



HARRODIAN

13s OPTIONS CHOICES

FOR YEAR 9 (13S) STARTING SEPTEMBER 2019

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 two year GCSE courses that begin in the 14s (Year 10) in September 2020.

The core GCSE subjects of English, Mathematics, Biology, Chemistry and Physics will continue to be taught alongside Geography, History, Religious Studies, Physical Education, Sport and Citizenship. In addition, pupils must choose **one** Modern Foreign Language from Block A and **two or three** options (see explanation below) from Block B.

Block A (3 lessons per week)	Block B (1 lesson per week)
French	Art
Spanish	Business
Italian	Computing
	Classical Civilisation
	Drama
	Latin
	Media Studies
	Music
	3 Dimensional Design*
	Sport Science
	French (2 lessons a week)

In order to assist you, please note the following;

Modern Foreign Languages

All 13s are required to study one Modern Foreign Language listed in Block A. If a pupil wishes to study two languages, either Spanish or Italian alongside French, they must choose either Spanish or Italian from Block A and French from Block B. French, unlike all other options in Block B, requires two lessons per week rather than one. This leaves a choice of only one other option apart from French in Block B.

Studying two Modern Foreign Languages to GCSE is only appropriate for strong, dedicated and highly committed 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). Please also note that beginner sets in Spanish and Italian will not be offered, therefore pupils must have studied these languages in the 11s or 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.

Other option subjects

Pupils who do not wish to choose a second Modern Foreign Language choose three options in Block B.

In order to provide continuity, pupils considering taking Latin to GCSE are required to continue the subject in the 13s and must therefore choose it in Block B. If pupils are considering taking Computing to GCSE, we recommend pupils study this option in the 13s but this may be wavered if a pupil undertakes additional studies outside school that develop the requisite skills for GCSE in the 14s/15s.

Apart from Latin it is not a requirement that pupils should study any of the remaining options in Block B in order to pursue them at GCSE level. These single lessons are designed to give pupils a year's taster course ahead of GCSE and in the case of Art, Drama, Music and Computing build on key skills taught in the 11s and 12s.

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 £65 per pupil for 3D Design.*

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*

ART AND DESIGN

Why study Art at 13s? (Year 9)

Art and Design equips pupils with the skills to enjoy, produce and engage with the visual arts throughout their lives, and has immense value as a subject.

Art and Design provides the opportunity for pupils to:

- Take an individual approach to their art, craft and design making.
- Explore and experience both contemporary and historical sources of art, craft and design first hand. For example:
 - o Visiting museums and galleries.
 - o Experiencing audio-visual productions, including still and moving imagery.
 - o Through their surroundings and environments.

Pupils are required to actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.

Pupils will learn to:

- Apply a creative approach to problem solving using analytical skills.
- Use suitable materials and techniques to explore their ideas: Drawing, Installation, Lens/light- based media, Mixed media, Printing, Painting and Sculpture.
- Develop, experiment and modify their work as it progresses towards the final outcome.
- Consider and develop original ideas from initiation to realisation.
- Analyse critically their own work and the work of others.
- Begin to build an artistic vocabulary and be able to make connections between other art and craft or design features in their own work.
- Express individual thoughts and choices confidently.
- Make judgements and give opinions about art, craft and/or design.
- Take risks, experiment and learn from mistakes.
- Collaborate with others and understand the importance of teamwork and cooperative learning.
- Build confidence and convey their own voice through the medium of art.
- Understand how art and design contributes to the creative industries and our global world.

Assessment

Continual throughout the year according to the curriculum guidelines and criteria, moving closer to the four assessment strands at GCSE.

BUSINESS

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

13s' 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 presenting a travel destination of their choice. 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. A very popular 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 13s' 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 (15%) and 40% from the summer test.

Further information: Mrs Rhona Drummond-Chew (Head of Department)
rdrummondchew@harrodian.com

COMPUTING

The course aims to ensure that all pupils can apply the fundamental concepts of computer science, and are responsible, competent, confident and creative users of information and communication technology. Pupils will become more digitally literate: able to express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants in a digital world.

Topics to be covered this year:

- **Online safety:** personal data; how to stay in control; how to report a problem.
- **Programming in Scratch:** designing algorithms; using variables and selection statements to make a multi-level game.
- **Programming in Python:** The IDLE development environment; operations; data types; inputting data; using lists; using loops and repetition; understanding error messages.
- **Binary, bits and how computers handle data.**
- **Modelling:** investigations using spreadsheets; answering “what if...?” questions and using absolute cell references.
- **Website and app design:** structuring, refining and presenting information for a specific audience.
- **Information and the Internet:** reliability, validity and bias.
- **Case study:** managing a project.

By the end of the year pupils should have developed their ability to:

- analyse problems in computational terms, and write computer programs in order to solve problems;
- use programming techniques such as iteration, procedures, selection and variables;
- research websites effectively, evaluating the data for bias and validity, and present findings using appropriate software;
- understand what a computer is made up of and the part each component plays
- understand how the web works: how searches work and how to evaluate the reliability of results;
- make responsible choices when using information and communication technology, considering digital footprint.

Assessment and Marking

A-D grades will be given for understanding of subject concepts and quality of classwork, and number grades 1-4 given for effort and work ethic. These are awarded for each topic and are reflected in reported grades. Feedback will focus on what was done well and targets for improvement. There is an in-class end-of-year assessment.

Textbook

Literature and workbooks which pupils require will be provided. Many links and tutorials will be available via the teacher’s website: www.jgledhill.co.uk.

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. Pupils 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 Rules of Improvisation
- The History of Theatre
- Devising from Stimulus
- Analysing and Evaluating Live Theatre
- Introduction to GCSE Drama
- Practitioner 101

Why take Drama in the 13s?

In the 13s you will learn to approach the creation and development of Drama in a more mature and sophisticated manner. The topics covered are carefully put together to work as an introduction to the GCSE course without focusing on the written elements.

As part of the course, you will go and see at least one piece of live theatre and have one workshop from an external theatre practitioner or company.

By the end of the 13s year, you will have

- developed a more sophisticated appreciation for Drama
- worked practically on a range of exciting topics
- been to see at least one piece of theatre and reviewed it
- learnt about different styles of theatre and their impact on audiences

Assessment and Marking

Assessment and marking is ongoing in Drama. Feedback and comments for improvement are given constantly to both individuals and groups. A summative grade for attainment and effort is given on a half termly basis.

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 websites 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.

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 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 on the body
- Different types of fitness testing
- Skill Related fitness components
- Health related fitness components
- Methods and of training and principles of fitness

Term 2

- Warm ups and cool downs- importance of them, how to plan and deliver warm ups and cool downs specific to the sport.
- Sport Injuries- Why they occur, different types of injuries and 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 positive and negative impacts on the athletes and sports.
- International sporting events- Who arranges the events, how they are run.

Term 3

- Drugs in sport- Classifications and banned substances, effects of drugs in sport, why sports people take drugs.
- Training programme- How to plan and monitor a Personal Exercise Programme.
- Sport Psychology; understanding the effects of stress and arousal to performance and techniques to use it positively to help performance.

Assessment and Marking

The course is assessed with an end of year exam 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 £65