



Chetham's
School of Music

Chetham's School of Music
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Principal: Mr Alun Jones
Vice Principal: Ms Nicola Smith
Bursar: Mrs Sarah Newman
Chair of Governors: Mr Malcolm Edge

Key Stage 4 Curriculum Handbook

2019-20

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:

Music

English (Language and Literature)

Maths

Science (Double)

German or French and a subject from Humanities, as below, or two if German or French is not chosen.

The combination of two Humanities subjects has certain restrictions: one subject only from each of the two groups may be chosen.

1. History OR Geography

2. Art OR Drama OR Citizenship Studies

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

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*
Fit to Perform (previously PE)	1 hour per week
Personal and Religious Studies (no exam, see page 13)	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

Once individual choices are clear, then your workload, academic and musical, is discussed by the Head of Instrumental Department and Head of Middle School, following which recommendations are made regarding academic subjects. The aim is to strike a balance between musical progress and academic commitment. If a subject has too few students opting for it, it may not run and you will be asked to choose a different subject in its place.

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 15 of this booklet for your options. If there are problems, you should speak to me. The closing date for replies is 23 April. Your Parent - Teacher Meeting is on 17 March.

NEW STUDENTS

Use page 15 of this booklet for your options and return to angelaalbinson@chethams.com as soon as possible. When you attend the New Students' Day on Saturday 15 June you will have the opportunity to see me if you wish.

Mr C Newman – Head of Middle School
Spring 2019

Art & Design

Head of Department: Mrs A Boothroyd
Staff: Mrs M Taube

Exam Board: AQA (Art & Design)

Exam

The Art & Design course is a broad course that will explore practical and critical/contextual work through a range of 2D and/or 3D processes. It will enable students to develop their creative ideas as well as expanding their knowledge of art, craft and design techniques.

This is a two-year course culminating in an exhibition of selected coursework the 'Portfolio of Work' worth 60% and work from the exam, the 'Externally Set Assignment', which is worth 40%.

Each student will need to produce **more** than one extended collection of work or project which demonstrates an ability to sustain work from initial starting points or project briefs to the realisation of intentions and include evidence of research, the development of ideas and meaningful links with critical/contextual sources. They also need to produce a selection of further work that could come from Art Gallery visits, workshops, site visits or independent study.

Students will be able to explore the following areas:

Fine Art: Painting and drawing,
Mixed media, including collage and assemblage
Sculpture
Printmaking: relief/collograph, dry point, mono print and poly print
Photography

Textiles: Printed and/or dyed materials, including Batik and collage

Three-Dimensional Design: Sculpture, including wire, withies, mod roc and card
Jewellery/Body Adornment

Drawing, using a wide variety of media, will be important and essential to show throughout the whole course, enabling students to develop their ideas into their chosen area. Writing in the form of annotations and analysis of their own work and the work of others is an important requirement of the course. It is also possible to use a digital camera to gather valuable research.

Citizenship

Head of Humanities: Mr A Kyle
Staff: 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: Cambridge iGCSE

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

Assessment overview

All candidates take two components.

All candidates take:

Component 1

Written Examination based on a scripted extract and devised work explored as a class.

Candidates answer **all** questions in Section A and choose **one** question from Section B and **one** question from Section C.

Externally assessed.

80 marks

2 hours 30 minutes 40%

Component 2

Coursework 60% 120 marks

Candidates submit:

- one individual performance based on an extract from a play
- one group performance based on an extract from a play
- one group performance based on an original devised piece
Internally assessed and externally moderated.

English

Head of Department: Ms J Harrison
Staff: Mrs L Jones
Ms C Raffo
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

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, Paper 3, may be replaced with a folder of coursework

Paper 1: 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 2: 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.

IGCSE English Literature (0992)

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 and offers good preparation for A level. 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 from the CIE anthology *Songs of Ourselves* or a selection of poems by Carol Ann Duffy. 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 *1984*.

Paper 2: An open text exam on a piece of drama: *Romeo and Juliet*, *Journey's End* or *The Crucible*.

We then have a choice between a third exam (Paper 4) requiring analysis of an unseen extract **or** of producing a coursework folder comprising two pieces of 1,200 words (Paper 5).

Geography

Head of Department: 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 two examination papers (Paper 1 – 1 hour and 10 minutes; Paper 2 – 1 hour and 45 minutes) at the end of the two year course. There is no coursework requirement.

German and French

Head of Department: Ms N Geschwendt (German)
Staff: Mr P Chillingworth (French)
Mrs S Hales (French)
Mrs R Jordan (German & French)
Dr C Law (German)
German and French Language Assistants

Awarding body: AQA

To be equipped linguistically and academically to face the 21st Century, proficiency in a language or languages is what you need especially post-Brexit! 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. Practically all of our students are entered for the Higher Tier (grades 9-4).

History

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

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, 1918-1941

Section C

Students complete an historical investigation 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.

Mathematics

Head of Department: TBC
Staff: Mr C Bramall
Mrs K Kyle
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 R Aldred
	Miss C Campbell Smith
	Dr S Murphy

Exam Board: Edexcel

All students take class music in the Middle School. Most will begin the Edexcel GCSE course at the start of Year 10 and take the examination at the end of Year 11. A small group of students may be ready to begin the course in Year 9 and take the examination in Year 10, thus enabling them to start A-level studies in Year 11.

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. Composing (30% of the total marks) and performing (30% of the total marks) are assessed through coursework assignments in the second year of the course. A written examination (40% of the total marks) will be taken at the end of Year 11; this will test students' knowledge of set works taken from four broad areas of study, their ability to recognise musical elements and techniques and their ability to relate unfamiliar music to the context of the areas of study.

Instrumental Music 1700-1820

BACH Brandenburg Concerto No. 5, third movement

BEETHOVEN Piano Sonata in C minor '*Pathetique*', first movement

Vocal Music

PURCELL *Music for a While*

QUEEN *Killer Queen*

Music for Stage and Screen

SCHWARZ '*Defying Gravity*' from *Wicked*

WILLIAMS Main title/rebel blockade runner from the soundtrack to *Star Wars Episode IV: A New Hope*

Fusions

AFRO-CELTIC SOUND SYSTEM *Release*

ESPERANZA SPALDING *Samba em Preludio*

Non-Exam Assessments (60%, internally marked)

Composition (30%) Two assignments – 1 to a set brief, 1 free composition (minimum total 3 minutes)

Performing (30%) 1 solo and 1 ensemble performance (minimum total 4 minutes)

Study in the Middle School extends beyond the standard required for GCSE: 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 and help them make the transition from GCSE to A level. Students in the Middle School will also have the opportunity to work with the Music Technology facilities. This will include an introduction to simple sequencing 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
Mr C Newman

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.

Science

Head of Department: Mr A Henderson (Biology)
Staff: Mr J Blundell (Physics)
Mrs L Gartside (Sciences)
Mrs C Shiells (Chemistry)
Mrs E Storey (Sciences)

GCSE

All students study the AQA Combined Science: Trilogy specification (8464). Students commence their GCSE studies in Y9 and at the end of Y9 students who attain highest levels (typically Grades 8 and 9) in the End of Year exam are placed in the "Fast Track" set for Y10 and Y11. They receive three hours of Science in each of Y10 and Y11. The other two Y10 and Y11 groups receive four hours.

Double science: AQA Combined Science: Trilogy (8464)

This course allows progression to the A-level courses in Biology, Chemistry and Physics. The course is more than adequate preparation for A-level in any of the sciences.

It provides a more detailed and in depth study of science. The specification is assessed by six written papers, two written papers for each of Biology, Chemistry and Physics and all contributing the same amount (16.7%) to the overall grades. Two grades are awarded and the 9-1 scale is used.

All exams are 1 hr 15 mins in duration. The specification requires that 21 core practicals are covered across the three sciences during the course, and understanding of these practicals and the scientific method behind them is then assessed in the written papers. Such questions account for 15% of the total marks. Of course, students are likely to carry out not only these practicals but many others during the course of the two years.

OPTION FORM

PLEASE RETURN THIS FORM TO MRS ALBINSON (angelaalbinson@chethams.com)
NO LATER THAN TUESDAY 23 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

* You may only
choose two if you
are not opting for a
Modern Foreign
Language.

Any other comments or enquiries:

Signature (parent or carer):

Date: