

Year 9 Options Handbook



Stamford School 2020 - 2021



Stamford
Endowed
Schools

independent schools for independent minds

CONTENTS

Information about the scheme	Page 2
Information about subjects	
Art	Page 4
Classical Civilisation	Page 5
Computing	Page 6
Design and Technology	Page 7
Drama	Page 8
Food & Nutrition	Page 9
French (optional)	Page 10
Geography	Page 11
German	Page 12
History	Page 13
Latin	Page 14
Music	Page 15
Philosophy & Ethics	Page 16
Russian	Page 17
Spanish (optional)	Page 18

Year 9 Programme of Study at Stamford School

When boys enter Year 9 in September, they will follow a different curriculum from the one they are studying this year in Year 8. In particular, they will progress to a situation where they will create their own curriculum by choosing subjects that match their own interests and abilities. By reducing the number of subjects studied they will be able to **focus more fully** on some subjects, having **more time** for them, studying them to **greater depth**, and generating a **better basis of skills** which will benefit them when they tackle their GCSEs/IGCSEs in Year 10 and Year 11.

While providing a degree of choice we are concerned to maintain progress in key subjects; consequently English, Mathematics, Sciences, a core Modern Foreign Language (French or Spanish continuing from Year 8), Physical Education and Games remain as compulsory subjects throughout Year 9.

The remainder of a boy's curriculum will be made up of **five subjects** chosen from:

<i>Humanities</i>	Classical Civilisation, Geography, History, Philosophy & Ethics
<i>Languages</i>	French / Spanish (depending on core Language) German, Latin and Russian
<i>Arts and Technologies</i>	Art and Design, Computing, Design Technology, Drama, Food & Nutrition, Music

In making choices you should be aware that these subjects will be available at GCSE/IGCSE in Year 10 and Year 11. In addition Physical Education will become an IGCSE option.

While the Year 9 courses will promote interest and develop subject skills that will benefit pupils wishing to pursue the subsequent GCSE/IGCSE courses, they will not merely function as the first year of GCSE/IGCSE. It may therefore be possible for some subjects dropped now to be chosen for GCSE/IGCSE at the end of Year 9. We would need to discuss such cases individually at the appropriate time.

When making their choices parents and boys are advised to consider the following:

- choose subjects that you enjoy and subjects you have ability in.
- consider the progress that has been made in subjects during Year 7 and Year 8, and build upon areas of strength.
- think about the **balance** of the individual curriculum, considering the different types of subjects available – Humanities, Languages, Arts & Technologies.
- think about the variety of teaching and learning experiences you will have during the working week.

Option choice forms will be issued to boys w/c 20th January 2020 and should be returned **by Friday 31st January 2020.**

Initial work on structuring the Year 9 curriculum for the next academic year will take place before the start of next term. Changes can be accommodated later in the Summer Term but options will have to conform to the timetable pattern that will by then have been established. Any such changes should be notified to me by Friday 5th June 2020.

Details of the Year 9 course in each of the option subjects is given in this booklet and information about the programme will be available at the Year 8 Options Information Evening on Tuesday 28th January 2020.

If your son wishes to change any of his option choices, after he has handed in his completed form, he should speak to Mr Hewlett, Deputy Head - Academic, as soon as possible.

Mr Hewlett
Deputy Head - Academic
January 2020

hphewlett@ses.lincs.sch.uk

Key Dates

W/C 20 th January 2020	Options choices form issued to boys
Tuesday 28 th January 2020	Introduction to making choices at the Year 8 Options Information Evening
Friday 31 st January 2020	Deadline for completed options choices forms to be handed in
Friday 5 th June 2020	Deadline for any final changes to option choices

Art in Year 9

The Art course in Year 9 is intended to be a 'taster' for GCSE. The pupils complete a range of projects that introduce them to a diversity of different art techniques, skills and media in both two and three dimensions. Learning is supported through the exploration of artists work and art movements. Importantly pupils will learn to draw from life and then develop compositions through a wide and exciting range of techniques and media. Drawing is a key skill taught by the department and is seen as a principal vehicle for creative expression. Pupils will aim to develop their observational skills and heighten their perception enabling them to discover important aspects about the world we exist in.

The projects may cover themes such as music, dreams, plants, bones and skulls or food. Each project will involve initial drawing; idea development and techniques such as, painting, making with clay, printing or graphic design. Different styles of art will be analysed and the methods of expert practitioners studied; for example Pop Art and Organic Sculpture as well as individual artists from Leonardo da Vinci to Peter Randall-Page.

This is an intensive, enjoyable course that prepares the pupils for the GCSE in Art.

Pupils will be taught to:

- actively engage in the creative process of art and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.
- become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques.
- develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills.
- develop and refine ideas and proposals, personal outcomes or solutions with increasing independence.
- develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures.

Classical Civilisation in Year 9

If you are interested in the history, society, myths and culture of the Ancient Greeks and Romans, then this is a very good choice for you. The varied and exciting course is essentially an investigation into the lives, literature and history of the ancient Greeks and Romans. Sources studied include examples of art, archaeology and architecture as well as literature, but there is no translation involved. The course also provides you with the foundation for taking this subject at GCSE, as well as a general background knowledge of Classical culture which is useful for other humanities subjects.

Course Content

We study four or more key topics from the following.

- *Roman Leisure and Entertainment*: a study of how Romans enjoyed themselves, including chariot races, baths, gladiatorial combat, and dinner parties.
- *Myth and Religion*: fascinating exploration of the various Greek and Roman Gods and Goddesses and the famous stories and myths about them.
- *Greek Heroes*: a study of a selection of heroes such as Hercules, Jason and Odysseus, and their adventures.
- *The Persian Wars*: a look at the Persian invasions of Greece, including the battles of Marathon and Thermopylae.
- *Roman Britain*: investigation into the Roman invasion of Britain, the revolt of Boudicca and the organisation of the Roman army.
- *Aeneas and the fall of Troy*: the story of the destruction of Troy and Aeneas' journey, based on Virgil's Aeneid.

Skills Developed

Studying the literature will teach you to evaluate ancient authors, develop your imagination, but your understanding of the ancient Greeks and Romans. Study of the history and culture will help you evaluate the achievements of the Romans and Greeks, making comparisons with the modern world. You will also work on visual and material culture, producing and analysing maps, plans, posters and diagrams, and developing your ability to reproduce and relay information in a clear and informative way. We will work in a variety of ways, giving you the foundation in skills and knowledge which you need at GCSE. You will also use your IT skills, in researching and presenting articles/posters and reports. You will be involved in interesting class discussions, analyse dramatic versions of the texts/stories and you will also learn from documentaries and films.

Residential Trips

The Classics trips to Greece and Italy are one of the highlights for pupils of Classical subjects. You will have the opportunity to visit Italy, taking in the important sites of Rome, Naples and Pompeii, and Greece, including Athens, Mycenae and Olympia. The art, culture and history experienced on these trips are relevant for a whole range of subjects.

Computing in Year 9

Year 9 will develop on the skills and topics taught across Year 7 and Year 8, but will be much more practical and include activities, such as: desktop computer disassembly, VR bomb defusal, and a live-action computing-themed 'Escape Room'. Year 9 will continue to develop digital literacy and competency in using computers and computer systems.

Topics Covered in Year 9

Computers: Learn about computing history and the journey of which has led us to where we are.

E-Safety: Loot boxes, a form of gambling? The technology and monetization of fake news.

Software Skills: Further develop your Microsoft: Word, Teams, Publisher, Excel, PowerPoint, OneDrive, Outlook Online, and OneDrive skills.

Operating Systems: Experience Windows 3.1. Skill up on Windows 10. Develop a deeper theoretical understanding of operating system software.

Internet: Internet infrastructure. The World Wide Web, web browsers, and search engines.

Digital Graphics: Vector graphics project using Adobe Illustrator.

Data Representation: Further develop your theoretical and mathematical understanding of binary, denary, and hexadecimal.

Hardware and Software: Extend your understanding of computing hardware and software.

Computational Thinking and Algorithms: Develop your ability to solve real world issues using your computational skills and logic.

Malware: Further develop your understanding of malware and anti-malware software.

Python: Better read and write text-based Python programming language – using BBC Micro: Bits.

Block-Based Coding: Further develop your ability to construct programs using block-based programming languages.

HTML & CSS: Better read and write text-based HTML & CSS languages – creating a Tumblr blog.

Educational Visits in Year 9

Bletchley Park – Centre of Allied codebreaking during the second World War.

National Centre for Computing History – historical and interactive computing museum.

National Challenges & Competitions in Year 9

BEBRAS challenge, PixBlocks programming challenge, Cipher challenge, CyberDiscovery, Oxford Computing challenge.

Design Technology in Year 9

Design Technology is an inspiring, rigorous and practical subject which prepares all young people to live and work in the designed and made world - it is part of everyday life and is constantly evolving.

In Year 9 you will gain a solid foundation for the subject at GCSE level, focusing on:

- The Iterative Design Process
- Exploring and analysing a design situation
- Generating your own ideas for products
- Developing an understanding of design and how it impacts on our society
- Developing and modelling your ideas using a range of materials (such as wood, metal, plastics, textiles, smart materials and modern materials)
- Planning and manufacturing your designs
- Developing an understanding of Computer Aided Design (CAD) and Computer Aided Manufacture (CAM)
- Evaluating and testing your designs
- Investigating theoretical topics such as sustainability, environmental issues, and material knowledge.

During the year you will design and manufacture two different projects which solve a problem. Each project must be researched, designed and developed before producing a final working product.

You will then put all your experience learnt into a final design project which will have a contextual challenge. This challenge will give you experiences required for the GCSE major project.

Alongside the practical projects will be theory lessons which will support your practical projects but also develop an understanding required for the GCSE. You will study Design Technology for three double lessons a fortnight. Two of these lessons will be practical and one theoretical.

You will enjoy Design Technology in Year 9 if:

- You enjoy problem solving and STEM activities
- You are creative, but also good at maths
- You enjoy practical activities and manufacturing
- You enjoy drawing and communicating your ideas
- You enjoy Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) including 3D Printing
- You think that you might like a career as a Designer or Engineer, perhaps as an Architect, Industrial Designer, Product Designer, Design Engineer, etc.

Drama in Year 9

Drama in Year 9 is the bridge between Lower School and GCSE Drama. The course is inclusive for all students interested in pursuing and enjoying their dramatic skills and knowledge; equally, for those intending to take their study further, it is designed to prepare them for the rigour of the GCSE course.

Term	Scheme	Aims	Skills/techniques
<i>Autumn 1</i>	Unit 1 PHYSICAL THEATRE	<ul style="list-style-type: none"> ● To explore abstract theatre through simple introduction of physical theatre. ● To build on physical theatre ideas to personify objects. ● To make physical and vocal characterisation. 	<ul style="list-style-type: none"> ● Physical theatre ● Movement and mime ● Gesture ● Space and levels ● Vocal variety ● Verbal and written evaluation
<i>Autumn 2</i>	Unit 2 STEPHEN LAWRENCE AND DEVISING	<ul style="list-style-type: none"> ● To use stimulus material to provoke ideas to create drama. ● To explore serious issues through drama and understand how to approach these maturely. ● To understand an assessment brief and create a performance that fulfils the criteria. 	<ul style="list-style-type: none"> ● Improvising from a range of stimulus materials ● Stage combat basics ● Devising ● Keeping a reflective journal ● Practical & written assessment
<i>WRITTEN</i>	Unit 3 CHARACTERISATION	<ul style="list-style-type: none"> ● To create an imaginative and well thought out characters. ● To write monologues that have considered structure, narrative and purpose. ● To write, learn and perform monologues in front of the class. 	<ul style="list-style-type: none"> ● Independent working ● Objective and motivation ● Scriptwriting (structure, purpose, entertainment, narrative, language choices)
<i>Spring 2</i>	Unit 4 PAGE TO STAGE (John Godber's Teachers)	<ul style="list-style-type: none"> ● To understand, and perform in, the distinctive style of Godber's work. ● To have an appreciation of the role of a producer in a performance ● To present a 'final performance' standard piece of work. 	<ul style="list-style-type: none"> ● Script work ● Reading text for meaning ● Stage directions ● Script to stage process ● Style ● Non-naturalistic conventions ● The role of the producer
<i>Summer 1 & 2</i>	Unit 5 PAGE TO STAGE (John Godber's Teachers) GENRE, STYLE & FORM (Commedia Dell'Arte) INTERNALLY SET AND MARKED WRITTEN EXAM	<ul style="list-style-type: none"> ● To understand Commedia's place in history. ● To understand how the form influenced later styles of acting. ● To develop improvisation and performance skills through Commedia form and conventions. ● To respond to, reflect upon and evaluate practical work completed during the year. ● To respond from the point of view of an actor and director to an unseen text extract. <p>To demonstrate that written skills have developed throughout the year.</p>	<ul style="list-style-type: none"> ● Improvisation – verbal and physical ● Archetypes ● Group work ● Identification of style ● Verbal and written evaluation ● Self-evaluation ● Critical response to practical work completed by self and others ● Written work ● Structuring written work under timed conditions

Food & Nutrition in Year 9

The Food and Nutrition course in Year 9 will provide a stimulating and up to date insight into food in today's fast paced society. This course will give you a good grounding in preparation for the new GCSE syllabus, ensuring a smooth transition into Y10. The aim of the course is to teach you a wide range of life skills by completing practical tasks, giving you the opportunity to learn a wide range of higher order skills. You can adapt recipes to fit the current dietary guidelines, as well as your own personal tastes, in addition to plenty of opportunities to choose some more challenging recipes to stretch yourself further. You will also develop your knowledge and understanding of nutrition, plus the importance of food hygiene, whilst further developing your IT skills.

One third of the lessons will be practical based, one third of the lessons will be workshop based and one third of the lessons will be theory based.

The theory work includes:

1. Thinking deeper into what you are cooking, i.e. what are the functions of each ingredient, what changes take place during cooking and why do things go wrong.
2. Food Hygiene will be covered in depth, which will reinforce the importance of safety and hygiene when preparing, storing and serving food, thus enabling you to find employment in the food sector.
3. The other topics covered include safety in the kitchen, nutrition and health, analysing your own diet using a nutrition program, primary and secondary food processing, food commodities, food choice, British and international cuisine, sensory analysis, the science of food and food provenance.

Practical skills you will develop in practical lessons and workshops

- Knife skills
- Stir frying
- Shaping food
- Sauce Making: ragu and roux
- Curry
- Pasta making
- Cake making: creaming and whisking methods
- Pastry making: shortcrust, choux, flaky
- Preservation
- Setting of mixtures
- Bread making
- Portioning a whole chicken
- Experiments to explain the function of ingredients

Optional French (in addition to core Spanish) in Year 9

Content of the course

The Year 9 French course will start GCSE with the Studio course (AQA Foundation) and complete 3 units. You will develop a solid vocabulary base as well as looking at a variety of grammar points and the course is a good preparation for those considering French at GCSE level. Topics covered include:

Autumn 1	Module 1 – <i>Qui suis-je?</i> (Identity and culture)	Autumn 2	Module 1 – <i>Qui suis-je?</i> (Identity and culture) Module 2 – <i>Le temps de loisirs</i> (Identity and culture)
Spring 1	Module 2 – <i>Le temps de loisirs</i> (Identity and culture)	Spring 2	Module 2 – <i>Le temps de loisirs</i> (Identity and culture) Module 3 – <i>Jour ordinaires, jours de fête</i> (Identity and culture)
Summer 1	Module 3 – <i>Jour ordinaires, jours de fête</i> (Identity and culture)	Summer 2	Module 3 – <i>Jour ordinaires, jours de fête</i> (Identity and culture) Revision/Assessment

Skills developed

By the end of Year 9 you will be more confident in speaking and writing French and you will have a good understanding of verb usage and adjectives. You will also be able to deal with longer texts written in French and, even if you don't grasp every word, you should have a good idea of what the text is about. Furthermore, you will listen to lots of French in Year 9 and become increasingly able to understand spoken French.

Everything in the course is useful for your future study of French and you will certainly be well prepared for the challenges of GCSE. As with other modern languages, you will have the opportunity to subscribe to French magazines appropriate for your level and it may be possible for you to spend some time with our French Assistant during lessons.

As our nearest neighbour, France is not only an important trading partner, with the sixth largest economy in the world; it is also the most visited country in the world, receiving over 75 million foreign tourists each year. Studying French not only brings an important life-skill and an enriching academic discipline, but new horizons in travel, in culture and in employment.

Boys considering opting for French must have been studying it in Year 8, it cannot be picked up ab initio in Year 9.

Geography in Year 9

Do you have a passion for our planet? Are you concerned about the ever changing world, its peoples and landscapes? Do you want to understand the global environmental issues that will change our lives and shape our futures? Geography builds on your own experiences by investigating local places during a local fieldwork investigation which prepares students for the investigation process at GCSE, and we encourage independent learning and critical thinking. Global issues and different countries are also explored, as well as how landscapes are formed and how they can influence people. This course challenges you to be informed and knowledgeable of 21st century issues which will shape and affect your lives.

Content

- **Global hazards**

Weather hazards like tropical storms, heatwaves etc. and tectonic hazards like earthquakes, volcanoes, tsunamis – including examples from around the world, their causes and the effects on people.

- **Development**

Reasons for disparities between different countries, and how these can be solved.

- **Globalisation**

World trade and business opportunities, how wealth varies globally, and how trade can bring positive and negative effects.

- **Local Fieldwork Investigation**

Local human/physical fieldwork. Data collection, presentation and analysis to prepare for GCSE and beyond. Objective skills of enquiry are vital transferable skills.

Skills you will develop

- **Thinking Skills:** interpreting and exploring issues facing the planet.
- **Mapping and graphical skills:** sketch maps, field sketches, graphing data, interpreting patterns, ICT opportunities.
- **Fieldwork:** data collection in groups in local area.
- **Geographical Information Systems (GIS):** Introduction to using technology to collect, graph and map data to support fieldwork (a huge growth area of the economy)
- **Discussion skills:** why do we allow world poverty and exploitation? Why do more poor people die in hazardous environments?
- **Using case studies:** develop world knowledge.
- **ICT skills:** research, PowerPoint presentations, film making – promotional charity adverts, news broadcasts.
- **Decision making skills:** solving issues and real world scenarios in group activities
- **Cross-curricular themes:** use of compass / maps for Duke of Edinburgh's Award / Combined Cadet Force.

German in Year 9

Why study German?

German is the most widely spoken language in Western Europe, with over 100 million people speaking German as their first language in Germany, Austria, Luxemburg and parts of Switzerland. Germany is the largest and most influential power in Europe and our biggest trading partner. The Central European Bank in Frankfurt and the single market mean that knowledge of German opens up careers in business, manufacturing, finance, law and engineering.

German is also the second most important language after English for scientific research. Germany has stood at the heart of European history and culture for centuries, and close co-operation is an important factor for European harmony. German music, sport, cinema, design and engineering all enjoy international recognition.

The Year 9 course introduces students to German speaking countries and their culture. They will study topics such as Personal Information, Family, Free Time, School, Home, Town, Travel, Holidays, Eating Out, Meals and Shopping.

Skills developed

- Speaking skills through role plays and short presentations.
- Writing skills – simple post cards, e-mails, PowerPoint and posters.
- Enhanced reading and listening comprehension skills through widening vocabulary.
- Expanding knowledge and understanding of grammar, including further work on the present tense, learning the past and future tenses, word order rules and the accusative and dative cases.
- By the end of Year 9 you will have covered many of the key grammatical concepts and vocabulary topics for IGCSE and you will have a good insight into the requirements for the IGCSE course.

Boys considering opting for German must have been studying it in Year 8, it cannot be picked up ab initio in Year 9.

History in Year 9

Content

In Year 9 we examine important developments from the 18th to the 20th centuries in Britain and the wider world. This is a fascinating and important period in history and essential to a good understanding of the world we live in today. Topics such as slavery, trench warfare and the atomic bomb all stimulate interesting discussion of issues that have had a significant effect on the lives of many people.

The main areas are:

- The British Empire and slavery – William Wilberforce and the abolition of slavery. The rise and fall of the British Empire and its impact on the lives of many people. This is linked to modern day civil rights.
- Suffragettes and the Liberal Reforms of 1906-1918
- Depth Study – a project on a topic related to Britain in the 19th or early 20th centuries.
- The First World War – the causes and the horrors of war.
- The peace treaties- how fair/successful were they?
- Government styles between the wars
- The Second World War- the causes and Britain's involvement on the home front and abroad; wider issues, such as the Holocaust and Hiroshima are explored.

Educational Visit

A highly successful and informative World War One Battlefields Trip is arranged each Easter holiday, which many Year 9 boys take advantage of. This enhances knowledge and brings to life the realities and scale of the First World War.

Skills you will develop:

In Year 9 you will continue to develop the skills learnt in previous years, such as interpretation, analysis, empathy, evaluation and communication of information. These are invaluable if you wish to continue your studies of History at a higher level but will also prove useful in further education and in a wide range of jobs.

Latin in Year 9

The Year 9 Latin course gives you the opportunity to develop your interest and skills in the Latin language. The subject is still highly regarded academically as it supports and helps develop your intellectual progress across a wide range of areas. Studying Latin indicates a focussed, analytical and intuitive mind.

Course Content

We follow a combination of textbooks as we improve your skills and build strong foundations for taking Latin at GCSE.

- **Cambridge Latin Course** – following on from Book 1 in Pompeii, the stories take us to Roman Britain and Alexandria in Egypt.
- **Latin to GCSE Part 1** – this course sets out the way Latin works clearly, as we practise each language point with sentences and stories from the early myths and history of Rome.

Skills Developed

Latin helps you develop a range of transferable skills which support your academic abilities and improve your progress in all your subjects. In particular, you will -

- quickly expand your knowledge of Latin vocabulary, which will increase your ability to communicate in English and other modern languages too.
- get better at problem solving; tackling tricky Latin sentences is challenging and complex - the best intellectual practice you can get!
- improve your translation skills as you develop familiarity with written Latin, working individually, in pairs and groups.
- work on puzzles, exercises and games using the various on-line materials, and create dramatic versions of Latin stories as a team.

The combination of skills and knowledge which you gain in Year 9 Latin will set you up perfectly for the stimulating and interesting challenge of taking Latin to GCSE.

Residential Trips

The Classics trips to Greece and Italy are one of the highlights for pupils of Classical subjects. You will have the opportunity to visit Italy, taking in the important sites of Rome, Naples and Pompeii, and Greece, including Athens, Mycenae and Olympia. The art, culture and history experienced on these trips are not only very interesting but relevant for a whole range of subjects.

Music in Year 9

Music as a Year 9 option subject is designed to enable students to widen their general knowledge of music, and to develop their skills as musicians who will compose, perform, listen and appraise music. In performance you will concentrate on the skills needed to become a confident performer. Using technology you will explore composition and enhanced performance, which can be facilitated by computers. You will use all your musical skills to research and analyse the musical significance of a favourite band or artist, composer or performer, and present a report to your class.

This course also prepares students to undertake with confidence the IGCSE music course a year later.

Content of the course:

From *OPUS 3, Progression in music 11-14*.

1. Jazzing it up and All that Jazz
2. Composing your own folk and dance music
3. East meets West
4. Tubular Bells – compose your own minimalist piece
5. Music for special occasions – weddings and fanfares
6. Arranging a popular song

Skills you will develop:

1. You will learn to compose, improvise, perform, sing and record your compositions. Teamwork and problem solving, presentation and self-motivation are transferable skills which are developed in music.
2. You will learn to use specialised music terminology and technology, and appraise your own and others' work.
3. You will study a range of exciting musical styles and genres

Philosophy and Ethics in Year 9

Philosophy is concerned with the pursuit and love of wisdom, and Ethics is about the nature of goodness. This is a subject which asks important questions through critical analysis. It is both challenging and interesting and promises to make you think.

The topics in Year 9 are:

Law and the Criminal Justice System, including:

- What constitutes a crime and deviant behaviour? What effect does this have on society?
- The forms and aims of punishment
- Legal case studies and criminological theories
- Civil and human rights
- The arguments for and against the death penalty
- Racially motivated crime in cases such as that of Stephen Lawrence
- Crime in literature such as Dostoevsky, Camus and Suskind.

Environmental Ethics, including:

- Problems with the environment and possible ethical solutions
- Buddhist ethics
- Vegetarianism and animal rights
- Theistic and secular approaches.

Classical and Medieval Philosophy, including:

- The Classical thinking of Socrates, Plato and Aristotle within the Greek world
- The medieval thought of Thomas Aquinas and Saint Augustine.

Modern Philosophy, including:

- David Hume and the nature of cause and effect
- Speciesism, animals and Peter Singer
- The thinking of Paul Tillich and moral philosophy, and the atheism of Bertrand Russell
- Wittgenstein and Language games
- Truth and goodness
- Reality and Rene Descartes.

Virtue Ethics, including:

- Virtues, morals and values through the Functionalist, Emile Durkheim
- The relationship between virtue and the afterlife
- Marxism and communism
- Is God a gamble? The work of Blaise Pascal
- Superman – Friedrich Nietzsche and anti-morality.

The Nature of reality, including:

- What is reality and how do I know this isn't all an illusion?
- Questions of illusion and reality through films such as The Matrix and The Truman Show
- Free will & determinism – Are my actions my own, or is free will simply an illusion?
- Does God exist?

Russian in Year 9

Why study Russian?

The Language.

Russian is a challenging and stimulating language spoken by over 288 million people worldwide. The language is exciting, combining beauty of sound with precision of expression. It is the key to a better understanding of Russian politics and history and can be a stepping stone to the mastery of other Slavonic and East European languages. Despite its initial forbidding appearance, Russian is accessible to all pupils and, once the Cyrillic alphabet has been mastered, the language poses few grammatical problems.

Country and Culture

Russia is a fascinating and beautiful country. By the nature of its geographical situation, it is a very diverse country, both climatically and culturally, encompassing Siberia to the East, the “European” city of St. Petersburg to the North, and Russia’s own tourist favourite – Yalta - to the South. Russia has survived a long and troubled history, undergoing extensive changes that have not only affected the lives of the Russian people, but that have also altered the appearance of the country. Knowledge of the Russian language will enable you to understand the culture of this mysterious country and of the Russian people themselves, by studying its rich literature, magnificent art and illustrious music.

Career opportunities

Gone are the days when a career using the Russian language meant working only for the diplomatic service or for GCHQ. Following the breakdown of the former Soviet Union, many Western companies have established links with Russia, providing many excellent job opportunities. Russia continues to excel in its medical and scientific research and this again could open up new avenues for language and science students. With Russia’s desire to become more closely involved with Europe, on a financial and commercial basis, the future is both promising and exciting.

The Russian Exchange

The Exchange is very successful; our partner school is a specialist English school near Moscow and the exchange is open to students of Russian from Year 8 to Year 13. This is an ideal opportunity for pupils not simply to practise their Russian, but also to visit a country which is radically different from our own and which possesses a rich and varied cultural and historic heritage.

Course content

1. Background information about Russia
2. Vocabulary and useful phrases from topics such as “your house, town, school, free time, holidays” etc.
3. Basic grammatical structures to enable you to construct sentences correctly.
4. Past, present and future tenses.

What skills will you gain?

1. Read and understand the Cyrillic alphabet
2. Write in Russian
3. Hold a short conversation in Russian on a wide range of topics
4. Listen to and understand spoken Russian.

Boys considering opting for Russian must have been studying it in Year 8, it cannot be picked up ab initio in Year 9.

Optional Spanish (in addition to core French) in Year 9

Content of the course

The Year 9 Spanish course will continue to build on the progress made in Years 7 and 8 and by the end of the autumn term boys will have completed the VIVA 2 course book. From the spring term onwards, we will begin the study of the GCSE course book, ensuring that all boys start Year 10 with increasing confidence over a range of topics, grammatical structures and skills, including translation.

Topics covered include:

- Mealtimes
- Social events (arranging to meet friends, talking about clothes, talking about sporting events).
- Tourism and holiday destinations (describing a holiday home, talking about holiday activities, planning a holiday)
- A GCSE module on holidays & tourism (talking about holidays in 4 different tenses)

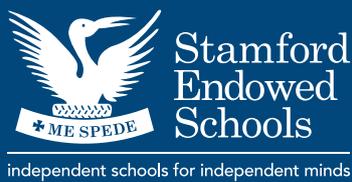
Skills developed

By the end of Year 9 you will be more confident in speaking and writing Spanish and you will have a good understanding of verb usage and adjectives. You will also be able to deal with longer texts written in Spanish and, even if you don't grasp every word, you should have a good idea of what the text is about. Furthermore, you will listen to lots of Spanish in Year 9 and become increasingly able to understand spoken Spanish. Everything in the course is useful for your future study of Spanish and you will certainly be well prepared for the challenges of GCSE.

As with other modern languages, you will have the opportunity to subscribe to Spanish magazines appropriate for your level and it may be possible for you to spend some time with our Spanish Assistant during lessons.

Spanish is a wonderful language to learn and the culture of Spain and Latin America are truly fascinating. Choose Spanish and you could be opening the door to an exciting future by studying this increasingly popular language.

Boys considering opting for optional Spanish must have been studying it in Year 8, it cannot be picked up ab initio in Year 9.



Stamford School, Southfields House, St Paul's Street, Stamford, Lincolnshire PE9 2BQ
t. 01780 668000 e. ses@stamfordschools.org.uk w. stamfordschools.org.uk
Registered Charity No: 527618