



Chetham's
School of Music

Chetham's School of Music

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Head: Mr Alun Jones
Bursar: Mrs Sarah Newman
Chair of Governors: Dame Sandra Burslem

Middle School Curriculum Handbook

2016-17

Years 10 & 11

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Introduction

We aim to offer our students as broad an education as possible until the end of Year 9 but the greater depth required for GCSE work and an increase in the demands of music and instrumental work require students, upon entering Year 10, to make a choice in the number of subjects studied.

Core Curriculum

In line with national specifications, but with modifications which take into account our specialist nature, all of our students in Years 10 and 11 offer these subjects at GCSE (each takes up 3 hours per week):

Music

English (Language and Literature which leads to two GCSE passes)

Maths

Single Science

German or (in certain circumstances) French

Plus any one subject (compulsory) from the Humanities pool, as below, or a combination of two (optional), if musical commitment allows. The combination of two subjects has certain restrictions: one subject only from each of the two groups may be chosen.

- | | | |
|-------|-------------------------------------|---------------------------|
| 1. | History OR Geography | 3 hours |
| ----- | | |
| 2. | Art OR Drama OR Citizenship Studies | 2 hours + 1 hour practice |

In Art and Drama, some practical elements of the courses need to be covered 'off-timetable'.

Plus: Extra Subjects (optional)

Students may also choose one extra GCSE subject from the following:

- | | | |
|--------|-----------------------------|---------------------------|
| either | Additional Science | 2 hours + 1 hour practice |
| or | French (as second language) | 2 hours + 1 hour practice |

Note that no student will be able to take Double Science or Double Language plus two Humanities options.

Students have the option to study for the ECDL qualification in ICT. There is no written work and in small classes students can learn at their own pace. Please see details on page 11 and indicate an interest on the options form.

Chetham's Curriculum

In addition all students will attend the following timetabled activities/ lessons between 8.30am and 4.30pm:

Timetabled instrumental work and practice	minimum 7 hours per week*
PE/Recreation	1 hour per week
Personal and Religious Studies	½ hour per week
Choir	½ hour per week
Tutor Period/Assembly	1 hour per week

(* plus a minimum of 7 hours' evening and Saturday morning commitment).

Other advice

If you do wish to take an extra option subject, then you must not assume that acceptance into this subject is automatic. Once individual choices are clear, then your workload, academic and musical, is discussed by the Head of Instrumental Department, Director of Music and Deputy Head (Curriculum), following which recommendations are made regarding extra academic subjects. The aim is to strike a balance between musical progress and academic commitment.

Those of you who may be aiming for A Levels in Physics, Chemistry or Biology should note that A Level Sciences can only be taken if you have satisfactorily completed the Double Science course. Single Science does not have sufficient content for an A Level course.

The Compensatory Education department supports students who have any specific learning difficulties and/or disabilities; have a Statement of Special Educational Need; or have English as a Second Language. Lessons are predominantly 1:1 with some in-class support.

Year 10 students will sit the Yellis base-line test, for which no preparation is required, during one timetabled academic lesson.

PRESENT STUDENTS

Use page 19 of this booklet for your options. If there are problems, you should speak to me. The closing date for replies is 15 April. Your Parent - Teacher Meeting is on 10 April.

NEW STUDENTS

Use page 19 of this booklet for your options and return to me as soon as possible. When you attend the New Students' Day on Saturday 11 June you will have the opportunity to see me if you wish.

Mr C Newman - Deputy Head (Curriculum)
Spring 2016

Citizenship

Head of Department: Mr M Clarke

Citizenship Studies provides GCSE students with accessible, interesting and contemporary content which can be delivered in 2 hours/week throughout Years 10 and 11.

Citizenship Studies is at the heart of contemporary debates about the kind of society we are striving to build and the role of the state in the process. The AQA Citizenship Studies specification prepares students to become active citizens of our democracy and promotes students' personal and social development, making them more self-confident and responsible.

Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.

Subject Content

1. Citizenship skills, processes and methods
2. Life in modern Britain
3. Rights and responsibilities
4. Politics and participation
5. Active citizenship

Assessment Overview

Paper 1

Section A: Active citizenship

Section B: Politics and participation

Written exam: 1 hour 45 minutes, 80 marks (50% of GCSE)

Paper 2

Section A: Life in modern Britain

Section B: Rights and responsibilities

Written exam: 1 hour 45 minutes, 80 marks (50% of GCSE)

Drama

Head of Department: Mrs J Sherlock

Exam Board: EdExcel

Through exploration and experimentation, students will gain a solid skill base for performance, whilst bolstering a determined confidence in expression, devising and improvisation. Through involvement with a range of stimuli, styles and forms of drama (from scripted to improvised, physical to realist) students will develop confidence and assurance in their own stage presence and 'persona'. Such skills will no doubt be fundamental to their own musical performance and expression.

Year 10 is used as a creative and explorative year that helps secure and improve students' confidence, expression, articulacy and performance skills, working with a range of performance texts, literature, poetry and musical stimuli.

Year 11 is a much more focused and exam-intense year, concentrating on the two main aspects of the course:

Written; in which students will gain the necessary skill and experience the depth of analysis and evaluation required for the written exam.

Practical; in which students will participate in drama-intensive workshops and work with detailed and challenging scripts to create two contrasting and dynamic pieces of drama.

Component 1: Devising (*Component code: 1DR0/01)

Coursework 40% of the qualification 60 marks

Content overview:

Create and develop **a devised piece from a stimulus** (free choice for centre).

Performance of this devised piece or design realisation for this performance.

Analyse and evaluate the devising process and performance.

Performer or designer routes available.

Component 2: Performance from Text (*Component code: 1DR0/02)

Coursework 20% of the qualification 48 marks

Content overview:

Students will either perform in and/or design for **two key extracts** from a performance text.

Centre choice of performance text.

Performer or designer routes available.

Component 3: Theatre Makers in Practice (*Paper code: 1DR0/03)

Written examination: 1.5 hours 40% of the qualification 60 marks

Content overview:

Practical exploration and study of **one complete performance text**.

Choice of eight performance texts.

Live theatre evaluation – free choice of product

English

Head of Department: Ms J Harrison

Staff: Mrs L Jones

Mr J Runswick-Cole

Exam Board: CIE IGCSE

Students are entered for the Cambridge IGCSEs in both English Language and English Literature. Over two years, we teach Language and Literature as an integrated course though they are examined separately and candidates receive two qualifications. Our commitment to this course also reflects the Department's belief that the teaching of Literature is central to all language development.

IGCSE: First Language English (0500)

Candidates are prepared for two terminal examinations, developing their reading and writing skills through constant practice in reading both literary and non-literary texts and producing discursive, descriptive and narrative writing. In some circumstances, where we feel it would benefit certain students, one of these papers may be replaced with a folder of coursework.

Paper 2: Reading Passages (2 hours)

A reading paper in which students must demonstrate their ability to comprehend, infer, analyse and explore as well as their ability to summarise material. They are also assessed on their ability to respond to such material through their own writing.

Paper 3: Directed Writing (2 hours)

Candidates are required to respond to a passage of non-fictional writing and use the available material to produce a letter, a magazine article, a newspaper report, a report, a dialogue or a speech. In a second section of the paper, they may choose between descriptive or narrative writing.

Coursework option: alternative to Paper 3 in certain circumstances only:

In 2015 we entered all of the cohort for English Language in November and with great success. However, it does open the option for students to re-sit to improve their grade in the summer series. In some cases students re-sitting may choose to offer a coursework folder to replace paper 3: the advantage of doing coursework is that candidates have time to re-draft their work and of course it benefits those who don't write so well under time pressure. Students complete three assignments, each of about 500-

800 words. The assignments include one informative, analytical and/or argumentative assignment; one descriptive and/or narrative assignment and a third which is a response to a short non-fiction text chosen by the Centre.

IGCSE English Literature (0486)

We wish to offer our GCSE candidates some experience of coursework as this gives us the option to study more demanding texts in a leisurely way which does not disadvantage them. They are also entered for two external Literature examinations:

Paper 1:

Candidates must answer a question on a Prose text and a question on a poem from a collection studied:

Poems Deep and Dangerous or the CIE anthology *Songs of Ourselves*. It is a closed text exam but students have the option to answer an extract question where the extract is printed on the exam paper. The prose texts are likely to be a selection of short stories or Michael Frayn's *Spies*.

Paper 2:

An open text exam on a piece of drama:
A View from the Bridge by Arthur Miller

Coursework:

Candidates must produce two essays on any texts of the centre's choosing. One of those texts may be an examination text. There is no requirement that these essays must be produced in controlled (classroom) conditions. The coursework component allows us to tackle weightier texts, such as Shakespeare or a novel by Dickens. This year we will write one piece on *A Midsummer Night's Dream* to complement the production at school.

Geography

Head of Humanities: Mr A Kyle
Staff: Mr M Clarke

Exam Board: Edexcel, IGCSE

The Edexcel IGCSE allows students to develop a knowledge and understanding of geographical concepts and an appreciation of the relevance of these concepts to our changing world. It will also develop them as independent learners and as critical and reflective thinkers.

Although coursework is not a requirement of the IGCSE the Edexcel specification encourages fieldwork to underpin students' geographical knowledge and understanding. A number of fieldwork opportunities will be pursued throughout the course, such as, a study of the River Goyt, Derbyshire.

IGCSE Geography counts as a humanities subject for the E Bacc (English Baccalaureate). The specification provides an excellent basis for students wishing to study Geography at A level.

Overview of content:

Section A – The natural environment and people

Two of the following three topics will be studied:

1. River environments
2. Coastal environments
3. Hazardous environments

Section B – People and their environments

Two of the following three topics will be studied:

4. Economic activity and energy
5. Ecosystems and rural environments
6. Urban environments

Section C - Practical Geography Enquiry

The development of practical geographical enquiry skills related to the investigation of each selected topic from sections A and B.

Section D – Global issues

At least one of the following three topics will be studied:

7. Fragile environments
8. Globalisation and migration
9. Development and human welfare

Overview of assessment:

The assessment of this qualification is through a 3 hour examination paper at the end of the two year course. There is no coursework requirement.

German and French

Head of Department: Dr C Law (German & French)

Staff: Mr P Chillingworth (French)

Mrs Rosemary Jordan (German & French)

Mrs Sue Hales (French & German)

German and French Language Assistants

Exam Board: AQA

To be equipped linguistically and academically to face the 21st Century, proficiency in a language or languages is what you need. Studying a Modern Language gives you an insight into life in other countries and even continents, as well as that necessary edge when it comes to competition in the labour market, and is particularly important for those planning a career as an international musician.

The general aims of the course are:

- to develop the student's ability to use the language effectively for purposes of practical communication, both oral and written;
- to form a sound basis for the skills required for further study;
- to offer an insight into the culture and civilisation of German/French-speaking countries;
- to provide enjoyment and stimulation in the process of language-learning.

The emphasis of the GCSE course is very much on communication. The aim is to develop language skills in a variety of contexts. On completion of the course, students will be able to visit German and French speaking countries and confidently deal with most everyday situations. Learning grammar is also important, because it equips students with the necessary grammatical skills to enable them to pursue German or French at A-level. It is assessed through quality of language marks for speaking and writing, but also through translation into and out of the language.

The course content is as follows:

Identity and Culture

- Me, my family and friends
- Technology in everyday life
- Free-time activities
- Customs and festivals in German and French speaking countries/communities

Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues (eg voluntary work, healthy living)
- Global issues (eg the environment, poverty and homelessness)
- Travel and tourism

Current and future study and employment

- My studies
- Life at school/college
- Education post-16
- Jobs, career choices and ambitions

The course books used are endorsed by AQA, but we also use a wide variety of supplementary online, written and audio-visual material. We also encourage our students to watch foreign films, to use online resources on MOODLE, and to take part in extra-curricular activities such as the reading competition.

For the purposes of the GCSE, students must acquire the four main skills of language learning: Listening, Speaking, Reading and Writing, and each skill is worth 25% of the final award. Each skill is examined separately at the end of the course in a terminal exam. There are two entry levels: Higher (grades 9-4) and Foundation (grades 5-1) with grade 9 being the highest grade. Practically all of our students are entered for the Higher Tier.

History

Head of Humanities: Mr A Kyle
Staff: Mrs S Cox

Exam Board: Edexcel, IGCSE

The Edexcel History IGCSE allows students to develop a knowledge and understanding of selected periods and aspects of history, exploring the significance of historical events, people, changes and issues. It will also develop students' ability to use historical sources critically, enabling them to draw conclusions and make historical judgements.

IGCSE History counts as a humanities subject for the E Bacc (English Baccalaureate). The specification provides an excellent basis for students wishing to study History at A-level.

Overview of content:

The specification focuses on 'The Modern World' with topics on Europe, the USA and international conflicts.

Section A

Students will study **two depth studies**:

1. Development of dictatorship: Germany 1918-1945
2. Dictatorship and conflict in Russia 1924-1953

Section B

Students carry out a **breadth study** of The USA, 1917-1929

Section C

Students choose a **study in change** based on international conflicts in the 20th Century

Overview of assessment:

The assessment of this qualification is through two 1.5 hour examination papers.

Paper 1 on Section A

Paper 2 on Section B and C

Both exams are taken at the end of the two-year course.

There is no coursework requirement.

ICT and Computing

Head of Department: Mrs F Holker

Staff: Ms C Whittaker

The European Computer Driving Licence® (ECDL) is the internationally recognised qualification which enables people to develop their IT skills and enhance their career prospects.

Students have the option to study for the ECDL qualification in a one-hour session per week. ECDL is all about learning computer skills. There is no written work and in small classes, each student can learn at his or her own pace.

The seven modules that make up the ECDL are:

1. IT Security for Users
2. Computer Essentials (IT User Fundamentals)
3. Word Processing
4. Spreadsheets
5. Databases
6. Presentation
7. Online Essentials (Using Email and the Internet)

Students completing modules 1, 2 and 7 only will be awarded an ECDL Essentials Certificate.

Students completing modules 3-6 are awarded an ECDL Extra (Level 2) Certificate.

Chetham's School of Music is accredited by the British Computer Society (BCS) as a Test Centre for the ECDL. This means that the school can arrange for students to sit module tests as and when they are ready.

Mathematics

Head of Department: Mrs A Marsden

Staff: Mr C Bramall

Mrs F Holker

Mrs S Wegg

Exam Board: Edexcel

During Year 10 and 11 the topics covered build on previous work, continuing to follow the scheme of work for the GCSE started in Year 9. The course aims to allow and encourage the development of:

- A positive approach to mathematics, including confidence, enjoyment and perseverance
- An appreciation of the place of mathematics in society
- An ability to think mathematically, precisely, logically and creatively
- A willingness and ability to work independently and co-operatively
- An ability to understand mathematical ideas and to communicate them in a variety of modes
- An appreciation of the ways mathematics is used
- An appreciation of the interdependence of different branches of mathematics
- The knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in everyday life
- The skill to investigate mathematical ideas and to test and prove hypotheses
- A firm foundation for appropriate further study.

The assessment takes place at the end of Year 11. It consists of three 1½ hour written papers, one being non-calculator and the other two requiring the use of a scientific calculator.

There are two tiers of entry, Foundation and Higher. Students are taught in differentiated sets and will be entered for the level that best suits their ability. At higher level students will be able to achieve grade 4 – 9 and at foundation grades 1 – 5.

Music in the Curriculum

Head of Music in the Curriculum: Dr S King
Coordinator of Sixth Form Academic Music: Mrs S Oliver
Coordinator of Middle School Academic Music: Mr D Mason
Coordinator of Lower School Academic Music: Mr J LeGrove
Staff: Miss C Campbell Smith
Dr S Murphy
Miss R Aldred

Exam Board: Edexcel

All students take class music in the Middle School and are entered for GCSE Music at the end of Year 10. The GCSE elements of listening, composing, performing and acquiring knowledge of music are the foundation of work in the Middle School, united by an aural approach to all aspects of the course. However, study in the Middle School extends beyond the standard required for GCSE: all students follow a course in harmony (including simple keyboard skills) which progresses from a basic level of understanding towards more sophisticated techniques. This is intended to give students important skills which will underpin their composition, score reading and analysis. Year 11 work is very much a preparation for A Level in terms of aural and written analysis and the cultivation of an historical perspective. All students in the Middle School will have the opportunity to work with the Music Technology facilities. This will include an introduction to simple sequencing using the Cubase programme and to the basics of recording technique. A one-hour choir period (the whole of Years 9-11 split into two choirs) completes the Academic Music programme.

Personal & Religious Studies

Head of Humanities: Mr A Kyle
Staff: Mr M Clarke

PRS is an amalgamation of Personal, Social, Health and Economic Education (PSHEE), Citizenship and Religious Education.

In Years 10 and 11 one lesson of 30 minutes per week (or 60 minutes every other week) is provided.

The main topics covered are:

Year 10

Government and democracy: The UK Parliament

Mental health and wellbeing

Sex and relationships: love, emotions, unhealthy relationships, contraception, abortion

Alcohol use

Developing values

Teenage cancer: sun

Year 11

Teenage cancer: breast, testicular, general

Online reputation

Online safety and the law

Drugs and drug taking: legalities, categories, cannabis, ecstasy, date rape, legal highs

Sex and relationships: dating and decision making

Pornography

Sexting

Homosexuality and homophobic bullying

Consent and abuse

Economic wellbeing: borrowing and debt, insurance, risk, consumer choices

Bereavement

*Topics are revisited as appropriate, the overall aim being to accrue knowledge, skills and understanding that further the spiritual, moral, social and cultural development of each student.

Physical Education & Recreation

PHYSICAL EDUCATION

Head of Department: Ms I Staszko

Staff: Miss C Whittaker

All students in Year 10 are allocated 1 x 60 minute lesson on the timetable whereas Year 9 and Year 11 are given 1 x 60 minute lesson off the timetable, but still compulsory.

The department has developed the Curriculum to include a wide variety of activities to suit this age group.

In each activity different skills are taught along with the rules and regulations governing each sport. Each student is assessed as to their acquisition of skill and their knowledge and application of the rules to different sporting situations.

RECREATION

Head of Department: Ms I Staszko

Several Recreation coaches

During the evenings and weekends a wide variety of activities are offered at different times: Football, Fitness Training, Table Tennis, Swimming, Yoga, Ballet, Zumba, Martial Arts and Badminton.

We also offer a comprehensive Outdoor Education Programme which has included activities like: Indoor and Outdoor Rock Climbing, Snow Ski-ing, Mountain Biking, Kayaking, Sailing, Go-Karting, Paintballing, Indoor Sky Diving, Hiking/Walking etc.

We are fortunate in having an excellent well-equipped fitness area and an indoor swimming pool.

Students are encouraged to make as much use of the facilities and opportunities provided whilst they are with us. They are encouraged to make suggestions of activities that they would like via the Student Forum as well as general conversation with the HOD. In order to facilitate these requests a taster session is often first offered to assess the level of interest.

Science

Head of Department: Mr A Henderson (Biology)

Staff: Mr J Blundell (Physics)

Mrs L Gartside (Biology)

Mr P Przybyla (Chemistry)

New teacher (tbc) (Physics)

GCSE

Students will study science either as a single subject: Cambridge IGCSE Science Combined (0653) or as a double subject: Cambridge IGCSE Sciences Co-ordinated (Double) (0654). We will continue to teach biology, chemistry and physics separately in both the single and double science options.

Single science: Cambridge IGCSE Science Combined (0653)

This is a basic general science course that covers aspects of a good science education including a body of knowledge and understanding that underpins how science works in our society. The IGCSE is assessed using:

- a multiple choice paper - 40 marks, 1 hour, 30% of the marks;
- a written examination paper with short answers and structured questions - 80 marks, 1 hour 15 minutes, 50% of the marks;
- and a written alternative to the practical paper with questions on experimental skills - 60 marks, 1 hour, 20% of the marks.

Double science: Cambridge IGCSE Sciences Co-ordinated - Double (0654)

This course allows progression to the AS and A2 courses in biology, chemistry and physics and must be taken by those students who intend to study science at AS or A-level.

It provides a more detailed and in depth study of science. The double IGCSE will give 2 IGCSE grades and is assessed using:

- a multiple choice paper - 40 marks, 1 hour, 30% of the marks;
- a written examination paper with short answers and structured questions - 120 marks, 2 hours, 50% of the marks;
- and a written alternative to the practical paper with questions on experimental skills - 60 marks, 1 hour, 20% of the marks.

OPTION FORM

PLEASE DETACH AND RETURN TO MR NEWMAN NO LATER THAN
FRIDAY 15 APRIL

Name:

Instrument:

Personal Tutor (for present students):

MODERN FOREIGN LANGUAGE

Choose **one** of either:

German

or

French

HUMANITIES OPTION

Choose **one** or ***two** of:

History

or

Geography

Drama

or

Art

or

Citizenship Studies

*Remember two
is the maximum
and you may
only choose two
if you are not
opting for
Double Science
or Double
Language.

OPTIONAL SUBJECTS

These are **not** compulsory. You may, if you wish, choose one of:

Double Science

French (as second language)

Finally, you may wish to study:

ECDL qualification

NOTE: Availability of Optional Subjects depends on other options/
timetabling.

Signature (parent or carer):

Date: