



HARRODIAN

# 13s OPTIONS CHOICES

FOR YEAR 9 (13S) STARTING SEPTEMBER 2018

## DEAR 12S (YEAR 8) PARENTS AND PUPILS,

This booklet gives you information about the option subjects that we offer pupils in the 13s (Year 9) and I hope you find it useful. 13s pupils will continue to enjoy a broad curriculum, but begin to shape their choices for the GCSE courses that begin in the 14s (Year 10) in September 2019.

The core GCSE subjects of English, Mathematics, Biology, Chemistry and Physics will continue to be taught alongside Geography, History, Computing, Art, Physical Education, Sport and Citizenship. In addition, pupils must choose one subject from each of the three option blocks A, B and C outlined below:

In order to assist you, please note the following;

### **Modern Foreign Languages**

All 13s are required to study at least one Modern Foreign Language listed in Block A. If a pupil wishes to study either Spanish or Italian with French, they must choose French in both Blocks B and C (two lessons).

Studying two Modern Foreign Languages to GCSE is only appropriate for strong and dedicated linguists and it is important that pupils who are interested in pursuing this option discuss this first with Mme Montet, Head of Modern Foreign Languages ([smontet@harrodian.com](mailto:smontet@harrodian.com)). Please also note that beginner sets in Spanish and Italian will not be offered, therefore pupils must have studied these languages in the 11s and 12s in order to pursue them in the 13s. Finally, if French is dropped in favour of either Spanish or Italian, it will not be possible to restart it at GCSE in the 14s and 15s.

### **3 Dimensional Design**

Please note that due to restrictions on the availability of teachers and rooms, the group size for 3D Design is limited to a maximum of 10 pupils. In view of this, should interest exceed 10 pupils, then there will be a lottery for places on the course. Parents of any pupils unsuccessful in gaining a place will be notified in writing and asked to resubmit their option choices within 3 days.

*\*Please also note that there is a termly charge of £60 per pupil for 3D Design.*

### **Other option subjects**

Pupils who do not wish to choose a second Modern Foreign Language must choose 2 different subjects, one subject from Block B and another from Block C.

<b>Block A</b> (3 lessons per week)	<b>Block B</b> (1 lesson per week)	<b>Block C</b> (1 lesson per week)
French	Business	Business
Spanish	Drama	Media Studies
Italian	Latin	Music
	Media Studies	Religious Studies
	Religious Studies	Sport Science
	3 Dimensional Design*	3 Dimensional Design*
		Classical Civilisation
	French (2 lessons per week)	

These single lessons are designed to give pupils a year's taster course ahead of GCSE.

In order to provide continuity, pupils considering taking Latin to GCSE are required to continue the subject in the 13s and must therefore choose this in Block B. If, however, pupils also wish to study a second Modern Foreign Language, a Latin class will be offered after school in lieu of the option in Block B.

Should you require any further information or help regarding the choice of options available, please do not hesitate to contact the relevant Head of Department or me for assistance.

Mrs H.M. Locke  
Deputy Head / Director of Studies  
(hlocke@harrodian.com)

# LANGUAGE OPTION

## FRENCH

In the 13s (Year 9), pupils will study topics and grammar points relevant to the French GCSE examinations.

### **Topics to be covered this year:**

- The French-speaking world
- Friends, family and relationships
- Technology and the internet
- Paris and places of interest in town
- Describing past events and visits
- Transport
- Leisure activities including TV, cinema, books
- School life and careers
- Future plans
- The weather
- Holiday accommodation
- Cultural awareness: poems, songs, excerpts from literary texts, famous French people, the Futuroscope

### **By the end of the year pupils should be able to:**

- understand written and spoken information on the topics studied in class
- extract key information from authentic sources including excerpts from literary texts
- take part in scripted and unscripted role-plays on the topics studied
- describe a picture and make a presentation on the topics studied
- understand and answer questions on topics studied
- translate sentences from English to the target language and vice-versa, focusing on accuracy
- write extensively on the topics studied
- use the language items and grammar studied in class to express their own opinions and ideas
- understand and apply a variety of grammar rules such as adjectival rules, gender of nouns, the pronoun “y”, the different forms of the negative as well as the four key tenses

## **Assessment and Marking**

In the 13s (Year 9), pupils will be exposed to some GCSE material. For example, the type of questions used in some tests and end-of-year examinations will help prepare pupils for their GCSE language examinations.

Pupils' progress will be assessed on a regular basis with short tests focusing on one skill only. At the end of each module a more thorough assessment will be done and pupils will be assessed on a minimum of 3 out of 4 skills - reading, writing (including translation), listening and speaking.

Formal examinations will take place at the end of the year. Pupils will receive a grade or a percentage as well as a target.

**Textbook:** *Tricolore 3*

# LANGUAGE OPTION

## ITALIAN

In the 13s (Year 9), pupils will study topics and grammar points relevant to the Italian GCSE examinations.

### **Topics to be covered this year:**

- Town and directions
- Talking about sport and health
- Giving opinions about the cinema
- Shops, food and shopping
- Italian celebrations
- Tourism and the weather

### **By the end of the year pupils should be able to:**

- listen and respond to a variety of spoken sources in Italian
- read and respond to a variety of written text in Italian on the topics covered
- use orally and write key vocabulary and structures related to the topics covered
- express opinions of likes and dislikes on topics covered
- take part in role plays
- write informal letters
- discuss past, present and future events
- have a sound knowledge of basic grammar points, specifically: the present, future, perfect and imperfect tenses, the present continuous tense, adjectival agreement, prepositions, question words and demonstrative pronouns

### **Assessment and Marking**

In the 13s (Year 9), pupils will be exposed to some GCSE material. For example, the type of questions used in some tests and end-of-year examinations will help prepare our pupils for their GCSE language examinations.

**Textbook:** *Amici d'Italia 2*

# LANGUAGE OPTION

## SPANISH

In the 13s (Year 9), pupils will study topics and grammar points relevant to the Spanish GCSE.

### **Topics to be covered this year:**

- Cultural knowledge of Spain and Spanish speaking countries (festivals, customs, traditions, cultural differences)
- Holidays (location, transport, accommodation, weather, activities and souvenirs)
- Leisure time and organising to go out
- Discussing cinema, concerts, events
- Clothes (describing and buying)
- Body parts and illnesses
- Jobs and future plans
- Healthy living
- Children's rights and fair trade
- Recycling and world issues
- Local area

### **By the end of the year pupils should be able to:**

- speak, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- express opinions of likes and dislikes, on topics such as food and drink, leisure activities and films
- describe pictures and make presentations on the topics covered in class
- take part in role-plays, for example ordering food and drink and buying clothes
- take part in discussions on topics such as fashion wear
- understand literature texts in Spanish
- write extensively about the topics studied in class, such as past and future holidays, and present orally facts and opinions on the same topics
- have a sound knowledge of basic grammar points, specifically: the present, near future, preterite and imperfect tenses, adjectival agreement, questions words and demonstrative pronouns

### **Assessment and Marking**

In the 13s (Year 9), pupils will be exposed to some GCSE material. For example, the type of questions used in tests and end-of-year examinations will help prepare our pupils for their GCSE Spanish examinations.

Pupils' progress will be assessed on a regular basis with small tests usually focussing on one skill only. At the end of each module, a more thorough assessment will be done and pupils will be tested on a minimum of three skills out of four- reading/listening/speaking/writing. Pupils will also sit examinations in the Summer Term. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject.

**Textbook:** *¡Viva! Book 3 Rojo - Modules 1-5*

## BUSINESS

As the number of small businesses increases daily in the UK, the 13's course opens pupils' eyes to the world of business, through a program of structured activities.

A variety of activities are carried out in teams and individually. Great care is taken to avoid duplication with the GCSE and A level course should they choose, as many do, to continue studying this subject.

The overall objective of the course is to enhance their understanding of the business world, through setting separate tasks that focus on: Enterprise, ICT and communications, Economics and Business planning.

### **13's schedule:**

Autumn first half term:                   **Enterprise project:** Pupils work in teams of four or five and devise a new product for the future. Attention is made to: product (including design), price, distribution, promotion and quality of research into their target market. The group presentation is made using power point and prototypes (some have combined this with their 3D printing course) in a 'Dragons Den style' pitch.

Autumn second half term:           **Web building project:** This is an individual task. Pupils are given a research topic on a current topical business theme, last year this was into which UK city would be awarded the 'City of Culture' award. Once provided with a shortlist, they choose one and build a working web site (minimum home page plus four pages of their choice) to promote their choice.

Spring first half of term:           **You are the Chancellor:** Pupils are shown past and current budgets and taken through the decisions the chancellor has to make to balance tax revenue and budget spending. Can they beat the chancellor and get the books to balance? Following class work on different tax and spending options and their benefits to society, they deliver their individual answers in a timed class activity. p.s. they love this activity, expect questions at home!

Spring/Summer term:               **The Enterprise Fair:** Pupils work in groups to choose and produce a product to raise money for charity at the annual 13's enterprise fair. With a limited budget, they must plan all resources and costs and present a full business plan before the big day. There are always the popular food options but special recognition goes to those who can come up with alternative ideas to raise funds. They put a lot of effort and energy into this project and competition is rife, see them in action this Summer Term.

**Assessment** – a mark for each part of the project (20%) and 20% from the summer test.

Further information: Mrs Rhona Drummond-Chew (Head of Department)



## CLASSICAL CIVILISATION

In the 13s (Year 9), pupils will get their first opportunity to study Classical Civilisation. This is the study of the culture and history of the ancient Graeco-Roman world. Although this is the sister subject of Latin, **no ancient languages are required to study it**, although some Latinists will also find it very rewarding, either in addition to, or in place of, their Latin studies.

There will be three different modules over the course of the year covering three different areas of the subject: history, cultural study and literature.

First, we will be studying Sparta and The Spartan System. Sparta was an extreme, totalitarian city state in classical Greece, which deviated wildly from the social and cultural trends set by its rivals. It was a place where the family unit barely existed, where society was structured to serve military strength, where amoral practices were employed to serve the greater good and where death in service to the country was promoted as the ultimate ideal. Students will study the Spartans and their way of life, with a critical eye for comparable ethics and logical criticisms. Ultimately, as a civilisation, Sparta was a failure; 13s Classicists will endeavour to understand why.

Secondly, we will read an ancient Roman epic work of poetry; Ovid's *Metamorphoses*. The poem is a grand interweaving of the mythological tales in the Classical canon. Retelling and reinterpreting these stories in poetic form, and exploring the manifold characters, places and events of ancient legend, Ovid unites all the disparate elements around the central theme of change. Through studying the poem, pupils will gain insight into the place of legend in the ancient world, contemporary beliefs in the supernatural and how mythological stories can be told in different ways.

Thirdly, we will study the Roman Empire and its army. Pupils will examine the organisation, training equipment and tactics of the military force that conquered Europe 2000 years ago. In addition, we will be looking at case studies of notable famous battles and incidents that were recorded on Roman campaigns, including the rout of Boudicca at Mancetter, the Battle of Pharsalus, The Sacking of Jerusalem, The Siege of Masada, The Massacre in the Teutoburg Forest and the mysterious disappearance of the 9th Legion.

Lastly, we will learn about the ancient Olympic Games. Pupils will examine the different events that took place and the various types of ancient sports. We will also examine the meaning behind the games and the importance of the games to the ancient Greeks. Pupils will also undertake project work comparing the ancient Olympiad to its modern equivalent.

This course will provide pupils with a vibrant and exciting program that will be excellent preparation for the GCSE course if they choose to continue.

## **Assessment and Marking**

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will sit an end-of-year examination.

**Textbook and Resources:** OCR course reader, department resources

# DRAMA

Drama in the 13s (Year 9) is a highly creative subject. Pupils will explore a series of wide ranging topics and develop a variety of performance styles. Pupils will have the opportunity to see live theatre and will also benefit from having external practitioners coming into school to work with them.

## **Course Content**

The year will begin with pupils developing their performance skills with lessons focusing on naturalism and Stanislavski. Pupils will then create work based on the Rosa Parks and Stephen Lawrence cases.

The second topic introduces the style of Physical Theatre. Pupils will learn about the methods of theatre companies such as Frantic Assembly, DV8 and Push.

Later in the year pupils create their own “Theatre in Education” piece, which will explore the ideas of Forum Theatre and will encourage pupils to be aware of social issues in the world around them.

The syllabus closes with a scripted performance where pupils will get to work practically on exciting and modern texts, which will culminate in a small performance to parents.

## **Assessment and Marking**

Summative assessment in Drama is ongoing and takes the form of verbal feedback. Peer assessment is also continuous with all pupils encouraged to offer constructive criticism following performances.

## LATIN

In the 13s (Year 9), Latin allows pupils to continue their studies, preparing them for their GCSE. Pupils opting to take Latin in Year 9 (13s) will be expected to have studied Latin at least to level 2 at Common Entrance. The focus of the course is very much on developing the young Latinists' use and comprehension of grammar and syntax rules, so that they are gradually able to tackle longer, trickier passages of Latin. The grammar work will include the study of active and passive verbs in present, future, imperfect, perfect, pluperfect and future perfect tenses, in all conjugations and the cases of nouns and adjectives (positive and comparative) in all declensions. Pupils will train themselves to record these rules by heart and to recognise their usage in Latin passages and grammar specific comprehensions. The sentence constructions will involve covering many aspects of the GCSE syllabus, including indirect statements, purpose clauses and participles. Through this, pupils will not only gain an understanding of the mechanics of Latin, but of language itself. Pupils will also continue to work on their vocabulary knowledge using the GCSE vocabulary list.

### **Assessment and Marking**

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will also be frequently tested on vocabulary, grammar, and translation. They will sit an end-of-year examination.

### **Textbook:**

*So You Really Want To Learn Latin* 1, 2 and 3; *Who Said Latin's Dead?* Level 3; departmental resources

# MEDIA STUDIES

## Topics to be covered:

### Term One

- Film Studies
- Scripting, storyboarding and filming for a trailer

### Term Two

- Editing and evaluating their own trailer
- Photoshop skills (constructing a film poster)

### Term Three

- The code of sound
- Producing a radio advert

## By the end of the year pupils should:

- understand how to analyse camera angles, sound, mise-en-scene
- be able to perform a presentation with more confidence
- be aware of the media industries
- be able to use basic Photoshop skills
- understand how to film and edit using iMovie
- be able to use Garage band to produce a radio product

## Assessment and Marking

Homework will be set once a week and should take 40 minutes. It will be marked according to departmental guidelines. The use of the Internet for research purposes is encouraged and suitable web sites will be given. The application of IT is encouraged in the presentation of work.

A letter grade will be given for academic attainment and a number grade will be given for effort. Marks are accompanied by a comment or explanation to help pupils understand how to improve their work. Staff are available at break times, lunchtimes and after school. Formal assessment will take the form of written and production assignments, end of module tests and an end-of-year examination.

**Textbook:** *Mixed Media* – Barrie Day

# MUSIC

In the 13s Music option, pupils will be introduced to many of the concepts that will be covered in GCSE Music. Over the three terms, they will study the following:

- **Popular Song:** Pupils will study popular songs, with particular focus on solo and group performance.
- **Composition/Song Writing:** Following on from the previous topic, pupils will have the opportunity to compose their own piece of music in a popular style. Pupils will learn how to use Logic Pro X Software to produce their compositions.
- **Musical Theatre:** Pupils will look at the features of musical theatre with particular focus on the West End and Broadway.
- **The Orchestra:** Pupils will learn about the history of the Orchestra and its repertoire with particular focus on the use of orchestral music in media.
- **20th Century Art Music:** Pupils will start to consider 'What is Music?' through study of pieces such as '4'33" by John Cage.
- **Solo Performance:** As preparation for GCSE Music, pupils will prepare a solo piece to perform in a class concert.

**By the end of the year pupils should:**

- be able to identify a number of different styles of music from different periods.
- be able to identify harmonic devices such as tonality, different chords and cadences.
- be able to write simple pieces of music as well as be able to notate melodies and input music into software such as Logic Pro X.
- have gained experience and confidence in performing in front of their peers as soloists and as part of an ensemble.

## Assessment and Marking

Targets are set for each pupil on a regular basis. Performance, listening and composition work are assessed regularly both formatively and through peer assessment.

## Textbook:

Pupils do not use a specific textbook.

# RELIGIOUS STUDIES

## **Philosophy and Ethics**

RS in the 13s (Year 9), is a move away from the exam-focused work of the 12s (Year 8).

In the 13s (Year 9), instead of focusing on learning facts, pupils think about their very existence and the nature of reality.

We reflect on questions like: ‘How do we know the world?’ ‘Can we have true knowledge or is everything just opinion?’ We finish the first term by using a film to discuss questions around human nature and cloning. We will develop these ideas by asking if robots or even zombies can be considered human.

We also look at questions of right and wrong. We will examine the famous trolley problem and ask questions like: ‘Would you kill two people to save a friend?’ or ‘Would you push a man to his death to save the life of a baby?’ There is no correct answer to these questions but you will be encouraged to form and justify your own position to others.

Another area of study will be looking at ethical terms like ‘love’, ‘duty’ and ‘evil’. We will assess the idea that love is nothing more than chemistry and that evil is no more than opinion. You will then apply these ideas to contemporary moral dilemmas like climate change.

Philosophy means ‘love of wisdom’ and our final topic area is looking at what various philosophers have considered wise. We look at Epicurus’ claim that ‘All we need to make a feast of bread and water is a piece of cheese’ and the ancient Chinese philosopher Chuang-tzu’s idea that real wisdom is found in laziness.

The 13s (Year 9) RS course involves a lot of discussion and challenges your views. It is certainly very different from anything you will have studied previously.

If you are interested in asking questions, expressing your own opinions, as well as listening to the opinions of others, then this is the option to take.

## **Assessment and Marking**

Homework is set fortnightly. Work will receive a letter grade for attainment and a number grade for effort. Marks will be accompanied by a comment or explanation to help pupils understand how to improve. Pupils will be taught essay skills, and there will be an essay-based examination at the end of the year.

**Textbook:** There is no set textbook

# SPORT SCIENCE

If you enjoy taking part in sport, have an interest in the world of sport or are thinking about doing GCSE PE, then this will be a great option for you! The lessons are topical, factual and informative and will involve both theory and practical sessions.

## Topics to be covered

A range of relevant and interesting theory and practical modules will be delivered across the three terms. Depending on the topic area, some modules will be mainly theoretical; however, the majority will be a combination of theory and practical work.

### Term 1

- Basic anatomy and physiology – bones and muscles in the human body.
- How the body responds to exercise – short and long term effects of exercise on the body.
- Different types of fitness testing – endurance, agility, flexibility, speed, strength and power.
- Methods of training – an investigation into different styles of training athletes can incorporate to improve their overall fitness.

### Term 2

- Sports injuries – why sports injuries occur, different types of injuries and how they can be treated and prevented.
- Sponsorship in sport – why athletes need sponsorship, how it can help the sport, the advantages and disadvantages to the sponsor.
- Media and sport – how the media can have both a positive and negative impact on athletes and sports.
- International sporting events – who arranges the events, how they are run. Examples include the Olympics and Rugby World Cup.
- Warm ups – the importance of warming up, how to plan and deliver a warm up specific to the sport.

### Term 3

- Sport Psychology - understanding the effects of arousal and anxiety in sport
- Drugs in sport - classifications and banned substances, effects of drugs in sport, why sports people take drugs.
- Diet - Nutrients and food types. Problems that can occur through an incorrect diet; specialised diet programmes for particular types of performer.
- Training programme - how to plan and monitor a training programme, what needs to be included.

## Assessment and Marking

The course is assessed with an end-of-year examination and will involve continual assessment throughout the year. This will be in the form of homework, presentations, end-of-topic tests and practical assessments.



## 3 DIMENSIONAL DESIGN

3 Dimensional Design is a course aimed at addressing the need to provide the school with a subject which looks at design as a problem solving discipline, combining creativity, three dimensional thinking and technical skills.

The course will look to follow the classic design process, from analysis of a brief (problem to be solved), sketching out the initial concepts, choosing the best material for the task, experimentation with construction, testing, refinement of design and finally production.

The course will focus on product design as well as looking at architectural and structural briefs to give, it is hoped, a broad look at the subject, as well as expose the pupils to the career possibilities design offers.

The ultimate aim of the 13s course is to encourage the pupil to take the subject further at GCSE.

### **Topics to be covered:**

- Thinking and sketching in three dimensions
- Material selection
- Concept refining and developing
- Construction techniques
- Ergonomics
- Computer aided design
- 3D printing

### **By the end of the year pupils should be able to:**

- have an understanding of the design process and follow the required steps through to conclusion
- visualise on paper ideas and forms
- work in a range of materials from foam board, aluminium and plastics employed in the 3D printing technique
- bring together knowledge from other subject areas to help successfully tackle design problems
- construct with attention to detail and with a degree of precision working models and prototypes

### **Assessment and Marking**

Homework set once a week based around sketchbook development and material manipulation.

**Group Size:** 10 maximum per class

There is a termly charge of £60