



AIGLON COLLEGE
Switzerland

Studies Guide 2012-13
3rd Form

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INTRODUCTION

The 3rd Form at Aiglon is a particularly important year. For existing pupils, it represents the bridge between the Junior and Senior Schools, and for those new to the School, it provides the knowledge, skills and understanding necessary to make informed choices for the future. Both academically and socially, it is a year of transition and preparation, and this guide is intended to give you (and your parents) an overview of:

- Our Guiding Principles and how they help students at all stages in their development
- The academic programme, with some detail on the topics covered in each subject
- The support that is offered to help you in your studies.

You will find that the 3rd Form marks the starting point of a journey through Aiglon during which you are required to take increasing responsibility for yourselves – including your learning. This is a distinctive School with an enormous breadth of opportunity and you are encouraged to take advantage of all it has to offer. Underpinned by the academic seeds sown in this year, the opportunities you embrace now will enrich and shape your futures, increase your zest for life and give you countless fond memories.

Our Guiding Principles

In many locations around the School you will see a written expression of our Guiding Principles. These Principles steer us in everything we do. Whether new to Aiglon College or joining us from our Junior School, they help the 3rd Form student to develop positive relationships with other students and teachers.

They emphasise our care for the individual and how we value: progress, opportunities for personal initiative and self-discipline, and the qualities of humility and selflessness. At times we all find it difficult to live up to these ideals, but students are encouraged to keep them in mind at work, at play, in the Houses, in the classrooms and of course when representing the School in the community and the world outside Aiglon. These important and highly-valued guidelines are intended to set the pattern for happy and successful future lives as young adults and beyond.

Coming up from the Junior School?

If you are coming up from the Junior School, you will have noticed that certain things are done differently in the Senior School. Changes include the following:

- Generally you will be expected to be more independent and self-sufficient.
- You will be allowed a mobile phone.
- You will be allowed into Villars more often.
- The No. 2 Uniform is different.
- The Senior School does not have Credits.
- You will be able to do prep in your rooms instead of in classrooms or the dining room.
- There are no daily organised activities (but Options are similar).
- You will have more pocket money and access to the tuck shop.
- You will have to take more responsibility for your own travel arrangements at the end of term and Parents' Weekend.
- There is no form tutor, but instead you will have a dedicated tutor attached to your house.
- You will have a longer prep time and go to bed later.
- There are different arrangements for Expeditions.
- You will have free access to computers in your House.

Coming to Aiglon for the first time?

Welcome to Aiglon! We are confident you will be very happy here and that you will find your time at the School stimulating, challenging and rewarding.

As you enter the 3rd Form you will be exposed to a wide and sometimes bewildering range of activities, academic subjects, options, sports and social events, and you are bound to have questions. If you are unsure about anything you read here, please feel free to ask. These are some of the key people who will be able to help:

- Academic matters: Mr Cheadle on studies@aiglon.ch
- Pastoral matters: Mrs Chalcraft on pastoral@aiglon.ch
- Matters relating to admissions: Miss Sidebottom on admissions@aiglon.ch
- Other enquiries: email your enquiry to info@aiglon.ch and we will forward your question to the person in the best position to be able to help you.

THE ACADEMIC CURRICULUM

The word "curriculum" comes from the Latin where it was used to describe a course of study as part of someone's education. At Aiglon, our curriculum is more than just a list of courses that a pupil takes. Our Guiding Principles place great emphasis on the balanced education of the whole person, encouraging the integrated development of a child's potential across a range of different dimensions including the spiritual, moral, aesthetic, emotional, social and physical. The academic programme for each 3rd Form student contributes to many, if not all, of these important domains, setting the standards for future success at GCSE and beyond.

The organisation of teaching

All students in the 3rd Form are allocated to classes based on past performance as seen in their reports from previous schools, their performance at Aiglon's Junior School and their results in our entrance tests. There are usually four or five of these classes in the 3rd Form and, with the exception of English, Mathematics and French (which each have their own sets based on ability), pupils take lessons together in these groups.

Each lesson at Aiglon is 55 minutes long, and each week students in the 3rd Form will normally have the following number of lessons: **Maths - four; English - four; French - three; History - two; Geography - two; Science - four** (each student will study the three separate Sciences: Biology, Chemistry and Physics); **and one lesson of each of Religious Studies, Art, Music, Drama and ICT.**

Pupils are also introduced to **Spanish, German, Russian and Mandarin Chinese** as part of an additional carousel of subjects. The **Physical Education** (PE) curriculum in the 3rd Form provides opportunities to identify and practise the skills needed for success in a number of physical activities.

The details in this guide provide further information on each of the subjects offered.

An important part of the curricular provision is **Preparation or "Prep"**, known as homework in some schools. Prep is set in most subjects and not only gives the students time for independent work but also allows the teachers to assess how well each student is progressing. It enables them to plan lessons accordingly - ensuring progress and challenge - while also contributing to the regular grading of students, known at Aiglon as the Mark Reading.

Examinations and assessment

All subjects assess knowledge, understanding and skills throughout the course via preps, tests, in-class tasks and longer-term assignments. Assessment is an ongoing and continuous process which helps teachers to plan lessons so that pupils' needs are addressed, and to produce judgements that help to summarise progress (such as reports to parents and grades for Mark Readings). Mark Readings take place twice each term and pupils sit examinations in each subject at the end of the Autumn and Summer terms.

Learning Support

All students learn most effectively in their own individual ways. For those who would benefit from additional supportive education at this stage in their schooling, we provide access to three fully-qualified Learning Support staff. Regular sessions with these teachers are designed to assist students with their normal academic load, as well as equipping them with the means to work around their learning difficulties while building confidence and self-esteem.

Learning Support is offered to students on the basis of need, on the strength of comprehensive testing and in consultation with parents. The normal rate for private tuition applies. These sessions are conducted either on an individual basis or within small groups. In some English classes, a specialist teacher attends in a support role.

All 3rd Form students needing Learning Support are fully integrated into the normal school programme. For those who need a lighter programme to include extra tuition in English and sometimes other subject areas, it is possible to be excused one of the normally timetabled subjects to cater for these needs.

Some students who need a minimal amount of learning support can complete a full academic programme with the addition of extra time in tests and examinations. While it is not desirable or appropriate to allow extra time for all assessment tasks, the School arranges for extra time in internal and external exams as necessary.

We always aim to meet the needs of our students through regular monitoring and careful consultation between the Learning Support Department, teachers and Houseparents. However, if, in the Head Master's opinion, the School cannot provide for a student's needs (academic or pastoral) a transfer to an alternative (perhaps more specialised) school may be required. In such cases, Aiglon will do all it can to identify a suitable alternative school and assist with the transfer process.

Information skills

The ability to source, retrieve and use information effectively is essential if students are to succeed in the global information society. Starting with the induction session in September, 3rd Form students undertake a variety of exercises to familiarise themselves with the library and its contents. Sessions include:

- Mapping the library
- How the library is organised
- Introduction to the Dewey Decimal classification system
- Specific and general subject terms and their relationship to the Dewey system
- Searching the catalogue – using the online catalogue to identify resources on the library's shelves.

Sessions are organised as part of the 3rd Form reading programme. In consultation with academic staff, the skills learned are put to practical use through project work in the broader curriculum.

Academic subjects

The details on each academic subject that follow provide information on the course content, teaching styles within the department, a brief overview of the topics covered within the 3rd Form course, the course textbooks used, examinations and links to future learning such as GCSE or IGCSE available in the subject. Many departments also provide details of courses on their websites, accessed from www.aiglon.ch

Art

(art@aiglon.ch)

Introduction to 3rd Form course and rationale

Art is taught throughout the 3rd Form and at the end of the year students are able to decide if they wish to continue the subject to GCSE. Work during the 3rd Form is designed to introduce methods of problem solving and provide experience with particular materials. It is intended that both the sculpture and painting specialists will have taught all students during the 2nd and 3rd Forms. Students will be introduced to approaches to learning which form the basis of GCSE and IB level Art, namely: researching a topic, developing ideas, selecting materials and reviewing results. The majority of this work will take place in the "student work book".

Teaching style

Classes are taught in the main Art studio, which caters for both two and three-dimensional work. The Department recognises that students can learn a great deal from each other as well as the teachers. Communication and discussion are widely encouraged throughout and between the age ranges. A principal role of the teachers is to provide appropriate facilities and equipment for the students to develop their work. A broad range of teaching and learning experience forms the distinctive character of the Department.

Brief overview of topics covered

Autumn term:

- An introduction to how Art ideas and problems are approached and presented
- "2D" - Experiments in line, tone, texture and colour. Drawings from observation
- "3D" - An introduction to sculpture problems. Experiences with differing materials

Winter term:

- "2D" & "3D": Developing a project leading to a final piece. Learning how to research topics and document progress

Summer term:

- "2D" & "3D": Further and fuller development of differing solutions to set problems
- Familiarity with the GCSE exam assessment criteria.

Course textbooks

All students will use the extensive Art library within the Department for source material. In addition, the Department contains five networked computers with internet access.

Examination details

There are no end-of-term exams in Art for the 3rd Form.

Links to future learning

All teaching in the Department is aimed at developing the students' awareness of examination expectations and the generic assessment criteria which follow on from GCSE to IB level.

3rd Form Science Choices

(science@aiglon.ch)

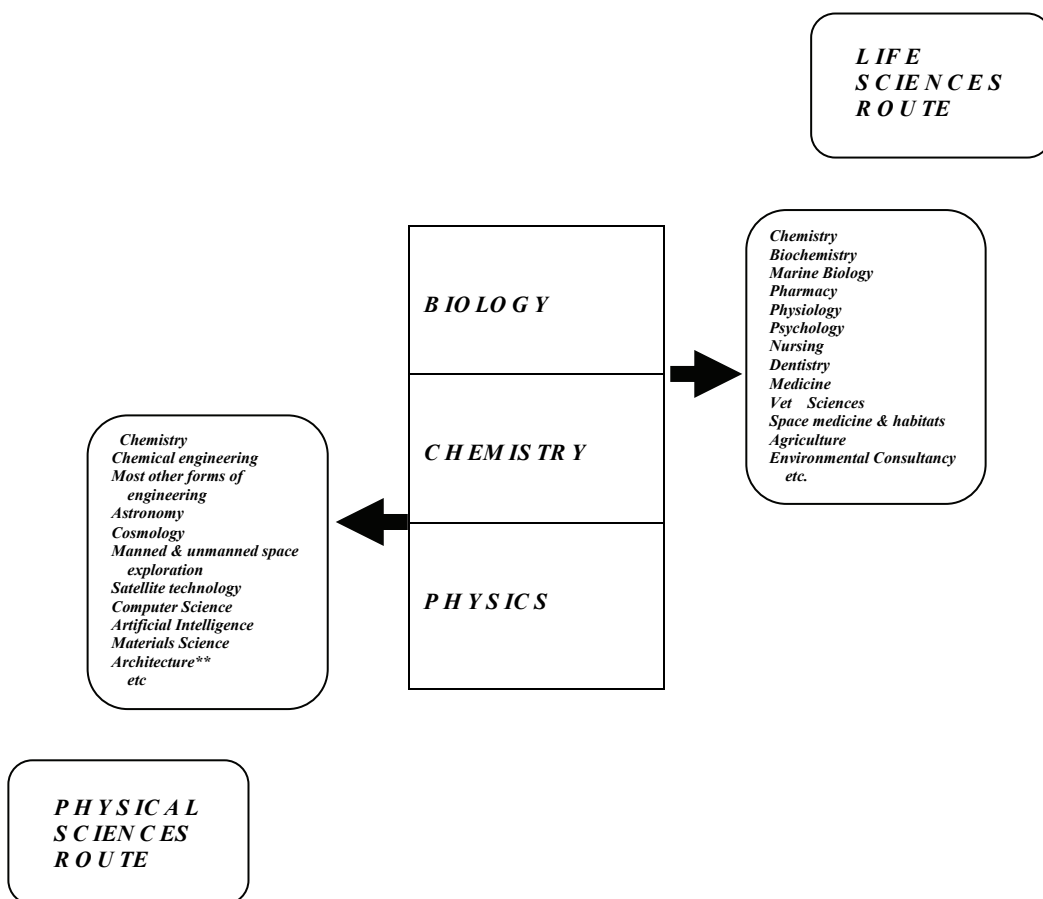
Choosing directions in Science

One of the main purposes of the Science courses in the 3rd Form is to give students a taste of the focus and direction of the different disciplines. Students can then assess their interest and aptitudes for these Sciences.

The Sciences are an integral part of a sound and rounded education, particularly in an age when so many of the advances made, and indeed the problems they raise, are Science-orientated. Students should gain a good grounding in some Science up to IGCSE, as they will need to study at least one Science in the IBDP.

For this reason, all students entering the 4th Form must study Science at IGCSE. We strongly recommend that students follow two Sciences at this level (Dual Award), and this indeed is what the majority of students do. This ensures that students gain some understanding of the influence of Science in the modern world, the issues it faces and the way scientific evidence is gathered. Students who are particularly interested in Science can take all three Sciences (Triple Award). The vast majority of students entering the 4th Form therefore study a combination of either Biology and Chemistry (Life Sciences), or Chemistry and Physics (Physical Sciences). Every year some students who are particularly keen on the Sciences take all three Sciences. It should be noted here that students hoping to study Biology at IB-level must also take IGCSE Chemistry.

The reasons for the combinations suggested above lie in part in the nature of the different Science disciplines themselves, but also in the possible career directions that might flow from these choices. This is shown in the following flow chart. This chart gives some ideas as to the career directions open to students based on their choices. It is important that students do not make choices at this stage which will cut them off from a career option they might wish to take in the future.



Biology

(biology@aiglon.ch)

Introduction to 3rd Form course and rationale

This course is designed primarily to interest and educate. Most of the topics listed below are included in the IGCSE syllabus, but they are approached in a different way during the 3rd Year. Thus, this year involves areas of study which are of general interest and will hopefully provoke enthusiasm to continue on to the IGCSE course and eventually on to IB course level. Emphasis is placed on those groups of organisms that are influential on man, his crops and his environment. There are three themes to the year: microbes and biotechnology, health and environmental education.

Teaching style

Much practical work is included in the first term e.g. making cheese and yoghurt, immobilising yeast and then making wine, sterile technique, culture of micro-organisms (and special emphasis is placed on safety precautions.) A Socratic teaching style is used in the second term where students are asked to question their own lifestyle habits, and discussions centre on provocative video sequences and digital material. In the third term a project-based approach is taken to investigating the local environment, i.e. soil (land), air and water. Three weeks are spent on each of these topics, doing as much practical work outside the classroom as possible and linking the work done in the first two terms, e.g. lichens and air pollution, bacteria and sewage treatment.

Brief overview of topics covered

Autumn term: Topics such as diseases, decay, biotechnology, genetic engineering, single cell protein, brewing, baking, antibiotic manufacture, sewage disposal, cheese making, oxygen production by marine algae, and lichens as environmental indicators are all mentioned together with examples of the following groups: bacteria, viruses, fungi, protozoa, algae and lichens.

Winter term: This provides an introduction to health education involving a week-by-week look at exercise, diet, smoking, alcohol, drugs, heart disease, STDs and contraception.

Summer term: Coursework covers Environmental Biology including a variety of habitats, and involves as much practical work outside the classroom as possible. Visits are made to the water treatment plant at St Triphon, SATOM waste incineration unit and CABLOFER metal recycling factory.

Course textbooks

Co-ordinated Science: Biology by Beckett and Gallagher pub. Oxford ISBN 0199146535

Examination details

Autumn term: Internal examinations at the end of term one (multiple choice and short answer questions)

Summer term: Internal examinations at the end of term three (covering the whole year's work)

Links to future learning

There is a strong connection with the three themes in the third year and the IGCSE Biology specification. The environmental aspects of the course will inevitably reoccur in Biology, Geography and Environmental Studies programmes.

Chemistry

(chemistry@aiglon.ch)

Introduction to 3rd Form course and rationale

The course is designed to give an interesting overview of the nature of Chemistry and how the study of the subject provides evidence for the nature of the world and the origins of the natural resources available to us. The nature of the chemical elements is explored as well as the reactions that give rise to the substances that make up our everyday world. Various 'families' of elements are studied, providing insight into one of the major intellectual achievements of man, namely the Periodic Table. 'Families' of compounds, such as acids, are also studied.

Emphasis on the structure and resources of the Earth provides grounds for an introductory discussion of issues relating to pollution, and to methods of alleviating these issues. Practical work is also carried out in conjunction with these themes and this provides opportunities to develop the manipulative and thinking skills associated with the pursuit of scientific experimentation. The aim is to provide stimulating, intriguing experiments while training students in the safe handling of chemical substances and equipment.

Teaching style

The course involves a range of teaching and presentation methods, from note taking to experimental practical work and the use of audio-visual and computer-based learning.

Brief overview of Chemistry topics

Topics covered include: the chemical elements and Periodic Table, atomic structure, patterns in the Periodic Table, metals and non-metals, groups of elements, word and chemical equations, acids and bases and the reactivity series of metals, assessing the purity of substances and separating mixtures, a closer look at the kinetic theory of matter, extracting metals, and a study of the effects Man has on our planet (including pollution issues such as ozone depletion, acid rain and global warming).

Course textbooks

Science Foundations: Chemistry by B. Milner & R. Oliver, Cambridge University Press

Examination details

Students take at least two written exams during the course of their study, one in December and the other in June. The exams cover the content of the course taken and use multiple-choice and short-answer questions.

Links to future learning

The course is geared to enabling students to gain a sensible impression of the nature of Chemistry while also covering foundation work for studying Chemistry to IGCSE level in the 4th and 5th Forms.

Drama

(drama@aiglon.ch)

From Our Country's Good by Timberlake Wertenbaker

"The Greeks believed that it was a citizen's duty to watch a play. It was a kind of work in that it required attention, judgement, patience, all social virtues."

"The theatre is an expression of civilisation. We belong to a great country which has spawned great playwrights... we, this colony of a few hundred will be watching this play together, for a few hours we will no longer be despised prisoners and hated gaolers. We will laugh, we may be moved, we may even think a little. Can you suggest something else that will provide such an evening?"

Introduction to 3rd Form course and rationale

Drama is taken very seriously at Aiglon. It is undertaken by all the students in the 3rd Form for one hour each week, and this enables them to sample the subject before making important choices at GCSE level.

Drama is a busy, professionally-run theatre Department, with productions taking place throughout the school year. It is well-respected as both an athletic and an academic subject, and the Department prides itself on creating highly-inventive, sophisticated and exciting theatre.

The teachers are all professionally-trained theatre practitioners who demand high levels of commitment from students and production companies alike. As well as having a tough work ethic and a serious, intense approach, staff demand that Drama should be fun, playful and an activity that will bring out the best in everyone.

The aim of Drama teaching is to help students to understand the world around them; the world in which they live. Drama works towards improving the way in which students can work with one another. It should develop the students' ability to concentrate, listen, focus, take instruction and gain satisfaction for achieving positive results within a team environment.

It is, in many ways, the best team game of all.

Teaching style

"Theatre is a serious business, one that makes or should make man more human, which is to say, less alone." **Arthur Miller, playwright**

Studying Drama is not easy! It is a misconception that Drama is standing around pretending to be a tree. It is not! It is a serious academic study of the theatrical arts, the self and the world we live in.

There is a very close working relationship shared between staff and students, and those who choose to study Drama are very proud and happy to be doing so at Aiglon.

The main emphasis of the subject is a practical exploration of dramatic texts and ideas. The Department is equipped with a large hall and a small studio.

Brief overview of topics covered

Students undergo training to develop their ability to express themselves using voice and physicality. The intention of this work is to build confidence and develop the skill of working in groups with co-operation and negotiation. Students are later examined on performances of both text-based and devised work.

The skills that students develop through Drama will help them in all aspects of their school-lives and life beyond.

Course textbooks

There is no set textbook. Instead many different stories, plays, poems, songs and films are used in creating theatre. The Department follows key schemes of work which have proved highly successful over a significant period of time, and which are constantly updated and reviewed.

Links to future learning

"Not everyone is going to be an actor, even at GCSE level, but nowadays everyone needs drama skills in one form or another. This is the age of the 'presentation' where products and ideas are sold in a competitive market-place by the strength of the presenter and his powers of delivery. The scientist, the businessman, the engineer, the bank manager, the retail executive, the designer, none are exempt."

Jeni Whittaker, Teacher

English

(english@aiglon.ch)

Introduction to 3rd Form course and rationale

Students are allocated to 3rd Form English classes according to both their academic ability and level of English, and all sets follow a varied and challenging programme of language and literature appropriate to ability.

Those with weaker English receive more weekly English instruction and prepare for the Cambridge First Certificate examination for second language speakers.

Those who are relative newcomers to the language are placed in 3ESL which offers an intensive and prescriptive English course to ensure full integration in the important 4th Form year. ESL is a separate Department.

Brief overview of topics covered

A typical class would, over the year, follow a programme similar to this:

- Have an initial library orientation session
- Attend a supervised "reading for pleasure" library session each fortnight
- Receive spelling, vocabulary, punctuation and grammar instruction as necessary
- Study one novel, one play, a collection of poetry, short stories and a media genre
- Produce a variety of creative and critical work, both oral and written.

By the end of the 3rd Form, most students should be able to:

- Read texts for meaning and use this understanding to inform their own creative and critical responses
- Write using an appropriate 'voice', whether in the style of a formal essay or a creative response to a text (such as a diary or newspaper article)
- Understand the difference between text types, and how different texts achieve their effects
- Use grammar, punctuation and spelling accurately and to good effect in their writing.

English (ESL)

(esl@aiglon.ch)

Introduction to 3rd Form course and rationale

New students aged 13+ who have passed the Cambridge Key English Test (KET), or whose English is at a standard commensurate with KET level, enter 3ESL. (Students who join 3ESL will do so for one academic year.) These students receive nine hours of English per week replacing French and Religious Studies. The aim is to fully prepare them for the 4th Form in the following September.

Strong emphasis is given to gaining proficiency in English because such proficiency is absolutely critical to the level of effectiveness with which a student can embark successfully on crucial GCSE courses which commence in earnest in the 4th Form. Students aim towards the "Pass with Merit" level of the PET exam in order to maximise their chances of success at IGCSE and beyond.

Teaching style

English is taught by ESL specialists and, wherever possible, a specialist ESL teacher will support other language-intensive subjects as History, Geography and Science. Depending on the size and ability of the class the ESL students may be integrated into the mainstream for these subjects with or without ESL support as appropriate.

Brief grammatical overview of topics covered

Autumn and Winter terms: Review of present tenses and past simple and past continuous; quantity; articles; future intentions; comparatives and superlatives; antonyms and synonyms; prepositions; present and past perfect; time clauses; first and second conditionals; direct and indirect speech. Whilst focusing on these main grammar points, a big emphasis is also put on acquiring vocabulary, especially in the Winter term. This is essential if the students are to be able to take their place in the 4th Form programme.

Summer term: Review of the syllabus in preparation for the PET public exam; exam practice; interview practice.

Examination details

Autumn term: Formal examinations based on the content of syllabus covered.

Summer term: Public examination: University of Cambridge Preliminary English Test. (Separate tests for listening, speaking, reading and writing. Grades available: Pass, Pass with Merit.) There is also an internal exam at the end of the term.

Links to future learning

In the 4th Form, students will be fully integrated in the mainstream curriculum. In English, they will follow the syllabus of the University of Cambridge First Certificate in which they will be examined in the Summer term.

English (Reading)

Introduction to 3rd Form course and rationale

In a busy school where English is the working language but often not the first language of the students, it can be considered a challenge to encourage reading for pleasure. Yet only by instilling reading as a habit can students become truly literate and conversant with the values and behaviour patterns of a wider society, and develop a comprehensive working vocabulary.

At Aiglon students are encouraged to read widely, both in English and their own languages, and private reading time is provided in class time as well as at bedtime throughout the Junior School and into the 3rd and 4th Forms in the Senior School.

All students in the 3rd Form also benefit from private reading slots which are allocated within the timetable. These one-hour sessions take place in the School library and are supervised by an English teacher. Students are encouraged to read a novel for part of the time, and to keep a record of the number of pages read in each session as well as the books they have read. For the remainder of the session, students are guided to select other reading material from the library, such as magazines or newspapers, and the Library Services Manager is present to offer assistance.

At the end of each academic year, one or more prizes are awarded to students who have clearly embraced their reading. Such students may be first-language speakers who have resisted reading in the past but are now enjoying their reading, or they may be second-language students who have taken advantage of the opportunities offered and persevered.

French

(french@aiglon.ch)

Introduction to 3rd Form course and rationale

French classes in the 3rd Form are required to provide appropriate courses for all students progressing from the Junior School as well as those just starting at Aiglon, and this includes native speakers right through to students who are beginning French on leaving ESL groups. To cater for this range we offer four levels in the 3rd Form, with new students assessed on entry for placement in the appropriate groups. All set placements are subject to frequent revision and, depending on progress, students can be moved to higher or lower sets during the year.

Teaching style

In the early stages the emphasis is on basic communication skills, with frequent listening and speaking exercises, regular use of the language laboratories and exercises conducted online. This gradually leads to competence in reading and writing. Students in set one work at a level which approximates to that of native speakers, and can expect to read a play or a novel each term. (These texts are charged to parents.)

Brief overview of topics covered

Vocabulary of everyday life: at school, at home, holidays, leisure activities, likes and dislikes, traveling, food and drink, etc, with reference to French culture whenever possible. Basic grammar includes use of past, present and future tenses. Higher sets cover all topics in greater depth and study more advanced grammar.

Course textbooks

Expo, Ramage/Meier, Heinemann
Encore Tricolore, Honnor/Mascie-Taylor/Wesson, Nelson
Métro 4 vert, Gill Ramage
DELFL Junior scolaire B2 for set 1

Although these textbooks provide a clear progression in terms of language structures and vocabulary, they are not the only resources used in the Department as teachers frequently complement this material with videos, interactive DVDs and online exercises.

Examination details

Twice-yearly internal examinations test listening, speaking, reading and writing skills at appropriate levels.

Links to future learning

Students in set one will take the GCSE examination at the end of the 3rd Form, which allows them to move on to IGCSE as a foreign language (and sometimes IGCSE first language or DELF B2) in later years before starting IB in the 6th Form.

Geography

(geog@aiglon.ch)

Introduction to 3rd Form course and rationale

Geography is studied by all students in the 3rd Form for two lessons per week. It encourages the development of a sound awareness of our environment and a sense of place at all scales, from the local to the global. It promotes the understanding of themes and issues related to natural and human systems, the processes that shape them, their interrelationships and evolution over time. It also helps students to develop key skills for learning, balanced judgement, empathy and responsible decision-making for the future.

Teaching style

The course is conducted in both the classroom and in the wider local environment, including practical fieldwork in the area of Villars. Varieties of styles are used, from teacher-led discussion to individual research and group activities. The use of a wide range of resources enables the different learning strengths of students to be addressed.

Brief overview of topics covered

Autumn term: : An introduction to weather and climate including a programme of practical work, a comparison of European and tropical climates and the mechanisms behind them, and an examination of current issues of climate change and its impacts.

Winter term: An introduction to development and population; interdependence and sustainable development issues.

Summer term: The geography of Switzerland and issues of local development; water resources, their management and their future, in both a local and world context; local fieldwork based on water management studies.

Course textbooks

Aiglon Geography Department's own written course materials and video library; Geog.3 by RoseMarie Gallagher; 'Places' by David Waugh & Tony Bushell (Stanley Thornes); Oxford School Atlas (Oxford); 'Why does the weather change?' by Jacqueline and Peter Humphries; Internet and satellite television sources.

Examination details

Autumn term: Internal examination (1½ hours)

Summer term: Internal examination (1½ hours)

Links to future learning

Geography is the meeting point of many disciplines, since all of the Earth's systems, whether natural or human, interact across its surface. Geography provides a unique link between the Natural Sciences and humanities, creating the overview and training necessary for the full understanding and effective future management of our planet, its people and its resources. It is an education for life. The 3rd Form Geography course provides a springboard for later studies in all subjects, both through the issues and topics studied, and through the skills practised by the students.

PSHE

(PSHE Co-ordinator)

Introduction to 3rd Form course and rationale

The aim of the course is to help students understand a little more about their bodies and how best to look after them.

Programme

1. Drugs - Different types; dangers; how to say no
2. Alcohol - Why spoil a good thing? Dangers of excess
3. Smoking - Dangers; how never to start; how to stop
4. Reproduction and Contraception - How to avoid unwanted pregnancy
5. Exercise - How often? Too much; too little; different types
6. AIDS - The global problem and perhaps some local answers
7. Diet - Nutrition; health; happiness
8. Cancer - Causes, prevention, cures?
9. Heart Disease - How to avoid it
10. First Aid - How to help in an emergency; what to do first.

This course is designed to expand on the students' general education as well as emphasising the biological aspects of health education.

History

(history@aiglon.ch)

Introduction to 3rd Form course and rationale

The 3rd Form History course is a foundation course for students who will go on to study History at IGCSE level, but is also of intrinsic value and interest in its own right. In the Autumn term, the emphasis is on developing skills, particularly with respect to the use of historical sources and the problems associated with them, and we do this by studying aspects of local and Swiss history. In the Winter and Summer terms, the emphasis switches to preparing for the factual content of the IGCSE course by studying the causes and course of the First World War, with particular importance given to the nature of the fighting on the Western Front.

Teaching style

There is a strong emphasis on discussion work, and all students are encouraged to participate fully in this, particularly when working with historical sources and discussing different interpretations of the sources on trench warfare on the Western Front. Many different kinds of sources are used for this, including visual sources (photographs, artists' impressions, video material and computer graphics) and written primary and secondary sources. Students are also expected to develop empathetic skills in handling material both on the war and in their study of local and Swiss history.

Brief overview of topics covered

Autumn & Winter terms: Aspects of local and Swiss history

Summer term: The European Great Powers in 1900 and the causes of the First World War; Outbreak and nature of the First World War.

Course textbooks

The End of Old Europe by Josh Brooman, published by Longman

The Great War by Josh Brooman, published by Longman

The Great War by Neil Demarco, published by Hodder & Stoughton

Examination details

Autumn term: Tests the skills and content of the Autumn term's syllabus

Summer term: Tests the skills and content learned in studying the causes and course of the Great War.

Links to future learning

The core content of the IGCSE History course is the study of international relations from 1919. The Peace Treaties at the end of the Great War are vital to an understanding of this, and knowledge of the causes and nature of the war are equally important in understanding the Treaties.

ICT

(ict@aiglon.ch)

Introduction to 3rd Form course and rationale

The 3rd Form study is based on a Key Stage 3 course in Information and Communication Technology. It is designed to reinforce, consolidate and extend the learning from the 1st and 2nd Forms at Aiglon, while also giving students who are new to the School the opportunity to catch up on aspects of Information Technology that they may not have covered.

The focus is on developing new practical skills and techniques which are then applied to solve contextual problems. This ensures that students not only gain knowledge of how to use a particular piece of computer software or equipment but also when to use it.

Teaching style

The lessons are heavily biased towards practical work and student-centred learning, and involve the use of a wide range of information technology applications to tackle specific problems.

Brief overview of topics covered

Autumn term: Use of the World Wide Web; use of spreadsheets for data modeling; use of databases for data handling.

Winter term: Introduction to graphical modelling techniques and the manipulation of digital images using Photoshop.

Summer term: Competency in Word, Excel, Access, Power Point, Audacity, Dreamweaver and e-mail are taught and tested using online software.

Course textbooks

Keybytes – The Interactive Course in ICT. C. Van Breugel, K Kats, Summerfield Publishing.

Photoshop Elements – Payne Gallway

Excel 2002 – Payne Gallway

Access 2002 – Payne Gallway

Logicator 5 – Economatics

Links to future learning

The course is designed to equip students with the necessary skills to enable them to use IT as a tool across other areas of the curriculum.

Mathematics

(maths@aiglon.ch)

Introduction to 3rd Form course and rationale

Students are allocated to sets according to ability. Throughout the year many set changes take place as the students develop their mathematical skills at different paces. This course provides the foundation of skills needed to embark on the GCSE courses next year, from arithmetic, algebra and geometry to data handling and mensuration. Students from widely different backgrounds are given the opportunity to fill in any gaps in their basic mathematical knowledge and the time to consolidate their skills as well as being presented with challenging new work to further develop their mathematics.

Teaching style

All classes are taught by qualified and experienced maths specialists. Students will experience a wide variety of teaching styles from teacher-led, through group work, to working in pairs and individually. We aim to improve their ability to use and apply mathematics through problem solving exercises and investigative work.

Brief overview of topics covered

Autumn term: Pythagoras; formulae; statistics; accuracy; volume and basic arithmetic.

Winter term: Algebra; data handling; graphs of straight lines and inequalities; probability; loci and constructions.

Summer term: Graphs of parabolas; trigonometry; transformations; similar shapes and polygons.

Course textbooks

Key Maths 9¹, 9² or 9³ published by Nelson Thorne

Examination details

Autumn term: One exam of 1½ hours on the term's work

Summer term: One exam of 1½ hours on the whole year's work

Links to future learning

At the end of this year the Mathematics Department will decide whether or not students are able to take the higher-level GCSE. This means their performance throughout this year could have an important impact on their mathematical futures. Usually students in the top two sets go on to take the higher level course in the 4th Form and the other two sets follow the foundation level course.

Modern Foreign Languages Carousel

(languages@aiglon.ch)

Introduction to 3rd Form course and rationale

In the 3rd Form students follow a Languages Carousel in which they study three of the four languages listed below for one term each. The purpose of this carousel is to expose Aiglon students to some of the world's major languages before exam courses start in earnest the following year, and this initial exposure is vital in generating both interest and enthusiasm.

Languages in the Carousel: 2012-2013

German

Spanish

Russian

Mandarin Chinese

Teaching style

In the 3rd Form the emphasis is on the spoken language and teaching methods are designed to ensure maximum student participation. Games, video material and creative use of Information Technology (in desktop publishing projects for example) are all used to provide a varied programme. Our facilities include two multimedia classrooms with language laboratory capability, dedicated classrooms with state-of-the-art audio-visual facilities (including one classroom with an interactive whiteboard) and a comprehensive website dedicated to language learning.

Brief overview of topics covered

Topics studied in the carousel may include the following: introductions, numbers, family descriptions, school, food and drink, and basic geography as well as cultural and historical information of the country concerned. Students would also cover simple grammatical structures such as the verbs 'to be' and 'to have'.

Examination details

Students are given a simple 45-minute exam at the end of the term's work, and marks are based on communication rather than accuracy. In Russian and Chinese, a class test takes the place of a more formal exam.

Links to future learning

The carousel gives students a head start if they intend continuing with Spanish or German to GCSE.

In addition it helps them to appreciate the diversity of global culture at an early stage in their Senior School careers.

Music

(music@aiglon.ch)

Introduction to 3rd Form course and rationale

In the 3rd Form, one hour per week is allocated to the study of Music within the academic timetable. Lessons are creative and practical, and listening, as well as knowledge and understanding of music are developed through the interrelated skills of performing, composing and appraising.

By the end of the 3rd Form curriculum pupils will be able to:

- Perform, compose and improvise music in a variety of musical styles. They will be able to recognise musical signs, symbols and instructions.
- Perform as soloists and take part in ensembles.
- Develop and revise their ideas both in performance and in composition.
- Use a variety of musical instruments and resources including electronic and percussive instruments and ICT.
- Listen with understanding to a variety of music, identifying and discriminating within musical elements.
- Relate music to its social, historical and cultural context.
- Show an understanding of individual musical work.
- Critically appraise both live and recorded performances.

Supporting and extending pupils' work and achievement in the classroom is the provision of an extensive range of extra-curricular and instrumental lessons. All pupils at Aiglon are challenged and encouraged to take an active, enjoyable and fulfilling role in the musical life of the School.

Teaching style

Pupils are given the opportunity to perform music using traditional and electronic instruments, either individually or as part of an ensemble, and the composing aspects of the course take place either in these groups or through the use of a music-sequencing programme on the computer. Listening activities are interspersed with the practical sessions to reinforce the knowledge and understanding of each topic.

Assessment

During each topic, the students' performances and compositions are recorded for assessment and at least one listening test is taken to evaluate each students' knowledge and understanding of the subject. The Department follows the criteria laid out in the whole-school assessment policy. There are no formal end-of-term examinations in Music in the 3rd Form.

Brief overview of topics covered

Autumn term: Reggae

Winter term: Classical programme music of the 19th and 20th centuries; Composing for films: the soundtrack

Summer term: Modes and scales; An introduction to dance music

Links to future learning

GCSE Music is a natural progression from the work covered in the 3rd Form. The course concentrates on the three core aspects of Music: performing (40%), composing

(40%) and listening/appraising (20%). Pupils study Music from the classical tradition through to dance and club remixes.

Physical Education

(pe@aiglon.ch)

Introduction to 3rd Form course and rationale

The aims of Physical Education in the 3rd Form are threefold:

- To develop physical skills, fitness and sportsmanship
- To generate a healthy and active lifestyle
- To further students' appreciation of the value of sport and recreation as an integral aspect of culture.

To achieve the aims of Physical Education, students follow a diverse programme of study, offering a breadth of experience in the following areas of activity:

- Invasion games: association football, basketball, mini-rugby
- Net-wall games: tennis, badminton
- Striking-fielding games: softball, rounders, indoor cricket
- Athletic activities: track and field, cross-country running
- Aquatic activities: swimming strokes, personal survival, water polo
- Outdoor adventure activities: alpine and cross-country skiing
- Health-related exercise.

Teaching style

Classes are taught by fully-trained and qualified Physical Education specialists. Teaching incorporates a range of styles to induce greater student independence both as learners and as active participants in physical activity. All classes are practical based, although the Health Related Exercise course does involve an element of classroom-based theory. In the Winter term, students are taught for at least two hours per week by qualified ski instructors and there is an introduction to cross-country skiing.

Assessment

This is ongoing and students are encouraged to analyse their own progress and performance in an informal context. An effort grade is awarded termly, and students also receive a written report on their progress and efforts at the end of each term.

Extra curricular activities

Many students are involved in the wide range of extra curricular activities that take place after school and over weekends. Teams compete with local international schools, catering for boys and girls in football, basketball, cross-country running, swimming, skiing, tennis and track and field. Dance, yoga and fitness training can also be pursued as leisure-time interests. Free skiing and snowboarding on Wednesday and Saturday afternoons allow students the freedom to enjoy the slopes with their friends whilst a number of students opt for the collective snowboarding class. Private tennis lessons are also available by arrangement.

Physics

(physics@aiglon.ch)

Introduction to 3rd Form course and rationale

This course aims to encourage and engage students in their study of Physics, and to stimulate, challenge and enthuse them. The course builds on the Physics topics studied in the 1st and 2nd Forms, and it is hoped that the students will consolidate and deepen their knowledge, gain a heightened appreciation of Physics and its applications, and inspire interest in taking up the challenge of studying Physics at IGCSE level.

Teaching style

Practical investigations, project work and independent learning are some features of the course. A range of teaching aids are employed to not only help students gain knowledge and get to grips with concepts in Physics, but also to glean insights into the lives of some well-known physicists and the history of discoveries. Through this, students are able to acquire a better understanding of Physics in context.

Topics covered

Over the course of the year, the following topics are studied:

- Density and pressure
- Forces and movement
- Electrostatics and charge
- Electricity.

Course textbooks

The course follows the Hodder Science International Science books.

Examination details

There are two internal examinations taken at the ends of the Autumn and Summer terms.

Links to future learning

The course not only builds on previous knowledge, but it also provides a very good foundation for the study of Physics at IGCSE level.

Religious Studies

GCSE Short Course specification: Edexcel specification, 3RS01

Why RS?

The course offers students an opportunity to explore and discuss some of the major issues and problems that face everyone today as human beings. For example, can abortion and euthanasia ever be justified? Why is marriage still so popular in the modern world? Are men and women really equal? Why do people believe or not believe in God? What causes prejudice in the world? In discussing these questions it is hoped students will clarify their own views on some controversial and sensitive issues. As well as studying these aspects of life and society, we study the teaching of Christianity on each issue, together with the teaching of one other major world religion.

How is RS taught at Aiglon?

We use whole class teaching, individual, pair and group work, textbooks, the Internet, writing, videos, debates and quite a few arguments! There is a strong emphasis on class discussion and students will have lots of opportunities to express their ideas on a range of fascinating subjects.

Why is RS in the core curriculum?

Aiglon stands for the importance of spiritual values, and for an education which develops the whole person, not just the intellect! So RS is an important part of our programme. To succeed in RS, students don't have to be personally religious and they certainly won't be pressurised into becoming religious. However, they should be prepared to challenge whatever beliefs and ideas they do have. They will need to be open-minded, and be prepared to discuss issues that other people may strongly disagree with.

RS gives students a better understanding of the beliefs and values of others. It encourages an enquiring mind, an appreciation of different viewpoints and an ability to come to clear, balanced decisions. RS helps us to develop the skills of empathy, respect and tolerance for others, even when we disagree with them.

This course will certainly help students to think clearly about some very relevant and important issues. For example, the reasons for evil and suffering in the world; whether there is a God, and a life after death; the meaning of marriage and issues about sexual relationships and divorce; racism and prejudice; and issues of wealth and poverty in the world.

Specification

The syllabus is divided into four main sections. Two sections are taught in the 3rd Form and two in the 4th Form. At the end of the 4th Form there is one public examination of 1 ½ hours. There is no coursework. There is a single tier of entry for all grades.

Religion and Life based on a study of Christianity and at least one other religion.

Section 1: Believing in God: reasons for believing or not believing in God; prayer, miracles, the problem of evil and suffering; the nature of God.

Section 2: Matters of Life and Death: beliefs about and evidence of life after death; moral issues of abortion and euthanasia; the sanctity of human life.

Notes

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