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# The Shell Year at Radley

## Academic Organisation in the Shells

The aim of the Shell year is to provide a broad and sound foundation for a boy's education at Radley. No subject is excluded, so that a boy has the chance to experience a range of different disciplines and skills. At the end of the Shell year he continues with a core of English, Maths, French, Science and R.S., and makes a choice from a set of Option blocks which permit him to pursue four more subjects to GCSE.

When a boy arrives at Radley **he is setted separately for English, Maths, French and Science, according to his performance in the Scholarship or in Common Entrance. It is perfectly possible to be in Set 1 for one subject and Set 4 for another, as boys have different aptitudes.** His English set determines his Form, a unit in which he is taught History, Geography, Art, Design, IT and Religious Studies, but the placement in a form reflects only a boy's ability in English. Each form is administered by a **Form Master** who, in truth, is much more than an administrator — he endeavours to get to know each boy, ease him into the College, help him to make friends across the socials, all this in parallel to the operation of the boy's Tutor. There are regular Shell Form evenings to pursue cultural, academic and social activities and Shell boys clearly enjoy these.

Radley works on an 8-day timetable, with 48 periods in that cycle. The distribution of periods is as follows:

Area	Subject	Periods
Core	English	5
	Maths	5
	Religious Studies	1
Humanities	History	3
	Geography	3
Languages	Classics	4
	French	9
	German	
	Spanish	
Sciences	Biology	3
	Chemistry	3
	Physics	3
Technologies	Design & Technology	3
	Information Technology	1
	Electronics	1
Creative Subjects	Art	2
	Music	1
Personal Development	P.S.E.	1

A detailed description of each of these subjects follows after this introduction. It should be explained that whereas most boys will study two languages (one of which must be French), boys of exceptional linguistic ability will be able to study three languages (French, German and Spanish) each on three periods per cycle.

When a boy arrives at Radley he is given a **Diagnostic Test**, an 80-word spelling test and a piece of free personal writing. For boys who are found in this Test to need support, or for those with a history of learning difficulties, extra tuition is available from a qualified

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learning difficulties specialist. A specific programme is arranged for each individual, whose progress is monitored closely and regularly assessed. The Mathematics Department also conducts Tests, in October, and boys with weaknesses are helped by Mrs. Haggett. This programme is co-ordinated by Mr Schofield, the Study Skills and Learning Support Co-ordinator.

**Any past arrangement for support (at Prep School) must be communicated to Mr Schofield before the start of the Shell year. No external arrangement with an educational psychologist should be organised once a boy is at Radley. We use our own educational psychologist.**

We think it important in a rapidly changing world that boys should be prepared for a technological future. You will find an outline in this booklet of **our Information Technology policy** which commences in the Shells and continues to develop right through the College. Many boys use word-processing, graphics, and the internet for their GCSE and sixth form coursework and on many occasions during a week every available computer is being used by boys in the IT, Electronics, Science and Geography Departments. In the three years of Lower School, we aim to build up a wide range of IT skills, so that boys will take an IT qualification in their VI.1 year.

As with every comparable school, we consider it a central responsibility to educate the boys in their **Personal Development**. Daily Chapel and the moral teaching there has a vital role in this; taught in the Shells by the Biology staff it covers issues like smoking, drinking, drug education and personal relations. Tutors in the socials run regular seminar sessions for different year groups to reinforce the lessons

on drug education, and visiting experts conduct regular programmes to support these lessons.

**Regular reporting** on boys serves several purposes: it lets boys know how they are doing, it enables dons, Tutors and parents to monitor progress, and it provides the opportunity to spur on those whose effort is deemed to be less than it might be. We report fully to parents at the end of each term. We also have a system of internal electronically recorded reports, three in the Michaelmas, two in the other terms. These assess effort on an A-D scale (Excellent down to Distinctly Poor) and attainment on a 1-4 scale, where 1 signifies high attainment and 4 frankly unacceptable attainment. Moreover, we assess each boy's organisational skills and ability to communicate in class on a similar ranking scale. These reports are e-mailed to parents by tutors in the week after Common Room has completed them. Regular monitoring aims to get the best out of boys. We have in the last year or so put greater emphasis throughout Radley on developing in the boys an ability to learn, and research **independently**. As part of a strategy incorporating the sixth form as well, Shell boys all do a termly project, researched and written entirely by themselves.

Each year at Radley there is a meeting for parents to discuss their sons' progress with dons. The Shell meeting is on a Sunday, after morning Chapel, in mid-May. Parents, of course, are encouraged to keep in touch with Tutors at all times over a boy's progress. There is a great deal more to life at Radley than academic work, even though the latter is inevitably at the centre of a boy's time here.

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## Games

The main College games are: in the Michaelmas Term, Rugby Football; in the Lent Term, Hockey or Rowing; in the Summer Term, Cricket or Rowing. Boys choose either to row or to play hockey and cricket; however they are allowed to reverse their choice during their time at the College. In addition to the main games boys will have opportunities to participate in the following: Athletics, Basketball, Cross-country Running, Fencing, Fives, Golf, Judo, Lawn Tennis, Rackets, Real Tennis, Sailing, Soccer, Squash, Swimming and Sub-Aqua. These games may be played at any appropriate time of the year; in the Lent Term, one day a week is set aside on which they take precedence as far as possible over the main games, in order to allow boys to widen the range of their activities. Athletics, Lawn Tennis and Sailing matches take place in the Summer Term. Those who row in the Lent and Summer Terms may also scull in the Michaelmas Term when not required for other games. In addition to the games listed, boys may follow the beagles.

In general, younger boys are required to play the main game each term. As they become more senior, they are allowed a greater choice in their activities. All boys are required to take exercise regularly.

## Wednesday Afternoon Activities

In their second year at Radley, all boys join the Combined Cadet Force for that year. In the course of those three terms, they must attend one camp and pass their Proficiency Examination. The CCF is divided into Army, Navy and RAF sections; the aim of this period is to give a desirable minimum of military training and experience of leading other boys, but the main emphasis placed on outdoor activities such as camping, map-reading, survival and general self-reliance.

In the Summer term of the Shell Year, all boys participate in a pre-CCF course, designed to introduce them to the sort of activities they may pursue in the Remove Year; the emphasis is very much on self-reliance and survival.

The Fifth Form take part in a two term Community Action Programme and the Summer term is free for them to work or opt in to other activities. VI2 have the option throughout the year to do academic work or to join the activities programme. The Shells in terms one and two and VI1 in all three terms have an extensive list of activities from which to choose, usually including:

- Art
- Backstage Crew
- Badminton
- Beagles
- Board Games
- Bridge
- Ceramics
- Climbing
- Cookery
- Creative Writing
- Cricket (indoor)
- Debating
- Drama
- Duke of Edinburgh
- Electronic Projects
- Fives
- Foreign Films
- Golf
- Historical Films
- Introduction to Opera
- Lawn Tennis
- Life Drawing
- Life Sculpture
- Management Skills
- Mandarin Chinese
- Music Practice
- Photography
- Rackets
- Radio Controlled Aeroplanes
- Radleian Magazine

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Reading and Listening

Real Tennis

Social Services

Tea and Symphony

Web Pages

*Plus Major Sports Out of Season:*

Cricket; Indoor Hockey; Rugby Sevens.

Sporting activities are normally only on offer to Shells, for one term.

## **Music**

Boys are encouraged to take a practical interest in the school's music through membership of one of the choirs (Chapel Choir, Radley Clerkes, Compline Clerkes, Choral Society) or instrumental groups (Orchestra, Wind Band, Chamber Orchestra, Big Band, Brass Ensemble etc.). Chamber music thrives, there are always numbers of small groups of musicians tackling pieces for various instrumental combinations, and Contemporary Music abounds in the form of various Rock Groups, Soul Band and Funk Band. There are numerous solo opportunities with a range of concerts from informal lunchtime Coffee Concerts to large, high profile events such as the Scholar's Invitation Concert.

Boys have the opportunity to learn a wide range of instruments, from those conventionally found in an orchestra to the more esoteric (e.g. bagpipes, harpsichord, piano accordion). There are many concerts each term, most given by pupils, others by musicians in residence, or outside artists.

## **Drama**

All Shell boys take part in the Haddon Cup, a Social based dramatic competition in the Michaelmas Term. It is directed by boys with

adult advice. The Director of Drama takes all Shell boys in fortnightly units to teach them the basics of drama, and runs a Thursday Central Hour practical workshop which provides a foretaste of GCSE work.

## **Societies**

It is important for each and every boy to develop out-of-school activities, interests and enthusiasms, both for his happiness while at school, and to form a basis for worthwhile activities for the rest of his life. To this end, there is a very wide range of societies in which we aim to offer something for all interests; in addition, any boy is at liberty to start a new society in conjunction with a don if his interest is not currently covered. There is also a year group society, run for 15 or so of the most intellectually curious of the year group, in the Lent and Summer terms to encourage debate and a widening of interest and knowledge. We hope that parents will join with us in promoting these outside interests, which we consider vital to a boy's all-round development.

## **Community Service**

This has become a central part of the school career for all boys. It is hoped that all boys will see the performance of some Community Service as a good opportunity to broaden horizons and prepare more adequately for life in the world outside Radley. It is also important for the boys to understand that Radley College is an important and integral part of the local community and that we should share our talents and experiences with those around us. By encouraging self-reliance and the development of inter-personal skills through work with the elderly, handicapped, and other areas of caring, or alternatively by carrying out some conservation work, it is

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remarkable how much more mature and outward-looking many of the boys become in a relatively short space of time. Community Service has broadened in scope to include projects involving students in Romania and South Africa, as well as house building projects in southern India.

Whilst the fifth form Wednesday Activity Programme has formalised much of the above it is very much our intention that all years will take opportunities when they arise to become involved in community service issues.

### **Other aspects of Radley**

At the end of the Shell year a boy — with the guidance of Tutor, Heads of Department, Form Masters and parents — will choose those non-core subjects he wishes to pursue to GCSE. A separate 'Removes and Fifths at Radley' booklet will be sent to parents about this in the Easter holidays.

Once GCSEs have been taken — and always provided that they have been satisfactorily passed — a boy will move into the Sixth Form where he will find a regime which relies a great deal more on his own organisational skills. He will be helped by Form Masters in time management and work planning, but to a much greater degree he will be required to research and read on his own. Sixth form courses are demanding, and they inevitably narrow a boy's education in the pursuit of specialised training. However, during the last few years the sixth form curriculum has been completely restructured to embrace the introduction of AS levels (representing 50% of an A level). The attraction of the new system has been the flexibility and breadth that it affords to the boys who can initially study up to 5 subjects. In most cases AS and A2 modules are taken at the end of VI.2, unless a boy intends only to take a subject at AS Level. Because of the introduction of new A Levels from 2008, the curriculum remains under review.

September 2009 sees the inauguration of a radical departure in the non-A level programme for VI.1. We have been concerned both to extend the opportunities for sixth formers to pursue Independent Learning and to provide them with a challenging introduction to significant intellectual developments since the Renaissance. A levels do not provide such an holistic programme. '**Standing on the Shoulders of Giants**' is a unique, chronological course of eighteen 40 minute lectures over two and a half terms delivered by Radley dons, tackling important issues from their different perspectives: for example, Empiricism, Collections and Taxonomies, the Enlightenment, and Structuralism and Post-Modernism. We trust that a boy's lower school education here will have inspired in him interests in plays, concerts, choir and instrumental ensembles, so that a rich cultural and artistic life in the Sixth Form can assist that broadening process.

In the Senior School there is a comprehensive careers programme and a well-organised system of university advice through the Don i/c University Entrance, the Tutors and the Form Masters. Details of all these services are set out in 'The Sixth Form at Radley'.

Radley has started to raise its sights and broaden its horizons to consider the employability of boys in the 21st century; as part of this, we have emphasised languages for as many as possible to 17+, we have become involved in the European Youth Parliament, and we have sought to teach the necessary linguistic and technological skills. We introduced Mandarin over a decade ago. A recent sixth form conference with St Helen's focused boys on the challenges of China.

The above has been a brief sketch of some aspects of your son's education in the Shells and beyond. Below you will find details of the subject content of the Shell year.

*Andrew Reekes, Sub Warden, May 2009*

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## English

*C.J. Elliott*

Throughout the year boys study prose, poetry and drama, both traditional and contemporary, to encourage their reading and to help fashion their critical judgement.

The Shell curriculum has three main aims :

- 1) to enable boys to read, write and speak standard English as fluently and accurately as they are able;
- 2) to enable boys to read for pleasure and with discrimination;
- 3) to equip boys with the critical skills and terminology required for GCSE study.

Boys are divided into six sets in accordance with their performance in either the Scholarship or Common Entrance exams. In their first lessons all boys take standard reading, writing and spelling tests and any boy who needs extra help with any or all of those will receive extra tuition in the Study Skills and Learning Support department.

Throughout the year the emphasis is on literacy skills: spelling, punctuation, grammar, handwriting, presentation. The development of assured competence in these essential skills is a priority, and all boys are expected to achieve such competence by the end of the year.

In the Michaelmas Term, the boys study prose, including both novels and short stories. The boys are expected to acquire a sound working understanding of basic narrative techniques such as structure, characterisation, and setting. They also complete an extended creative writing project. The Lent Term involves the study of a Shakespeare play, and includes a good deal of drama work in the Drama studio. Seeing the play 'on its feet' is an essential element of this part of the course. Boys also acquire a working understanding of Elizabethan theatre.

In the Summer Term, the focus is on poetry. Boys study a range of material, both traditional and contemporary, and a range of forms, and learn key techniques and concepts to do with the writing of verse. They also do creative writing arising out of this. The end-of-term examination tests literacy skills and close critical reading of a studied poem.

## Mathematics

*G. Wiseman*

On arrival at Radley a boy will be placed in one of seven Mathematics sets, which set being determined by performance in the Mathematics papers of Scholarship or Common Entrance. It should be noted that the initial setting may not always reflect perceived mathematical ability. For example, sets 3A and 3B usually contain only boys who have taken the higher tier at Common Entrance. Boys taking the lower tier are placed in sets 5A, 5B and 7. During the first half term all boys follow a common core of new work in Algebra which leads towards two comprehensive tests just before Leave Away. There is also a common exam at the end of the term. As a result of these tests and exam the year group is completely re-setted at Christmas and there can be quite a lot of movement at this stage. It is not unusual for a boy to move from set 3A/3B to set 7 or from set 5A/5B to set 2. Thereafter the top set follows an accelerated course, and the other six sets continue a common syllabus for the rest of the year. In the Summer, following further comprehensive exams, new sets are established for the first term of the Removes.

In the Removes and Fifths the Mathematics Department run eight setted Mathematics sets. Boys develop at very different rates in this subject, and we aim to have the flexibility to enter each boy for public examinations at times which match his specific progress. Set 1 in the Removes will take IGCSE (International GCSE, higher tier) in November or June. Sets 2 to 5 cover a common accelerated course until Christmas when, as a result of further common examining, a group of three sets is fixed which targets IGCSE (higher) in the Summer of the Remove year. The remaining boys in sets 5 to 8 target IGCSE (higher) at the end of the Fifth Form. There is further testing and resetting at the end of the Remove year. At the end of the Fifth Form year sets 1-4 will sit between 1 and 3 A Level modules.

**French**

French is a compulsory subject until at least the end of the Fifth, but it is to be hoped that in these more enlightened times this fact should be a cause for satisfaction rather than gloom: although we stress the value of the intellectual discipline involved in learning a language, and do not neglect the importance of a thorough grasp of grammatical structure (still essential to the attainment of top grades at GCSE), we aim to make the learning of French lively, varied and enjoyable. Similar emphasis is placed on the development of oral fluency and the understanding of the language as used by native speakers.

Boys come to Radley from a wide range of prep schools, but we assume that a boy will have studied French for at least three years, and that he will be familiar with the first three stages of one of the main modern textbooks (e.g. Etoiles, Route Nationale, Encore Tricolore "nouvelle édition"): it does not matter which. Most basic grammar and the four main tenses are revised in the course of this year; at the same time a boy's vocabulary and range of communication will be expanded and reinforced. Topics covered in some detail during the year include: using public transport, life in town and country, looking after a French visitor.

The top two sets have three periods of French per cycle in the Shell in order to accommodate the introduction of two new languages when these boys enter the school. Other sets have five periods per cycle. At the end of the Shell year all boys have a solid basis on which to prepare for the GCSE examination.

**German and Spanish**

Every boy in the Shell year begins one of these languages *ab initio*: no previous knowledge is assumed. Boys in the top two sets study both German and Spanish, alongside French for three periods per cycle. Other boys study one of the two languages for four periods per cycle plus five periods of French. Before arriving in September, boys and parents will be asked to express a preference for which language they wish to study.

In keeping with the policy of the Modern Languages Department, equal emphasis is given to the acquisition of a secure grasp of grammatical structure and the development of the confidence to understand native speakers and respond effectively in everyday situations. During the Shell year every boy should acquire a sound knowledge of the Present Tense, learn to understand simple utterances by native speakers, and to express both orally and in writing a range of essential functions: e.g. giving personal information about himself and his family, asking the way in a foreign town, carrying out simple shopping tasks etc.

By the end of the year boys should have a secure basis on which to proceed to GCSE if they wish; in any case they will have reached a "survival" level in the language.

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## Science

*Dr S.A. Thorn*

Radley has an enviable reputation in Science.

Primarily we aim to stimulate interest, enjoyment and a sense of enquiry, but we also aim to stretch all pupils to the limits of their ability.

Science is a core subject within the National Curriculum and as such is taught as a three year continuous course right through to the Fifth Form. Biology, Chemistry and Physics are taught by subject specialists within individual departments, but all boys follow a Co-ordinated Science course leading to the award of a dual grade in IGCSE (International GCSE).

Beyond the immediate confines of IGCSE we hope that boys will recognise that the study of Science is relevant to all aspects of their lives. We encourage them to recognise the usefulness, and limitations, of scientific methods and appreciate their applicability within other disciplines.

Our course is also designed to help develop Key Skills such as ICT, Communication and Use of Number within a practical and relevant context.

Boys are initially streamed on the basis of their performance in Common Entrance, but all subsequent school exams are used to refine the initial cut of our Science sets. Although all boys ultimately sit the same IGCSE exams, our higher sets can expect to range more widely across the syllabus.

## Biology

*P.M. Fernandez*

Biology at Radley is taught as part of a Co-ordinated Science course which leads to the award of a dual grade in IGCSE Science. It is a three year continuous course.

The Biology Department's literacy strategy aims to ensure all boys communicate scientific ideas accurately and precisely from the beginning. Likewise, care is taken to ensure correct graphing and data-handling skills are developed early on in the course.

Early work in the Shells develops a theme on the "building blocks" of organisms. This is a theme that starts with the protons and neutrons of Physics, building into elements and molecules within Chemistry which leads into cell structure and tissue within Biology.

Later work looks at the classification of plants and animals before moving onto mammalian nutrition, circulation, breathing and the detail of gas exchange and cellular respiration. Much of this ties in with the work covered in Chemistry on gases, fuels and carbohydrates.

ICT is an increasingly important aspect of all Sciences and Biology is no exception; the department uses software extensively throughout the course. In the Shell year boys use ICT in class and prep including diet analysis, internet research and practical write-up skills.

Radley's programme on Personal Social and Health Education (PSHE) is integrated into the Biology course for this first year which enables us to discuss such difficult subjects as sex, alcohol, smoking and drug abuse, without losing sight of the underlying science.

There are school exams at the end of both the Michaelmas term and the Summer term. Separate exams are sat in Biology but the cut of the sets is based on overall performance across all three Sciences.

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## **Chemistry**

*Dr K. Halliday*

Chemistry at Radley is taught as part of a Co-ordinated Science course which leads to the award of a dual grade in IGCSE Science. It is a three year continuous course

As with all the Sciences, the emphasis for the Shell year is on enjoyment of the subject. There is ample scope for a wide range of practical work and the boys have the chance to develop their manipulative skills, whilst improving their ability to assess critically and explain the observed effects. By the end of the year boys should be totally familiar with the layout of the laboratories and be able to work safely and with a high degree of independence

The year starts with work that should be largely familiar from prep school, but with more emphasis on explaining chemical and physical changes at a particle level and building a clear understanding of the organisation of particles in a solid, liquid and gas. The study of elements, compounds and mixtures then follows, and in this the boys are exposed to many fascinating chemical changes and mixture separations - many of which are relevant to the world outside. There is also the opportunity to present talks using powerpoint, on areas of 'research'.

This early work is then put to use in a detailed look at fuels and energy. One important aspect of this work is to measure the rates of various reactions, providing a valuable opportunity to develop ICT skills.

There are school exams at the end of both the Michaelmas term and the Summer term. Separate exams are sat in Chemistry but the cut of the sets is based on overall performance across all three Sciences.

## **Physics**

*K.A. Mosedale*

Physics at Radley is taught as part of a Co-ordinated Science course which leads to the award of a dual grade in IGCSE Science. It is a three year continuous course.

We begin with a four week introductory unit designed to get pupils to think afresh about measuring quite simple quantities. We soon move on to thinking about the largest and smallest measurements possible, those of astronomical distances to the furthest galaxies and of sub-atomic particles.

We continue up to Christmas by looking at the problems and solutions involved in providing energy for the world's population, which ties in with some of the fuels work covered in Chemistry but also includes thinking about minimising waste energy, particularly by heat transfer.

From Christmas to the summer we study the many aspects of wave movement: light, sound, radio, I-R, U-V and X-rays. Much of this work has implications for later aspects of the Biology course. Among other practical activities, we measure the speeds of sound and light, follow waves using ray boxes and lasers, and generate lots of different effects on both ripple tanks and computer screens; the latter tend to generate less mess than the former.

There are school exams at the end of both the Michaelmas term and the Summer term. Separate exams are sat in Physics but the cut of the sets is based on overall performance across all three Sciences. The summer exam is part theory and part practical, emphasising the importance of experimental work.

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## **Classics**

*P.W. Gamble*

All boys are taught a Classical subject in their Shell year.

### **Latin**

Boys enter the Shells with a wide range of experience of Latin. The aim of the Shell year is to broaden their experience of the language and particularly to set it in the context of Roman life and society. In addition it is important to ensure that their previous knowledge is consolidated and refreshed. They are taught Latin for four periods per cycle. At present the top two Shells are divided into sets on the basis of Scholarship and Common Entrance results; the remainder are timetabled together and it is therefore possible to arrange them into four sets, where Latin can be taught to those of appropriate linguistic ability and Classical Civilisation to those for whom Latin GCSE would be a daunting proposition, or who are too inexperienced to make Latin at GCSE a realistic option.

The Cambridge Latin Course and related materials are used at a level appropriate to the group, and resetting is carried out in the early part of the year in order to ensure that individuals are being taught at the right level, and at a suitable pace. Upper sets are usually able to read more adventurously, including an introduction to Roman poetry. With lower sets the emphasis is necessarily placed on improving language skills to make Latin at GCSE a viable option for as many boys as possible.

Throughout the Shell year, all opportunities for non-linguistic work arising from the text are taken. There are regular meetings of the Classical Society, including quizzes and reading competitions, which boys are encouraged to attend.

## **Greek**

All boys in Shell Latin set 1, together with those who have done some Greek, either to Scholarship or Common Entrance level, are taught some Greek in addition to their Latin as part of their introduction to the Classical world. They are taught at a level appropriate to their experience, and lessons take place in small groups twice during the week. Beginners are strongly encouraged, since Greek can often prove to be an interesting and stimulating challenge for a good Latinist.

The aim for all these boys is to put them in a position by the end of the year where Greek is a viable GCSE subject; this is just as important for the beginners as it is for those who have reached a relatively high level during their Prep School years. Furthermore, they will receive a coherent and balanced introductory course so that, even if they do not carry on with Greek, they will take away something of value.

### **Classical Civilisation**

Classical Civilisation is taught from the start of the year to those in the lowest Classics set.

The aims of the year are to give boys a clear and coherent introduction to the Greek and Roman world and to allow them to develop skills which will prove useful in a wide range of areas. The topics studied usually include the Persian Wars, Athens, Alexander the Great, the Punic Wars, the destruction of Pompeii, and Roman Technology, which allow the study of both civilian and military life in both cultures. Each term they are expected to do a project on some aspect of the work, and relevant IT skills are developed through this. By the end of the year members of this set are in a strong position from which to choose Classical Civilisation at GCSE level.

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## **Geography**

*M.J. Harris*

Geography is a compulsory subject for all Shells.

### **Content**

The course builds on the foundations of Common Entrance and covers aspects of both the physical and human world. The physical course includes major Earth Science themes — rocks, weathering, erosion, folding, faulting, vulcanicity and earthquakes. This is designed to cover the Science National Curriculum — Earth Science component. It also reflects the content requirements of the Geography National Curriculum. The human course covers resources and the relationship between man and his environment.

The topics are taught in a practical way with an emphasis on independent learning using the geography department intranet and website to investigate current geographical issues, news and events.

### **Fieldwork and Skills**

Field trips are organised to demonstrate both physical and human geography in the local region and further afield. Pupils develop the skills of field observation, sketching, recording and analysis.

Computer skills are applied, where appropriate; e.g. word-processed projects and field trip accounts, graphics, data analysis, web research, simulations and other ICT applications.

### **The future**

By the end of the Shell year pupils should have gained a confident understanding of physical and human geography as a sound basis for the GCSE course in the Remove and Fifth Year.

## **History**

*Mrs T. Scammell Jackson*

In the Shell year, History is a compulsory subject and every boy has three lessons and two preps per cycle.

The main aim of the Shell course is to give boys who have studied diverse periods of History, in many different Prep Schools, the chance to study a period of great importance to the present age. The course links into the National Curriculum and it provides a preparation for the GCSE course which follows. Use of the Internet and development of ICT skills are key components of the course.

In the Michaelmas term, we study the First World War. In the Lent and Summer terms, we study the rise of the Nazi party and the Second World War. During the Summer term, the department runs a weekend trip to the D-Day beaches. This is designed to give the entire year group the memorable experience of seeing the physical remains of an historical event. Museum and site visits (and a department guide book) allow the boys to appreciate the horror and heroism of the D-Day landings, and of the Second World War more broadly.

The Shell course allows boys to develop the skills required for GCSE study, as well as the main themes of the Twentieth Century — which form the basis of the GCSE course.

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## **Design & Technology**

*W.O.C. Matthews*

The Shell course aims to build on the experience gained in prep schools. Designing and making activities are central to the delivery of Design and Technology. Through a series of design and make activities the boys will be introduced to a range of technologies, including materials, construction techniques, electronics, computer control, mechanical systems and structural design.

Boys will be expected to work co-operatively on group projects as well as individually. Projects are carefully inter-linked in order to ensure the progression of knowledge, skills and ideas. The work covered by the Shell course forms the basis of, and contributes to, the full GCSE course in Technology.

## **Art**

*I.P. Ellis*

The Shell Art course offers students the chance to work with a variety of different arts-based mediums. Our course, as a result, is designed to serve the needs of both the students who wish to pursue art to GCSE level and those students who do not.

At the beginning of the course the students are introduced to a theme such as colour or texture. This is usually done by means of a visual presentation in which we focus on the work of a particular artist or twentieth century artistic movement. The student then embarks on individual exploration of that particular theme in a suitable medium. Drawing is seen as an integral part of this exercise and all boys receive intensive tuition in traditional observational drawing techniques.

The Art Department's view is that this is a demanding yet extremely rewarding course that is in no way exclusively intended for those students with natural flair and ability towards the subject. Instead we try to ensure that each student receives a sound grounding in the visual arts and that they are fully involved in the rich and varied life of the Department. This also includes gallery visits, guest lectures and a continuous exhibitions programme.

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## **Music**

*Miss S-L Naylor*

The music course is built on three closely related and integrated areas of study: performing, listening and composing.

Performing and recording music (both in groups and as individuals) is supported by listening work, covering a wide range of styles including western music 1700-2000, pop music, world music, and music for computer games, film & television. This becomes the basis of composing and arranging music using both acoustic instruments and Music Technology.

The aim of the Shell music course is to equip all boys to make an informed decision about GCSE Music, which is not just an examination for boys who would regard themselves as musicians (for example, those having instrumental tuition). It is an accessible option for all boys who can achieve the highest possible scores from work in classroom music alone.

All boys have access to the Music Technology facilities both in class time (one lesson per cycle) and during leisure time. The work stations are equipped with Logic Audio Gold and Sibelius software.

At the end of the summer term there is a listening examination and an assessed composing and performing project.

## **Religious Studies**

*Rev. T.J.E. Fernyhough*

Religious Studies is part of the core curriculum in the Shell year. There is one period and one prep per cycle. The aim of the course is to provide a broad introduction to the study of the Christian Church in Britain; to be aware of the wider issues of religion in society and to encourage pupils to develop analytical and evaluative skills

The course is divided into three parts:

During the first half of the Michaelmas Term the course focuses on the college chapel, its history, and its place in the life of the college community, and how that reflects the wider Church.

The second part of the course looks at the development of early Christianity in Britain. Pupils will examine the influences of both the Celtic and Roman traditions that helped shape the Christian culture of Britain. This is done through study of the early Christian missions from Ireland, Iona and Lindisfarne, and the spread of Christianity from Europe culminating in the Synod of Whitby.

The final part of the course examines how the traditions of Christian worship and spirituality developed within Britain, and the relationship of Christianity in Britain with the worldwide Church.

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## **Information Technology**

*Dr. E J. Wolstenholme*

Increasingly at Radley, elements of Information Technology are being exploited in a wide range of subjects. To prepare pupils for this and to help bring them up to the appropriate standard one period per cycle is set aside in the Shell, Remove and Fifth form for teaching these skills.

New boys arrive at Radley with very varied experience in Information Technology. In the Shell, therefore, fundamentals of word processing, graphics and the presentation of data using Microsoft Office are covered as rapidly as experience permits. This work is then extended to cover basic page layout and scanning together with the use of more specialised graphics software. There is also considerable emphasis on the effective use of the Internet as an information resource and pupils are strongly encouraged to make appropriate use of this to support work in a range of academic subjects.

In this first year they will have many occasions in which they need to apply their skills in work for English, History and Geography to name just a few. Those boys who come to Radley with the ability to type start with an enormous advantage. Typing skills are covered briefly but learning and practising these skills is in the hands of the individual.

Pupils are not only taught skills in Information Technology but are encouraged to judge for themselves when it is appropriate to apply them. It is important that they become confident and autonomous users of Information Technology in line with the requirements of Key Skills.

During the Shell year all boys will also encounter computers for simulations, electronic circuit design, music, data logging and control systems in their work in a number of other subjects. All boys have a secure network account for storing their work and have unlimited access to the filtered Internet service. In addition to this each boy has an individual e-mail address which is essential for much of the communication throughout the College. It is very helpful, therefore, if they know parental e-mail addresses both at home and at work.