



HARRODIAN

15s (YEAR 11)  
CURRICULUM HANDBOOK  
2018 - 2019

## INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 15s (Year 11 pupils) at Harroddian School.

In the 15s, all pupils will be continuing their GCSE studies and will be studying the following subjects:

English Language  
English Literature  
Mathematics  
Physics  
Chemistry  
Biology

In addition all pupils will be taught Sports.

Citizenship will be taught during morning registration, selected morning assemblies and occasional off-timetable events.

In the 15s, pupils must continue to study their option subjects chosen from the 4 option blocks offered at the beginning of the 14s. All option subjects comprise of three periods per week.

<b>Block A</b>	<b>Block B</b>	<b>Block C</b>	<b>Block D</b>
French	Art	Geography	Art
Italian	Business	History	Geography
Spanish	Drama	Religious Studies	History
	History	Business	Music
	Computer Science	Media Studies	Classical Civilisation
	Latin	French	Media Studies
	Religious Studies	Physical Education	3D Design
	Geography	3D Design	Drama
			Physical Education

The table on page 3 gives the examination board and specification number of each subject offered at GCSE.

Many GCSE subjects require controlled assessment. A separate letter outlining deadlines for completion will be sent to parents early in the academic year.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to school policy. At the beginning of the academic year all subject teachers will explain to pupils how their work will be marked and assessed.

Pupils can expect to receive approximately two to three pieces of homework each night, which should take 45 minutes each. A homework timetable will be issued to each pupil at the beginning of the Autumn Term.

Pupils will be formally assessed by end of unit or module tests, mock GCSE examinations at the beginning of the Spring Term and the final external examinations during the summer. One Progress Report and one Full Written Report will be sent home during the academic year. Parents will also be invited to attend one Parents Evening where pupil progress can be discussed with subject teachers and there will be a chance to meet Form Teachers and the Head of Year.

Should you require any further information please contact the relevant Head of Department or me for assistance.

Mrs H.M. Locke  
Deputy Head/Director of Studies

### **GCSE Subjects and Examining Boards**

Art, Craft and Design	1AD0	Pearson Edexcel
Business	1BS0	Pearson Edexcel
Classical Civilisation	J199	OCR
Combined Science	8464	AQA
Computer Science	J276	OCR
Drama	8420	Eduqas
English Language	1EN0	Pearson Edexcel
English Literature	1ET	Pearson Edexcel
French	1FR0	Pearson Edexcel
Geography	8035	AQA
History	8145	AQA
Italian	1IN0	Pearson Edexcel
Latin	J282	OCR
Mathematics	1MA1	Pearson Edexcel
Media Studies	J200	OCR
Music	601 / 8131	Eduqas
PE (full course)	8582	AQA
Religious Studies	8062	AQA
Spanish	1SP0	Pearson Edexcel
Biology	8461	AQA
Chemistry	8462	AQA
Physics	8463	AQA
3D Design	J175	OCR

# BIOLOGY

## Biology 15s – specification code 8461

### Topics to be covered this year:

#### Autumn Term

- The kidney and control of water balance
- Cell division
- Variation and evolution

#### Spring Term

- Ecology: adaptations and interdependence
- Ecology: nutrient cycles and biodiversity
- Human influences on ecosystems

#### Summer Term

- Revision and exam preparation

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

- Understand all topics in the GCSE as covered across the three years from 13s to 15s
- Develop good practical skills whilst completing the ten required practicals, including safe dissection techniques, accurate drawings of dissected specimens and competent use of laboratory equipment
- Improve on examination technique through regular tests and continuous self-evaluation
- Be able to form links between the topics covered and to understand the interdependence of all biological systems, and the relevance of the basic principles to each system

### Assessment and Marking

Written homework will be marked according to department guidelines and accompanied by a comment or explanation to help the pupil to understand how to improve their work. Folders will also be checked regularly to ensure the work is in order. When marking folders and worksheets, a mark based on the quality of the work will be given for academic attainment and (if appropriate) a number grade for effort. There will be regular end of topic tests as appropriate and a mock examination in January, followed by the GCSE final examinations in the June examination series. GCSE Biology is offered at higher tier (9-5) or foundation tier (6-1) and decisions about final tier of entry will be made after the mock examinations.

### Textbook

*AQA GCSE Biology (OUP) – Fullick*

# CHEMISTRY

## Topics to be covered this year:

### Term One

- Reactions of organic molecules, including alkenes, alcohols and carboxylic acids
- Polymerisation and plastics
- Natural polymers and DNA

### Term Two

- Tests for positive and negative ions, and gases
- Chromatography and instrumental analysis
- Resource conservation, rusting and alloys
- The economics of industrial processes

### Term Three

- Exam revision and preparation

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

- Identify organic molecules and write chemical reactions
- Carry out chromatography and analyse chromatograms
- Test unknown samples of chemical compounds and make conclusions about their contents
- Describe how industrial chemical manufacturers make decisions regarding product rates and yields

## Assessment and Marking

Written homework will be marked and graded according to departmental guidelines and will include an explanation to help the pupil improve their understanding. Class work will also be monitored with comments and targets appearing in exercise books. Formal assessments will be taken at the end of topics, and final exams will take place in the summer. Grades will be assigned from 1 to 9.

## Textbook

*AQA Science: GCSE Chemistry* (OUP)

# ENGLISH LANGUAGE AND ENGLISH LITERATURE

## Topics to be covered this year:

### Coursework:

- English Literature - *Dr Jekyll and Mr Hyde*
- English Language Paper 1 - *Fiction and Imaginative Writing*

### Examination Preparation and Revision: English Language

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### Paper 1 - Fiction and Imaginative Writing

### Paper 2 - Non-Fiction and Transactional Writing

Reading - information retrieval; analysis of language; inference; comparison; summary

Writing - to adapt writing style to suit purpose, audience and form

### English Literature -

Novel – *Dr Jekyll and Mr Hyde*, Robert Louis Stevenson

Drama – *An Inspector Calls*, J B Priestley

Shakespearean Drama - *Macbeth*

Poetry - *Relationships Anthology*

Pupils sit their mock examinations at the beginning of the Spring Term.

Final examinations begin in May.

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

- Read with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them
- Distinguish between fact and opinion and evaluate how information is presented
- Understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects; comment on how language varies and changes
- Relate texts to their social, cultural and historical contexts and literary traditions
- Participate in discussion by both speaking and listening, judging the nature and purpose of contributions and the roles of the participants
- Spell all high-frequency words correctly, and use spelling strategies to meet personal spelling challenges
- Use capital letters, full stops, question or exclamation marks, apostrophes, commas, speech marks, colons and semi-colons accurately

### Trips

The English Department aims to arrange one theatre trip for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar. Occasionally, theatre companies, cultural artists and authors are invited to give workshops at the school.

### Assessment and Marking

Types of marking will vary according to the type of work completed and will include ticked acknowledgement of notes, self and peer assessment; verbal feedback and detailed teacher marking.

Pupils' exam practice assignments and homework tasks will be marked at regular intervals and in accordance with Edexcel's marking and assessment policy.

## **Textbooks**

Edexcel pupils are required to purchase some of their texts. Pupils will annotate these texts in detail as they prepare for their exams, and when they write coursework. In order to ensure that all pupils have the same edition of the texts, the school orders the books and the cost of these is added to the pupils' accounts.

Set textbooks:

Novel – *Dr Jekyll and Mr Hyde*, Robert Louis Stevenson

A variety of other textbooks and resources are used in class throughout the year. Literacy textbooks may be sent home on occasion, but they belong to the school and pupils must return them. Dictionaries and thesauruses are available in all classrooms.

## MATHEMATICS

The 15s (Year 11) will continue to follow the revised GCSE Mathematics course, examined by Pearson Edexcel. GCSE has a Foundation tier (grades 1-5) and a Higher tier (grades 4-9); it is expected that most pupils will sit the Higher. The course will be assessed by three written papers, each 90 minutes duration. The examination will be sat in the summer of 2019.

The top sets will also study for the FSMQ Additional Mathematics in addition to GCSE Mathematics. **Entries for the examination in Additional Mathematics are made at the discretion of the school.** More information about this course can be found on the OCR website.

### Topics to be covered:

The course content is divided into six areas, These are:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics.

The order and pace at which topics are taught will vary from year to year. The full specification can be found on the Pearson Edexcel website.

### Assessment and Marking

Percentages are written into pupils' exercise books only when appropriate. Comments or explanations are written by the teacher, where appropriate, to help pupils understand how to improve their work. Pupils are assessed during each term on topics covered over that period. All test/examination results are used to inform set changes.

### Textbooks

All pupils use the Pearson Edexcel GCSE textbook. The top sets will also be using the *OCR Additional Mathematics* textbook. The 'mymaths' website is used extensively.



## PERSONAL, SOCIAL AND HEALTH EDUCATION

The aim of PSHE is to give pupils a better understanding of themselves, their environment and their society, and how these interact. Pupils will be encouraged, through modules designed for their stage and in response to the specific challenges they encounter, to consider the choices they face and to build resilience and coping strategies for the modern world in which they live.

At least one 30-minute form time per week will be devoted to PSHE, as well as specialist sessions for designated year groups, led by guest speakers.

PSHE now includes a dedicated half term programme of Sex and Relationships Education, the teaching of which will become compulsory in all UK school from September 2019. This will take place with resources specific to the year group.

PSHE is also a key part of our 'Healthy Harrodian Initiative' to prioritise good mental health and destigmatise the issues around it.

The PSHE programme of study will include the following half termly headings:

Half Term 1: Knowing Myself

Half Term 2: Living in a Consumer Culture

Half Term 3: Sex and Relationships

Half Term 4: Members of a community

Half Term 5: Dealing with Stress

Half Term 6: Skills for the real world

# PHYSICS

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

- Particle model of matter (including: changes of state and the particle model; internal energy and energy transfers; and particle model and pressure)
- Atomic structure (including: atoms and isotopes; atoms and nuclear radiation; hazards and uses of radioactive emissions and of background radiation; and nuclear fission and fusion)
- Magnetism and electromagnetism (including: permanent and induced magnetism, magnetic forces and fields; the motor effect; and induced potential, transformers and the National Grid)

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

- Understand all topics in the GCSE as covered across the three years from 13s to 15s.
- have completed the required practicals for each topic.
- have developed a variety of experimental skills and strategies, including: developing hypotheses, planning and carrying out experiments, recording observations, and evaluating methods.
- have developed scientific thinking.
- be able to apply the cycle of collecting, presenting and analysing data.
- show knowledge of, and skill in use of scientific vocabulary, quantities, units, symbols and nomenclature.
- have improved their examination technique through self-evaluation.
- have developed knowledge and understanding of key ideas in physics (e.g. the use of models, and the concept of cause and effect).

## **Assessment and Marking**

Written homework will be marked according to department guidelines and accompanied by a comment or explanation to help the pupil to understand how to improve their work. Folders will also be checked regularly to ensure the work is in order. When marking folders and worksheets, a mark based on the quality of the work will be given for academic attainment and (if appropriate) a number grade for effort. There will be regular end of topic tests as appropriate and a mock examination in January, followed by the GCSE final examinations in the June examination series.

## **Textbook**

*AQA Science: GCSE Physics (OUP)*

## SPORTS

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

#### **Term One**

- Health Related Fitness, Fitness testing and training methods
- Football, Netball

#### **Term Two**

- Dance
- Health Related Fitness, Fitness testing and training methods
- Rugby, Hockey

#### **Term Three**

- Swimming, Athletics, strike and field/net games (Cricket, Rounders, Tennis)

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

- have developed their understanding of the rules necessary to perform effectively and know how to apply tactics in response to these rules
- have developed skilful attacking and team play developing fluency and timing and consolidated on how to work well as a team when attacking and defending, and the changeover between the two
- be able to think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- be making good decisions about which techniques to use in specific situations.
- be able to adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- have developed skills during extra curricular activities as academic pressure results in less sport contact time
- be able to perform a set dance and compose a small section with an understanding of rhythm and compositional ideas. (Girls only).
- be able to assess current fitness levels and set goals to improve fitness. Be able to use specific training techniques to achieve this in and out of school time

### **Extra Curricular Activities**

There are competitive inter-school fixtures available for all pupils in the main sports of the term. There are lunchtime clubs in each sport to augment the contact time of each pupil per week. For 1st team players training is compulsory at lunchtime clubs.

### **Assessment and Marking**

Marks will be given for both attainment and effort. Marks are accompanied by a comment or explanation to help pupils and parents understand how to improve their level of performance. Pupils are continually assessed and given 2 marks one for attainment (A\* - U) and one for effort between 1-4. Overall grading across all sports activity based on the four strands of:

Acquiring and Developing skills

Selecting and Applying

Evaluating and Improving

Knowledge of Health and Fitness

# ART, CRAFT AND DESIGN

## **Art, Craft and Design GCSE - Edexcel (1AD0)**

This final year of the two-year course is more independent for the pupil. Directed by their own interests, students work with materials and artists of their choice with guidance from the teacher.

Drawing, photography, digital media, textiles, sculpture and conceptual art can be included. Any two disciplines can be used at any time.

### **Aims of the course**

The GCSE is made of 60% coursework and a controlled examination worth 40% set by the examination board. The pupils carry forward the skills learnt in 14s to enhance their coursework to the highest standard. By the end of the course each pupil submits a portfolio to be moderated by the examination board.

Pupils are encouraged to think for themselves and to be able to work unaided for homework. It is important that pupils have their own ideas about the work they are making.

### **Term One: Mock Project to conclude the coursework.** Given project theme.

- Researching the context of the given project theme. Study of artists, analysis and gallery visit.
- Drawing in a range of materials, painting and the use of colour and mark, photography
- Final piece - 1 day mock art exam to conclude the coursework

### **Term Two: Conclusion to coursework - 3 weeks.**

#### **Exam project - 10 weeks (set by Edexcel examination board)**

Pupils receive a themed paper and have ten weeks to develop an idea for the examination, supported by their classroom teacher

- Researching the context of the theme, analysis of artists and gallery visit, drawing and recording ideas in response.

### **Term Three:**

- Final piece - **Timed Test - 10 hours Exam**

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

- Be able to understand the importance of the context in which artists work
- Be able to use a range of drawing and painting materials
- Identify different sources for project themes
- Be able to explore materials in a controlled and experimental manner
- Be able to research with purpose and to instruction as well as more independently

### **Assessment**

Continual throughout the year according to the Pearson Edexcel guidelines.

# BUSINESS AND ECONOMICS

## Aims of the course

This is the second year of the two year GCSE course and the focus is on Economics.

## Subject overview - external exam June 50% of total GCSE marks

The unit "An Introduction to Economic Understanding" is broken down into five topics.

### Autumn Term

#### 1 How to think like an economist

- What trade offs exist
- Why missing or lowering price doesn't always work
- Why stakeholders have different perspectives
- What are hidden costs or benefits

#### 2 Risk or uncertainty

- How to measure success
- Understand the causes of business failure
- What problems does the economy face
- The impact of exchange rates on the economy
- How the government intervenes to solve economic and social problems

### Spring Term

#### 3 Big or Small

- How do businesses grow?
- Why do businesses grow?
- Is Monopoly power good or bad?
- Can the government control 'big business'?

#### 4 Is growth good?

- What is growth?
- How growth can increase the standard of living
- How growth can be bad
- How to make growth sustainable
- Government intervention to aid and restrict business growth

### Summer Term

#### 5 Is the world fair?

- Is everyone equal?
- The impact of international trade on economic development
- Economic impact of international organisations such as the World Trade Organisation
- The impact of government and the EU

## Assessment and Marking

In May a 45 minute multiple choice exam on Business (based on their studies in 14s) and in June a 90 minute Business and Economics exam (case study based; short and essay style questions).

Weekly homework and six week testing are used to monitor progress.

## Controlled Assessment

The GCSE controlled assessment is completed in the autumn term of this year.

## Textbook

*Edexcel GCSE: Business: Introduction to Economic Understanding*

Online resources: tutor2u, BBC website

It is a course requirement that pupils read papers and watch/listen to the news to keep up to date with Economic affairs.

## CLASSICAL CIVILISATION

### Topics to be covered this year:

#### Term One

- The Literature and Culture Module: The Homeric World: Life in the Mycenaen age; decorative arts; tombs, graves and burial; The Odyssey (literary techniques and composition; themes; the character of Odysseus and the portrayal of key characters).

#### Term Two

- The Literature and Culture Module: The Homeric World: Life in the Mycenaen age; decorative arts; tombs, graves and burial; The Odyssey (literary techniques and composition; themes; the character of Odysseus and the portrayal of key characters).

#### Term Three

- The Thematic Study Module: Myth and Religion: Revision
- The Literature and Culture Module: The Homeric World: Revision

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

- be familiar with the Roman and Greek Gods and religion
- be familiar with life in the Mycenaen age and their customs
- Be familiar with Homer's Odyssey and the main characters.

### Trips

There will be a trip, during the Spring Term of the 15s, to a place of Classical interest.

### 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.

### Textbook

Homer's *Odyssey*, resources provided by the department. OCR Course Reader.

# DRAMA

## Topics to be covered this year:

### Term One

- **Component One: Devising** performance examination (internal)
- Study of Live Performance

### Term Two

- **Component Two: Scripted** performance examination (external)
- Study of live theatre
- Set text study
- Directing and designing for theatre

### Term Three

- Set text practical exploration
- Written techniques
- Study of live theatre
- Exam preparation

## By the end of the year pupils should:

- Have developed and consolidated their understanding of the terms and ideas of drama
- Have had the opportunity to work individually, in pairs and groups
- Have developed their understanding of theatrical styles and practitioner methods
- Have rehearsed and performed a scripted piece of Drama
- Have developed the skills required to analyse and evaluate a live piece of theatre

## Trips

At least one trip per term will be organised as a component of the course is writing about live theatre and the influence it has on practical skills

## Assessment and Marking

GCSE Drama is marked both as a practical and analytical course and this is reflected in Eduqas' assessment criteria. Practical work consists 60% of the final mark and 40% is from the final written examination. Pupils are assessed on their understanding of practical skills and practitioner methods, their ability to work cohesively within a group and their ability to understand how a set text could be directed, designed and performed. Alongside the marks given for examined pieces, on-going formative assessment takes place with the pupils receiving a half termly grade and a full report in the Spring term, which includes marks for attainment and assessment.

## FRENCH

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

- School
- Future aspirations, study and work
- International and global dimension
- Revision of topics covered in the 14s

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

- communicate coherently in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and at times fluently
- listen to and understand standard speech at near normal speed
- have a good understanding of how the language works, including knowledge of key grammar rules and use of tenses in order to be independent users of the language
- understand extended language in a wide range of contexts
- understand and respond to authentic spoken and written material, adapted and abridged, including literary texts
- be aware of the culture and identity of the countries and communities where the language is spoken
- use a variety of language strategies to deal with unknown language and unpredictable elements.
- use specific skills such as the translation skill and being able to describe pictures

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests. At the end of each unit, a more thorough assessment will be done and pupils will be tested on a minimum of three out of four skills: reading/writing/listening and speaking. Pupils will also sit mock GCSE examinations in Spring term. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject. Preparation for and practice of GCSE type questions for final examinations will take place throughout the academic year.

### **Textbook**

*Studio for Edexcel GCSE*



# GEOGRAPHY

*We follow the AQA Geography 8035 specification*

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

### **Term One**

- Fieldwork skills
- The changing economic world (economic growth and the development gap)

### **Term Two**

- Challenge of Resource Management (food, energy or water)
- Revision

### **Term Three**

- Issue Evaluation
- Revision

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

- understand there are variations in economic development and quality of life
- describe how changes in the UK economy have affected employment patterns and regional growth
- understand global inequalities in the supply and consumption of resources.
- understand the demand for resources is rising globally but supply can be insecure which may lead to conflict.
- describe different strategies that can be used to increase resource supply
- interpret photographs, maps, and graphs

## **Trips**

A fieldtrip to Swanage will be organised in September to collect data for the fieldwork skills component of the course.

## **Assessment and Marking**

When pupils' work is marked they will be given a target to improve their future work. For more substantial pieces of work, they will receive a formal grade (1-9) for attainment and effort (1-4). Teachers are available at the end of lessons, break times and lunch times for extra help. Formal assessment will take the form of written assignments, group work and debating, powerpoint presentations, end of unit tests and an end of year examination.

## **Textbook**

*Oxford AQA GCSE Geography textbook*

# HISTORY

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

(AQA Understanding the Modern World and Shaping the Nation)

- Britain: Health and the People – Victorian and Twentieth Century Periods (Paper 2)
- Elizabethan England with a focus on the historic environment (Paper 2)

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

- have completed preparation for the main exams; Paper 1 and Paper 2.
- Skills will include both structured answers and source analysis.

## **Assessment and Marking**

Books will be marked at least once a fortnight and pupils will receive a letter grade for attainment and a number for effort. Regular factual tests will be marked numerically. Students will sit both external exams at the end of the 15s. There is no coursework.

All marking will include comments and targets for how to improve.

## **Textbook**

The standard textbooks for pupils in the 15s are:

*AQA GCSE History: Health and the People by Wilkinson*

*AQA GCSE History: Elizabethan England by Royle*

All pupils will be issued with these books and they must be brought to all relevant lessons.

# COMPUTER SCIENCE

## Topics to be covered this year:

### Term One

- **Computer systems:**
- Ethical, legal, cultural and environmental concerns.
- **Computational thinking, algorithms and programming:**
- Python programming: tuples; dictionaries; reading and writing files; validation techniques.

### Term Two

- **Computational thinking, algorithms and programming:**
- Python programming: dealing with errors; handling errors through robust code; using test plans and test data.
- **Programming Project (20 timetabled hours – a formal requirement which consolidates the learning across the specification through practical activity):**
- Analysis
- Design
- Development
- Testing
- Evaluation

### Term Three

- Revision, practice papers and preparation for final exams.

## Homework

Homework is set once per week and should take 45 minutes. It will be related to work done in class, or be research related to a new topic. Students will be using technology wherever possible to present their work and undertake research. Suitable websites will be given as guidance with links and resources linked from the teacher's website.

## Assessment and Marking

Number grades in line with the 9-1 course grading, will be given for understanding of subject concepts, quality of classwork and quality of homework. Number grades 1-4 will be given for effort & work ethic. Formal assessment takes the form of end of module tests and an end of year examination.

## Necessary Equipment

Handwriting pen and purple pen. A folder and paper will be provided along with any other necessary equipment.

## Textbook

Literature, workbooks and online resources will be provided. Our main textbook will be: *OCR Computer Science GCSE, by Rouse & O'Byrne, published by Hodder Education.*

## ITALIAN

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

- Two of the following five themes and revision of the others:
- Identity and culture
- Local area, holiday, travel
- School
- Future aspirations, study and work
- International and global dimension.

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

- communicate coherently in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and at times fluently
- listen to and understand standard speech at near normal speed
- have a good understanding of how the language works, including knowledge of key grammar rules and use of tenses in order to be independent users of the language
- understand extended language in a wide range of contexts
- understand and respond to authentic spoken and written material, adapted and abridged, including literary texts
- be aware of the culture and identity of the countries and communities where the language is spoken
- use a variety of language strategies to deal with unknown language and unpredictable elements.
- use specific skills such as the translation skill and being able to describe pictures

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests. At the end of each unit, a more thorough assessment will be done and pupils will be tested on a minimum of three out of four skills: reading/writing/listening and speaking. Pupils will also sit mock GCSE examinations in Spring term. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject. Preparation for and practice of GCSE type questions for final examinations will take place throughout the academic year.

### **Textbook**

*Amici*

## LATIN

### Topics to be covered this year:

#### Term One

- Revision of prose set texts: *Caesar: Druides and Tacitus: tumultus et rebellio*
- Verse set texts: Virgil, Aeneid 4.279-319, 331-361, 381-396 and 6.450-476
- Revision of syntax and grammar: revision and practice of GCSE grammar and syntax

#### Term Two

- Revision of syntax and grammar: revision and practice of GCSE grammar and syntax
- Revision of prose set texts: *Caesar: Druides and Tacitus: tumultus et rebellio*
- Revision of verse set texts: Virgil, Aeneid 4.279-319, 331-361, 381-396 and 6.450-476

#### Term Three

- Revision of syntax and grammar: revision and practice of GCSE grammar and syntax
- Revision of prose set texts: *Caesar: Druides and Tacitus: tumultus et rebellio*
- Revision of verse set texts: Virgil, Aeneid 4.279-319, 331-361, 381-396 and 6.450-476

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

- be able to translate and manipulate passages from original Latin authors
- have a very strong command of the GCSE Vocabulary and syntax
- be familiar with the translation, background and commentaries to *Virgil, Caesar and Tacitus*

### Trips

There will be a trip, ideally during the Spring Term, to an area of interest in the Classical World.

### 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.

### Textbooks

Departmental resources; Mike Seigel; John Taylor; *Cambridge Latin Anthology*

## MEDIA STUDIES

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

Exploring the codes and conventions of the range of sub-genres in the crime drama Textual analysis of television crime dramas in terms of genre, media language, representation and audience.

Final productions (25-30 guided learning hours in total).

Research and Planning

Investigating the ethos, scheduling practices, regulation (including PSB) and funding model of the major television channels: • BBC1• BBC2• BBC4• ITV• C5• Sky1.

In depth studies – detailed comparisons: film/print advertising and marketing/online media.

In depth studies – differences between the three media forms.

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

- learn to use appropriate technology
- shoot and select images
- edit/layout pages
- soundtrack/write copy
- use test audiences to check meaning has been communicated
- understand how to analyse camera angles, sound, mise-en-scene and editing
- have used a wide variety of media terms have gained knowledge about the British Television industry
- have analysed unseen media texts with confidence
- understand how audiences 'read' media texts
- have gained knowledge and skills in research and planning
- have gained skills in the production areas associated with their choice of production project

### **Assessment and Marking**

Marks are always accompanied with comments outlining improvements required. Work usually will be resubmitted with the improvements made as this enables students to make good progress. Students' progress will be assessed through essays, in class tests, past papers, vocabulary tests and textual analysis tasks. Students are encouraged to gather an understanding of the mark scheme's criteria. The final grade will be derived from one media portfolio (NEA) and two externally set examinations.

### **Textbook**

OCR Media Studies, Hodder

# MUSIC

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

### **Autumn Term**

- Revisit and further explore Area of Study 1: Musical Forms and Devices
- Revision of the set work 'Eine Kleine Nachtmusik' by Mozart
- Fundamental Music Theory and notation skills
- Popular Music with a focus on the set work 'Since You've Been Gone' by Rainbow
- Revisit and further explore Area of Study 4: Popular Music
- Select final choices for solo and ensemble performances
- Begin work on the composition to a set brief
- Regular practice on appraising questions in the style of the examination

### **Spring Term**

- Revisit and further explore Area of Study 2: Music for Ensemble
- Revisit and further explore Area of Study 3: Film Music
- Start to build a vocabulary revision list
- Record solo and ensemble performances for submission
- Complete all composition coursework ready for submission

### **Summer Term**

- Revision and exam technique practice

### **Areas of Study:**

1. Musical Forms and Devices
2. Music for Ensemble
3. Film Music
4. Popular Music

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

- a sophisticated understanding of the four main areas of study and associated musical vocabulary
- completed two compositions and submitted as coursework
- recorded a solo and an ensemble performance and submitted as coursework

### **Assessment and Marking:**

Pupils will be assessed on a regular basis through formative and self-assessment.

### **Textbooks:**

*WJEC/Eduqas GCSE Music by Jan Richards (Illuminate Publishing)*

*WJEC/Eduqas GCSE Music Revision Guide (Rhinegold Publishing)*

# PHYSICAL EDUCATION

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

### **Applied anatomy and physiology**

- The structure and functions of the musculoskeletal system
- The structure and functions of the cardio-respiratory system
- Anaerobic and aerobic exercise
- The short and long term effects of exercise

### **Movement analysis**

- Lever systems, examples of their use in activity and the mechanical advantage they provide in movement
- Planes and axes of movement

### **Physical training**

- The relationship between health and fitness and the role that exercise plays in both
- The components of fitness, benefits for sport and how fitness is measured and improved
- The principles of training and their application to personal exercise/training programmes
- How to optimise training and prevent injury
- Effective use of warm up and cool down

### **Use of data**

- Demonstrate an understanding of how data are collected – both qualitative and quantitative
- Present data (including tables and graphs)
- Analyse and evaluate data

### **Textbook**

*AQA GCSE Physical Education [Third Edition]*- Kirk Bizley

*AQA GCSE [9-1] PE*- Ross Howitt and Mike Murray



# RELIGIOUS STUDIES

*We follow the AQA Religious Studies A (8062) specification.*

**During the year pupils will study the beliefs, teachings and practices of Christianity:**

## **Beliefs and Teachings:**

- The Nature of God: God as omnipotent, loving and just? The Trinity, beliefs about creation, the afterlife.
- Jesus Christ and Salvation: The incarnation, crucifixion, resurrection, ascension of Jesus; sin and salvation

## **Practices:**

- Worship and Festivals: Different forms of worship and their significance; prayer; pilgrimage.
- The Church in the Worldwide Community: Christian persecution, food banks, street pastors, church growth.

**They will also explore the following ethical themes, including Christian and Buddhist approaches to them:**

### **1. Religion, crime and punishment:**

#### Religion, crime and the causes of crime:

Good and evil intentions and actions, including whether it can ever be good to cause suffering. Reasons for crime, including: poverty and upbringing, mental illness and addiction, greed and hate, opposition to an unjust law. Views about different types of crime, including hate crimes, theft and murder.

#### Religion and punishment:

The aims of punishment, including: retribution, deterrence, reformation.

The treatment of criminals, including: prison, corporal punishment, community service. Forgiveness. Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.

### **2. Religion, human rights and social justice:**

#### Human rights:

Prejudice and discrimination in religion, including the status and treatment of women and homosexuals. Issues of equality, freedom of religion and belief including freedom of religious expression. Human rights and responsibilities. Social justice. Racial prejudice and discrimination. Ethical arguments related to racial discrimination, including positive discrimination.

#### Wealth and poverty:

The responsibilities of wealth, including the duty to tackle poverty and its causes.

Exploitation of the poor including issues relating to fair pay, excessive interest on loans, people-trafficking. The responsibilities of those living in poverty to help themselves; charity, including issues related to giving money to the poor.

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

be fully prepared for their GCSE, both in subject content and exam technique

**Homework**

Homework is set once a week and should take 45 minutes. Discussion about the ethical issues with parents, grandparents and older siblings is to be encouraged and is seen as a valuable asset to the course.

**Assessment and Marking**

When pupils' work is marked they will be given a target to improve their future work. For more substantial pieces of work, they will receive a formal grade (1-9) for attainment and effort (1-4).

**Textbooks**

*AQA GCSE Religious Studies: Christianity Student Book (Spec A)* - Bartlett, Fleming, Smith, Worden

*AQA GCSE Religious Studies: Buddhism Student Book (Spec A)* - Cynthia Bartlett and Kevin James

## SPANISH

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

- Food and drink, festivals and celebrations
- Community projects and local area
- Future aspirations, study and work
- International and global dimension
- Revision of topics covered in the 14s

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

- communicate coherently in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and at times fluently
- listen to and understand standard speech at near normal speed
- have a good understanding of how the language works, including knowledge of key grammar rules and use of tenses in order to be independent users of the language and be able to understand extended language in a wide range of contexts
- understand and respond to authentic spoken and written material, adapted and abridged, including literary texts
- be aware of the culture and identity of the countries and communities where the language is spoken
- use a variety of language strategies to deal with unknown language and unpredictable elements.
- use specific skills such as the translation skill and being able to describe pictures

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests. At the end of each unit, a more thorough assessment will be done and pupils will be tested on a minimum of three out of four skills: reading/writing/listening and speaking. Pupils will also sit mock GCSE examinations in Spring term. Pupils will receive a grade or a percentage as well as a target to help them make progress in the subject. Preparation for and practice of GCSE type questions for final examinations will take place throughout the academic year.

### **Textbook**

*Viva for Edexcel GCSE*

## THREE DIMENSIONAL DESIGN

Three Dimensional Design was introduced to fill a gap in the curriculum regarding the provision of design-based education within the senior school. A foundation has been laid by the introduction in the 13s of a design course of the same name. The subject as offered at GCSE will be structured around the principles of working through the design brief, understanding its core, researching good practice and the work of others. This is followed by sketching up concepts, digitizing and finally rendering in three dimensions using a range of materials from wood to 3-D printing outputs. Work will be centred around product, packaging, industrial design and architecture.

### **Aims of the course**

- To gain an understanding of the design brief and the processes required to successfully execute it to conclusion.
- Learn to render ideas and concepts in sketch form so as to make them accessible to third parties and for the purposes of producing models and 3-D objects
- Manipulate 3-D software to a degree of competency sufficient to produce designs which fulfil the brief's aims
- Demonstrate problem solving thinking through sustained investigation and experimentation

### **Topics to be covered**

- Problem solving in a practical, non-theoretical environment.
- Industrial, Product and Architectural design solutions
- Ergonomic principles

Unit 1 60% of total mark

Controlled Assessment – set and marked by centre and moderated by OCR.

Candidate portfolio selected from work undertaken during the course of study and must include more than one project.

Unit 2 40% of total mark

Question papers issued from 1 January in the 15s.

Marked by centre and moderated by OCR.

Unlimited preparation time.

10 hours of sustained focused study.

Candidates respond to their chosen starting point.

### **Assessment and Marking**

- Continual throughout the year according to the OCR guidelines. Staff are available at the end of lessons, end of day and lunch times for extra guidance.

Examination Board: OCR

There is a termly charge of £90