	PREGNANCY & ALCOHOL DS7	PREPARING FOR WORK EXPERIENCE
7		
8		
9	ANIMAL RIGHTS	REVISION AND STRESS
10		
SUMMER 1	SHARING CONCERNS B9	EXAMS
2	RUNAWAYS	
3	STUDY SKILLS	
4		
5	EXAMS	WORK EXPERIENCE
6	EVALUATION	PRE AS
7		
8		
9		
10		
11		

RELIGIOUS STUDIES

Religious Studies is compulsory at GCSE level.

(a) GCSE Religious Studies Philosophy and Ethics

Content

The content of the full course is divided into four units and candidates will have a choice of eight topics from twelve. Examinations can take place in January of year 10 and two summer sessions.

Philosophy 1

Belief about deity	Nature of God Belief in God Miracles
Religious and spiritual experience	Public and private worship Prayer and meditation Food and Fasting
The end of life	Body and Soul Life after death Funeral rites

Philosophy 2

Good and Evil	The problem of evil Coping with suffering Sources and reasons for moral behaviour
Religion, reason and revelation	Form and nature of revelation Authority and importance of sacred texts
Religion and Science	Origin of the world and life People and animals Environmental issues

Ethics 1

Religion and human relationships	Roles of men and women in the family Marriage and marriage ceremonies Divorce Sexual relationships and contraception
Religion and medical ethics	Attitudes to abortion Attitudes to fertility treatment Attitudes to euthanasia and suicide Using animals in medical research
Religion, Poverty and Wealth	Religious views of wealth and of the causes of hunger, poverty and disease Concerns for others The uses of money Moral and immoral occupations

Ethics 2

Religion Peace and Justice	Attitudes to war Violence and pacifism Crime and punishment Social injustice
Religion and equality	Principle of equality Attitudes towards racism Attitudes towards gender Attitudes to religion Forgiveness and reconciliation
Religion and the media	Relationship with the media Use of the media Censorship/freedom of speech

Assessment

Assessment in the full course is through four examinations (each 1 hour in duration). There is no coursework assessment. Examinations are sat in January and June of year 10 and a final 2 hour exam in June of year 11.

(b) Short Course GCSE

The short course is designed so that it can be delivered in conjunction with the associated full course. The standard of work required is equivalent to that of the full GCSE but the content is less, therefore the qualification achieved at the end of the course is that of half a GCSE subject (and the candidate's certificate will indicate this). The short course is divided into six topics of study as outlined above for the full course.

Assessment

Assessment is through two examinations of 1 hour in duration.

SCIENCE

The suite of GCSE sciences comprises four specifications which utilise common material, use a similar style of examination questions and have a common approach to coursework assessment.

- GCSE Science (covers modules B1, B2, C1, C2, P1 & P2)
- GCSE Biology (covers modules B1, B2, B3, B4, B5 & B6)
- GCSE Chemistry (covers modules C1, C2, C3, C4, C5 & C6)
- GCSE Physics (covers modules P1, P2, P3, P4, P5 & P6)

Options at Kent College

Pupils at Kent College have the opportunity to select the combination of sciences that best suits them building on their experiences of year 9 when we cover the first part of the Basic Science course, including B1, C1 and P1.

Coursework takes the form of simple ‘Can-do’ Tasks and ‘Science in the News’

Alternatively, for some pupils there is the option for the coursework to take the form of a ‘Research study’, ‘Data tasks’ and ‘Practical skills’

	Biology	Chemistry	Physics
Basic Science	B1 Understanding Ourselves	C1 Carbon Chemistry	P1 Energy for the Home
	a Fit for Life b What.s for Lunch? c Keeping Healthy d Keeping in Touch e Drugs and You f Staying in Balance g Gene Control h Who am I?	a Cooking b Food Additives c Smells d Making Crude Oil Useful e Making Polymers f Designer Polymers g Using Carbon Fuels	a Heating Houses b Keeping Homes Warm c How Insulation Works d Cooking with Waves e Infra-red Signals f Wireless Signals g Light
	B2 Understanding our environment	C2 Rocks and Metals	P2 Living for the Future
a Ecology in schools b Grouping Organisms c The Food Factory d Complete or Die e Adapt to Fit f Survival of the Fittest g Population control h Sustainability	a Paints and Pigments b Construction Materials c Does the Earth Move? d Metals and Alloys e Cars for Scrap f Clean Air g Faster or Slower (1) h Faster or Slower (2)	a Collecting Energy from the Sun b Power Station 1 c Power Station 2 d Nuclear Radiations e Our Magnetic Field f Exploring Our Solar System g Threats to Earth h The Big Bang	

	B3 Living and growing	C3 The periodic Table	P3 Forces for Transport
	a Molecules of Life b Diffusion c Keep it moving d Divide and Rule e Growing Up f Controlling Plant Growth g New Genes for Old h More of the Same	a What are atoms like? b How atoms Combine . Ionic Bonding c Covalent bonding and Periodic Table d The Group 1 Elements e The Group 7 Elements f Electrolysis g Transition Elements h Metal Structure and Properties	a Speed b Changing Speed c Forces and Motion d Work and Power e Energy on the Move f Crumple Zones g Falling Safely h The Energy of Game and Theme Rides
	B4 It's a green world	C4 Chemical Economics	P4 Radiation for Life
	a Who planted that there b Water everywhere c Transport in plants d Plants & minerals e Energy flow f Farming g Decay h Recycling	a Acids and Bases b Reacting Masses c Fertilisers and Crop yield d Making ammonia Haber Process and costs e Detergents f Batch or Continuous g Nanochemistry	a Electrostatics 1: Sparks b Electrostatics 2: Uses of Electrostatics c Safe Electricals d Ultrasound e Treatment f What is radioactivity? g Uses of radioisotopes h Fission

Separate Sciences Material taught beyond Units 1,2,3 & 4 in each subject	B5 The Living Body	C5 How Much	P5 Space for Reflection
	a In good shape b The vital pump c Running Repairs d Breath of Life e Waste Disposal f Life Goes On g New for Old h Size matters	a Moles and Empirical Formulae b Electrolysis c Quantitative Analysis d Titrations e Gas Volumes f Equilibria g Strong and Weak Acids h Ionic Equations	a Satellites, gravity and circular motion b Vectors and Equations of motions c Projectile motion d Momentum e Satellite communication f The Nature of waves g The Refraction of waves h Optics
	B 6 Beyond the Microscope	C6 Chemistry out there	P6 Electricity for Gadgets
	a Understanding bacteria b Harmful micro-organisms c Micro-organisms factories for the future? d Biofuels e Life in soil f Microscopic life in water g Enzymes in Action h Genetic engineering	a Energy Transfers . Fuel Cells b Redox Reactions c Alcohols d Chemistry of Sodium Chloride (NaCl) e Depletion of the ozone layer f Hardness of water g Natural fats and oils h Analgesics	a Resisting b Sharing c Motors d Generating e Transforming f Charging g It's logical h Even more logical

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The classes are for non-native English speakers.

The classes provide:

- Curriculum Support
- Specific Language development programme
- Preparation for public exams

At the end of the course the students will sit the IGCSE ESL (English as a Second Language) examination.

(Edexcel) Reading & Writing – 2 hours
 Listening – 45 minutes
 Speaking – 11-15 minutes

AIMS

The aims are to encourage students to:

- Understand a wide variety of complex reading texts, recognising implicit meaning and adapting own style and speed of reading to different texts and purposes.
- Understand standard spoken language, whether live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational contexts.
- Write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments where relevant and showing controlled use of organisational patterns, connectors and cohesive devices.
- Express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or hesitations.
- Develop the skills necessary for further study either in English speaking countries or where English is used as the main medium of communication for business and commerce.
- Develop an understanding of the nature of language in different cultural contexts in order to build up a communicative competence.

Assessment objectives

Students should demonstrate the following abilities:

Reading

- Understand the overall message of a text
- Understand in detail a range of texts, identifying finer points of detail
- Scan a range of texts in order to locate relevant details
- Follow a line of discussion to its logical conclusion
- Identify a writer's viewpoint and attitude, stated and implied
- Distinguish between facts, ideas and opinions

Writing

- Write messages or letters conveying information for a range of audiences and purposes and covering a range of language functions
- Write clear, accurate, well structured longer texts on a range of subjects and for a range of audiences and purposes
- Write in a range of registers to fit the context and the audience
- Summarise information provided to them in text form for a given purpose and audience

Listening

- Understand spoken English, spoken at normal speed, likely to be encountered in social, educational or employment contexts
- Understand a wide range of recorded material and identify essential and finer points of detail
- Understand a conversation between two or more speakers where information is being negotiated and exchanged
- Identify a speaker's viewpoint and attitude, stated and implied
- Distinguish between facts, ideas and opinions

Speaking

- Communicate in speech comprehensibly and clearly
- Show the ability to cope with a range of topics at different levels of complexity
- Use a range of vocabulary, grammar and structures appropriately