

*PromisedLand Academy*

*Reap the Rewards... Psalm 127*

# Curriculum Document ICCE Supplement Intermediate / Advanced Level



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# Curriculum Document

## Introduction

This document is a guide to the aims and structure of our curriculum at PromisedLand Academy. It outlines policies on all the Core Subjects for the International Christian Certificate of Education, along with details of Programmes of Study for the Supplementary Curriculum for students in this age group (16 – 18 years).

This document also includes our overarching Schemes of Work at these levels.

Please note: some most able students may reach this level *before* the age of 16. These students will complete the supplementary curriculum with their peers.

Full programmes of study and progression schedule for subjects covered by the Accelerated Christian Education curriculum may be found in the ACE Schemes of Work.

The following should also be read in conjunction with this document:

- ACE Schemes of Work
- CEE ICCE Procedures Manual
- ACE Procedures Manual
- CEE Scope and Sequence
- European Student Convention Guidelines

Mrs. S Coote

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# Our Curriculum

The aim of PromisedLand Academy is to present a Christian world view to the students by using the Accelerated Christian Education (ACE) programme and other materials as appropriate.

## The Core Curriculum

The core of the Accelerated Christian Education (ACE) curriculum for the ICCE Intermediate and Advanced levels comprises individualised programmed learning in:

- Mathematics
- English Grammar
- Science (including Physical Science, Chemistry & Physics)
- Social Studies (Christianity in the context the History of Civilisation)

## Differentiation

The following applies to those students that are average learners and who join the school at secondary school age and who average 12 PACEs in each subject per year. Some students may finish these levels earlier if diagnosed higher at entry or who are 'Most Able'.

Students' Age	English Year Group	A.C.E. Level	PACEs
16 – 17	12	10	1109-1120
17 – 19	13	11	1121-1132
	13	12	1133-1144

The following **only** applies to those students that are '**Most Able**' learners and who have been on the programme since preschool. This does not allow for many repeat PACEs and will only be achieved by those students who are **A** or **A\*** learners, who can achieve 12 PACEs in each subject per year.

Students' Age	English Year Group	A.C.E. Level	PACEs
16 – 17	12	12	1133-1144
17 – 19	13	13	Advanced Higher

## ICCE

ICCE is a baccalaureate style qualification which means the pupil must achieve in every subject in order to receive a certificate. Separate certificates are not issued for separate subjects. It has three levels at this stage:

- Intermediate
- Advanced
- Advanced Higher ('with Honours' if a student achieves an overall A grade)

A UK NARIC assessment in 2011 carried out in both school and home school environments stated that the Advanced Certificate can be considered comparable to Cambridge International Examinations 'A' levels. The ICCE Advanced Certificate is accepted by many universities for undergraduate entry. (*Source: UCAS International Qualifications: Appendix A – International examinations of UK awarding bodies*). The ICCE appears in the 2013 edition of the UCAS Qualifications for Entry.

This UK NARIC study demonstrated that:

- The ICCE programme delivery was found to be effective in developing students' abilities across a wide range of subjects and preparing them for taking the ICCE qualifications.
- The quality assurance mechanisms which underpin the ICCE delivery and assessment can be considered to be rigorous and robust.

It is estimated that ICCE Intermediate level requires a standard of work comparable to 2 - 3 UK AS Levels and ICCE Advanced level requires a standard and volume of work comparable to 3 - 4 UK A Levels.

Over the past years pupils who have studied at ACE schools have gained entry to many UK universities and colleges and have gone on to obtain good degrees in various subjects. A list of these is to be found in the ICCE Manual. Many graduates have adjusted well to higher education and excelled in their fields.

### **The ICCE Intermediate Certificate**

The ICCE Intermediate Certificate is a stepping stone or bridge between the General Certificate and the Advanced Certificate. This certificate may also be used as a school exit qualification.

When a student reaches the ICCE (International Certificate of Christian Education) Intermediate level they have the opportunity to choose subjects from a list of electives including British Literature and Foreign Languages. They will also study the Old Testament and Apologetics. The content and standard have been enhanced by the addition of three pieces of coursework at this level, choosing from the following:

- Social Studies Essay (1,500 words)
- English Essay (1,500 words)
- Biblical Studies Essay (1,500 words)
- Science Project (Intermediate Level)

### **The ICCE Advanced Certificate**

The ICCE Advanced Certificate is intended for students who want to pursue higher education opportunities, study professional courses at colleges and universities, or enter the work place. It is comparable to Cambridge International 'A' Level (UK NARIC, 2011).

When a student reaches the ICCE (International Certificate of Christian Education) Advanced level they have the opportunity to choose a subject from a list of electives including Physics and Advanced ICT. The content and standard have been

enhanced by the addition of three pieces of coursework at this level choosing from the following:

- Social Studies Essay (2,000 words)
- English Essay (2,000 words)
- English Dissertation (5,000 – 10,000 words)
- Biblical Studies Essay (2,000 words)
- Science Essay (2,000 words)
- Maths Paper (2,000 words)
- Science Project (Advanced Level)

The students may also sit a College Board SAT Test to achieve half a credit towards their Advanced Certificate, any of the Advanced Bias Courses or the Advanced Higher Certificate. (See ICCE Procedures Manual page 147 for more details).

A full list of ICCE Electives can be found in the ICCE Procedures Manual and the ACE Schemes of Work.

### **Bias Courses at Advanced Level**

Students may choose from a number of 'bias' courses that take students' individual strengths and the requirements of higher education into account.

These include courses in:

- Advanced Arts
- Advanced Science
- Advanced Maths
- Advanced Social Studies
- Advanced Biblical Studies
- Advanced Music
- Advanced Language

At this level students choose an elective from the list of Advanced Certificate electives; except the Music Bias, where they must choose two electives, and the Language Bias, where they do not have to choose an elective. Each bias is enhanced by the addition of three pieces of coursework at this level choosing from the following:

Advanced Arts:

- English Dissertation (5,000 – 10,000 words)
- Social Studies Essay (2,000 words)
- Biblical Studies Essay (2,000 words)

Advanced Science:

- Maths Paper (2,000 words)
- Science Essay (2,000 words)
- Science Project (Advanced Level)
- Biblical Studies Essay (2,000 words)

- Convention Exhibit (Advanced Level)

#### Advanced Maths:

- Maths Paper (2,000 words)
- Science Essay (2,000 words)
- Science Project (Advanced Level)
- Biblical Studies Essay (2,000 words)

#### Advanced Social Studies:

- English Dissertation (5,000 – 10,000 words)
- Social Studies Essay (2,000 words)
- English Essay (2,000 words)
- Biblical Studies Essay (2,000 words)

#### Advanced Biblical Studies

- English Dissertation (5,000 – 10,000 words)
- Social Studies Essay (2,000 words)
- Biblical Studies Essay (2,000 words)
- English Essay (2,000 words)
- Bible Memory at ESC

#### Advanced Music

- Music Essay (2,000 words)
- Social Studies Essay (2,000 words)
- Biblical Studies Essay (2,000 words)
- Maths Paper (2,000 words)

#### Advanced Language

- History of Language Essay (2,000 words)
- English Essay (2,000 words)
- English Dissertation (5,000 – 10,000 words)
- Biblical Studies Essay (2,000 words)
- Culture of Language Essay (2,000 words)

The students may also sit a College Board SAT Test to achieve half a credit towards their Advanced Certificate or any of the Advanced Bias Courses. (See ICCE Procedures Manual page 147 for more details).

### **The ICCE Advanced Certificate - Higher and Honours**

The ICCE Advanced Higher and Honours certificates are for students who complete the ICCE Advanced Certificate at Level 12 to qualify for entry to tertiary studies in a specific discipline or at a specific tertiary institution. Specific academic achievement requirements apply to each level (see ICCE Manual).

Students obtaining an 'A' grade will be awarded an Honours Certificate. The student may choose five courses from the Advanced Standard, Bias and options list that have not already been completed, plus three pieces of coursework from the following:

- Social Studies Essay (2,500 words)
- English Essay (2,500 words)
- Biblical Studies Essay (2,500 words)
- Science Essay (2,500 words)
- Maths Paper (2,500 words)
- Science Project (Advanced Level)

### **Our Supplementary Programme**

Students will concentrate on their chosen ICCE electives, essays and/or projects, after completing their daily goals in the core curriculum, as well as having lessons in Careers, PSHE and Citizenship. Further lessons in other subjects will also be provided in Science, Social Studies, PE, and music.

### **European Student Convention**

The European Student Convention (ESC) is an amazing, once-a year opportunity for students who use the ACE curriculum. This convention is for young people 12 years of age and older.

Students compete against each other in a number of events including:

- Art & Photography
- Drama & Music
- Sport & Athletics
- Academics & Bible Memory

They work on their entries throughout the year and are tested against their peers and against a prescribed standard. This is very individualised – they choose their own entries, with guidance, and work on them for several months leading up to the event. The results test the student and the school against other students and schools, giving both a clearer idea of their strengths. It ultimately builds confidence in the students, giving them opportunities that they would otherwise not obtain.

These entries form the basis for most of our supplementary curriculum at this age.

### **SEND Provision**

Please see the Lower Seniors Curriculum document for our statement on our SEND provision.

### **ICCE Policy for Learning Disabilities and Difficulties (LDD)**

### **Early Warning System**



ICCE has produced an 'Early Warning System'. If a student has LDD, the ICCE Board will determine whether an adjustment can be made to the programme of study to take account of the problem. Independent expert evidence will have to be produced to confirm the LDD. If necessary, the Board will employ an assessor to determine whether the student has an educational problem that warrants a course amendment.

Students who cannot achieve a Foundation Certificate will be issued with a Basic Certificate, where possible.

### **Materials**

Apart from the usual PACEs, parents and schools should make use of Videophonics, ESL and other remedial materials. If the student's first language is French or Spanish, there is some curriculum available in those languages. If the student cannot write or erase normally, an alternative is to use a computer to record answers, which can then be checked, preferably by the student, but if need be by the parent, supervisor or monitor.

### **Medical and Educational Tests**

Parents should ensure that their children are checked by an audiologist and an optometrist, as well as for co- ordination.

The usual Diagnostic Tests must be administered and the ICCE Academic Projection Form used. The student should take the NFER CAT and RTBS 2 to get some picture of his or her ability level so that a decision can be made regarding which level the student should aim for.

# Subject Policy Statements

SUBJECT	PAGE
<b>Linguistic</b>	
English Language	11
<b>Mathematical</b>	
Mathematics	16
<b>Scientific</b>	
Science	21
<b>Human &amp; Social</b>	
History	25
Citizenship	29
Personal, Social, Health and Economic Education	31
<b>Aesthetic &amp; Creative</b>	
Art, Design & Technology	35
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Computing	43
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Physical Education	45
<b>Other</b>	
Foreign Languages	48
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# English Language and Grammar

## Aims

The students in PromisedLand Academy will come to understand how the English language works by looking at its patterns, structures and origins, choosing and adapting what they say and write according to situations.

The overarching aim for the ACE English programme is to encourage high standards of language and literacy by providing students with the skills to communicate in both the spoken and written word, and to develop their love of literature through a variety of ways. In studying English students develop skills in speaking, listening, reading and writing. It enables them to articulate themselves creatively and imaginatively and to communicate with others successfully through their chosen means of communication.

The ACE PACEs for English form part of the ACE Programme for reading, writing, speaking and listening, which also includes:

- daily recitation of Bible passage
- Oral Reports
- Book Reports
- involvement in monthly assemblies
- termly assemblies
- the yearly Awards Ceremony
- Participation at the European Student Convention (ESC)

## Objectives

Students will learn to speak, listen, read and write according to their abilities.

1. To speak confidently in a range of circumstances, with different purposes, and varied audiences
2. To learn to listen carefully and to understand what is being said so that they may respond suitably
3. To be able to read with comprehension and speed, on their own and out loud, from a range of materials; being given the opportunities to reflect, analyse and discuss where appropriate
4. To have the ability to write neatly and accurately
5. To know the rules of punctuation and spelling
6. To be able to express their thoughts and ideas in written English, planning, drafting and editing their work as needed.

**At Intermediate and Advanced level, the students will learn the following at appropriate stages:**

1. To speak confidently in a range of circumstances, with different purposes, and varied audiences
2. To express themselves clearly and articulately

3. To learn to listen carefully and to understand what is being said so that they may respond suitably
4. To read demanding texts flexibly and with understanding
5. To know the rules of English grammar and sentence structure
6. To be able to express their thoughts and ideas in written English, planning, drafting and editing their work as needed.
7. To write with logical coherence at length and with secure spelling (for dyslexic students, within normal limits as possible)
8. To gain an appreciation of literature and to be able to deal in ideas

**Students may choose to write a 1500-word English Language essay towards their ICCE Intermediate certificate from the following titles:**

- Britain should develop closer links with Europe than with the USA. Discuss
- The Creation and Evolution Debate
- Christmas is purely a pagan festival. Discuss
- Is there any such thing as a just war?

Or:

**Students may choose to write a 1500-word English Literature essay towards their ICCE Intermediate certificate from the following titles:**

- Compare and contrast the characters of Elizabeth Bennett and Charlotte Lucas in *Pride and Prejudice*
- Compare Rupert Brooke's poem, *The Soldier*, ('If I should die think only this of me') with *Sonnet* by Charles Hamilton Sorley ('When I see millions of the mouthless dead')
- Examine the themes of mercy and justice in Shakespeare's *Merchant of Venice*.

**Students may also choose to write a 2000-word essay on one of the following towards their ICCE Advanced certificate:**

- A 2000-word English essay on either:
  - Chaucer
  - Shakespear
  - English poetry
  - English novels
  - Social Action

A 5000-word dissertation of their choice is required if the students choose the Level 12 English PACEs.

### **Targets and Assessments to end of Year 13**

#### **Aims:**

For **School Level C** students, the aims are as for A and B Year 11

For **School Level B and A** students, the aims are that all students can:

- express themselves clearly and most, articulately
- read demanding texts flexibly and with understanding

- write with logical coherence at length (2000 words) and with secure spelling (for dyslexic students, within normal limits as possible)
- access most classics of literature
- an appreciation of literature and to be able to deal in ideas
- take part competently in Student Convention in written and platform entries

**School Level C** students should all have achieved General Cert, Academic or Vocational, and some should have achieved General Higher (1120) at 88% They should have completed at least Readmaster Level 8 by the end of General Cert and Level 9 by the end of General Higher.

**School Level B** students should all have achieved General Higher and may have achieved Advanced (1132 and 1144) at 92% They should have completed at least Readmaster Level 10 by the end of General Higher, and level 11 by the end of Advanced.

**School Level A** students should all have achieved Advanced and some may have achieved Advanced Higher (1144) at 96%

Some students will choose the Arts Bias course with options in British Literature in ACE and AO at Advanced. These students will have taught lessons in which they will be introduced to further poetry, plays, and fiction.

***Achieved by Year 12:***

Each student should have:

- completed English PACEs (and where relevant Literature and Word Building PACEs) 1102-132 at 80%+
- took part in daily choral Bible reading
- learned and recited a monthly Bible passage
- continued to read through the Senior Reading List, becoming able to access most classics of literature
- took part in school productions
- took part in discussions and debate
- took part in weekly English Literature lessons, becoming able to read demanding texts flexibly and with understanding, and gaining an appreciation of literature and dealing in ideas
- took part in extended writing sessions, able to write with logical coherence at length (1500 words) and with secure spelling (for dyslexic students, within normal limits as possible)
- entered at least one writing and platform event at ESC with competent submissions; some to take part in ISC
- completed Readmaster Level 11

***Achieved by Year 13:***

Each student should have:

- completed English PACEs (and where relevant Literature and Word Building PACEs) 1109-1144 at 80%+
- took part in daily choral Bible reading
- learned and recited a monthly Bible passage

- completed the Senior Reading List, becoming able to access most classics of literature
- took leading parts in school productions
- took part confidently and competently in discussions and debate
- took part in weekly English Literature lessons, able to read demanding texts flexibly and with understanding, gaining an appreciation of literature and dealing in ideas
- took part in extended writing sessions, able to write with logical coherence at length (2000 words) and with secure spelling (for dyslexic students, within normal limits as possible)
- entered at least one writing and platform event at ESC with confident submissions; some to take part successfully in ISC
- completed Readmaster Level 12

Some students will choose the Arts Bias course with options in British Literature in ACE and AO at Advanced. These students will have taught lessons in which they will be introduced to further poetry, plays, and fiction.

***Measured targets:***

**School Level C** may complete with Foundation (SAS 94-100) or General Vocational (SAS 100+) or they may complete General Academic, which might take them longer.

**School Level B** may complete at 16 with General Academic (a few with General Vocational, as appropriate) or at 18 with General Higher. Those with SAS of 115+ may complete Advanced.

**School Level A** may complete at 16 with General or General Higher. Those who stay on should complete at 18 with Advanced or Advanced Higher Certificates.

The ICCE General Academic Cert measures the attainment of each student in English language, Spelling, Etymology, and literature.

The General Higher Cert measures attainment in English Language.

Advanced and Advanced Higher measure attainment in English language and Literature.

Coursework in General Academic, General Higher, Advanced and Advanced Higher measures the level of their written work.

Students completing Readmaster Levels 10-12 have acquired speed, accuracy and comprehension.

**List of Resources for Y12 and Y13:**

PACEs in English and Composition from 1109-1144  
AO British Literature

Appropriate texts and anthologies of prose and poetry including  
Plays,  
DVDs and TV  
Dictionaries  
Thesaurus  
Computer and printer

### **Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for English as well as extra activities where appropriate.

Senior students are expected to submit at least one piece of extended written entry (usually a poem, short story or essay) to ESC per year and one platform entry (usually poetry recitation, or illustrated).

English Grammar 2 is a requirement for the ICCE Intermediate Certificate.

English Grammar 3 or 4 are a requirement for the ICCE Advanced Certificate

English Grammar 3 or 4 is a requirement for the following Bias Courses:

- ICCE Advanced Social Studies Bias Course
- ICCE Advanced Biblical Studies Bias Course
- ICCE Advanced Language Bias Course

English Grammar 3 and 4 are both a requirement for the following Bias Course:

- ICCE Advanced Arts Studies Bias Course

English Composition II is a requirement for the following Bias Courses:

- ICCE Advanced Social Studies Bias Course
- ICCE Advanced Biblical Studies Bias Course
- ICCE Advanced Language Bias Course
- ICCE Advanced Arts Studies Bias Course

English Composition II may be chosen as an elective for the ICCE Advanced Certificate

### **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.  
*See main statement for more details.*

# Mathematics

## **Objectives**

### **Students will learn the following throughout the ICCE Intermediate Level:**

- Learn to reason logically and systematically.
- Study properties and theorems and how to use them for solving problems—converse and construction, parallelograms, tangency, exterior angle; Hinge, Pythagorean, and regular polygon theorems.
- Study types of shapes, angles, arcs, and chords, and learns to find the circumference and area.
- Study tangents, secants—angles formed and intersecting within a circle.

### **Students will learn the following throughout the ICCE Advanced Level:**

- Real number axioms and applications.
- Radicals and complex numbers.
- Fractions and operations, equations and decimals.
- Equations—linear and graphs, quadratic solutions, relations and polynomial functions.
- Arithmetic and geometric sequences and series, and sentences with one variable.
- Multiplication of polynomials, factoring monomials, squares, groups, and open sentences.
- Computations, exponential functions, logarithms, and antilogarithms; and permutations, combinations, binomial expansions, and probability.
- Matrices and their properties, determinants of equations, and systems of equations.

### **Students will learn the following throughout the Business Maths I programme of study, if they choose this elective:**

- To review addition, subtraction, multiplication and division of whole numbers: fractions, decimals and percents; and applies math skills to various practical situations, in the home and business world

### **Students will learn the following throughout the College Maths I programme of study, if they choose this elective:**

- Sets and elements
- Unary and binary operations
- Venn diagrams



- logically true statements, logically false statements, and contingent statements
- Conditional statements
- Determine validity and proof of an argument
- Define deductive reasoning, argument, conclusion and premise
- Define and identify relations
- Composition of functions
- Groups
- The definition for a commutative (Abelian) group
- Isomorphic groups

**Students will learn the following throughout the College Maths II programme of study, if they choose this elective:**

- Function notation
- Combining functions
- Inverse of functions
- Polynomial functions
- The logarithmic function
- Graphing
- Trigonometric functions
- Quadrantal function values
- Formulas
- Laws of Cosines and Sines
- Cartesian coordinates and polar coordinates

**Students will learn the following throughout the Accounting programme of study, if they choose this elective:**

- To acquaint the above-average student with the nature, scope, vocabulary and techniques of accounting. It is intended to provide a firm foundation upon which to build. The course includes the balance sheet, accounts, journalising, ledgers, and periodicity, accounting for sales and purchases, elements of a manual system, assets cash, inventories, liabilities, taxes, partnerships and corporations.
- Assets, accounting techniques, liabilities and capital, and journalising.
- Demonstrate understanding of a ledger analysis, account management, a balance sheet, and income statement completion.
- Investigate accounting for sales and purchases as well as inventory control.
- Learn about tax preparation, partnership, and corporate accounting

***Level 13 only:***

**Students will learn the following throughout the Calculus programme of study, if they choose this elective:**

1. Find unknown measurements involving triangles.
2. Determine the values of the trigonometric functions for any angle.
3. Establish and use trigonometric identities.

4. Graph trigonometric functions
5. Use the inverse trigonometry functions to find angle measures.
6. Solve equations involving the trigonometric functions.
7. Graph functions in the polar plane.
8. Study differential calculus:
9. Study integral calculus
10. Study advanced geometry

**Students may also choose to complete a 2000-word Maths Paper as part of their work for the ICCE Advanced certificate from the following:**

- How to popularise and communicate this subject
- Historical essay showing the development of a particular branch of mathematics and its impact
- Historical essay on the life of a notable mathematician
- Show an elegant solution of an advanced problem
- Present a collection of proofs in algebra and geometry at a suitable level
- Research into a branch of Mathematics not found in the curriculum
- Triangles out of matches - an investigation

### **Targets and Assessments to end of Year 13**

#### **Aims:**

#### **School Level C students:**

- may have successfully completed General Higher Certificate, Maths PACE 120, with 80%+ or they may finish at General
- will have successfully completed the ACE scope and sequence to that level, including arithmetic, algebra and geometry

#### **School Level B students should:**

- have successfully completed the General Higher Certificate, Maths PACE 1120
- have completed Advanced Certificate, Maths PACE 1132, with 92%+, if they have a SAS of 115+
- have successfully completed the ACE scope and sequence to this level

#### **School Level A students should:**

- have successfully completed the Advanced Certificate, PACE 132, with 96%+
- have successfully completed the ACE scope and sequence to this level

Some will choose to follow a Maths or Science Bias course, which has additional trigonometry and calculus, and some will complete further geometry, vectors, calculus, trigonometry and logic to 1144 or beyond.

Those going to university to study Maths either attend a monthly university Maths club for sixth formers or do further A Level standard Maths PACEs in school.

## **Measured Targets:**

**School Level C** should achieve at least Vocational Cert at 88%+ average  
Most should achieve General Cert at 80%+ average (Maths PACE 1108)  
Students of SAS 110 may also complete General Higher at 80%+ average (Maths PACE 1120)

**School Level B** should all achieve at least General Cert with 92% average  
Those staying on should also complete General Higher at 90% average  
Students of SAS 115+ should also completed Advanced at 90% average

**School Level A** should all achieve at least General Higher with 94% average  
Those staying on should also complete Advanced at 94% average  
Students of SAS 125+ should complete at 96% average  
Some high-scoring students will complete the Advanced Higher, with Maths to 1144 with 96%.

Students who wish to study Maths at university should follow a Maths Bias course and will benefit from further study, either at a university Maths club, or through taught lessons in school.

## **Resources for Years 12-13**

PACEs 1096-1144  
Trigonometry, logic, calculus and higher Maths PACEs  
Score Keys  
Scientific calculator  
Computer  
Graph and other papers  
Access to university Maths club

## **Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Maths as well as extra support/tuition where needed.

Mathematics Level 10 (Geometry) is a requirement for the ICCE Intermediate Certificate.

Mathematics Level 11 (Algebra) is a requirement for the following courses:

- ICCE Advanced Certificate
- ICCE Advanced Maths Bias Course
- ICCE Advanced Science Bias Course

Students may choose Business Maths as an elective for the ICCE Intermediate Certificate

Students may choose the following as electives for the ICCE Advanced Certificate:

- College Mathematics I
- College Mathematics II
- Trigonometry

- Calculus and Geometry
- Accounting (US Practice)

Trigonometry and Calculus & Geometry are both a requirement for the following Bias Courses:

- ICCE Advanced Maths Bias Course
- ICCE Advanced Science Bias Course

College Mathematics I and II are both a requirement for the following Bias Course:

- ICCE Advanced Maths Bias Course

### **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*

# Science

## **Aims**

The students will study living things and life processes, materials and their properties and physical processes.

As they proceed through the PACE work at this level they will study Chemistry, Physical Science and Physics from a Creation viewpoint; discovering the wonders of the world around them whilst being made aware of alternative world views, including the theory of evolution.

The programme aims at helping the students to become better informed citizens through developing their knowledge and skills through finding answers to questions about the workings of the biological, chemical, physical and technological world.

## **Objectives**

As the students' progress through the PACEs they will build on the range of study using an educational spiral, gaining a deeper knowledge and understanding of Chemistry, Physical Science and Physics.

Some PACEs also include practical projects for the students to complete, either at home or in school.

At ICCE level they will complete projects whereby they need to collect evidence by making observations and measurements when trying to answer a question, and to voice their ideas; and to realise that it is important to test ideas using evidence from observation and measurement.

The students will be taught investigative skills:

- Planning: to ask questions and decide how they might be answered; to use first-hand experience and simple information sources to answer questions; to think about what might happen before deciding what to do.
- Obtaining and presenting evidence: to follow instructions to control risks; to explore using sight, smell, touch, taste and sound as appropriate; to make and record observations and measurements; to communicate what happened; to use a wide range of methods to communicate data, including diagrams, drawings, charts, graphs etc.
- Evaluating evidence: to make comparisons and identify patterns; to compare what happened with what they expected and explain it; to review their work

The students will look at how science has played a part in developing many useful items. They will be taught to use simple scientific language to communicate ideas and to describe living things, materials and processes.

The students will be taught to recognise hazards and assess risks.

**At Intermediate and Advanced level, the students will learn the following at appropriate stages:**

- Learn the scientific method and notation, powers of ten notation, significant figures
- Learn about homogeneous and heterogeneous substances
- Learn about air and atmospheric pressure, pressure and density of gases
- Learn about formation of chemicals
- Learn about metals and metalloids.
- Study laws of motion and gravity, light, electricity, and modern physics.
- Learn about nuclear chemistry and biochemistry
- Learn about chemical reactions and balancing equations
- Study acids and bases
- Study the four phases of matter
- Study molecular bonding
- Study the Periodic Table of Elements.
- Learn about thermodynamics
- Learn about quantitative and qualitative analysis
- Study radiation and nuclear energy, heat energy and temperature, conduction, and convection.
- Study electrochemistry, wave motion and sounds and the Doppler effect
- Learn about optics and optical instruments.
- Investigate states of matter—force, motion, gravity, momentum, and energy.
- Apply Scriptural principles to everyday situations

In these ACE levels students correctly, complete Lab Reports related to accompanying practical science demonstrations using a DVD.

**Students may carry out a Scientific Project for their ICCE Intermediate and/or Advanced Certificate.**

Students may choose from the following topics (excluding the topic chosen for General level):

- Investigation into the distribution in foodstuffs and health benefits of Vitamin C
- Investigation into the effect of thermal insulation on heat loss
- Investigation into the effectiveness and benefits of shampoo
- Investigation into the importance of gravity
- Investigation into the biodiversity, distribution and quantification of plants in a given location
- Investigation into the chemistry of dietary fats
- Investigation into the feeding behaviour of wild birds

**Students may also choose to complete a 2000-word Science Paper as part of their work for the ICCE Advanced certificate from the following:**

- Write a biographical essay on the life of a notable scientist
- Research the discovery of an important pharmaceutical chemical
- Research the occurrence of the mathematical Fibonacci series in biology
- Research into a branch of science not found in the A.C.E. science curriculum
- Write an apologetics essay to support creation

**Students may also choose to submit a Science exhibit for ESC and if this gains 80%+ (not mastery learning score) it will become eligible for submitting with a**

portfolio for an ICCE Elective credit at Intermediate level. (Note only one ESC credit may be earned in this way).

**At Advanced Level students may choose to study a Science Bias course** with an option for using the ESC Science Exhibit as one of the pieces of coursework.

**The Advanced Science Bias Course consists of the following:**

- Chemistry PACEs 1121 - 1132
- Physics PACEs 1133 - 1144
- Algebra PACEs 1121 - 1132
- Trigonometry PACEs 1133 - 1138
- Calculus & Geometry PACEs
- Apologetics
- One elective to be chosen by the student from the current list of options (1121 - 1144)
- Any three of the following:
  - Science project from the above list
  - Convention Science exhibit
  - Maths paper 2,000 words
  - Science essay 2,000 words
  - Biblical studies essay 2,000 words

### **Targets and Assessments to end of Year 13**

To prepare students for further study in science or for university science courses as appropriate while keeping their eyes fixed on the creator and his creation and continuing to explore the natural world through many means.

To explore 'Earth Science' and Biology, and Physical Science, and either Chemistry or Physics or both, depending on bias chosen.

To make available a wide range of appropriate theoretical and practical work in biology, science and physics

To help them motivate themselves to complete the right number of PACEs at the right level with the correct scores.

#### **Measured targets:**

**School Level C:** Successfully completing up to PACE1108; completing the science requirements of the General Certificate (either vocational or academic), including all lab reports and science project (some will achieve the General Higher Cert) at 88% average

**School level B:** Successfully completing up to PACE 1120, completing the science requirements of the General Higher Cert at 92% cert; most will complete Advanced Cert, either Chemistry or Physics or both; some will complete the study guides for CIE Biology/AS level.

**School Level A:** Successfully completing up to PACE 1132, completing the science requirements of the Advanced Cert, including all lab reports in either Chemistry or Physics or both. Some will complete the CIE study guides for Biology. Some will complete the AS level. Some will also complete the science requirements for the Advanced Higher Cert.

Almost all students continuing to General Higher and Advanced will complete Science courses at Level 11 (Y12). Some will drop science for the final year. Some will follow a Maths or Science Bias, requiring PACEs to equivalent of 1144.

Students may continue to prepare science exhibits for ESC/ISC and may achieve an ICCE elective credit.

They may prepare science coursework as part of the coursework requirement at any level certificate.

### **Resources:**

Science Paces 1103-144

Score keys for the above

Lab DVDs and Report for those PACEs

Computer/ Printer/ Internet

CMI and Answers in Genesis magazines; Journal of Creation Science magazine

Many science books appropriate to this level

Science/Lab resources for practical science

Exhibit stand for ESC

### **Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Science as well as extra activities where appropriate – students will be given the opportunity to study some of these subjects in more depth in extra-curricular lesson times as practical science.

Science Level 10 - Physical Science (with Lab Reports) is a requirement for the ICCE Intermediate Certificate.

Science Level 11: Chemistry or Level 12: Physics (with Lab Reports) is a requirement for the following courses:

- ICCE Advanced Certificate
- ICCE Advanced Maths Bias Course
- ICCE Advanced Science Bias Course

Students may choose the following as electives for the ICCE Advanced Certificate:

- Physics
- College Physical Science

Chemistry and Physics are both a requirement for the ICCE Advanced Science Bias Course

Physics is a requirement for the ICCE Advanced Maths Bias Course

### **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*



# Social Studies

## Aims

History is about who we are, where we've come from, and what has happened along the way. The Bible is the history of God's relationship with man from the point of creation, with particular reference in the Old Testament to the people of Israel. From the Cross of Christ to His resurrection the focus broadens to include the wider world of Christian belief, pointing to the future and ultimately the conclusion of history as we know it.

## Objectives

In studying History within Social Studies, students will develop a knowledge and understanding of events, people and changes in the past. Through looking at History students can learn lessons from past mistakes or successes and make informed choices about their futures. They will learn why we live as we do by looking at past cultures and traditions.

The courses available at this level are:

- History of Civilisation I (ACE)
- History of Civilisation II (ACE)

Students may also choose to write a 1500-word Social Studies essay towards their ICCE Intermediate and/or a 2000-word Social Studies essay Advanced Certificates.

**Students may choose to complete a 1500-word Social Studies essay for their ICCE Intermediate Certificate from the following:**

- Describe and account for the decline and fall of the Roman Empire in the west from AD 198 to AD 476
- Describe and account for the rise of Christian Europe from c. AD 300 to c. AD 800
- Describe and account for the development of the Italian Renaissance from c. AD 1300 to c. AD 1500
- Describe and account for the progress of the Reformation in Germany to c. AD 1535
- -Describe and account for the development of Science between c. 1520 and c. AD 1750.

**Students may choose to complete a 2000-word Social Studies essay for their ICCE Advanced Certificate from the following:**

### **Section A:**

#### **History of Civilisation 1**

- What is a Christian view of History? How does it differ from the evolutionary and socialist (Marxist) view?
- Choose one of the following ancient civilizations and outline its main characteristics:
  - a. Egypt

b. Babylonia

c. Persia

- In what ways, if any, was Alexander the Great a type of the Antichrist?
- What influence did the Greek culture have on Jewish society between 500 BC and 50 BC?
- Some writers have highlighted the ways in which the social and political conditions of the Roman Empire helped in the spread of the Gospel. To what degree is this the case and how far do you agree with this hypothesis?
- How far do you think did the rise of Roman Catholicism lead to the fall of the Roman Empire?
- Give an account of the rise of Islam and the influences which formed its theology and practice.
- The period between 500 AD and 900 AD has been called 'The Dark Ages'. How far do you think this title is correct and if you do not think it is an accurate description of the period, why?
- The concept of 'chivalry' in the high Middle Ages was a very important part of medieval culture. How would you describe the concept of 'chivalry' in modern terms and what influence, if any, remains in the 21<sup>st</sup> century?
- Outline the process of the Renaissance in both southern and northern Europe. How did these influences affect the rise of the Reformation and the Enlightenment?
- Compare and contrast the course of the Reformation in Germany and England.
- To what degree is the rise of scientism (faith in science as the Saviour of mankind) in the 20<sup>th</sup> century rooted in the 'New Science' of the 15<sup>th</sup> and 16<sup>th</sup> centuries?

## Section B

### History of Civilisation 2

- Chart the rise of the absolute monarchies in Europe in the 17<sup>th</sup> and 18<sup>th</sup> centuries. In what way did they differ from the way in which parliamentary democracy was developing in England?
- The Enlightenment consigned God to a distant role as the 'Absentee Landlord'. To what degree do you agree with this statement and which great thinkers of the period most exhibit this mindset?
- What were the main causes of the French Revolution?
- How did the Industrial Revolution change the face of England between 1700 and 1850?
- 'The Great Reaction': this is how the Congress system is described by some historians. To what were Castlereagh and Metternich reacting and how did this influence the shape of Europe in the early 19<sup>th</sup> century?
- How did Britain become the 'workshop of the world'?
- 1848 was the 'Year of Revolutions'. Which countries were involved and what was the outcome of these events?
- Chart the course of democracy between 1832 and 1914. What were the most important influences on western nations to increase the franchise to include all males over the age of 21?
- What were the main causes of the First World War?
- Over the course of the 20<sup>th</sup> century the 'balance of power' shifted from the British Empire to the USA. What were the main causes for this and how has it affected the world globally?
- Outline the main events of the Second World War and discuss at least two results of the war on Europe and the world.
- 'Righteousness exalteth a nation but sin is a reproach to any people'. Proverbs describes a divine principle that has been worked out in many

societies throughout time. Choose one nation or empire that illustrates this principle and show how the conflict between righteousness and wickedness was worked out in its rise and fall.

**Students may also choose to submit a Social Studies exhibit for ESC** and if this gains 80%+ (not mastery learning score) it will become eligible for submitting with a portfolio for an ICCE Elective credit at Intermediate level. (Note only one ESC credit may be earned in this way).

At this stage there are more options. Students may opt to follow a Social Studies Bias course which requires social studies essay coursework.

Other options include:

- Civics and Economics
- College Geography
- Collectivism
- The US Constitution

### **Targets and Assessments to end of Year 13**

Many of the targets at this stage are the same as throughout the Seniors.

All students continue to have current affairs weekly.

Those students pursuing a standard course will complete a Social Studies PACE course.

Those students pursuing a Social Studies Bias course will have a taught Social Studies lesson that is more specialised, introducing them to ideas they will meet in university and giving them opportunity to develop their social studies essay writing skills.

#### **Measured targets:**

**School Level C** to complete Social Studies 1108, with Social Studies essay and may go further. They will thus complete the Social Studies requirement for the General Certificate, unless they have chosen to follow the General Vocational Certificate.

**School Level B** to complete Social Studies 1120 (History of Civilization I), with Social Studies essay as an option, and may go further. They will thus complete the Social Studies requirement for the General Higher Certificate.

**School Level A** to complete Social Studies 1132 (History of Civilisation II), with Social Studies essay as an option, and may go further. They will thus complete the Social Studies requirement for the Advanced Certificate. Some students will choose to follow a Social Studies Bias Course, which gives access to a number of courses at university. This will have social studies coursework.

Students wishing to study Geography at university should consult university advice and information and may need to complete an A Level in Geography, or an AS.

Level A+ students may go further, completing further agreed Social Studies work for the Advanced Higher Cert with the option to submit Social Studies coursework.

## **Resources:**

History of Civilisation PACEs  
Collectivism PACEs  
College Geography course  
Civics and Economics course  
The US Constitution course  
Score keys  
History texts  
Many books with detailed areas of history or overview  
Art books  
Computer and printer  
Museums and art galleries  
Encyclopaedias  
DVDs and TV  
Maps, atlases and globes  
Art and craft materials  
Time Magazines (current)  
National Geographic (historic)

## **Strategy**

We will use the ACE curriculum as laid out in the ACE Schemes of Work for Social Studies PACEs as well as extra material along with occasional field trips.

History of Civilisation I is a requirement for the ICCE Intermediate Certificate.

History of Civilisation II is a requirement for the following courses:

- ICCE Advanced Certificate
- ICCE Advanced Social Studies Bias Course

Students may choose the following as electives for the ICCE Intermediate Certificate:

- US History

Students may choose the following as electives for the ICCE Advanced Certificate:

- History of Civilisation II
- College Geography
- Civics and Economics
- Collectivism
- The US Constitution

Civics and Economics is a requirement for the ICCE Advanced Social Studies Bias Course

## **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.  
*See main statement for more details.*

# Citizenship

## Aims

The students are encouraged to be committed, contributing members of their communities. We aim to provide our pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. We encourage them to help others with the gifts and talents that God has given them and to respect other people's culture.

We desire our students to recognise the importance of legal, political, religious, social and economic systems and institutions and the fact that they influence their lives and communities.

We aim to prepare these students to be able to take their place in society as responsible citizens by providing them with the skills and knowledge to manage their money well and make sound financial decisions. We aim to cover issues such as Government, Parliament, legal and human rights, the criminal justice system, the economy, the environment and other cultures, etc.

As Christians, we understand the importance of volunteering and we aim to help our students develop a commitment to volunteering that they will take with them into adulthood.

## Strategies:

*The following is taken from the DfE Guidance "Citizenship programme of study: key stage 4"*

### **At Intermediate and Advanced level the students will study the following:**

- parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press
- the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond
- other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom
- local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- human rights and international law
- the legal system in the UK, different sources of law and how the law helps society deal with complex problems
- diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding
- the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

- income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent

### **Strategy**

These issues will be covered in various PACEs and in extra-curricular activities. Within the PACE system good citizenship is encouraged through all subjects. E.g. financial management, and respect for the law and other people etc.

### **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*

# PSHE

## **Aims**

We aim to help students develop confidence in the character and gifting that God has given them; to help them to develop and maintain a healthy lifestyle; to equip them with an understanding of social issues; to help them acquire life-skills. We want to develop positive attitudes and values in the students and thereby enhance students' personal and social development. We aim to help them make responsible and well-informed decisions about their personal lives through effective sex and relationship education.

## **Objectives**

Each student will be encouraged to find out their purpose in life – to know the giftings that God has placed in their lives. They will be encouraged to develop a healthy lifestyle, physically, morally and spiritually.

We will enable them to acquire the wisdom and understanding needed to make decisions about their future – careers, further education, relationships. We will cover areas of life-skills such as money, leadership, personal hygiene, nutrition etc. We will make them aware of social issues (See Citizenship). We will cover the areas of Drugs and Alcohol with the older students.

Our Sex and Relationship Education will teach them the importance of Christian attitudes and values; help them develop personal and social skills; and give them a basic knowledge and understanding about human sexuality, reproduction, sexual health, emotions and relationships within the context of God's new creation.

## **Strategy**

We will cover these subjects through 'Citizenship', various PACEs such as 'Health', as well as extra extra-curricular discussion groups aided and supported through a sex and relationship education programme, which will help them to learn to respect themselves and others and transfer with confidence through adolescence into adulthood.

We believe we can enhance and enrich our curriculum by the delivery of a rich and varied PSHE programme. We will plan and deliver PSHE through a tutorial programme and build upon the direct experiences of the students within the school.

The school will use a whole school approach to the delivery of PSHE using four quite different platforms:

Timetable suspension for special activities

Inclusion within the PACE curriculum

Additional opportunities arising from other initiatives/activities, e.g. assemblies and trips

Timetable slot, e.g. tutorial period each week.

We will cover the following four areas:

### **Sexual Health:**

Our Sex and Relationship Education concerns lifelong learning of physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. We will not promote sexual orientation or sexual activity, as this would be inappropriate teaching. Whilst we understand that the Government has redefined marriage we will actively promote exclusive heterosexual marriage and celibate singleness, as God's gift and design; and as such the best way toward human happiness and fulfilment but will discourage intolerance.

Our teaching will encompass the following:

#### *Attitudes and Values:*

- The importance of Christian attitudes and values, individual conscience and moral considerations
- The value of family life, marriage, and stable and loving relationships for the nurture of students
- The value of respect, love and care
- The value of keeping sex within marriage
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making.

#### *Personal and Social Skills:*

- Learning to manage emotions and relationships confidently and sensitively
- Developing self-respect and empathy for others
- Learning to make choices based on an understanding of difference and with an absence of prejudice
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse.

#### *Knowledge and Understanding:*

- Learning and understanding physical development at appropriate stages
- Understanding human sexuality, reproduction, sexual health, emotions and relationships within the context of God's new creation
- Learning about contraception and the range of local and national sexual health advice, contraception and support services, and the avoidance of unplanned pregnancy, in line with orthodox Christian teaching
- Learning the reasons for delaying sexual activity, and the benefits to be gained from such delay

### **Drugs and Alcohol:**

- To increase pupils' knowledge and understanding and clarify misconceptions about drugs and alcohol



- To develop pupils' social and emotional skills so they can make informed choices and keep themselves safe and healthy
- To enable pupils to explore their own and other people's attitudes towards drugs and alcohol, drug and alcohol use, and drug and alcohol users, including challenging stereotypes, and exploring media and social influences.

**Nutrition:**

- Knowing and understanding a healthy lifestyle
- The importance of a varied and balanced diet
- The effects on their concentration and performance at school,
- Their health, growth and development and their resistance to illness
- The effects of a poorly balanced diet

**Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*

# Art, Design & Technology

## Aims

We desire for the students to have the opportunity to express thoughts, feelings and ideas through the media of Art, Craft, Design and Technology. Ideas for work will often flow out of other topics as well i.e. Science and Social Studies.

As the students mature we aim to enable the students to develop their creativity and imagination, to improve their practical and critical skills, and to extend their knowledge and experience of materials, techniques and artistic media.

## Objectives

Throughout the world that God made we can see design and colour, variety and intricacy, magnificence and ingenuity. We, being made in God's image, are able to appreciate and imitate this creativity through patterns, colours, textures and materials using art and design to interpret and reproduce what we observe and believe.

We can use art and design to reflect culture, thoughts and emotions. We can use it to communicate what we see, feel and think. We can use it to enrich our lives and the lives of others. We can learn how art, craft and design has shaped our history and contributed to our nation's culture, creativity and wealth.

Students will be given the opportunity to take Advanced Art as an elective towards their ICCE Certificate, studying the following:

- Studying an introduction to the tools of art: the pencil, pen and ink, and paints.
- Learning the principles of design: symbols, rhythm, shapes, and awareness.
- Investigating the hue, value, intensity, and proportion of colour, and paints in colour.
- Designing clothing, draperies, still figures, and figures in motion.
- Learning about observation, point of view, perspectives, and light and shade.
- Examining chalk talks (materials, setup, and tools for success) and generating a program.
- Discovering lettering, layouts, spacing, and other techniques designed to help the student integrate the learned material.

## ESC Entries

Only one entry per ICCE certificate level is allowed.

### **European Student Convention Art or Design Entry:**

Students may earn a credit using a European Student Convention Art or Design Entry. These may be entered for any ICCE level; however, the standard of entry **must** correspond to the level of the certificate. For all of these categories a portfolio must be submitted which will count for 50% of the marks.

- Convention Art entry (all categories)
- Convention Design and Technology entry (either Woodwork, Clay Sculpture, Metalwork or Textiles)
- Convention Photography entry (three entries are required)

### **ESC Attendance and Participation Credit**

*This may only be used once at General or Intermediate Level*

Students may use their Art and Design entry towards an Attendance and Participation credit, providing they achieve a minimum of 70% overall average. Five must be individual events, one team event is allowed.

For a full credit the student must enter and achieve the requirements below in six separate events, including at least four of the following categories:

- Music – all categories up to Quartet
- Platform – all categories except team events
- Academics – General, Creative Composition
- Christian Service - all categories plus 1st or 2nd place Golden Lamp entry (UK)
- **Art & Design – any section**

Two entries in any of the above categories may be made.

These do **not** need a portfolio.

These entries can include any of the following:

- Convention Art entry
  - Oil
  - Watercolour
  - Acrylics
  - Sketching
  - Coloured Pencils
  - Pen and Ink
  - Pastels
- Convention Design and Technology entry
  - Woodwork:
    - Wood turning
    - Wood carving
    - Marquetry
    - Construction
  - Clay Sculpture
  - Metalwork
- Convention Photography entry (three entries are required)
- Dressmaking
  - Dresses
  - Coordinates
  - Coats/Suits
- Needlecraft
  - Cross Stich
  - Embroidery
  - Crochet
  - Knitting
  - Quilting

- Scrapbooking
- Photography
  - Black & White:
    - Scenic
    - Still Life
    - Plants and Animals
    - Special Effects
    - Character Trait
    - Character Portrait
    - Photo Journalism
  - Colour:
    - Scenic
    - Still Life
    - Plants and Animals
    - Special Effects
    - Character Trait
    - Character Portrait
    - Photo Journalism
    - Computer Photo Enhancement

### **Targets and Assessments to end of Year 13**

To enable students to develop skills and competencies in various media, including painting, drawing and making in 2D and 3D, and in photography

To enable children to experience and interact with art media in an enjoyable way, engaging their attention and participation.

To provide experiences in many forms of art and art appreciation

To relate part of their art work to other work, both to fix their other work in their minds and to enable them to produce a reflection and response to that work.

To see the children growing in skill, competence and confidence

To teach them to observe living things, including themselves and other people, and non-living things such as cars and houses with more accuracy

To teach them how to mix colours and to achieve deliberate effects

To draw from life with accuracy and close observation, both in shape and colour and showing action

To use shades of colour with increasing discrimination and to mix their own colours to do this

To begin to be able to draw in 3D, with attempts at perspective

To gain experience in furthermore difficult media, including pastels, charcoal and water colour and to use clay to model and in photography

To respond and compose with increased thoughtfulness

And

To become familiar with and to understand the development of art from medieval icons to free-flowing human form showing individual features and movement and its relation to classical art.

To understand Renaissance art

To develop an appreciation of baroque art as in e.g. Italian painters such as Titian with its gradual separation from the church and the freer flowing more sensual forms and use of colour, less restraint

And

To develop skills of using IT to adapt photography

To submit good work to ESC in at least one of: drawing, painting, photography or in clay or wood

For some students to earn elective credit through art and design entry at ESC and its portfolio

For **School Level A** students and other students with artistic competence to complete Basic Art 1085-1096 successfully

For those students wishing to pursue art at college to be given opportunities to work on a portfolio

The option to work on Advanced Art PACEs, 1096-1108, gaining scores of 80%+

Students to enter an appropriate range of options of well-produced pieces for Art and Design exhibits to be judged at ESC

Some of the successful ESC students to gain ICCE elective credit

### ***Achieved by:***

Option to pursue Basic Art 1085-1096 (for General)

Option to pursue Advanced Art 1097-1108

Preparation and submission of Art and Design entries to ESC/ISC

Visit to art galleries

Examining and discussing Art books

Following ESC guidelines for all subjects chosen

### **Measured targets:**

- Successfully completing Basic Art PACEs, 1085-1096 with 80%+
- Successfully completing Advanced Art PACEs, 1096-1108 with 90%+
- Achieving ESC and ISC standards for Art and Design Exhibits
- Achieving ICCE elective credit for those exhibits gaining 80%+ (non-mastery learning) with their portfolios.
- For those students wishing to pursue art or architecture further, a suitable portfolio of work including 3D structures enabling them to access the required courses, some through Art Foundation courses
- Achieving an award at ESC in this area

### **Resources** (Depending on the subject chosen)

#### ***Technology***

Knitting needles, patterns and wool

Crochet, patterns and wool (learn two or three pattern stitches to make small article)

Sewing notions, material, sewing machine, scissors, books

Sewing machine

Embroidery fabric, patterns, stretchers, frames, thread, books

Clay, clay tools, books

Wood and simple woodworking tools – hammer, chisel, drill, electric saw, screwdriver, fret saw,

Screws, wood glue, nails

Paper, card, balsa wood (for practice models)

## **Art**

Very large, including resources permanently in school and those brought in for a specific lesson or skill or experience. The items below hint at the range:

Poster paint, brushes, palette

Pencils, rubbers

Paper of various types, card, paper plates

Eyes of various sizes, feathers, fur and various types of material of different colour, pattern and texture, buttons, sequins

Christmas art materials

Clay and tools

Computer and printer

Watercolours, brushes

Colouring pencils

Drawing pencils and rubbers

Books on art in classical times and renaissance art

Range of drawing pencils; putty rubbers

Fine brushes; charcoal

Water colour paper

Camera

Scrapbooking materials

Further resources brought in as necessary

Local art galleries

And

Advanced Art PACEs 1097-1108

Equipment for the above PACEs (see Art Schemes of Work)

## **Strategy**

Students may choose Advanced Art as an elective for the ICCE Intermediate Certificate.

## **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate. *See main statement for more details.*

# Music

## Aims

Music is a universal language that transcends cultural and geographical barriers. It has the power to lift the soul of man to another plane. Music has played a major part in Judeo-Christian worship throughout history and the Bible shows heaven to be full of music.

Music is a universal language and can be used to unite or divide people; it can express personal experience and be used to describe what people see around them. It is one of the utmost forms of creativity.

Through the teaching of music pupils can develop their self-confidence, creativity, intellect and emotions in ways that will develop links between themselves and the wider world. They will develop an ability to listen, appreciate and make critical assessments. Pupils who choose to learn a musical instrument or develop their singing talent will naturally increase their self-discipline and creativity.

## Objectives

For the students to:

- Enjoy music and be active in singing, listening and performing
- Experience music from many traditions, historical periods, genres and styles
- Experience works of the great composers and musicians
- Read music and to understand the elements of musical language using music paces (seniors)
- Understand and explore how music is created, produced and communicated
- Learn about pitch, tempo, timbre, structure, etc.
- To develop the students' musical ability to engage in singing and music making individually and together, for learning, expression, enjoyment, worship and praising God
- To enable the children to develop their ability to sing in tune and with others, taking parts
- To help them connect emotionally and thoughtfully with music and large emotions and ideas beyond their own felt needs and desires
- To develop their appreciation of beauty
- To help them gain appreciation of great music and musicians
- To help them remember as they learn

Some students to take the Music PACEs 1-6 for elective credit

Learning traditional and new hymns and spiritual songs, singing daily in assembly and joining in whole school percussion in assembly weekly

Listening to music in PACE time most mornings and learning what the pieces are called and who wrote them

Through alternate weekly band practice in which they sing and use instruments to worship and minister, learning new hymns and spiritual songs and alternate weekly

music lessons in which they learn to make music together using their instruments and learn music Theory

Learning about famous pieces of music and musicians, leading to an orchestra

Attending concerts

Some to pursue individual music lessons in piano, guitar, drums, violin etc.

Some children to play more than one instrument

Most of these children to pursue grades; of those, all who have been playing since the Juniors to achieve Grade 5 performance and theory and some Grade 8 (and occasionally diploma)

School Worship band to participate in ESC

School choir to participate in ESC

Individual vocal and instrumental entries and group vocals at ESC

Some students who wish to continue to a Conservatoire to take a Music Bias course

Students wishing to attend university music courses usually need a standard course, plus music to grade 7 and 8 and music theory (some require to Grade 8)

**Students will be given the opportunity to take Music as an elective towards their Intermediate ICCE Certificate, by accomplishing the following:**

Music Theory – Grade 6 (RSM or similar) *and/or*

Music Performance – Grade 6 (RSM or similar)

**Students will be given the opportunity to take Music as an elective towards their Advanced ICCE Certificate, by accomplishing the following:**

Music Theory – Grades 6, 7 or 8 (RSM or similar) *and/or*

Music Performance – Grades 6, 7 or 8 (RSM or similar)

**Students will be given the opportunity to take Music as an elective towards their Advanced Music Bias ICCE Certificate, by accomplishing the following:**

Music Theory – Grade 8 (RSM or similar) *and*

Music Performance – Grade 8 (RSM or similar) *and*

Writing a 2000-word Music Essay

This course is not suitable for those who wish to study Music at university but is focused on Grade results of performance and theory in at least two instruments.

### **ESC Entries**

Only one entry per ICCE certificate level is allowed.

### **ESC Attendance and Participation Credit**

*This may only be used once at General or Intermediate Level*

Students may use their Music entry towards an Attendance and Participation credit, providing they achieve a minimum of 70% overall average. Five must be individual events, one team event is allowed.



For a full credit the student must enter and achieve the requirements below in six separate events, including at least four of the following categories:

• **Music – all categories up to Quartet**

- Platform – all categories except team events
- Academics – General, Creative Composition
- Christian Service - all categories plus 1st or 2nd place Golden Lamp entry (UK)
- Art & Design – any section

Two entries in any of the above categories may be made.

These do **not** need a portfolio.

These entries can include entries in Vocal and Instrumental up to and including Quartet.

### **Measured Targets**

Those taking Music PACEs 1-6, to successfully complete each with 80%+

Of those taking individual music lessons, most to take Grade exams

Of those taking Grade exams, who have been playing since 7, all to achieve Grade 5 performance and theory and some Grade 8 (and occasionally diploma)

Some of those to achieve Merit and some Distinction

Of those submitting music entries to ESC, all to be good and most to be placed

Of those applying to a Conservatoire and/or university Music course, all to achieve the grades required by their offers

### **Resources**

CD player and CDs

Piano

Keyboard

Music stands

Full percussion sets

Hand drums, tambourines and additional percussion instruments

Guitars

Sheet music and books of songs

Violins of various sizes

Descant and other recorders

Music Theory Books 1-5

Manuscript books printed with staves

### **Strategy**

Students may choose the Music PACEs as an elective for their ICCE Intermediate Certificate

Students may earn credits towards their certificates through completing the following:

*Intermediate Certificate:*

Music Performance, Grade 6 [RSM or similar] (full)

Music Theory, Grade 6 [RSM or similar] (full)

*Advanced Certificate:*

ABRSM Music Grades 7 or 8 (or similar)

*Advanced Music Bias Course:*

Music Performance, Grade 8 (full)

Music Theory, Grade 8 (full)

Performance or Teaching Diploma (full)

**Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*

# Computing

## **Purpose**

We recognise that Computing plays an important role in the student's lives, preparing them to take part in a world that is rapidly changing. Students will use Computing tools to find, investigate and present information responsibly, creatively and with discernment.

Computing also plays an important role in developing the student's ability to learn independently.

## **Aims**

For our students:

- to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- to be responsible, competent, confident and creative users of information and communication technology.

## **Objectives**

We would expect each student to leave school digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

For the students to use the Internet for their monthly reports and for producing other work pertaining to their studies

## **Targets and Assessments to end of Year 13**

They may choose to complete one of the approved courses as detailed in the 'Strategy'

### **Measured targets:**

Completion of one of the approved courses as detailed in the 'Strategy'

## **Resources:**

- Computer, printer and internet
- Software: Readmaster, Word Builder, Mathbuilder
- Access to one of the following:
  - European Computer Driver's Licence – Advanced course
  - City & Guilds ITQ level 1 Certificate
  - Skills Pro Combination 3B, 4, 5 and 6
- Editing suite

## **Strategy**

**Students will be given the opportunity to take ICT as an elective towards their ICCE Intermediate, Advanced or Advanced Maths Bias Certificate, by accomplishing any of the following:**

- OCR ITQ Level 3 (Advanced Level) – Improving Productivity Using IT; Word Processing; Spreadsheet Software; Presentation Software; Database Software (3 modules)
- ECDL Advanced course: completing 3 of the 5 available modules
- Skills Pro Combination 3B and 4 (Intermediate level)
- Skills Pro Combination 5 and 6 (Advanced Level)

Students may choose to submit a Scripture video, Animation video, Website or PowerPoint to ESC.

Convention Credits gained for Websites and Scripture Videos that meet the criteria at ESC may gain a credit towards either the Intermediate or Advanced Certificates, but the standard of entry must correspond to the level of certificate.

## **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*

# Physical Education

## **Objectives**

God has designed man as a whole person and He expects us to look after our bodies as His temple. Physical exercise activates the brain, increases energy levels and promotes health, enabling our bodies to function efficiently.

## **Aims**

Students will:

- Acquire and develop competence and confidence in a range physical skill
- Be involved in physical activities that increase their stamina
- Join in team games and competitive activities
- Lead healthy, active lives
- Continue to develop skills in various sports and to be challenged physically to make them strong, healthy and flexible
- Take part skillfully and successfully in football, cricket, unihoc, rounders, tennis, table tennis, badminton, physical fitness and running, shot put and long jump and swimming
- Know the rules and can score, referee and umpire
- Have opportunities to practice and compete
- Have opportunities to compete at annual school sports day (with other schools and home-schools in July), at ESC (April)
- Be positioned be able to take part successfully in university sport
- Coach and help the younger students, especially those going to ESC

## **Strategy**

We will cover this subject as part of our supplementary programme of studies in weekly PE lessons teaching skills and rules in the following sports, teaching them to take part skillfully and successfully and to be challenged physically to make them strong, healthy and flexible, ensuring they know the rules and can score, referee and umpire

Areas of activity will include:

- Careful warm up and cool down
- Option for personal daily practise in physical fitness
- Participation in team games including:
  - Football
  - Basketball
  - Volleyball
  - Rounders
- Taking part in outdoor activities, individually and as a team including:
  - Tennis
  - Table Tennis

- Physical fitness option
- Track and field including:
  - High Jump
  - Long jump
  - Shot put
  - Discus
  - Running practice in the park 3 x a week; option to run daily (weather permitting)
  - Experience of running on a full running track
- Being encouraged to take up sports and activities outside school such as dance, football, etc.
- A yearly sports day combined with other ACE schools and home-schools
- Annual ESC for all students aged 12+, with up to 3 individual and 3 team sporting entries.
- Annual ISC for half of those placed at ESC.

### **Targets and Assessments to end of Year 13**

Students can take part skillfully in individual sports at ESC in one or more of the following:

- Table tennis
- Badminton
- Soccer Kick
- Running (individually appropriate 100 m – 1 mile)
- Long jump
- Shot put
- Swimming
- Physical fitness
- Tennis Singles

Students can take part skillfully in doubles or team sports at ESC in one or more of the following:

- Football
- Volleyball
- Tennis Doubles

### **Measured Targets**

All students old enough to attend student convention to take part in three sports skillfully and successfully

More than half of those to be placed in their event

Half of those who are placed and qualify for ISC to enter sports there

Half of these students to be placed in at least one entry

Students to be able to coach younger students successfully

Good sporting behaviour kept throughout

### **Resources**

Table tennis table, bats and balls

Badminton net rackets and shuttlecocks

Athletics facilities with running track, long jump etc.

Shot  
Footballs and goal  
Rounders bats, cones  
Tennis balls (students to supply own rackets)  
Local tennis courts

### **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*

# Foreign Languages

## Aims

Other languages broaden students understanding of the tremendous diversity of people and cultures in our world.

As well as the confidence and sense of accomplishment that comes with learning another language the student will develop an affinity for another culture along with the commercial advantages that are to be had in the business world.

## **To help students:**

- develop an international outlook
- communicate and enjoy other cultures
- show respect to other people by learning their language
- enjoy learning the roots of language
- get to know how the culture thinks
- to travel abroad with a degree of confidence, interacting with the culture and not merely imposing their own
- learn to read the Bible and other books and texts in the studied language

## Objectives

Some students should pursue language at this level via higher levels of Rosetta Stone

They will also have the opportunity to study New Testament Greek, should they so wish.

**Students will be given the opportunity to take a Foreign Language as an elective towards their Intermediate or Advanced ICCE Certificate, by accomplishing either of the following:**

- Rosetta Stone Language Course Version 2 Level 2
- Rosetta Stone Language Course Version 3 Levels 3, 4 or 5

They may also choose from the following courses:

- New Testament Greek I PACEs 1121 - 1132
- Complete Greek 1 (Alpha and Omega)

**The Advanced Language Bias Course consists of the following:**

- 'A' Level Language (AQA Generic) (2 credits)
- Apologetics
- New Testament Church History **or** Life of Christ
- English 1121 – 1132 **or** 1133 – 1144
- Composition 2



- British Literature (Alpha and Omega)
- Any three of the following:
  - History of Language essay 2,000 words
  - English essay (2,000)
  - Biblical Studies essay (2,000 words)
  - Culture of Language essay 2,000 words

### **‘A’ Level Courses**

Those students who opted to take GCSE at General may pursue AQA Generic French, German or Spanish ‘A’ Level for ICCE credit. This will need a tutor.

Some students may pursue a two-year Languages Bias Course with two ‘A’ Level Languages and a GCSE equivalent third language. This will need tutors.

NT Greek is delivered by two PACE courses.

### **Measured Targets:**

#### **Rosetta Stone:**

**School Level C** should successfully complete an MFL in Rosetta Stone, Level 2, Version 2 or Version 3 Levels 3, 4 or 5 at 80%+

**School Level B** students should successfully complete an MFL in Rosetta Stone, Level 2, Version 2 or Version 3 Levels 3, 4 or 5 at 90%

**School Level A** students should successfully complete an MFL in Rosetta Stone, Level 2, Version 2 or Version 3 Levels 3, 4 or 5 at least at 92%

Those taking A level language(s) need to pass them with Grade E or above.

Language Bias Courses need to achieve 2 A Level Passes and 1 GCSE or equivalent pass in language.

Successfully completing NT Greek, I and optionally II with 80% scores

### **Resources**

Rosetta Stone courses in various languages and levels, including French

Computer, printer and internet

Language dictionaries and grammars

#### ***French:***

Children’s French reading books, such as Les Malheurs de Sophie and Goscinnny’s Le Petit Nicholas; Mr. Men in French. Using the skoldo workbooks and resource Abeka French if required.

### **Strategy**

Students may choose the following as electives for the ICCE Intermediate Certificate:

- New Testament Greek I (two credits)
- Rosetta Stone language course Version 2, Level 2 (one and a half)

- Rosetta Stone language course Version 3, Levels 3, 4 or 5 (half for each level)

Students may choose the following as an elective for the ICCE Advanced Certificate:

- New Testament Greek II (two credits) [requires Greek I at Intermediate level].

Students must complete an AQA 'A' Level Language (Two credits) for the ICCE Advanced Language Bias Course:

### **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*

# Biblical Studies

## **Aims**

The school is founded on the belief that there is one God who has revealed Himself through nature, the Bible and ultimately His son Jesus Christ. God's plan is for every person to know Him in a personal way that goes beyond the boundaries of religion. True Christianity is the realisation that God is reaching out to men whereas religion is man's attempt to reach God. With this in mind, our relationship with God is woven into the fabric of our entire life including every aspect of the school curriculum

## **Objectives**

Each student will be encouraged to have their own personal relationship with God through Jesus Christ. They will be taught to allow their relationship with God to enable them to respect and care for others. As they study the Bible they will grow in their relationship with God and will apply Godly values and principles to every situation they face in their life.

## **Strategy**

The school does not take a denominational stand of any sort. A statement of belief is contained within the Prospectus and reflects a broad background of mainstream Christianity.

Our faith is the foundation of the school and our concept of education. The students are encouraged to see the spiritual dimension underlying all areas of life and study. The students are taught about the other five religions as an extra-curricular activity to encourage tolerance and respect of other people's beliefs.

The PACE curriculum makes reference to spiritual and Biblical issues throughout all subjects, not just the specific Bible related courses.

Within this framework students have opportunities to consider matters of a spiritual nature, and how their faith relates to the world around them. These include:

- Daily Student Devotions – times of discussing matters of personal faith and issues, with Scripture learning and prayer
- Opening Exercise – a time of worship, prayer, Bible reading and teaching
- Monthly Assembly – Opening Exercise with an extended time of teaching by the Pastor or a visiting speaker.
- Daily assemblies and choral Bible reading
- Weekly Scripture lessons
- Weekly Bible quizzes
- PACEs which support Scripture teaching
- Learning the verse in each PACE
- Learning the monthly Bible passage with fewer than 10 mistakes

- Termly opportunities for service or more
- Opportunities to take large/leading/demanding parts in school productions
- Opportunities to take part in ESC Bible entries involving Bible learning or teaching (drama, poetry speaking, speech) and in entries in the music section of ESC which involve playing or singing as part of worship.
- Opportunities for service (e.g. helping set up for various events; fund-raising; helping with the younger ones, including helping them to behave; team leading; enhancing the environment) within the school and in the community.
- Opportunities to play in and develop the worship band

**Students will be given the opportunity to take Biblical Studies as an elective towards their Intermediate or Advanced ICCE Certificate, by accomplishing any of the following:**

Biographies of Christians  
 College Old Testament Survey  
 Christian Counselling  
 Christian Growth  
 ESC Bible Memory Award e.g. Golden Lamp, Golden Harp, etc.

**Students will be given the opportunity to take Biblical Studies as an Advanced Bias ICCE Certificate, by accomplishing the following:**

Biographies of Christians  
 Apologetics  
 Composition 2  
 English 1121 – 1132 **or** 1133 - 1144  
 College Old Testament Survey  
 Life of Christ  
 An elective from PACEs 1121 - 1144  
*Any three of the following:*  
 English Essay (2,000 words)  
 Biblical Essay (2,000)  
 Social Studies Essay (2,000 words)  
 English Dissertation (5,000)  
 ESC Bible Memory Award e.g. Golden Lamp, Golden Harp, etc.

### **Targets and Assessments to end of Year 13**

To increase the children's understanding of the Bible, God and Jesus and to guide them to recognise their own shortcomings and to learn to admit where they are wrong and aim to put things right

To understand the Bible not as a religious idea but as historical fact

For the students to begin to apply the lessons of Scripture to their own lives, including their morality, character and behaviour and to that of society, with increasing understanding of their own role in the story and their own responsibilities to themselves, their families and society.

To see the children who have begun a real relationship with Jesus Christ now beginning to demonstrate discipleship, putting what they have learned into practice.

To develop ideas of service of others

To develop their understanding of prayer  
 To see them learning to withstand the pressures of society to drop these standards; where they fall, to get up again and press on  
 To learn the monthly Bible passages, up to 25 verses  
 To take part in the daily choral reading of Scripture  
 To take an increasing part in assemblies, helping to set up the room and clear it afterwards, helping to choose the songs; taking part in worship, some with their own instruments.  
 To help to explain the Bible and the Gospel to people through school productions  
 To complete a PACE course giving an overview of the New Testament  
 To complete a PACE course on how to act wisely in the adult world  
 To see them beginning to be equipped with honest and truthful answers for questions against the Christian faith, through Scripture lessons and Apologetics  
 For some to take additional Bible courses for ICCE elective credit.  
 To learn the whole Scripture passage each month with fewer than 10 mistakes  
 To learn books of the Bible in entirety and with a standard of accuracy for ESC  
 For some to take part in Bible competition section of ESC.  
 To complete Literature PACEs level 8 and 9 (Years 10 and 11) which are mostly Bible-based books  
 To see students increasingly demonstrate understanding that they are guided by their own choices  
 To see the students well-grounded in the Christian faith with understanding  
 To see them prepared to take their place in the world with a serving attitude and not a 'me-centred' attitude  
 To see them prepared to withstand the pressures of university and the world of work.  
 To give them information and skills to rebut questions about the faith, whether their own or others'  
 To complete the PACEs appropriate to their level

### **Year 12:**

#### **For School Level C:**

Successfully completing Successful Living PACEs 1-12 with scores of 80%+  
 Successfully completing Apologetics I PACEs 1-6 with scores of 80%+

#### **For School Level B:**

Successfully completing New Testament Church History 121-132 or Old Testament Survey PACEs 109-120 with scores of 80%+  
 Successfully completing Apologetics II PACEs 1-6 with scores of 80%+  
 Submitting a Biblical Studies essay as part of the coursework requirement (optional)  
 Providing additional Biblical Studies courses for ICCE electives (optional)

#### **For School Level A:**

Successfully completing either New Testament Church History 121-132, Old Testament Survey, or Life of Christ 132-144 (in addition to previous work) with scores of 80%+  
 Successfully completing Apologetics III PACEs 1-6 with 80%+ scores  
 Submitting a Biblical Studies essay as part of the coursework requirement (optional)  
 Providing additional Biblical Studies courses for ICCE electives or extra work (optional)

### **Year 13:**

#### **For School Level C:**

To successfully complete the General Certificate with New Testament Survey, Successful Living and Apologetics Courses with 80%

*Note: School Level B and A may choose to follow a Biblical Studies Bias Course. All courses at this level continue to contain Biblical Studies.*

#### **For School Level B, Standard Course:**

Successfully completing either NT Church History 121-132, Old Testament Survey, or Life of Christ 132-144 (additionally) with score of 80%

Successfully completing Apologetics III PACEs 1-6 with scores of 80%+

They may complete a Biblical Studies Bias Course in which case they will choose additional elective Biblical Studies Courses, including service options, and submit a Biblical Studies essay as part of the coursework requirement.

#### **For School Level A:**

These students may choose to complete the Advanced Higher Course, which will have a further requirement for another Biblical Studies Course and Apologetics Course, or the Biblical Studies bias course.

### **Measured Targets:**

#### *Year 12:*

#### **School Level B:**

Successful completion of the ICCE General Higher Certificate with either New Testament Church History or Old Testament Survey and Apologetics II Paces with 80%

#### **School Level A:**

Successful completion of the ICCE Advanced Certificate with Life of Christ and Apologetics III PACEs with 80%

#### **All:**

To complete any additional course undertaken for elective credit with 80%

To learn the monthly Bible passage with fewer than 10 mistakes

Some to learn whole books of the Bible for ESC with the required accuracy

To take part in ESC Bible sections, acquitting themselves creditably

#### *Year 13:*

#### **School Level C:**

Successful completion of all the requirements of the ICCE General Certificate if not yet completed.

#### **School Level B:**

Successful completion of the ICCE Advanced Certificate with Life of Christ and Apologetics III PACEs with 80%

**School Level A:**

Successful completing of the ICCE Advanced Higher Certificate with an additional agreed Biblical Studies course and Apologetics IV PACEs with 80%+

**All:**

Successful completion of any additional elective and bias course undertaken at 80%+

Bible passages all learned with fewer than 10 mistakes

Skillful participation in ESC Bible entries

**Resources:**

Individual Bibles

Class AV Bibles

Bible quizzes

Atlases, including Bible atlases

Bible commentaries

New Testament PACEs 97-108 and score keys

Successful Living PACEs 1-12 and score keys

Old Testament Survey PACEs 109-120 and score keys

New Testament Church History PACEs 121-132 and score keys

Life of Christ PACEs 133-144 and score keys

Additional Bible Courses for elective credit, such as Missions, 1-6 and score keys.

Apologetics PACEs I, II, III and IV and score keys\*

**Strategy**

Old Testament is a requirement for the ICCE Intermediate Certificate.

New Testament Church History or Life of Christ is a requirement for the following certificates:

- ICCE Advanced Certificate
- ICCE Advanced Arts Bias Course
- ICCE Advanced Science Bias Course
- ICCE Advanced Maths Bias Course
- ICCE Advanced Social Studies Bias Course
- ICCE Advanced Music Bias Course
- ICCE Advanced Language Bias Course
- ICCE Advanced Higher Certificate

An Apologetics Course is a requirement:

- ICCE Intermediate Certificate
- ICCE Advanced Certificate for the following certificates
- ICCE Advanced Arts Bias Course
- ICCE Advanced Science Bias Course
- ICCE Advanced Maths Bias Course
- ICCE Advanced Social Studies Bias Course
- ICCE Advanced Music Bias Course
- ICCE Advanced Biblical Studies Bias Course

- ICCE Advanced Language Bias Course
- ICCE Advanced Higher Certificate

\* Please note these PACEs are still being developed, until then the following applies until they have been developed:

- Students may choose from the following courses to fulfil this requirement at Intermediate Level:
  - Missions 1 – 6 (if transferring after General Level)
  - Christian Growth 133 – 138
  - Biographies of Christians 1 – 5
  - Christian Counselling 1 – 5
- Students may choose from the following courses to fulfil this requirement at Advanced Level:
  - Christian Growth 133 – 138 (if not taken at Intermediate Level)
  - Biographies of Christians 1 – 5 (if not taken at Intermediate Level)
  - Christian Counselling 1 – 5 (if not taken at Intermediate Level)

The following are requirements for the ICCE Advanced Biblical Studies Bias Course:

- Biographies of Christians
- Life of Christ
- College Old Testament Survey

Students may choose the following as electives for the ICCE Advanced Certificate:

- Biographies of Christians
- College Old Testament Survey
- Christian Counselling
- Christian Growth

Students may choose Convention Bible Memory Event or Golden Award as an elective for the following certificates:

- ICCE Intermediate Certificate
- ICCE Advanced Certificate

Students may choose Convention Bible Memory Event or Golden Award as a Coursework option for the ICCE Advanced Biblical Studies Bias Course

### **Inclusion**

We aim for all children to participate in all areas and extra support will be put in place for students with S.E.N. and adult support given where needed. Where it is felt necessary, a student will receive specialist help from school devised intervention programmes, or support from outside sources where deemed appropriate.

*See main statement for more details.*



# Other Electives

## **British Literature**

To cover five diverse periods of British Literature including the Middle Ages, the Early Renaissance, and the Romantic Era.

Authors in this Alpha Omega curriculum include William Shakespeare, John Bunyan, William Wordsworth, Lord Byron, Percy Bysshe Shelley, John Keats, Robert Browning, and C.S. Lewis, Chaucer, and Tennyson.

## **Objectives**

Students will learn about Old English literature, Middle English literature, morality plays and prose fiction

Students will learn about the early Renaissance, Renaissance poets, Renaissance prose and Renaissance drama

Students will learn about the Stuarts, the Puritan revolution and the Restoration and Neoclassic age

Students will learn about the early Romantic era, the later Romantic era and the Victorian era

Students will learn about modern poetry, drama, prose and fiction

## **Strategy**

We will use the **Alpha Omega Astronomy curriculum** as laid out in the **Schemes of Work for Lifepac Curriculum**.

Students may choose to study the Lifepac course: British Literature as an elective to gain a full credit towards the following certificates:

- ICCE Intermediate Certificate
- ICCE Advanced Arts Bias Course
- ICCE Language Bias Course

## **Other options available as ICCE Credits**

### **ICCE Online Business Studies**

Students may choose to study the Online Business course as an elective to gain a full credit towards their ICCE certificate.

These courses are designed for adults to continue with their personal professional development, but also serve our purposes. Students are allowed extra time to complete these courses compared to adults. Students will be equipped with current up to date knowledge that will prepare them for the real world.

#### **Course Types:**

- Basic Accounts
- Accounting and Bookkeeping

Students may use the Online Business course elective towards the ICCE Intermediate Certificate.

### **ACE Speech PACES**

Students may choose to study the ACE Speech course as an elective to gain a half credit towards their ICCE certificate.

Students may use the ACE Speech course elective towards the ICCE Intermediate Certificate.

### **ACE Auto Mechanic PACES**

Students may choose to study the ACE Auto Mechanics course as an elective to gain a half credit towards their ICCE certificate.

Students may use the ACE Speech course elective towards the ICCE Intermediate Certificate.

### **ACE Professional Supervisor or Monitor Training**

Students may choose to undertake the ACE Professional Supervisor or Monitor Training as an elective to gain the following credits towards their ICCE certificates:

- ACE Professional Supervisor or Monitor Training PACES (half)
- ACE Professional Supervisor or Monitor Training PACES, 30 hours service in school and an essay (full)

Students may use the ACE Professional Supervisor or Monitor Training towards the following ICCE certificates:

- The ICCE Intermediate Certificate
- The ICCE Advanced Certificate

### **First Aid Course**

Students may choose to undertake the First Aid Training with St John's or a similar training provider, as an elective to gain a half credit towards their ICCE certificate.

Students may use the First Aid Training towards the ICCE Intermediate Certificate

### **Drama**

Students may choose to study a drama course as an elective to gain a full credit towards their ICCE Intermediate Certificate

Either from the Guildhall School of Music & Drama or the London Academy of Music and Dramatic Art – Grade 5 and above – certain sections

**FRAMEWORK FOR WHOLE PROGRAMME**  
**First Year College Seniors**

<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Social Studies</b>	<b>D&amp;T/ Foreign Languages Optional</b>	<b>Art &amp; Design Optional</b>	<b>Computing</b>	<b>PSHE or Citizenship</b>	<b>Music &amp; Drama Optional</b>	<b>P.E.</b>
Opening exercises PACE work Report Reading & Writing ..... Option: ICCE Intermediate English Essay	PACE work	PACE work ..... Option: ICCE Intermediate Science Project	PACE work ..... Option: ICCE Intermediate Social Studies Essay	Rosetta Stone if elective chosen ..... Student Convention work in picture embroidery, woodwork, photography	Student Convention work in sketching, coloured pencils, water colour, kiln , acrylics, oils	Word and Encarta etc. for essays and technology Linked to all other subjects	Debates ..... Option: ICCE Intermediate Bible Essay	Convention Preparation, Vocal and Instrumental, Music Composition, Expressive reading, choral reading, oral reports, school productions,	Long distance running, fitness, tennis, badminton, 5-a-side, soccer kick, gym, track-training, table-tennis, ball skills Or choose topic from P.E. SoW
Opening exercises PACE work Report Reading & Writing ..... Option: ICCE Intermediate English Essay	PACE work	PACE work ..... Option: ICCE Intermediate Science Project	PACE work ..... Option: ICCE Intermediate Social Studies Essay	Rosetta Stone if elective chosen ..... Student Convention work in picture embroidery, woodwork, photography	Student Convention work in sketching, coloured pencils, water colour, kiln-pottery, acrylics, oils	Word and Encarta etc. for essays and technology Linked to all other subjects	Debates ..... Option: ICCE Intermediate Bible Essay	As Term 1	Long distance running, fitness, tennis, badminton, 5-a-side, soccer kick,, gym, track-training, table-tennis, ball skills Or choose topic from P.E.
Opening exercises PACE work Report Reading & Writing ..... Option: ICCE Intermediate English Essay	PACE work	PACE work ..... Option: ICCE Intermediate Science Project	PACE work ..... Option: ICCE Social Studies Essay	Rosetta Stone if elective chosen ..... Student Convention work in picture embroidery, woodwork, photography	Student Convention work in sketching, coloured pencils, kiln-fired pottery, acrylics, oils	Word and Encarta etc. for essays and technology Linked to all other subjects	Careers ..... Option: ICCE Intermediate Bible Essay	As Term 1	Long distance running, fitness, tennis, badminton, 5-a-side, soccer kick, gym, track-training, table-tennis, ball skills Or choose topic from P.E.

**FRAMEWORK FOR WHOLE PROGRAMME**  
**Second Year College Seniors**

<b>English</b>	<b>Maths</b>	<b>Science</b>	<b>Social Studies</b>	<b>D&amp;T/ Foreign Languages Optional</b>	<b>Art &amp; Design Optional</b>	<b>Computing</b>	<b>PSHE or Citizenship</b>	<b>Music &amp; Drama Optional</b>	<b>P.E.</b>
Opening exercises PACE work Report Reading & Writing Option: ICCE Advanced English Essay	PACE work Option: ICCE Advanced Math Paper	PACE work Option: ICCE Advanced Science Project or Essay	PACE work Option: ICCE Advanced Social Studies Essay	Rosetta Stone if elective chosen Student Convention work in picture embroidery, woodwork, photography	Student Convention work in sketching, coloured pencils, water colour, kiln fired pottery, acrylics, oils	Word and Encarta etc. for essays and technology Linked to all other subjects Option: Animation ECDL or other ICCE elective	Debates Option: ICCE Advanced Bible Essay	Convention Preparation, Vocal and Instrumental Music Composition, Expressive reading, choral reading, oral reports, school productions,	Long distance running, fitness, tennis, badminton, 5-a-side, soccer kick, uni-hock, gym, track-training, table-tennis, ball skills Or choose topic from P.E. SoW
Opening exercises PACE work Report Reading & Writing Option: ICCE Advanced English Essay	PACE work Option: ICCE Advanced Math Paper	PACE work Option: ICCE Advanced Science Project or Essay	PACE work Option: ICCE Advanced Social Studies Essay	Rosetta Stone if elective chosen Student Convention work in picture embroidery, woodwork, photography	Student Convention work in sketching, coloured pencils, water colour, kiln-fired pottery, acrylics, oils	Word and Encarta etc. for essays and technology Linked to all other subjects Option: Animation ECDL or other ICCE elective	Debates Option: ICCE Advanced Bible Essay	As Term 1	Long distance running, fitness, tennis, badminton, 5-a-side, soccer kick, uni-hock, gym, track-training, table-tennis, ball skills Or choose topic from P.E. SoW
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