



ABINGDON

MIDDLE SCHOOL
CURRICULUM
September 2010

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Introduction

This booklet provides an introduction to the Middle School curriculum at Abingdon School. It covers the main academic subjects in the third, fourth and fifth years, together with topics such as personal and social education, physical education and sport, and careers education. It does not deal, however, with the ethos of the school, or the pastoral system.

After a brief introduction to the curriculum, the pattern of subjects in the third, fourth and fifth years is outlined in two tables. Finally more detailed information about academic subjects and other topics are given, together with contact details of the relevant Head of Department.

Outline

The Middle School is comprised of the third year, fourth year and fifth year (National Curriculum Years 9 - 11). The third year is a foundation year, in which we integrate the intakes from the lower school and from preparatory schools, and begin in earnest the majority of GCSE courses. In the fourth and fifth years pupils pursue a more limited range of subjects for GCSE, with an increasing proportion of coursework as the GCSE courses progress.

Set sizes

Pupils are taught in sets of twenty, on average. In some subjects, such as the top mathematics sets, and in history and geography in the options blocks, set sizes may be larger than this. On the other hand, in the lower mathematics sets, the languages, and the practical subjects, such as art, music, design and technology and drama, they are smaller.

Assessment and Reporting

Each half term, teachers complete a report that summarises a pupil's academic progress, which is sent to his parents. Each year there is a parents' evening, at which the staff meet the parents face-to-face to discuss progress. There are internal examinations in June in both the third and fourth years. GCSE mock examinations take place in the January of the fifth year. In common with the majority of independent schools, we do not enter our pupils for the government's key stage three tests.

Distinctive features of the Abingdon curriculum

Several distinctive features of the Abingdon curriculum require some emphasis. In the first place the majority of our boys do three separate sciences to GCSE (see next page). Secondly, **religious studies** is a compulsory subject throughout the Middle School, culminating in a full course GCSE examination for all pupils at the end of the fifth year. Religious studies is in the compulsory curriculum not only because of its religious content but also because of the contribution it makes to personal and social education. Thirdly, in **tutor time** we have some additional teaching in both careers and in personal and social education, done by specialists.

At each stage there are optional choices to be made. The relationship between the optional and compulsory subjects is shown for each of the year groups in the tables on subsequent pages.

Pupils are set by ability when this is appropriate, particularly in mathematics, the sciences, and modern languages. Attention is paid to differentiation. That is, trying to ensure that all the pupils in

a set are stimulated at a level relevant to their ability. In many subjects we enrich the GCSE curriculum with topics beyond the syllabus.

Most boys study **three separate sciences** at GCSE, although we offer **dual award science** as an alternative. Taking dual award science allows boys to timetable an additional optional subject for GCSE. This choice is discussed more fully in the SCIENCE section later in this document.

In the third year, all pupils encounter **Art** and **Design Technology** as part of a 'roundabout' which includes painting, ceramics, graphics, and resistant materials. These subjects become optional in the fourth and fifth years.

For further information about the curriculum please contact the Headmaster, the Deputy Head (Academic), or the Director of Studies at the School.

Dr Peter Willis
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February 2010

Pattern of subjects

This is the pattern of subjects in the timetable for 2009/10. Lessons are currently 35 minutes in duration, so, for example, English in the third year has four lessons per week.

Third year (National Curriculum year 9)

Six groups, of about 22 boys, are taught in the same sets for English, history, geography, religious studies, biology, chemistry and physics. Boys are allocated sets based on ability in mathematics, and in French after one term. There are two option blocks.

Compulsory subjects	Minutes per week (2009/10)
English	140
Mathematics	140
Biology	70
Chemistry	70
Physics	70
Main language (French for most, German for some from lower school)	140
History	105
Geography	105
DT/Art/ICT roundabout	140
Religious studies	70
Physical education	70
Music	35
Optional subjects	140 minutes for each
Two to be chosen from:	
Latin or Classical Civilisation	
second languages started from scratch:	
German, French, Spanish, Mandarin Chinese and Greek	
Drama	
extra Music	

Fourth and fifth years (National Curriculum years 10 & 11)

Boys are allocated sets based on ability in the sciences, Mathematics, modern languages and Latin.

Most pupils do all three separate sciences to GCSE. Such pupils make three subject choices from the option blocks. Of the eight sets of science usually two or three are for those taking dual award science. These boys are still taught science by three separate specialist teachers, but have fewer science lessons each week, and gain only two GCSE grades (Science and Additional Science). Dual award science students make four subject choices from the option blocks. Within these four choices they must study at least one of History and Geography.

Boys who pass GCSE French early take AS French at the end of the fifth year. Those who pass GCSE Maths early take their first A level units in the fifth year.

Compulsory Subjects:	Fourth Year (mins per week)	Fifth Year (mins per week)
English	140	140
Mathematics	175	175
Biology	140 (105 Dual Award)	140 (105 Dual Award)
Chemistry	140 (70 Dual Award)	140 (105 Dual Award)
Physics	105 (70 Dual Award)	175 (105 Dual Award)
Main MFL (French or German)	140	140
Religious studies	70	70
Physical education	35	35
Year games	70	

Optional Subjects:

Separate Scientists choose **three**

Dual Award Scientists choose **four**

- Geography
- History
- Latin
- Classical Civilisation
- second languages:
 - German, French, Spanish, Mandarin Chinese and Greek
- Electronics
- Music
- Art & Design (mixed media)
- Art & Design (graphics)
- Design & Technology
- Drama

Most combinations are possible, but Art & Design (mixed media) and Drama happen simultaneously, so only one of these two courses may be followed.

ART & DESIGN

Edexcel GCSE Art & Design (2AD01), Edexcel GCSE Art & Design: Graphic Communication (2GC01)

<http://www.edexcel.com/quals/gcse/gcse09/Art/Pages/default.aspx>

Introduction

Art and Design develops personal expression, imagination, sensitivity, conceptual thinking, powers of observation, analytical abilities, and practical attitudes. We encourage work in a wide range of practices and approaches including painting and drawing, printmaking, sculpture, ceramics, computer graphics and illustration. Put simply, the subject encourages thoughtful, imaginative creation through a balance of thinking, feeling and making.

The department, completely refurbished as part of the new Art Centre in 2003, has 3 main studios, equipped for painting, printmaking and ceramics. A central resource area with a good library and a suite of Apple Macintosh computers gives research and ICT facilities to whole teaching groups at a time. There is a separate studio for the upper sixth. The department has four teachers and a part-time technician, providing expertise in a wide range of disciplines.

The Courses

In the third year, all boys take a double lesson a week. Each group of about 16 pupils rotates through the disciplines of painting, graphics and sculpture, moving to the next after 10 weeks. The aim is to give a broad but satisfying range of experiences and approaches to the subject, to develop skills and progress understanding.

In the fourth year we offer two courses. The main 'mixed media' course, taught in two double periods a week, allows pupils to develop work in a variety of media through a range of different approaches including drawing, printmaking, painting, sculpture and computer graphics, informed by the example of other artists. The second course, allows pupils who have chosen Drama to do Art as well. This course is taught in a block without two double lessons and focuses on graphic design producing work in illustration and advertising graphics using skills developed in computer graphics, printmaking, drawing and typography. Both courses lead to a GCSE in Art and Design with the Edexcel examination board.

For both courses we run trips to galleries and organise workshops with visiting artists and illustrators. Details of recent events may be viewed on the art and design pages of the school website. www.abingdon.org.uk/art

The GCSE consists of two units. The first is a portfolio of work developed over the course to be submitted early in the Lent Term of the fifth year. The second, an externally set unit with a single starting point, the final piece of which, after almost a term of preparatory studies, has to be completed in ten hours. All the work is then marked internally and moderated by an external examiner who views an exhibition of the work in the school. Recent examination results have been excellent. (In Summer 2008 we had 2 students in the top ten nationally of the Edexcel graphics course and one student in the top ten of the mixed media course.)

Boys thinking of careers in architecture or other design/creative areas should especially consider opting for art and design at GCSE. Most boys are capable of taking the subject through to A level if they wish. In the sixth form, boys combine A level art with a wide variety of other subjects.

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Careers

The purpose of the careers education programme is to help pupils develop a knowledge of themselves and the opportunities available to them, so as they can best serve and contribute in the adult world into which they will enter.

The heart of careers information is the Careers Library and Careers Study Website. Both contain a wide selection of material on occupations, how to make informed choices, gap years, higher education guides and university prospectuses. The Careers Library is open throughout the school day and pupils are encouraged to drop in and browse when they can.

Throughout the middle school, boys attend careers tutorials as part of the PSHE programme in tutor time.

In the third year we introduce them to the Careers Library, and increase the pupils' awareness of the multitude of different careers and their roles within society. In the Fourth year we investigate pupils' skills, strengths and weaknesses so they can understand how they may contribute best. In the fifth year we tackle more immediate, practical issues such as how to write CVs, letters of application, and interview skills. In addition, in the fifth year we focus on A-level subject options and work experience.

The school attaches great importance to its work experience scheme. Work experience gives boys an insight into the world of work, its disciplines and relationships, by experiencing – at first hand – certain aspects of a particular career. Each fifth year boy undertakes work experience after their GCSEs have finished at the end of the summer term. Boys are guided through the whole process, and the school takes care in ensuring the suitability, welfare, and safety of each boy on his placement. Although it is the responsibility of each boy to arrange his own work experience, the Head of Careers Dr Gibbs is willing to offer guidance if a boy encounters difficulty in finding a placement.

The school is a full member of ISCO (Independent Schools Careers Organisation). At the end of the fourth year most boys join the ISCO Futurewise scheme. In this they take a psychometric test, which provides an assessment of interests and abilities together with suggestions for possible careers to be considered. At the beginning of the fifth year, these boys are interviewed, by a professional careers adviser. A comprehensive report is then sent to parents and is available for them to see on a secure web site. Membership of ISCO runs to age 23 and many benefits are available (including continued advice and counselling). Boys who opt out of the ISCO scheme are interviewed within school.

There is an annual careers convention held in conjunction with the School of St. Helen and St. Katharine and Our Lady's. This evening event consists of several speakers on career areas, and many representatives from specific career areas who are available for individual consultation. Attendance is compulsory for all fifth year boys (and advised for members of the sixth form). Parents are invited to attend with their sons.

Armed forces liaison officers often visit the school, and are available for consultation. Information on these visits is posted outside the Careers Library, or can be obtained from Mr Fishpool.

MR Gibbs (marcus.gibbs@abingdon.org.uk)

CLASSICS

The classical subjects taught in the Middle School are Latin, Ancient Greek and Classical Civilisation. Each subject is allocated four teaching periods a week. No classical subject is compulsory, but most pupils study at least one; the range of subjects offered is such that there should be something to interest and fulfil every pupil. Many of those who studied Latin in the Lower School opt to continue in the Middle School.

There are five full-time and one part-time classics staff, teaching in the departmental suite of rooms located in Little School. The department is keen to encourage pupils to see the importance of the study of the past to an understanding of the present, and to this end runs annual Classics trips abroad (recent destinations have included Provence, Tunisia, Italy, Greece, Sicily, Turkey and Crete) as well as trips to the British Museum and to Greek drama productions in Oxford and London. Pupils also attend GCSE conferences of relevance to set texts where possible, and speakers are regularly invited to the school to talk on a variety of associated topics.

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LATIN

OCR GCSE Latin (J281)

<http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/index.html>

Latin is taught using the Cambridge Latin Course (CLC). The CLC prepares pupils well for the GCSE course, since it concentrates on language skills and the appreciation of literature, both of which are tested in the GCSE. By the end of the CLC pupils will have been exposed to all the grammar which they will need for GCSE, as well as having read a selection of the greatest Latin authors. The department also supplements the CLC with its own linguistic material, laying particular emphasis on the understanding of grammar.

Those pupils with more experience of Latin or exceptional ability are setted together, with the intention that they will be able to pursue a broader course of reading in the fourth year. The other sets are, however, of mixed ability.

The aim is to have completed the language element of the GCSE syllabus by the end of the fourth year. In this year, each set also begins to read real Latin literature, in preparation for the literary part of the GCSE. This is also an opportunity to study broader aspects of the Roman world, such as life in the city of Rome or the development of the Roman political system from republic to empire. The top set is able to pursue this reading in more depth, but by the end of the year all the boys are ready for the final year's work, irrespective of their previous experience.

The GCSE itself consists of four examined papers (there is no controlled assessment element). The first and second papers are language papers (50%), which test the candidate's linguistic competence with unseen translation and comprehension. For these papers there is a set vocabulary list, which we work towards learning gradually over the course. The other two papers are on set texts, one verse (25%) and one prose (25%). Pupils are expected to translate and comment upon their set authors. We expect almost all pupils who take the GCSE to achieve at least an A grade.

ANCIENT GREEK

OCR GCSE Classical Greek (J291)

http://www.ocr.org.uk/qualifications/type/gcse/classics/classical_greek/index.html

Ancient Greek offers a demanding and very highly respected GCSE. The influence of the Greeks on our modern world is almost limitless: science, drama, philosophy, history, democracy, architecture, art are but a few of the areas which the ancient Greeks either invented or developed hugely. The GCSE course offers a window onto these ideas through the study of their language and some of their literature, a literature of almost unparalleled impact. Most pupils come to Greek, having previously started Latin, but this is not essential: it has been studied very successfully by non-Latinists.

Pupils may start Greek in the Third Year, the GCSE being taken in the Fifth Year. A handful of boys - those who have read Greek to scholarship standard or higher common entrance level already at preparatory school - choose to take "Express" Greek outside the timetable, sitting the GCSE at the end of the Fourth Year.

Pupils are taught using the new JACT course, which gives them a thorough grounding in grammar, and this is supplemented with the department's own material. As the course is shorter than Latin, with only three years to GCSE, it is not usually possible to read a selection of Greek authors before embarking on set texts, though the new course contains many passages from classical authors adapted to an appropriate level of difficulty.

The exam itself follows the same pattern as the Latin GCSE, with half the papers focused on language and half on literature. As in Latin, there is a set vocabulary for the language papers, and no controlled assessment. The literature papers provide the opportunity to study some of ancient Greece's great literature, such as Homer, in the original.

CLASSICAL CIVILISATION

OCR GCSE Classical Civilisation (J280)

http://www.ocr.org.uk/qualifications/type/gcse/classics/classical_civ/index.html

Those who opt to start Classical Civilisation in the Third Year (currently between twenty and thirty pupils a year) pursue a course devised by the department, which concentrates mainly on Greek topics. These include mythology, the Mycenaeans and Minoans, the Persian Wars, Athenian Democracy and Alexander the Great. On the Roman front, we also study Hadrian's Wall, and there is the opportunity to visit this on a trip in the summer term.

The GCSE course proper starts in the Fourth Year, and thus it is possible for pupils to opt for Classical Civilisation at this point if they wish. The syllabus focuses on Greece in the Fifth Century BC. For the written exams we study Athens, its culture and religion, Sparta and the Spartan system, and Homer's *Odyssey*. In addition there is a controlled assessment module (worth 25% of the whole), in which candidates usually study the ancient Olympics, before producing a piece of written work on a particular aspect of them. This is done at school under supervision and marked internally: it is best understood as being similar to old-fashioned coursework, but done under exam conditions.

All ancient authors are read in translation, and so no knowledge of Latin or Greek is needed or assumed.

DESIGN & TECHNOLOGY

AQA GCSE Resistant Materials Technology (4560)

www.aqa.org.uk/d&t

The department has 3 well-equipped workshops, a design classroom and two dedicated ICT suites located within the Design and Technology centre. Pupils are encouraged to work with a wide range of materials and the department has a wide range of computer-controlled machines, allowing an industrial approach to design and manufacture.

The department is open each afternoon for boys to pursue their own interests or to enable them to continue with their coursework projects.

Third Year

The third year has a three-stop roundabout involving one term of ICT and two in Design and Technology. Each 'stop' lasts for 10 weeks and occupies a double period per week. Approximately a half of the third year pupils are new to the school and may have very different design and technology experiences. The two 'stops' are designed to cover all the stages of a project, from the design brief, research and idea generation, through to the making, testing and evaluation. The main emphasis is on developing confidence in the workshop and gaining an understanding of materials and manufacture. The aim is to ensure that when the pupils finish the third year they are able to make informed decisions about their GCSE options.

Fourth and Fifth Year GCSE Options

During the fourth year the boys undertake four projects designed to give them experiences in a wide range of material areas, alongside developing their graphical communication and computer aided design skills. This provides them with valuable knowledge for the examination and also helps them decide what materials they may wish to incorporate in to their coursework. Projects include traditional skills based projects in Woods and Metals and more contemporary projects including furniture design and Ipod Speakers. The emphasis is on developing their practical skills but also covers the major design movements of the 20th century and the study of several influential designers.

The coursework project is an important element of the GCSE and it contributes 60% of the GCSE mark. The project will be chosen by the student from some exam board contexts and will include, identifying a need and researching the problem through to generating initial ideas and developing a chosen solution, planning for construction and finally product manufacture. The design folio will involve a large amount of ICT and CAD work.

The course aims to encourage students to develop and sustain their own innovation, creativity and design and technology capability. The GCSE course will suit those who are problem solvers, enjoy challenges and those who have the motivation to work consistently throughout the design and manufacture of their coursework piece, students will need excellent time management skills and need to appreciate the design folio is as equally important as the practical work. It aims to increase the knowledge, understanding and skills of design production processes within all of the three main groups of materials: woods, metals and plastics as well as foster awareness amongst boys, of the need to consider sustainability and the environmental impact of their designing.

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DRAMA

AQA GCSE Drama (Unit 1 Written Paper - 42401; Unit 2 Practical Work - 42402)

http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/drama_materials.php?id=04&prev=02

Drama is a popular option for many boys with an interest in the arts. It is taught by members of the drama department, and occasionally by teachers with specialist experience in other departments. Pupils studying drama see a number of plays and take part in productions as part of the assessment. They are also encouraged to participate in extra-curricular productions (many involving girls from St Helen's). The subject often attracts those with an interest in film, such as members of the Abingdon Film Unit. At GCSE level, drama involves some rehearsals in out-of-school time, so a firm commitment is essential. Above all, drama has a three-dimensional character: you need to be able to bring ideas to life as a performer; you need a good imagination; you also need to be able to analyse texts and write essays. Perhaps most importantly, you need to be able to work well with others.

In the third year, boys choosing to study drama are taught in three sets, each receiving four periods of tuition a week. The third year course shadows many aspects of AQA's Performing Arts GCSE course

(http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/performing_art_materials.php?id=04&prev=04), in which the aim is to combine series of workshops on specific performing skills (for example, effective use of the voice; expressive movement and choreography; acting; use of lighting and sound equipment; devising a piece of theatre etc) with a number of performance briefs, in which students work together to create short presentations for a range of audiences and contexts (for example, a campaigning piece about climate change for an Open Day audience of parents in the drama studio). At all stages, students learn to evaluate their own and others' work, and to assess their skill levels more objectively. The course also involves on average one visit each term to a live theatre production, usually during the evening.

The third year course acts as an introduction to AQA's GCSE Drama course, (AQA 4242), which occupies fourth and fifth years. At this level, there are usually two sets in each year receiving two double lessons each week. The GCSE course is assessed in two main components: practical work (which accounts for 60% of the marks, and is the "controlled assessment" element, formerly called "coursework") and a 90-minute written paper (which constitutes the remaining 40% and is externally marked). Practical work can be undertaken in a wide range of options, but most students choose to perform extracts from published plays, and to devise their own performances.

The first term of the fourth year course involves induction activities and skills development sessions, alongside explorations of brief extracts from plays, chosen to give some sense of theatre styles and theatre history. In the second and third terms, students start to get to grips with longer extracts from plays, and perform a 20-30 minute piece for their first practical assessment before the end of the year. They also visit live theatre productions and develop the skills to write with insight about what they have seen. The fifth year involves the completion of the practical work as students create devised pieces that are performed before a visiting moderator in March. The last component of the course is the written paper in June, in which students write about the practical work they have undertaken, and pieces of live theatre they have seen.

The GCSE course leads on to GCE AS and A Level Drama and Theatre Studies (Edexcel **8DR01 AS** and **9DR02 A2**) in the sixth form, where it combines well with almost any other A Level subject, especially other Arts subjects such as English, Art, Music, History or Languages.

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ELECTRONICS

AQA GCSE Electronics (4432)

<http://store.aqa.org.uk/qual/newgcse/pdf/AQA-4430-W-SP-11.PDF>

Electronics is part of everyday life. It has applications in computers, telecommunications, radio and television, industrial process control etc. Research and development in the electronics industry plays a key role in the country's economic success. Electronics GCSE level reflects up-to-date practice into electronics, and highlights real world applications. .

Pupils will be given a broad understanding of the fundamental aspects of electronics. In the fourth year they are taught basic electricity, timing circuits, digital logic, and use of semi conductors. The fifth year syllabus covers sequential logic, microprocessors, amplification systems, and communication systems.

Electronics is a practical subject and practical work is given a strong emphasis throughout the course.

There is a practical project that is worth 25% of the overall GCSE grade. In this project, the pupil should identify a specific, applied electronics problem to be solved. He should consider alternative solutions and give reasons for selecting the chosen solution, conduct background research, devise appropriate circuit diagrams, construct and test the system, suggest suitable modifications, and produce a report which details all stages of the development.

Although the basic electricity taught in Physics underpins Electronics, most of the subject content in

Electronics is unique and not part of the Physics syllabus. Electronics is, in essence, an engineering subject and not a science. Its emphasis is, therefore, much more on practical application.

Electronics is suitable for candidates from a wide ability range: for some, the summit of achievement may be to construct and describe simple circuits, while others may gain sufficient depth of understanding to design systems to solve original problems.

Electronics combines a high level of academic rigour with a high level of invention and design. It gives pupils the vital knowledge and expertise to enable them to contribute in an increasingly technological society. The intention is to allow 'hands-on' experience in order to promote a deeper understanding, as well as a broader appreciation of potential applications. Electronics compliments and enriches a broad curriculum. It provides a contrast to arts and humanities subjects. It offers skills such as problem solving, analytical thinking, communication of complex ideas, acquisition of knowledge, numeracy, and fine manual dexterity. Electronics extends and encourages a pupil's interest in science and technology.

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ENGLISH

Cambridge IGCSE English (0500)

http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=852

Cambridge IGCSE English Literature (0486)

http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=853

Throughout Middle School we continue to place emphasis on fun, active lessons that are focused on the development of pupils' creativity, literacy, and analytical skills. The overarching aims are that pupils will read and study a broad range of texts, will learn to vary their own written and spoken English for a range of purposes and audiences, and will construct more convincing, developed arguments through being taught how to plan, structure and craft relevant, written responses to literary texts.

English is compulsory up to the end of the fifth year, with all pupils studying towards two IGCSEs. We follow the IGCSE specifications as we believe that they offer our pupils the strongest and most suitable experience of English in Middle School years. During these two years, pupils are taught by one English teacher in classes that are streamed according to pupils' abilities as English students.

The English Department also places a large emphasis on co-curricular classes and activities. Staff lead classes in a twice weekly Literary Society that offers opportunities for boys to extend their reading, and in a Creative Writing group that meets weekly. Pupils produce their own creative writing magazine and newspaper, and each includes contributions from all year groups. Trips to theatres and lectures are regularly arranged in order to enrich study for Fourth and Fifth Form classes, and, as examinations approach, staff offer regular drop-in clinics for pupils to attend.

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GEOGRAPHY

Edexcel IGCSE Geography

<http://www.edexcel.com/QUALS/IGCSE/IGCSE09/GEOGRAPHY/Pages/default.aspx>

The iGCSE course is taught over three years: geography is compulsory within our third year curriculum and then becomes an option subject in the fourth and fifth years. We intend to cover a range of themes in the third year that, we hope, offers a broad experience in geography and allows pupils to make a measured judgement about the subject. This modern course includes many contemporary issues that are becoming increasingly relevant and important: geography is uniquely placed to give pupils an insight into these issues that will affect them in the future. Fieldwork is incorporated into sections A and B.

The course is divided into three sections:

The Natural Environment and People: the following themes will be developed:

River Environments – including water resources, and the growing cause for concern that this crucial resource poses in some parts of the world.

Hazardous Environments – this includes the study of both tectonic hazards as well as meteorological hazards and the impacts they have on societies and development.

Coastal Environments – includes the study of coastal landscapes and the complex issues involved in managing this most complex of environments eg: sea level rise, coastal erosion, the pressure of development in coastal areas.

People and Their Environments: includes

Economic Activity and Energy – includes an assessment of the relative importance of different economic sectors, changing industrial locations and the rising demand for energy and the energy gap.

Urban Environments – will consider the nature of urbanisation and the associated problems of rapid urbanisation and change within urban areas. Also issues related to segregation of different socio-economic and ethnic groups will be explored. During this option a field day visit to Bristol is arranged during the summer term of the fourth year.

Global Issues: a new set of themes that bring this specification up to date and deals with many contemporary issues that geography should be tackling in the middle school.

Fragile environments – a single theme from this section is taught in each of the middle school years. They include: rainforest destruction and the related issues, drought and desertification and Global Warming and climatic change.

Globalisation and migration: the rise of the global economy and the consequent shift in global manufacturing. The implications of this on global migration patterns. Also included in this section is a study of global tourism.

Development and Human Welfare: this unit explores the differences in development and human welfare that exist around the world at a variety of scales. The significance of population policies and changing demographic patterns and structures will also be explored.

Assessment:

This is by one single-tier final examination. (There is no controlled assessment / assessed project work).

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HISTORY

Edexcel IGCSE History (4H10)

<http://www.edexcel.com/quals/igcse/igcse09/history/Pages/default.aspx>

The History department at Abingdon prides itself in being academically rigorous and educationally forward thinking. We believe that it is vital that lessons are dynamic, engaging and interactive so that pupils enjoy their learning. It is our aim at all times to use creative and imaginative teaching techniques which are geared to challenge and facilitate learning for the full range of learning styles.

The central objectives of the department are twofold: to foster enthusiasm for, and a life-long interest in, the past, its events and characters, and to help boys to develop an understanding of the significance of these events and characters and the connections between them. Boys not only investigate 'who?' and 'what?' but are also encouraged to analyse 'why?'

The department is housed in modern, purpose-built accommodation in Mercers' Court and the boys make increasing use of the opportunities afforded by the ICT Centre nearby.

History is a compulsory subject in the **third year**. The theme for the year is 'War and Revolution'. Boys are encouraged to understand causation and also to examine how both war and revolution act as catalysts for change. The year focuses on the French Revolution and the origins and course of the First World War, which should provide an interesting and stimulating range of material for all.

The department has amassed a wide variety of resources - topic books, 'in-house' booklets, videos, DVDs and computer-generated materials - to support the chosen subject matter. To add an extra dimension to the course all third year boys are offered the opportunity to visit the First World War battlefields of the Ypres Salient and the Somme at the start of the Easter holiday.

GCSE history, an optional subject at Abingdon, is a two-year course in the **fourth and fifth years**. The syllabus (Edexcel IGCSE), is examined in **one two and a half paper**:

The paper is a single paper with three sections:

- Themes section-Germany 1918-1945 and Superpower relations 1945-62
- A depth study on Russia in Revolution, 1914-24
- A study in change section, Conflict, crisis and change: The Middle East 1919-1973

An optional trip to Germany in the summer half term of the fourth year will help to bring to life elements of Hitler's rise to power as well as introducing boys to some of the key elements of the Cold War (focused on events around Berlin) that they will also study in the fourth form.

We are fortunate in having excellent resources for the GCSE course. The main text, B. Walsh, *Modern World History* is supported by a number of topic books and ICT resources and a rich variety of DVD and video materials. Once again, the boys benefit from the use of the ICT Centre close by and the use of data projector and interactive whiteboard materials in the History classrooms. The students also subscribe to *Hindsight* magazine throughout the two years, which is also a helpful resource.

It is our intention that the range of history topics offered in the Middle School at Abingdon should provide many insights into the essential underpinnings of the world in which we all live. Furthermore, the skills of argument and critical evaluation developed during these key years contribute significantly to individual academic development, irrespective of the path a boy chooses to take in the sixth form.

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ICT

Through their work in the Information & Communication Technology (ICT) department, pupils are encouraged to develop informed, intelligent and confident attitudes to ICT and to develop abilities which, as well as being of value in school, prepare them for their further education and careers. Cross curricular links with ICT are strongly encouraged and many lessons in other subjects either take place in an ICT centre or use departments' local computing facilities.

Abingdon has a school-wide network of Macintosh computers. The ICT department has ICT centres in two different buildings and there are clusters of computers elsewhere in the School. This arrangement enables departments throughout the school to share the centralised resources of the main ICT centre in Mercers' Court. These resources include the storage of pupils' work, access to material prepared by staff, a wide range of software, access to the Internet and Intranet, etc. The teaching work of the ICT department happens in the ICT centres. The staff of the department consists of a head of department, assistant teacher, and two technical/supervisory assistants.

In the third year, pupils investigate some of the new developments in ICT that are changing the way we work, communicate and interact. The aim is to enable pupils to use new technologies to their full potential and also encourage safe and responsible use of the Internet. Topics that are covered include Blogs, Wikis, Social Networking, RSS and Aggregators, Instant Messaging and other Web 2.0 technologies. By the end of the course, pupils should be confident, competent and aware of the risks when using the Internet, whether to research a topic or communicate with friends.

Many middle school pupils from all three years use the computers in their other-half activities time after lessons, when they work on projects either for school subjects or of their own devising. The ICT Centre in Mercers' Court is open after school from 4.00 to 5.00 pm., on Mondays, Tuesdays, Thursdays and Fridays. The available time is divided into half hour sessions. On Wednesdays it is open from 2.00 to 5.00 p.m. for three one-hour sessions; all sessions can be booked in advance on the notice board outside the ICT Centre.

At Abingdon, Information and Communication Technology is a service to the School, offering new media and techniques for the handling of information in its many forms. As such it challenges the ingenuity and creativity of pupils.

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MATHEMATICS

Edexcel IGCSE Mathematics A

<http://www.edexcel.com/quals/igcse/igcse09/maths/mathsA/Pages/default.aspx>

OCR Additional Mathematics (6993)

http://www.ocr.org.uk/qualifications/type/fsmq/maths/add_maths/index.html

Mathematics is compulsory for all students in the Middle School, and all will have taken at least the equivalent of GCSE in the subject by the end of the fifth year. As well as enabling each student to achieve his potential in examinations, the course is designed to give everyone the opportunity to develop their ability to think through problems, and develop the mathematical skills and understanding which will support work in other scientific subjects, in the social sciences, and for later employment and adult life. The department aims that students should become aware that mathematics is an interesting and enjoyable field in its own right, and also that it continues to be central to many diverse and important branches of endeavour in the modern world. The mathematics course for the Middle School covers the requirements of the National Curriculum, adapted as necessary to the requirements of Abingdon.

An important part of the focus at Abingdon is that Mathematics can be the basis of rigorous and creative thinking skills. The third year programme of study concentrates on ensuring that all boys reach at least a common minimum standard of proficiency, (regardless of their previous mathematical experience), but has also been designed to give students the opportunity to engage with more open-ended tasks which require thought and tenacity. The 4th and 5th years are spent focussing on the requirements of the syllabus for iGCSE and/or Additional Maths.

There are usually seven sets for Maths in the Middle years. Students are assigned to sets based on their previous attainment, but also to where they will flourish and be happy. Movement between sets is possible when necessary, usually taking place at the end of a year. The majority of our students achieve very high grades, no matter which set they are in. The top sets complete the material for iGCSE at a fast pace. They will have completed most of the syllabus for iGCSE by the end of their 4th Year and will then begin on the material for Additional Maths, in the 5th Year.

All sets take iGCSE at the end of the 5th Year. Students are entered for the International GCSE examination provided by Edexcel (4400H). Assessment consists of two written papers, of two hours each, which are taken at the end of the course. The requirements for this examination are comparable to GCSEs offered by other boards. All boys will be entered for the Higher Level of this examination, which means that the highest grades are accessible, in principle, to all. Top sets will be entered for Additional Maths provided by OCR (6993). This consists of a single 2 hour paper.

All good mathematicians enjoy solving problems and puzzles, and a regular diet of these is provided to boys to stimulate interest and enthusiasm for the subject. Some boys are entered each year for the UK Intermediate Mathematics Challenge contest, with a number regularly being invited to take part in the second round of this competition. There is a weekly Maths Club, which, although aimed at Lower School has been attracting students from the Middle years who have been acting as helpful mentors to their colleagues. They spend a good proportion of their time on the National Cipher Challenge in the autumn and then work on other mathematical projects and puzzles through the rest of the year.

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MODERN LANGUAGES

FRENCH, GERMAN, SPANISH and MANDARIN CHINESE

Cambridge IGCSE French (0520) http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=857
Cambridge IGCSE German (0525) http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=860
Cambridge IGCSE Spanish (0530) http://www.cie.org.uk/qualifications/academic/middlesec/igcse/subject?assdef_id=887
Edexcel GCSE Mandarin Chinese (2CN01) <http://www.edexcel.com/migrationdocuments/GCSE%20New%20GCSE/GCSE-Chinese-spec-Issue-2-SPEC-reduced.pdf>

At Abingdon we strive to help each boy to achieve the highest possible standard in the languages he is learning and to make the learning process fun and interesting along the way. The language in the classroom is the target language unless there are educationally valid reasons for resorting to English. Full use is made of role-plays and games, authentic listening material, videos, interactive language games etc. Whilst emphasis is put on the ability to communicate effectively in everyday situations, the teaching of grammar has an unassailable position in our approach. We also foster the skills required for further linguistic study: an ability to read continuous prose texts with ease and a reasonable grasp of cultural and historical background.

We aim to provide each pupil with the skills and confidence to learn any language from scratch and the breadth and the diversity of language choice is an integral part of our modern languages strategy. To this effect, we offer four modern languages in the middle school (French, German, Spanish and Mandarin Chinese) and Italian and Russian GCSE and Mandarin taster classes in the sixth form. Given the considerable linguistic potential of all our pupils, it is the policy of the department to teach them in mixed ability groups and only in the case of French do we select 2 top sets from the second year onwards. Currently, talented linguists take GCSE French in the 4th Year and then proceed to cover the AS course in the fifth year. This policy is in the process of review since the needs of our talented linguists may well be catered for by the challenges of the IGCSE examinations.

Pupils who join the school at thirteen with French as their first language continue with French in the third year and choose one or sometimes two other option languages (German, Spanish or Mandarin Chinese). Some boys who started at Abingdon in the first year may have German as their first language and French is available for them in the option block. At the end of the third year, all pupils choose either French or German as their “main” language and may choose one or two additional languages within the option blocks.

The Modern Languages Department offers IGCSE in French, German and Spanish and GCSE in Mandarin Chinese. In each language, the four skill areas (listening, reading, speaking and writing) are developed and assessed and each skill is considered equally important. Most candidates are entered for the higher tier examinations. The topic areas are broadly similar in each language and include the following: life at home, food and drink, health and fitness, school, self, family and friends, free time and social activities, sport, fashion and entertainment, home town and local area, the environment and society, further education and work, the work place, travel and world events.

There is a well-established (over forty years) exchange with the Ratsgymnasium, Bielefeld and exchanges with La Nativité in Aix en Provence and El Colegio Peleteiro, Santiago de Compostela have been in place for several years. Every encouragement is given to 4th & 5th Year boys to grasp the opportunity to live with a family and get to know young people from another culture – and practise their language skills. Links are being developed with a Chinese partner school and there is a trip to China. There is an annual trip to a German market and staff organise various other trips and activities such as touring theatre visits every year.

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MUSIC

Edexcel GCSE Music (2MU01)

<http://www.edexcel.com/quals/gcse/gcse09/music/Pages/default.aspx>

The aims of the music department in the Middle School fall broadly into line with those published in the Edexcel specification for music which is adopted in the fourth and fifth years: We aim to inspire the pupils through a broad course of music study; to develop broader life skills, such as aesthetic understanding, emotional awareness, self-discipline, self-confidence and self-motivation. We want the pupils to engage actively in the study of music, and appreciate a range of different kinds of music. These aims are developed through a range of engagement with music as performers, composers and listeners.

The **Third year** 'General' lessons (one period of music per week throughout the academic year) involve a more general approach to music for non-specialists. The course aims to continue to furnish students with relevant aural, composing and performing skills through a variety of projects, including African Drumming, whilst also consolidating some important aspects of music theory and note-reading. Each project develops aural, compositional and performance skills and focuses on the exploration of a different musical element (rhythm, pitch harmony, texture, timbre, form).

In the **third year music option** sets (four periods per week) pupils are given a grounding in the three areas of experience required at GCSE (performing, composing and listening). Three works are studied in some detail (Handel, Messiah, Mozart: Eine Kleine Nachtmusik and Berlioz: Symphonie Fantastique). This includes listening, analysing form, compositional techniques and modulations.

Aural work includes rhythmic, melodic and harmonic dictation together with work on intervals, key signatures, time signatures and the uses of different clefs. A number of **compositions** are produced throughout the year and are performed and recorded by members of the group. The boys are also introduced to the use of music technology (Sibelius software) in the department's technology room. The boys take a listening/theory of composition examination at the end of the year.

In the **Fourth Year** the two music option sets start the Edexcel Music GCSE course and take the examination after two years. The **listening** work (two periods) involves the analysis and discussion of a wide variety of music of different styles and origin. **Performing** continues to be coordinated through instrumental lessons and boys are allocated various chamber groups during the course of the year as well as in school orchestras, bands and choirs. The boys are expected to sing at least once a week and are encouraged to perform regularly at informal concerts. In **composing (two periods)** the boys undertake a number of compositional exercises using Sibelius software.

In the **Fifth Year** the boys complete the four areas of study and have a mock examination paper set at the start of the fifth term of the GCSE course. By the end of the Lent Term we expect to have recorded and assessed the prepared **performances** (solo and ensemble) and to have submitted the two **compositions** required.

The music department provides regular opportunities for the boys to attend trips to concerts and operas, both in Oxford and further afield in Birmingham and London. An annual trip to London for third year option sets explores the music of Indonesian Gamelan in the LSO St Luke's Project. As singing and confident pitching is regarded as an essential element of musicianship, the boys are required to take part in the Choral Society (Michaelmas Term). They are also encouraged to take part in the wide range of weekly meeting choirs and ensembles. This results in a busy and rich programme of concert-giving throughout the year, which is enjoyed by pupils and parents alike.

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Personal, Social, Health & Citizenship Education

The aims of the Personal, Social, Health & Citizenship education at Abingdon are:

1. Developing confidence and responsibility and making the most of ability.
2. Developing a healthy, safer lifestyle.
3. Developing good relationships and respecting the differences between people.
4. Developing knowledge and understanding about becoming informed citizens.

Delivery of PSHE & Citizenship takes place through:

- The PSHE programme delivered by tutors during period 1 on Mondays.
- Assemblies, Chapel and lectures.
- Activities in the “Other Half” including clubs, societies and Community Service.
- Trips and excursions.
- The academic curriculum, most notably Biology and Religious Studies.

In the Third Year boys investigate self-esteem & bullying, the use and abuse of alcohol, healthy lifestyles as well as receiving Sex & Relationships education and an introduction to careers that includes a visit to the library.

In the Fourth Year Careers education begins more formally including diagnostic testing designed to encourage the boys to match skills and characteristics to future careers. Topics covered include Parliament and the electoral system as well as having an awareness of Human Rights and its evolution. In addition the issues surrounding illegal drugs and tobacco are taught through the development of skills to resist peer pressure and manage risk-taking situations.

Much of the Fifth Year course looks ahead to life beyond school. The Careers programme involves preparation for Work Experience and studying personal finance along with promoting a greater understanding of stereotypes and discrimination.

Outside the tutorial setting several of the issues relevant to PSHE are covered within the academic curriculum in both biology and religious studies, which explore the scientific and ethical sides of topics such as sexual reproduction, euthanasia and abortion.

Finally, as well as covering these topics formally though out the year, boys are also given guidance with revision and study techniques relevant to their year group.

R Southwell-Sander (robin.southwellsander@abingdon.org.uk)

RELIGIOUS STUDIES

Edexcel GCSE Religious Studies (2RS01)

<http://www.edexcel.com/quals/gcse/gcse09/rs/Pages/default.aspx>

Religious Studies is a challenging academic subject that requires pupils to learn and understand difficult material and then to argue their viewpoint clearly. It is valuable in developing skills in writing and thinking and expressing an idea clearly and persuasively. It helps pupils to interpret information and to assess its importance. Pupils need to be ready to consider new ideas and to argue a case. They do not need to have any particular religious conviction or any religious conviction at all. Religious Studies includes the study of fundamental questions about humanity and allows students to make informed personal responses to difficult contemporary issues.

All Middle School pupils study Edexcel GCSE in Religious Studies (2RS01): Units 2 and 8. A wide variety of topics are covered ranging from arguments about the existence of God to religious and non-religious views on crime and punishment. Also included are topics on life and death, marriage and family, 'community cohesion', rights, environmental and ethical issues and peace and conflict. It is a very broad and interesting curriculum that has something to engage, challenge and broaden the mind of every pupil.

GR Moody (george.moody@abingdon.org.uk)

SCIENCE

An overview of Science in the Middle School

At the start of the Middle school in the third year, all boys are put into general sets to study Physics, Chemistry and Biology, each taught by a subject specialist.

At Abingdon we offer two routes through fourth and fifth year science. Most boys study separate sciences (Biology, Chemistry and Physics), but two or three sets take “dual award science” (Science and Additional Science GCSEs). All science classes in the fourth and fifth year are set by science ability.

Boys who take dual award science have a reduced number of periods of science, and study four optional subjects to GCSE rather than three. This course is sometimes suitable for bright boys who are artistically inclined, who benefit from taking an extra optional subject; for example, the combination of history, geography, Latin and German. Even if the pupil ultimately intends to take up one or more sciences for A level, his parents might consider that the breadth of education provided by four arts subjects up to the age of sixteen is more important than a wholehearted immersion in science at this stage. Each case must be considered on its merits. If a boy intends to do more than one A level science then he would usually study Triple Award for GCSE but boys can successfully take up A level science after Dual award provided their grades are very good.

If a boy wanted to do Dual Award and then Chemistry A-level he should discuss the matter with Mr Middleton the Head of Chemistry. The Chemistry department feel that there is a large gap between Dual Award GCSE and A-level Chemistry.

A boy should consult his science teachers for advice on the suitability of Dual award Science or separate sciences for him.

SCIENCE AND ADDITIONAL SCIENCE (DUAL AWARD SCIENCE)

AQA GCSE Science (4461)

http://web.aqa.org.uk/qual/newgcse/science/new/sciencea_overview.php?id=03&prev=03

and

AQA GCSE Additional Science (4463)

http://web.aqa.org.uk/qual/newgcse/science/new/add_materials.php?id=03&prev=03

Dual award science is taught in seven periods a week in the fourth year and nine periods a week in the fifth year and leads to two GCSE's (Science and Additional Science). The Physics, Chemistry and Biology components are taught by subject specialists and the coursework is consists of an experiment carried out by the pupil followed by an examination testing his understanding of his own and similar experiments.

Dual award is about the same level of difficulty as separate sciences, but less science is covered.

Science Coordinator

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DJ Bickerton

BIOLOGY

AQA GCSE Biology (4411)

http://web.aqa.org.uk/qual/newgcse/science/new/bio_materials.php?id=03&prev=03

The structure of the GCSE course has dramatically changed in the last few years and the emphasis now is more on the principles of biology and the understanding of important issues in modern biology, rather than straight factual content.

The biology department has developed its own course in the Third Year in which we try to develop some of the important underlying skills necessary to do well at GCSE. These skills form the “How Science Works” component of the course. We use experiments and other exercises to enable boys to learn to apply their facts to various problems, and to be able to evaluate data from a range of sources. There is some factual content linked to the experiment and this is appropriate to both biology and Science/Additional Science pupils.

The fourth and fifth year course is modular consisting of three units, B1, B2, and B3. Each unit can be accompanied by a practical assessment, called an Investigative Skills Assignment (ISA), which replaces coursework. The ISA involves pupils carrying out an experiment, and then sitting a test paper in the next lesson, which examines them on their own experiment and on the results of a similar experiment.

Pupils studying GCSE Biology will complete most of units B1 and B2 in the fourth year, and move on to unit B3 in the fifth year.

Unit B1 introduces sense organs and hormones which control the body's responses, diet and health care together with some study of diseases and genetic engineering. The unit ends with an ecology, human impact on the environment and evolution section.

Unit B2 contains cell biology, photosynthesis, further ecology, enzymes, homeostasis, and genetics.

Unit B3 consists of transport in animals, kidney function and the use and handling of microorganisms.

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CHEMISTRY

Edexcel IGCSE Chemistry (4CHO)

<http://www.edexcel.com/quals/igcse/igcse09/chemistry>

Chemistry – as the fundamental basis behind most scientific and technological progress – has shaped the course of the last hundred years to a vast extent. This would never have been possible unless chemists had been interested in two major areas: practical problems and problem solving. Ability in these areas can only come about through a thorough knowledge of the underlying principles behind the chemical reactions being manipulated.

In the Chemistry Department, we aim to provide a significant degree of factual knowledge, allow pupils to develop greater practical skills and above all to foster the spirit of scientific enquiry. These skills will be invaluable for any further study of science at A Level or beyond, although the primary aim is to ensure that boys perform to the highest possible level of which they are capable.

Six full time members of staff (all Chemistry specialists) teach the subject in five purpose-built and well-stocked laboratories: there are also three preparation areas and associated store-rooms. The teaching staff is well supported by a team of excellent laboratory technicians. Computer facilities are available in each laboratory to make use of our data projectors, data loggers and internet access.

The vast majority of boys opt to study Chemistry as a separate subject at GCSE and those following this path will be taking the Edexcel IGCSE qualification. This is similar in style to the old GCSE courses and around half the boys continue from this course to study chemistry in the Sixth Form. The topics that will be studied (bonding, periodic table, quantitative chemistry, organic chemistry etc) provide an excellent grounding in the subject and provide a platform from which to approach further studies at AS and A2 level.

The final examination will consist of two papers. Paper 1 (worth 66.7%) lasts for two hours and covers the core elements of the course. Paper 2 (worth 33.3%) lasts for one hour and covers all the syllabus content and as a result includes questions on the most demanding topic areas. Practical work is a key component of the chemistry teaching and both papers have questions that focus on examining the skills the boys have acquired as a result of the experiments they have completed as part of the course. Roughly 20% of the marks will be related to this area. As a result there is no coursework element to the examination.

There is a larger gap between the subject content of Dual Award Chemistry and the full IGCSE than in the other science subjects. If a pupil was thinking of following Dual Award Chemistry with Chemistry A level, either by itself or together with other science A levels, then he should discuss the matter carefully with the Head of Chemistry.

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PHYSICS

AQA GCSE Physics

http://web.aqa.org.uk/qual/newgcse/science/new/physics_materials.php?id=03&prev=03

The aim of the middle school physics course is to provide a sound understanding of natural phenomena suitable for the future citizen, irrespective of whether he aims for a science-based career or not.

All boys take physics in the middle school either as a separate science but sometimes as an element in 'dual award' science. The syllabus is taught by seven full-time physics teachers in four laboratories all equipped with smart boards. Eighteen e-Mac computers and twelve portable pc laptops with associated data-logging equipment are used during the course.

We use the textbook "Physics for You" by Keith Johnson which has good physics written in a lively style. Alternative textbooks can be made available if required. The course content is organized into five themes, each of which is returned to every year allowing pupils to revise and consolidate on previous work.

Theme 1: Electricity	year 3	Static electricity
	year 4	Power in electrical circuits and costs of electricity
	year 5	Electromagnetism, and domestic electricity
Theme 2: Mechanics	year 3	Energy, sources and generation & efficiency
	year 4	Forces, moments, Kinetic energy & momentum
	year 5	Momentum & circular motion
Theme 3: Astronomy	year 3	The Big Bang
	year 4	no content
	year 5	Gravity & satellites, Life cycles of stars
Theme 4: Waves	year 3	Electromagnetic spectrum
	year 4	Mirrors & lenses
	year 5	Sound, ultrasound & communications
Theme 5: The Particle Model	year 3	Solid, liquid and gas models
	year 4	Radioactivity
	year 5	Nuclear fission & fusion

All pupils are normally entered for higher tier papers, which go up to A* level, whether on the dual or triple award. The GCSE coursework is practical-based and takes place within physics lessons.

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Sport & Physical Education

Physical Education

There are five full-time physical education specialists in the Department. Compulsory PE lessons are integrated within the academic timetable in the middle school, giving individual pupils, especially the less able, access to specialist teaching. Within PE lessons a wide and balanced range of activities is offered, including, amongst others, net/wall sports, gymnastic and athletic activities, swimming, health related fitness, strength & conditioning, and boxercise.

The aims are five-fold:

Fitness: To instil the importance of a healthy body and mind, by promoting physical activity as a means to a healthy lifestyle.

Social and Moral: Through small-sided games and group activities, we encourage boys to mix and co-operate. Through competition, we aim to instil the correct attitudes towards winning and losing and develop the pupils' self-discipline and positive sporting behaviour. Boys should develop a sense of purpose, confidence, politeness, perseverance, initiative and independence.

Cognitive: To instil knowledge and understanding of the rules, skills, tactics and aims of the various activities, and encouraging pupils to apply these concepts appropriately in the different activities and critically evaluate their performance.

Leisure: By providing a wide variety of sports, we hope to encourage pupils to continue their participation in physical activity way beyond their school years.

Aesthetic: To encourage pupils to appreciate and evaluate form and movement as well as giving them the opportunity to express their creative ability.

Sport

The emphasis is on providing the opportunity for all pupils to take part in two sessions of changed activity per week, throughout the year. It also gives boys the opportunity to represent the school in competitions with other schools and to progress to represent higher teams at county, divisional and national level. The Sports programme is run predominantly outside the curriculum. The pupils have the opportunity to choose which sporting activity they would like to do each term.

Sports Activities Provided (Chosen on an option basis with guidance from the tutor)

Michaelmas Term	Lent Term	Summer Term
Rugby	Hockey	Cricket
Badminton	Rowing	Rowing
Cross-country	Badminton	Tennis
Fencing	Cross-country	Athletics
Squash	Fencing	Swimming
	Squash	Kayaking
	Swimming	Sailing
	Athletics	

PE specialists and other members of staff, who have an interest, and often expertise, in particular sports, staff the Sports programme. The use of non-specialist teaching staff for sport, gives both teachers and pupils the opportunity to communicate and develop a relationship outside the classroom. Pupils are streamed into teams depending on their ability and we fulfil fixtures against other schools regularly. Those who are not in a team are organised into recreational groups where they take suitable exercise under supervision.

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