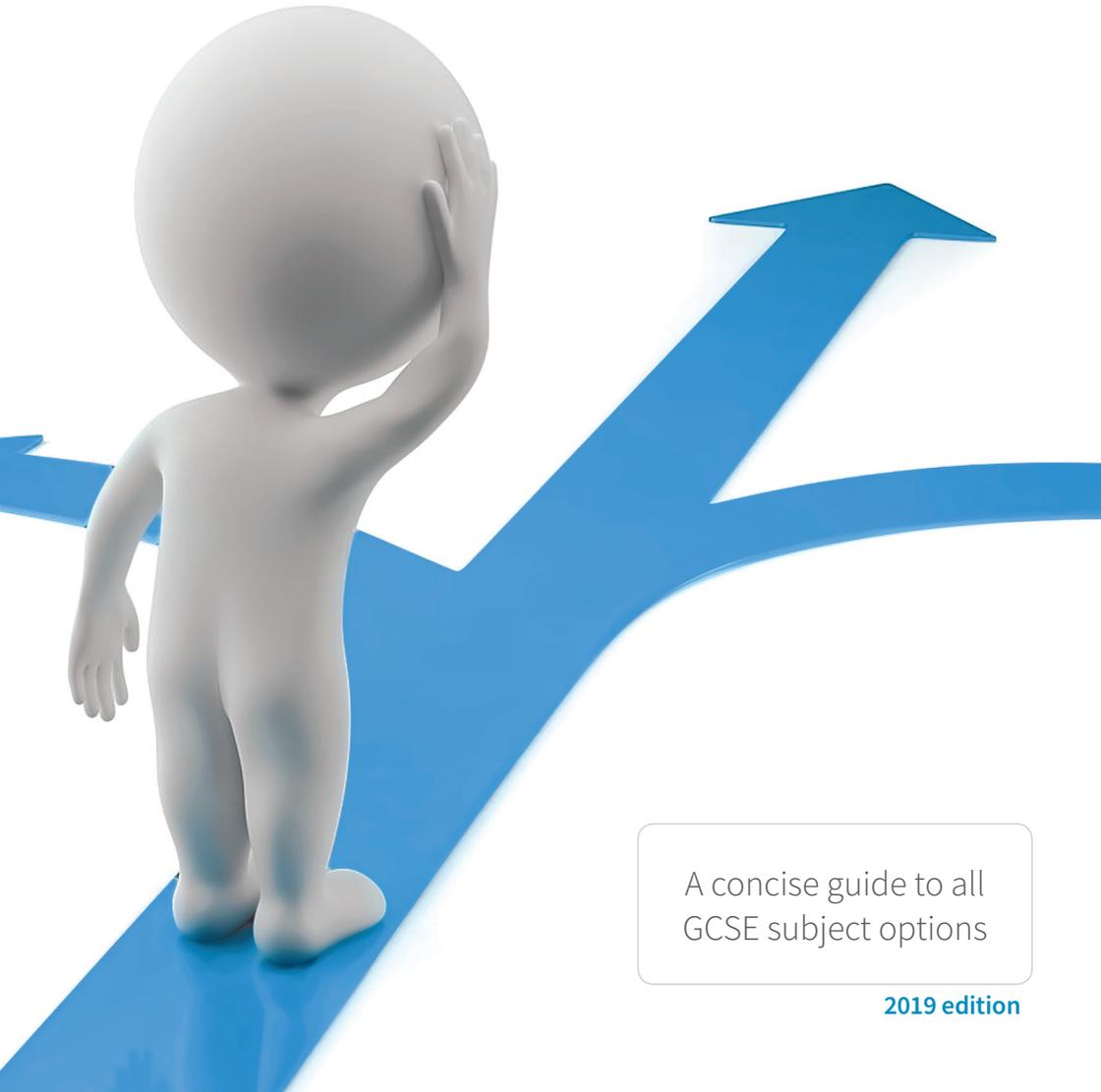


City of
London
School

GCSE

Curriculum Booklet



A concise guide to all
GCSE subject options

2019 edition

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Choice of GCSE Subjects 2019-21

This booklet is designed to give you information on the GCSE options scheme that we are offering your son for 2019-2021. Inside you will find details of the content and requirements for each GCSE and IGCSE course on offer, in so far as that information is currently available. We hope that this will prove useful, both in the choice you have to make over options and for reference during the next two years.

As an unashamedly academic school, we aim to offer your son a broad and balanced GCSE programme that encourages scholarship and intellectual curiosity. We want to offer challenge and enjoyment in their GCSE years so that boys are well placed for Sixth Form study and can aspire to high-tariff universities

The main elements are these:

1. All boys will study English and Mathematics. This will lead to GCSEs in English Language, English Literature and Mathematics.
2. All boys will study Science for a total of nine periods per week. This will lead to either:
 - Separate assessment in each of the three sciences (“triple award”, giving three IGCSE grades);
 - Assessment of a syllabus still covering all three sciences but with reduced content, to give two IGCSE grades (“double award”).

Decisions about which boys are to take which Science examinations will be made in the Fifth Form after Mocks in the first half of the Spring Term. Most boys will be entered for three separate sciences.

3. In addition to these “core” requirements, boys will choose four further subjects from Art and Design, Classical Civilisation, Drama, French, Geography, German, History, Latin, Latin & Greek, Mandarin, Music, Religion & Philosophy, Russian and Spanish. In doing so, they should bear these points in mind:
 - All boys must choose at least one modern foreign language.
 - All boys must choose at least one of the following Humanities subjects: History, Geography, Religious Studies, Classical Civilisation

- Latin, German, Mandarin, Spanish and Greek may only be chosen by those who are studying the subject in the Third Form. It is possible to study Latin on its own but Greek may only be taken with Latin leading to GCSE in both subjects.
- The course in Russian takes boys from first beginnings (absolute beginners only) to GCSE in two years. This “new” language may be offered in addition to, or in place of, any language or languages which a boy is studying in the Third Form.

Since September 2016 there have been changes in how the GCSE is graded so nearly all will be awarded on the 9-1 grading.

New Grading	9	8	7	6	5	4	3	2	1	
Old Grading	A* to A			B to C			D, E, F		G	

Fourth and Fifth Form Curriculum Breakdown

All pupils study **five** compulsory subjects to GCSE:

 **English (Lang/Lit)**
4 PERIODS

 **Mathematics**
4 PERIODS (FOURTH FORM)
5 PERIODS (FIFTH FORM)

 **Biology**
3 PERIODS

 **Chemistry**
3 PERIODS

 **Physics**
3 PERIODS

...plus **four** additional choices (each timetabled for 4 periods per week):

 **Art and Design**

 **Classical Civilisation**

 **Drama**

 **French**

 **Geography**

 **German**

 **History**

 **Latin**

 **Latin & Greek**

 **Mandarin**

 **Music**

 **Religion & Philosophy**

 **Russian**

 **Spanish**

Note - at least one must be a modern foreign language and one must be a humanity

In addition, non-examined courses (1 period a week) in Religious Education (except for those choosing GCSE Religious Studies), and Personal, Social and

Health Education will be followed. All boys will study Information Technology and Computing for **one period a week**. Please email Mrs Ralph for more information at slr@cityoflondonschool.org.uk

All boys will continue with non-examination P.E., swimming and the normal Games programme.

In making his choice of options, the best advice we can give your son is to study the subjects at which he is best and from which he derives most enjoyment. There are few, if any, career implications. Parents may, however, care to note the following points regarding future A level choice:-

1. A boy wishing to take English, Mathematics, Science subjects or a foreign language at A level must have previously studied the appropriate course at GCSE. This restriction does not necessarily apply to other A level subjects.
2. All the subjects available at GCSE are currently available in the Sixth Form. The Sixth Form curriculum, which also includes Economics, Politics, and Further Mathematics, provides boys with a very good degree of flexibility and subject-choice.
3. Please note that it is not School policy to enter boys for GCSE in subjects other than those which they are studying at School.

Of course, by offering the range of options that we do at GCSE, we are in a sense attempting the “impossible”. We are seeking to provide a flexible scheme which accommodates the wishes of 140 boys (even though some will have difficulty making up their minds), which ensures a balanced curriculum, which gives reasonable class sizes and which offers each boy the chance of obtaining the best possible examination results at the end. Inevitably, therefore, we are unlikely to satisfy everybody absolutely one hundred per cent. For instance, although we expect that all advertised courses will be provided, we cannot guarantee to provide any particular course if the demand for it is very low. We cannot guarantee being able to offer every possible combination and whilst our aim is to meet the needs of each individual as far as is possible within the constraints above, we might have to ask a boy for a further fifth choice if we cannot timetable his particular set of subject choices.

We are anxious to give you adequate time to discuss with your son, together with staff if necessary, the various possibilities. However, you will appreciate that there is also a requirement to produce a timetable well before the end

of the Summer Term. We are therefore adopting the following procedure to achieve our various aims:-

- **February:** Miss Murphy, Assistant Head Academic explains the options to the Third Form and discusses points which are raised. This booklet is given out. A PDF copy will be available on the Portal and on our website.
- **Early March: *Third Form Forum*** - boys can find out more about the optional subjects.
- **Thursday 14 March (3A, 3H, 3S) & Monday 18 March (3B, 3C, 3M): *Third Form Parents' Evenings*.** Parents have the opportunity to discuss progress with subject teachers and any outstanding problems over GCSE choices. Throughout the process of making decisions, the Form Tutor, Careers Department staff, Mr Kerr and the Assistant Head Academic (nm@cityoflondonschool.org.uk) are available to boys for individual discussion of GCSE options.
- **Tuesday 26 March: *last day for submitting GCSE choices*.** Boys will get an email directing them to submit their choices electronically. They must print out the receipt for you to sign and this should be handed in to your son's tutor.
- **April/May:** Miss Murphy and the Timetabler, Mrs Bigden, scrutinise choices and discuss problems/anomalies with individual boys. This is when a boy may be asked for an alternative set of choices.
- **Mid-May:** Choices are finalised and the timetables constructed on the basis of these choices. It is sometimes possible to change at the beginning of September, but this cannot be guaranteed. Any requests for changes should go to the Assistant Head Academic.

If you require further clarification or advice of any kind, please do not hesitate to contact Mr Kerr or Miss Murphy.

Subjects

Core Subjects (English & Maths)

All boys study Mathematics and English; the latter is two GCSEs, one in Language and one in Literature. All are grade 9-1.

E Language Edexcel GCSE

All work is assessed by examinations and the two papers examine the boys ability to respond analytically to passages of Victorian literature and modern media texts such as opinion pieces from newspapers. They also develop narrative and descriptive writing skills and directed writing as a response to a media text.

E Literature CIE IGCSE

All work is assessed by examinations and boys study four texts (a novel, a twentieth century play, some poetry and a play by Shakespeare). Texts are chosen by teachers; John Knowle's *A Separate Peace*, Kate Grenville's *The Secret River*, Arthur Miller's *The Crucible* and Shakespeare's *Macbeth* are examples of the types of text.

The boys who achieve the top grades in English each year are invariably those who keep up their reading of fiction and non-fiction and there is a reading Carousel with titles such as *The Wasp Factory*, *Skippy Dies*, *The Big Sleep*, *The Secret History* and *Maus* that are a compulsory part of this; boys should be reading for at least 20 minutes a day and perusing high quality journalism.

Mathematics (OCR GCSE)

There are three final exams (calculators permitted in two) and topics are Number operations and integers, Fractions, decimals and percentages, Indices and surds, Approximation and estimation, Ratio, proportion and rates of change, Algebra, Graphs of equations and functions, Basic geometry, Congruence and similarity,

Mensuration, Probability and Statistics. Boys are grouped into three broad bands for the teaching but all boys cover the same syllabus and are aiming for the top grades. Assessment data, is used to decide the bands. All boys sit Maths GCSE at the end of the Fifth Form aiming for the top grades that will permit them to continue with Maths in the Sixth Form.

Art & Design

This course will give you the freedom to study GCSE Art and Design in ways that inspire and excite you, whilst equipping you with the skills to continue the subject with confidence at A-Level and beyond.

You will develop your knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow you to develop the skills to explore, create and communicate your own ideas. You will demonstrate these skills through the development, refinement, recording, realisation and presentation of your ideas through a portfolio and by responding to an externally set assignment.

Fine Art practice is defined as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance. You are required to work in one or more areas of Fine Art, such as those listed below (you may explore overlapping areas and combinations of areas):

- ▷ Drawing
- ▷ Painting
- ▷ Sculpture
- ▷ Installation
- ▷ Lens-/light-based media
- ▷ Photography and the moving image
- ▷ Printmaking
- ▷ Mixed media
- ▷ Land art
- ▷ Weaving

You will learn through practical experience and must demonstrate knowledge and understanding of sources that inform your creative intentions, which should be realised through purposeful engagement with visual language, visual concepts, media, materials and the application of appropriate techniques and working methods. You will be introduced to a variety of learning experiences, which encourage the development of skills using appropriate media, processes, techniques and technologies relevant to your chosen areas of study. You will be encouraged to develop your own strengths and interests in the subject and follow your own lines of enquiry, over time, reflecting critically upon your creative journey and its effectiveness in relation to the realisation of personal intentions.

Course structure

The course consists of two components, comprising a 'Portfolio' selected from the course of study and an 'Externally set assignment', which is released in January of the final year. Portfolio projects, assignments or briefs can be open-ended or more narrowly focused. There is no restriction on the choice of media, scale or format that you can use to reflect and evidence your submissions. There is a similar approach to the choice and flexibility in the externally set assignment, some will be open in nature, others will have a greater degree of prescription. This qualification is linear, meaning you will sit the exam and submit all non-exam assessment at the end of the course.

- ▷ **Component 1 – Portfolio (60%)**
- ▷ **Component 2 – Externally set assignment (40%)**

Drawing

You must provide evidence of drawing in both your portfolio submission and externally set assignment. These can take different forms depending on intention. It can feature as an element within the developmental process and/or explicitly in the realisation of intentions. The particular value and significance of drawing should be determined by the ways in which it addresses purpose and need rather than the extent to which it demonstrates technical mastery, unless this is the explicit intention.

Written annotation

When addressing the requirements of the course, you must record your ideas, observations and insights both visually and through written annotation using

appropriate specialist vocabulary, as work progresses. Annotation must be explicitly evidenced in both components.

After completion of the 10-hour controlled test, a selection of the work of every candidate is exhibited for internal marking and external moderation. All work by candidates is marked according to the four assessment objectives (AO's). Details of this non-confidential mark/assessment sheet will be available to parents and boys before deciding to opt for Art and Design. At the end of the course, we exhibit the work of all candidates and invite parents and other guests to the department's annual exhibition of Fifth and Sixth Form work; this event takes place during the second half of the Summer Term.

Students need a high level of commitment throughout the course to be successful. It should be remembered that every piece of work in both the Fourth and Fifth Form is assessed and contributes to the final grade. Responding in a meaningful way to a piece of art or design requires a significant level of intellectual effort; this is not a 'non-academic' subject.

The GCSE Art and Design course at CLS, offers the interested and motivated student an exciting and valuable opportunity to develop creative skills in Art and Design, and will be of benefit to all pupils, whether they intend to continue studying Art at A-Level or not.



Please see
Mr Sanders
for more
information

Classics:

Classical Civilisation

Classical Civilisation offers a unique opportunity to study the life and writings of two of the greatest races ever to have existed: the Greeks and the Romans. Two major topics are studied, using a wide range of material, including history, literature and mythology, buildings and artworks.

It is important to realise that literature is always studied in translation—no knowledge of Latin or Greek is assumed or required for any part of the course—and it is not necessary to have studied Classical Civilisation in the Third Form in order to take this GCSE course.

The two topics are chosen from the following:

- ▷ Myth and religion: gods, heroes, temples and festivals
- ▷ Women in the ancient world: women in myth and legend as well as in the real world
- ▷ The Homeric world: fact and fiction in Homer's *Odyssey*
- ▷ Roman city life: housing, family and society, leisure and entertainment
- ▷ War and warfare: battles, tactics, weapons and training

The topics to be studied are chosen by those who are teaching the subject in any given year.

This subject does not require coursework.

The material studied in Classical Civilisation is of great value and interest in itself, and you are encouraged to make useful and illuminating comparisons between ancient societies and the one that you live in today. In some respects, they are surprisingly similar! And remember, the subject is open to anyone, irrespective of his knowledge of ancient languages.



Please see
Mr Ellis-Rees
for more
information

Classics:

Latin

This course may only be chosen by those who have studied Latin in the Third Form. It is of course open to those who took the Latin and Greek course in the Third Form but have decided not to continue with Greek to GCSE.

In the Fourth Form you continue using the Cambridge Latin Course for a while: you may even reach the end of the *Salvius v. Quintus* saga! In due course, though, you will start working towards the GCSE exam itself. Two areas need to be covered:

Literature

You will tackle authentic set texts, which replace the stories on which the Cambridge Latin Course is based. You will study both prose and verse, and will be encouraged to show a personal response to what you read. In the exam there will be questions about the content and style of these texts.

Language

You will continue to develop your language skills. These will be tested in the exam by translation exercises and comprehension questions.

This subject does not require coursework.

The set texts vary from year to year, but you will certainly have the chance to study selections from the great literature of the Romans, and learn about a society that has been extremely influential in shaping our own. And you will have the satisfaction of gaining an impressive GCSE qualification!



Please see
Mr Ellis-Rees
for more
information

Classics: **Latin and Greek**

This combined course may only be chosen by those who have already taken the joint Latin and Greek course in the Third Form, where both languages were studied together as a single option.

If you take this joint course, you concentrate on Latin in the Fourth Form, while still studying a little Greek, and you take the Latin GCSE examination at the end of the Fourth Form year. In the Fifth Form you concentrate on Greek, to prepare for the Greek GCSE examination. For someone who can cope with the extra pressure, this course represents one of the most rewarding intellectual challenges which CLS can offer at this stage in the curriculum.

The Latin part of the course is the same as described on the previous page — except, of course, that the work has to be done faster and with more concentration, in order to finish the GCSE syllabus in a single year.

The GCSE course in Classical Greek is similar to Latin, and includes:

Literature

As with Latin, you will tackle authentic set texts. You will study both prose and verse, and will be encouraged to show a personal response to what you read. In the exam there will be questions about the content and style of these texts.

Language

You will continue to develop your language skills. These will be tested in the exam by translation exercises and comprehension questions.

This subject does not require coursework.

The selection of literature varies from year to year, but you are certain to study some of the finest writings of Classical Greece — you actually get to read a bit of Homer in the original Greek. And there is great satisfaction in achieving success in two demanding and prestigious GCSE courses in the time normally given to one!



Please see
Mr Ellis-Rees
for more
information

Drama

This practical and theoretical course gives pupils the opportunity to use the state-of-the-art facilities of the Winterflood Theatre for their performances. It is available as a subject to those who did not do Third Form Drama, but some previous experience of Drama lessons or performance is necessary to continue the subject at this level (please see Miss Dobson if you wish to be considered). Analysis of live productions through theatre visits is part of the course.

The **Drama** element continues to:

- ▷ Develop creative thinking
- ▷ Widen the student's range of personal expressive skills, develop public speaking skills and build confidence
- ▷ Extend physical and verbal communication channels
- ▷ Foster group working skills

The **Theatre** element broadens the pupil's knowledge of modern Theatre in theory and practice by:

- ▷ Exploring and using specific performance skills (acting and technical) in practice
- ▷ Providing opportunities for public performance of both scripted and pupil's own devised work
- ▷ Fostering the ability to analyse and evaluate theatrical performances through Theatre visits and discussion
- ▷ Developing knowledge of the broad outlines of theatrical history and major practitioners
- ▷ Extending acquaintance with contemporary theatre through the work of directors and writers

The course consists of 60% Performance Coursework and 40% Written examination:

Paper 1: Written examination (40%, 2½hrs)

Candidates answer questions based on the pre-release material which is issued to Centres in the December preceding the examination. The pre-release material consists of:

- ▷ Three stimuli which are short titles, pictures, poems or quotations. Candidates must create drama based on ONE stimulus and work in groups between 2 and 6 candidates.
- ▷ An extended extract from a play. Candidates study the extract with a view to understanding both the text and the practical aspects of production.

The question paper is structured as follows:

Section A (30 marks):

Candidates answer short-answer questions on all of the pre-release material. Candidates must answer all questions in this section.

Section B (25 marks):

Candidates answer one from a choice of three longer answer questions on the play extract.

Section C (25 marks):

Candidates answer one from a choice of three longer-answer questions on the piece they devised from the given stimuli.

Paper 2: Performance coursework (60%)

Candidates submit three pieces of practical work:

- ▷ One solo piece (monologue) from an extract of a play.
- ▷ Two group pieces (max 15mins each) - one original devised piece and one performance of an extract of a play.



Please see
Miss Dobson
for more
information

Geography

In an ever-changing world, Geography bring an understanding and sense of place to our world. The Cambridge IGCSE syllabus (0976) course develops a deep understanding of the complex interrelationships between our natural and human environments, while also equipping you with life-long learning skills that help develop empathy and build respect for other people, and the environment.

Building on the skills developed from OG through to Third form, students will continue to develop

- ▷ a sense of place and understanding of scale;
- ▷ an awareness of contrasting physical and human environments, and an understanding of the processes that create them;
- ▷ an understanding of how people interact with each other and their environments, and the impacts of this;
- ▷ an awareness of the contrasting opportunities and constraints presented to different communities and cultures around the world by these different environments.
- ▷ Judgement and decision making skills while appreciating the sensitivity of the natural environment and the people and places that exist within them.
- ▷ The ability to analyse geographical data in a range of forms.
- ▷ To undertake investigations and be able to present and evaluate their findings.

The students are assessed as follows:

Paper One

This paper is composed of six structured questions based on the three key themes of the course. Students are required to answer one question from each key theme.

Questions are designed to test knowledge, understanding and skills of analysis and judgement.

Paper Two

This paper contains a variety of skills-based questions designed to test the ability to handle various types of geographical data and maps. The questions are neutral and do not require place-specific information. Pupils are expected to demonstrate skills of analysis and interpretation, and application of cartographic and other techniques as appropriate.

Paper Four

This paper is an alternative to coursework – it is designed specifically to assess enquiry and fieldwork skills that would normally be assessed through an extended project. A range of tasks will be set based on one or more of the syllabus key themes.

Trips

There are a number of opportunities for fieldwork within this syllabus, which is a key component of Paper 4. Two day visits, to Cambridge and Walton on-the-Naze, Essex, will be used to exemplify human and physical fieldwork techniques respectively. Ideas and techniques students experienced from fieldtrips in earlier years (Emirates Stadium for urban regeneration, Kew Gardens for Weather and Climate, and the Natural History Museum for plate tectonics) are also relevant to the content of the Geography ICGSE and are drawn upon to help supplement the course.

The assessment is as follows:

- ▷ **Paper 1:** 45% of the total mark (75 marks, 1hour 45mins)
- ▷ **Paper 2:** 27.5% of the total mark (60 marks, 1hour 30mins)
- ▷ **Paper 4:** 27.5% of the total mark (60 marks, 1hour 30mins)

The specification is divided into the following themes:

Population and settlement

- ▷ Population dynamics: The study of population and migration over time, and the causes and impacts of this.

- ▷ Settlement: This topic examines land-use in developing and developed countries, with a focus on major urban areas.

The natural environment

- ▷ Plate tectonics: The causes and effects of earthquakes and volcanic eruptions, and how people adapt to these hazards.
- ▷ Landforms and landscape processes: Processes associated with rivers and coastal environments, and the issues surrounding human use of them.
- ▷ Weather, climate and natural vegetation: The study of how different climatic conditions produce different environments around the world, focussing on tropical rainforests and deserts, including the opportunities and challenges that these environments present.

Economic development and the use of resources

- ▷ Development & Globalisation: Examining the inequalities that arise between and within countries and explain how this links to the processes and impacts of globalisation.
- ▷ Food production: The study of agricultural processes to examine issues associated with food supply and overpopulation.
- ▷ Industrial systems: Examining how and why different industries locate in different parts of the world, and the impacts of this.
- ▷ Leisure activities and tourism: Looking at how the physical and human environments provide opportunities for tourism, and the problems and benefits associated with this.
- ▷ Energy and water resources: A study of how renewable and non-renewable resources can be managed and used effectively, with an additional focus on water supply.



Please see
Mr Hadley
for more
information

History

The History Department follows the Cambridge International Examinations IGCSE syllabus (0470). The course focuses exclusively on European and World History in the 20th Century. It is a particularly engaging one and provides plenty of opportunity for debate and discussion.

Syllabus

- ▷ International Relations since 1919 (Core Content)
- ▷ The Paris Peace Treaties.
- ▷ The League of Nations.
- ▷ Origins of World War Two.
- ▷ Origins of the Cold War.
- ▷ Containment of Communism (Korea, Cuban Missile Crisis and Vietnam)
- ▷ **EITHER** The USSR's control over Eastern Europe **OR** The Middle East 1970-2001
- ▷ Germany, 1918–1945 (Depth Study), comprising:
 - » Weimar Germany.
 - » The rise of the Nazi Party.
 - » The Nazi Regime.

...plus one of the following three:

Option A: The USA 1919 - Present

- ▷ The US economy and society in the 1920s.
- ▷ The causes and consequences of the Wall Street Crash.
- ▷ Roosevelt's New Deal.

Option B: China 1945-c.1990

- ▷ The Civil War.
- ▷ Mao's China.
- ▷ China since Mao.

Option C: The USSR 1924-c.1991

- ▷ Lenin's Legacy
- ▷ Stalin's USSR
- ▷ Stalin's Legacy

Aims

- ▷ stimulate interest and enthusiasm about the past;
- ▷ promote the acquisition of knowledge of human activity in the past;
- ▷ promote an understanding of the nature and use of historical evidence
- ▷ develop, on the part of the students, an appreciation of the nature of cause and consequence, continuity and change, similarity and difference;
- ▷ provide a sound basis for further study and pursuit of personal interest;
- ▷ encourage international understanding;
- ▷ encourage the development of linguistic and communication skills.

Assessment

Paper One, 2 hours (40%) - Candidates answer two questions on the 20th century Core and one question on the Depth Study. All questions on Paper 1 are structured into three parts and will be based on stimulus material.

Paper Two, 2 hours (33%) - This is a source-based paper. The topic is prescribed each year and will be taken from the Core Content. Each option will include a collection of source material relating to the prescribed topic, and a series of questions based on the material.

Coursework (27%) - One piece, of about 2,000 words in total, either on China 1945-c.1990 OR the USA, 1919-present OR the USSR 1924-c.1991.

All candidates take the same papers and the grade achieved is determined by their different levels of response to the common questions. Coursework is internally marked and standardised and moderated by the Board.

Trips

The Department runs an annual trip to Berlin, open to all IGCSE History students, to investigate aspects of the Third Reich and Cold War. This includes visits to the Jewish Museum, House of Wannsee, Sachsenhausen, the Stasi Prison and the Reichstag. We also visit the IWM's excellent Holocaust Exhibition.



Please see
Mr Bracken
for more
information

Learning Support

Access Arrangements and Specific Learning Needs

If at any time in the lead-up to or after the summer exams, you are considering commissioning an Educational Psychologist report, please note that, whilst reports from Educational Psychologists provide useful and important information, they do not in themselves automatically confer or guarantee eligibility for specific concessions in public examinations. The school is required to provide a history and evidence of need for access arrangements and these are based upon performance in lessons at school as well as attainment in tests. If you are considering commissioning an external report, or would like to discuss any of these issues further, please contact Ms DiStefano-Power, Head of Learning Support or Miss Murphy, Assistant Head Academic.

If your son has already been identified as having a specific learning need, please be aware that the school will monitor his progress and performance with relation to access arrangements for public examinations. If arrangements have already been put in place, the school will closely monitor your son's use of these arrangements in lessons, assessments and exams, as he must be using them regularly in order to provide the necessary evidence to the exam board for public exams. New regulations from JCQ mean that the criteria for eligibility for extra time are far more stringent and restricted than in previous years.



Please see
Andrea DiStefano
(Head of L.S.)
for more
information

Modern Languages

Note: Less able linguists who intend to choose only one language for IGCSE/ GCSE are very strongly recommended to opt for French. If necessary, this should be discussed with a boy's subject teacher. More able linguists are strongly encouraged to study two or more languages to GCSE.

We prepare boys for the International General Certificate of Secondary Education (IGCSE). The board we use is Cambridge International Examinations (www.cie.org.uk). There is no IGCSE available in Russian, so that language remains with GCSE, using Edexcel (www.edexcel.com).

Aims

The main aims of a course in Modern Languages leading to an IGCSE examination are:

- ▷ to develop the ability to communicate effectively in the foreign language
- ▷ to give pupils a basic insight into the culture and civilisation of the relevant country
- ▷ to provide intellectual stimulation and positive attitudes to foreign language learning and other cultures.

Course content

Four skill areas are developed—listening, reading, speaking, and writing—and the emphasis throughout is on the use of authentic language in practical, everyday situations, ensuring at the same time that the pupils' command of grammatical structures is extended and consolidated.

Classes are normally scheduled to have one lesson in the Language Laboratory at least once every two weeks in the Fourth Form and once every week in the Fifth Form.

Written work includes letters, descriptions and imaginative essays, while oral work includes role-play and conversation on a series of prescribed topics.

There are two homework tasks per week, usually consisting of one written assignment related closely to work covered orally in class, and one learning or revision task for a test.

Assessment

The IGCSE consists of four papers, each worth 25%. These are an oral exam (conducted by CLS teachers), a reading comprehension paper, a listening comprehension paper and a writing paper. There is no coursework.

Studying Russian

It should be noted that Russian is a two-year course, and thus is suitable only for boys who have already demonstrated a proven ability in Modern Languages. Many, although not all, of those boys opting for Russian are taught French off the timetable, with a single lunchtime lesson a week, and sit the IGCSE in French at the end of the Fourth Form.

There can only ever be one Russian class with an absolute maximum of 24. If more boys than this opt for Russian we will use a French test and a linguistic aptitude test as grounds for selection.

It is not a suitable course for boys with any prior knowledge of Russian.

Studying Mandarin Chinese (A* - G)

The aims, course content and styles of assessment for the Mandarin Chinese IGCSE are the same as with Cambridge's other modern languages such as French and Spanish. Candidates will be aiming to:

- ▷ Develop the ability to communicate effectively using the target language
- ▷ Offer insights into the culture and society of countries where the language is spoken
- ▷ Develop awareness of the nature of language and language learning
- ▷ Encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations

- ▷ Provide enjoyment and intellectual stimulation
- ▷ Develop transferable skills to complement other areas of the curriculum
- ▷ Form a sound base for the skills, language and attitudes required for progression to work or further study

Assessment for Mandarin Chinese

There are four areas of assessment based on the key skills: speaking, listening, reading and writing. Each assessment carries a 25% weighting towards the final grade.

- ▷ Written work will be produced using Chinese characters. Candidates will have lots of opportunities to practise character writing both in and after class.
- ▷ Each week, students will build their vocabulary, including the pronunciation, translation and character writing. Homework will consist of interactive Quizlet learning and authentic Chinese practice.
- ▷ Speaking skills will be targeted through class practice and is an integral part of the IGCSE course and assessment criteria.

In general we do not recommend boys with native speaker background to opt for that language on the timetable.



Please see
Mr Edmundson
for more
information

Music

Pupils taking Music IGCSE will study a variety of music through Composing, Performing and Listening modules.

Composition (30%)

Pupils produce two pieces of music. They must be contrasting in character or written for different forces. They have to be notated and recorded. Pupils can work with live musicians or use music software.

Performing (30%)

Pupils have to record one solo and one ensemble performance. A grade 5 piece played perfectly will score full marks. The ensemble performance allows pupils to work with other performers. The important elements are accuracy, interpretation and expression. An ensemble should normally consist of two or more live performers. The performances take place in the Autumn term.

Listening (40%)

Pupils complete a listening paper of 75 minutes duration split into unprepared and prepared listening extracts. The unprepared extracts or pieces will be from a wide range of styles and traditions including the Baroque, Classical, Romantic and twentieth-century, including jazz. Questions may require pupils to identify instruments, recognise types and dates of music, possible composers, spot technical features, notate rhythms and/or pitches and identify chord changes and cadences, there are also questions that relate to music from Latin America, Africa, China, India, Japan and Indonesia.

The prepared extracts for 2020 ('fast-track') and 2021 (0n-timetable) are:

2020:

- ▷ Rossini William Tell Overture
- ▷ Arabic Music

2021

- ▷ Mendelssohn: Calm Sea and Prosperous Voyage, Op. 27
- ▷ Caribbean Music

This is a two year course, but stronger pupils may find they begin Pre-U Music topics and techniques towards the end of Fifth Form.

The GCSE is also taught outside the timetable to boys who have passed a Grade 6 practical exam and also Grade 5 theory; they must already participate fully in the musical life of CLS and also achieve a very high mark in the Third Form end-of-year exam. This is a 'fast-track' course and only suitable for exceptional musicians and only by prior agreement with the Head of Academic Music and Assistant Head Academic.



Please see
Miss Jones
for more
information

Religious Studies

The new Religious Studies GCSE is studied with the OCR Exam Board. This dynamic and academically challenging curriculum allows students to study two religious traditions alongside Philosophy and Ethics in the modern world. The delivery of the course will comprise engaging discussion, essay-writing and philosophical lectures / debates. In studying the course, students will develop a sound understanding of the role of religion, philosophy and ethics in our diverse society and in the lives of individuals.

The course is divided into two components: The study of Buddhism and Christianity, and Religious, Philosophical and Ethical Studies in the Modern World. These different and complementary components provide a unique opportunity to study two world religions systematically alongside some of the very interesting elements of the Philosophy of Religion and Ethics. Buddhism is very much a modern religion and many things to many people: a tradition rich in history and with remarkable regional diversity yet, at the same time, the central teachings find traction with many individuals who do not consider themselves religious. Christianity is the 'traditional' religion of Britain and gives rise to a very different set of principles and philosophical problems. It is Christianity which forms the backbone of the Theology side of our Sixth Form Pre-U course in Philosophy and Theology and this GCSE course promises much in terms of preparation for the Pre U. At all times, boys will be encouraged to think critically, ask questions of ideas and beliefs as well as engage sympathetically with them in recognition of their historical and continued significance for many.

Boys need no prior knowledge of the course and we welcome boys of all faiths and none. The course requires intellectual engagement and will equip students with superb critical skills and essay writing techniques.

Assessment

Assessment of the GCSE takes place in two 1 hour exams and one 2 hour exam at the end of the Fifth Form. There is no coursework or controlled assessment. Students are required, not only to demonstrate their familiarity with the information and material covered, but to be able to analyse, comment on and manipulate the material in a sophisticated and mature fashion.

Course content

01 – Buddhism

- » The life of the Buddha
- » The teachings of the Buddha, including the Four Noble Truths
- » Humanity and human destiny
- » Buddhist ethics
- » Buddhist principles in modern life
- » Buddhist worship, including meditation
- » Sacred places
- » Buddhist festivals

02 – Christianity

- » The nature of God, including God as Trinity
- » Biblical accounts of creation
- » The problem of evil
- » Jesus as Christ
- » The importance of the incarnation, crucifixion, resurrection and ascension
- » The concept of salvation
- » Eschatological beliefs and teachings
- » Christian practices including: worship, sacraments and prayer
- » Pilgrimage and celebrations
- » Mission and evangelism
- » The role of the church in the community and wider world

03 – Philosophy, Religion and Ethics in the modern world

Relationships and families

- » The family and marriage in the Christian community
- » Christian equality
- » Gender and discrimination

Dialogue between religious and non-religious beliefs and attitudes

- » Challenges for religion, including secularisation, euthanasia, abortion, genetic manipulation
- » Dialogue within and between religious and non-religious groups
- » Dialogue between Christians and humanists, agnostics, atheists and secularists.

The existence of God

- » Different understandings of God
- » The nature and reality of God, including arguments for and against the existence of God.
- » Experiencing God

Religion, Peace and Conflict

- » Violence and conflict, including the concept of terrorism and Just War Theory
- » Peace and peace-making, the concept of pacifism
- » Forgiveness and reconciliation



Please see
Mr Fenton
for more
information

Science

Science is part of the core curriculum and all boys will follow Edexcel's IGCSE specification in Biology, Chemistry and Physics. Most pupils will take the IGCSE papers in each science – as separate subjects (“Triple Award”).

The courses are designed to allow candidates to reach a high level of attainment so that Science A level courses are within easy reach of all.

There is no coursework assessment.

Aims

The three courses are designed to give students the opportunity to acquire a systematic body of scientific knowledge, and to develop an understanding of the power and limitations of science. Technical and environmental applications, and the social impact of science will of course be mentioned.

Boys will be encouraged to develop practical abilities through planning investigations and collecting, analysing and questioning their own data.

Examination

During the Fifth Form, after discussion with pupils and parents, a number of boys will be entered for Double Award Science instead of three separate IGCSEs. All boys, both Double and “triple” Award candidates, have nine periods of science per week.

As well as testing recall, the written papers expect candidates to understand and apply their knowledge using scientific and technical terms. Evaluating relevant information, and boys' mathematical skills will be tested, together with their experiences gained from practical investigations.

Topics by subject

Biology

Head of Department: **Dr Pattison**

- ▷ Cells and Biological Molecules
- ▷ Digestion
- ▷ Respiration and Photosynthesis
- ▷ Transport in Plants and Animals
- ▷ Reproduction in Plants and Animals
- ▷ Breathing
- ▷ Ecology and the Environment

Physics

Head of Department: **Mr Wood**

- ▷ Electricity & Magnetism
- ▷ Forces and Motion
- ▷ Waves
- ▷ Energy & Transfer
- ▷ Radioactivity
- ▷ Solids, Liquids and Gases

Chemistry

Head of Department: **Mrs McCarthy**

- ▷ Writing balanced equations, and doing chemical calculations
- ▷ Reaction rates, reversible reactions and energy changes in reactions
- ▷ Chemistry of the Elements of the Periodic Table
- ▷ Atoms, Bonding and Structure
- ▷ Acids, Alkalis and Aqueous Chemistry
- ▷ Useful products from oil, air, rocks & metal ores



Please see
the relevant
Head of Dept.
for more
information

Frequently Asked Questions

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How many GCSEs will my son take?

The vast majority of boys will end up with ten GCSEs. The exceptions to this are boys who take the Greek/Latin option, those who take the Russian/French option, and those who do Music off piste. The maximum a boy can end up with is thirteen. Some will end up with nine if they are entered for Double Award Science. (This decision is taken after Fifth Form Mocks)

What is meant by a humanity?

All boys must take at least one from Classical Civilisations, Geography, History or Religious Studies.

Must my son do a Modern Language?

Yes. Boys are required to do at least one Modern Language and there is the scope to do two, three or even four languages. It is still compulsory at CLS to take at least one. We do not encourage native speakers to take GCSEs in their language as these qualifications are not intended for native speakers. Please read the Early GCSE in a Modern Language Policy on the Parent Portal under Resources, Documents.

What is meant by off-piste Music?

This means doing Music via an early morning seminar lesson, once a week, with the Director of Music. There are clear criteria to be allowed to do this—boys have passed at least Grade 6 level on their instrument and have passed Grade 5 theory by April of their Third Form. They must also achieve a very high mark in the Third Form end-of-year exam. Please see the Director of Academic Music for more details and to discuss your son's suitability; Miss Jones must have agreed to this choice prior to submission of your son's choices.

Can my son choose Double Award Science?

No. All boys embark on the Triple Award Science and the vast majority will take Triple. After the Mocks in January of the Fifth Form, the Head of Science recommends that some boys take the Double Award and parents are consulted then about this decision.

Will my son take any GCSEs or parts of GCSE early?

Those doing the Latin/Greek option will take Latin, those doing the French/Russian option can take French and those doing the off piste Music will take Music in the May/June of Fourth Form. Nothing else is available early. All exams are linear and all exams are in the May/June of Fifth Form, with the exceptions previously mentioned.

If my son did not study a subject in the Third Form can he pick it for GCSE?

Boys can take Classical Civilisation or Drama if they have not studied it in the Third Form. Russian is offered as a new Modern Language (Russian is a Beginner's Course).

Can my son sit a GCSE at CLS that he has studied for outside of school?

No. We cannot accept responsibility for GCSEs unless we have prepared the boys for them so we are unable to help in this matter. Please e-mail the Assistant Head Academic if you need guidance in finding an Exam Centre.

Can my son change his mind once he has handed in the form?

Boys can change after Summer Exams (if it fits the Blocking Scheme) and this needs to be in writing/e-mail to the Assistant Head Academic. Changes can sometimes be accommodated at the start of the Autumn Term, but no change is allowed after 1 October. Changing an option can mean that boys have to change English groups or other Option groups and there is work to be caught up.

What subjects are setted by ability at GCSE?

Maths is setted and so is French. No other subjects are. Please e-mail Mr Eade (dre@cityoflondonschool.org.uk), Head of Mathematics, if you have any enquiries regarding Maths setting and Mr Eteson (pre@cityoflondonschool.org.uk), Head of French, about French. In these setted subjects all boys still follow the same syllabus and do the same exam.

Can my son drop a GCSE during the Fourth or Fifth Form?

No. When a GCSE course is started, it is finished. Boys might find that when work gets harder they need to persevere, knuckle down and recognise that not all academic outcomes are achieved easily.

Can my son re-sit a GCSE during his Junior Sixth year?

No. The focus of the Sixth Form is to do as well as possible at A level.



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