



# HARRODIAN

14s (YEAR 10)  
CURRICULUM HANDBOOK  
2018 - 2019

## INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 14s (Year 10 pupils) at Harroddian School.

In the 14s, all pupils will be starting their GCSE studies and will be studying the following subjects:

English Language  
English Literature  
Mathematics  
Physics  
Chemistry  
Biology

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

In addition all pupils will be taught Sports.

In the 14s, pupils will choose to study option subjects chosen from four option blocks. 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	Drama	History	Geography
Spanish	History	Religious Studies	History
	Latin	Business	Music
	Religious Studies	Media Studies	Business
	Geography	3D Design	Drama
	Computer Science	French	
	Physical Education	Classical Civilisation	
	Media Studies		

Please also refer to the table on page 3 which gives information about the examination board and specification number of each subject offered at GCSE.

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 in the 14s 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 and end of year examinations in June.

One progress report and one full written report will be sent home during the academic year. Parents will also be invited to attend two Parents' Evenings 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
Art and Design: 3D Design	J175	OCR
Business	1BS0	Pearson Edexcel
Classical Civilisation	J199	OCR
Combined Science	8464	AQA
Drama	8420	Eduqas
First Language English	1EN0	Pearson Edexcel
English Literature	1ET	Pearson Edexcel
French	1FR0	Pearson Edexcel
Geography	8035	AQA
History	8145	AQA
Computer Science	J276	OCR
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

## ART, CRAFT AND DESIGN

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

Art and Design equips students with the skills to enjoy, produce and engage with the visual arts. This is a two-year course that allows painting, drawing, photography, digital media, textiles and sculpture. This is a practical course and does not have a separate theory element. It is a must if you are considering a creative career.

### **Aims of the course**

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should critically explore how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes, which fully realise their personal intentions.

### **Coursework and Externally Set Assignment**

The Art and Design GCSE (9–1) in consists of two internally assessed and externally moderated components.

- **Component1:** Personal Portfolio (internally set) 60% of the qualification
- **Component2:** Externally Set Assignment. 40% of the qualification

The GCSE is made of 60% coursework, (with a controlled and internally assessed examination) and an exam worth 40% (with an 10 week preparation period and a 10 hour exam). By the end of the course each pupil submits a portfolio to be moderated by the examination board.

Pupils are eventually encouraged to think for themselves and to be able to work unaided. It is important that pupils have their own ideas about the work they are making and enjoy looking at contemporary art as well as classical art.

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

**Term One/Two:** Skills based lessons: drawing, painting and colour. Researching the context of the given project theme.

**Term Two/Three:** Skills based lessons: drawing, painting and colour, photography and mixed media. Analysis of artist's and gallery visit.

**Term Three:** Skills based lessons: drawing and multi media skills, drawing from observation, three dimensional experiments and risk taking.

### **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.

# BIOLOGY

## **Topics to be covered this year GCSE Biology topics 3, 4 and 5:**

### **Term One**

- Communicable diseases
- The immune system
- Plant diseases and defenses

### **Term Two**

- Photosynthesis
- Respiration and metabolic rates
- The nervous system, the brain and the eye

### **Term Three**

- Homeostasis – control of temperature and glucose
- Reproductive hormones and fertility
- Plant hormones

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

- complete the required practicals that accompany each topic
- develop good skills, including safe dissection techniques, accurate drawings of specimens and competent use of laboratory equipment
- improve on examination technique through regular self-evaluation
- form links between the topics covered and 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 letter grade will be given for academic attainment and a number grade for effort. There will be regular end of topic tests as appropriate and an end of year examination, graded between 9 and 1, in line with the GCSE assessments.

### **Textbook**

*AQA Science: GCSE Biology* (OUP)

# BUSINESS

## **Aims of the course**

Today's students are increasingly likely to work in a 'start-up', as they are in an established business, when they leave school / university. The revised GCSE Business course is designed to meet this need as well as developing research, application, analysis and evaluation skills transferable to other GCSE subjects.

Split into two themes, in the first year, the students focus on how entrepreneurs start and run their own business, with a focus on the essentials required to change an idea into a reality. Students study current entrepreneurs success and naturally, as it's harder than it looks, some failures. In the second year of the course they progress to studying growing and global business, essential understanding when working in any organisation.

## **Overview of theme 1.**

This theme concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the 'lens' of an entrepreneur setting up a business.

Throughout the course 'real' businesses are used and students are encouraged to bring in their own information on businesses they have discovered.

## **Topics to be covered: Year 1**

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making a business effective
- Understanding external influences on business

In the following year students study how a business develops beyond the start-up phase, focussing on a variety of national and multinational organisations including; i-phone, Burberry, Zara, Sky, Jaguar Land Rover and a bank of their choice. An understanding of the economic climate in which the business operates as well as the impact of the growth of MNC's and the opportunities offered by globalisation provides a strong foundation for progression to A level.

## **Assessment**

Internal exam at the end of year 14

Formal GCSE: two 90 minute exams in the summer of 2019

There is no longer any course work in the GCSE course

**Exam board:** Pearson Edexcel course 1BSO

**Head of Department:** Mrs R. Drummond-Chew

# CHEMISTRY

## Topics to be covered this year:

### Term One

- Reactivity, displacement and metal extraction
- Making salts and neutralization reactions
- Electrolysis and simple chemical cells
- Exothermic and endothermic reactions
- Reaction profiles and bond energy calculations

### Term Two

- Batteries and Fuel Cells
- Collision Theory
- Rate of reaction and experimental rate measurement
- Reversible reactions and dynamic equilibrium
- Crude oil, fractional distillation and cracking

### Term Three

- History and composition of the Earth's atmosphere
- Greenhouse effect and global climate change
- Renewable resources, water treatment and recycling

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

- use mathematics to quantitatively analyse experimental data
- describe how reactions can be monitored, and carry out quantitative chemical investigations
- explain how temperature, concentration, catalysts and surface area affect the rate of a chemical reaction in terms of the collision theory
- understand that reactions are either exothermic or endothermic and be able to perform calculations to determine heat given out or taken in during a chemical reaction
- explain how the yield of a reversible reaction is affected by changes to the environment of a closed system
- describe how and why Earth's atmosphere and resources are affected by human activity

## 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.

## Textbook

*AQA Science: GCSE Chemistry* (OUP)

# CLASSICAL CIVILISATION

## Topics to be covered this year:

### Term One

- The Thematic Study Module: Myth and Religion: Study of the Gods; the universal hero; religion and the city; foundation stories; festivals; myth and symbols of power; death and burial; journeying to the Underworld.

### Term Two

- The Thematic Study Module: Myth and Religion: Study of the Gods; the universal hero; religion and the city; foundation stories; festivals; myth and symbols of power; death and burial; journeying to the Underworld.

### Term Three

- The Thematic Study Module: Myth and Religion: Revision
- 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).

## 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. They will sit an end of year examination.

## Textbooks

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

OCR Course Reader



# COMPUTER SCIENCE

## Topics to be covered this year:

### Term One

- **Computer systems:**
  - Systems Architecture
  - Memory
  - Storage
- **Computational thinking, algorithms and programming:**
  - Algorithms
  - Python programming: IDLE; operations; variables; data types

### Term Two

- **Computer systems:**
  - Wired and wireless networks
  - Network topologies, protocols and layers
  - System security
- **Computational thinking, algorithms and programming:**
  - Producing robust programs
  - Python programming: functions and procedures; selection; iteration; importing modules.

### Term Three

- **Computer systems:**
  - Software: operating systems, utilities and multi-tasking
- **Computational thinking, algorithms and programming:**
  - Translators and facilities of languages
  - Python programming: manipulating arrays and lists
- **Preparation for end of term examination (written paper).**

### 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.

### Textbooks

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.*

# DRAMA

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

### **Term One**

- Introduction to GCSE Drama
- Group dynamics
- Practitioner study: Stanislavski
- Practitioner study: Bertolt Brecht
- Practitioner study: Frantic Assembly

### **Term Two**

- Devising Techniques
- Study of live theatre
- Set text practical exploration
- Written techniques for examination

### **Term Three**

- Scripted performances
- Practitioner and style recap
- Exam preparation
- Begin Component One examination (Devising)

### **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.

## ENGLISH LANGUAGE AND ENGLISH LITERATURE

### Topics to be covered this year:

#### Examination Preparation:

- English Literature Exam: 'An Inspector Calls' drama text; Edexcel Poetry Anthology; Shakespeare's 'Macbeth'
- English Language Exam: Unseen 20th and 21st Century Non-fiction texts; Creative and Transactional Writing skills

#### 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 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:

Pupils' work will be marked at regular intervals. Exam practice and homework assignments will be marked in accordance to Edexcel stipulations. Types of marking will vary according to the type of work completed and will include ticked acknowledgement of notes, self and peer assessment and detailed teacher marking. At regular intervals pupils will be required to produce extended writing tasks that will be assessed formally. They will also sit end of year examinations.

#### Textbooks

Edexcel pupils are required to purchase some of their texts. Pupils will annotate these texts in detail as they prepare for their examinations. 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:

- *An Inspector Calls* by J B Priestley
- *Macbeth*, Shakespeare

The English Department will provide pupils with a pack of relevant poems from the Edexcel Anthology. 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.

# FRENCH

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

- Relationships and role models
- Leisure activities (sports, your life online, books, TV and cinema)
- Cultural life (going out, celebrations and festivals)
- Food and drinks
- Local area and towns
- Community projects
- The weather
- Holidays (past, present, future and ideal holidays)

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

- listen and respond to a variety of spoken sources in French
- read and respond to a variety of written texts in French on the topics covered
- use orally and write key vocabulary and structures related to the topics covered
- express opinions of likes and dislikes on issues discussed in class
- take part in role-plays
- write for different purposes
- understand excerpts from literary texts
- translate paragraphs from English into French and French into English
- describe pictures and answer questions on pictures
- answer questions on topics covered
- discuss past, future and present events
- have a sound knowledge of basic grammar points such as the main tenses, adjectival agreement, comparatives and superlatives, prepositions, question words, possessive and demonstrative pronouns

## **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests usually focussing on one skill only. 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 end of year examinations in summer term. Pupils will receive a grade or a percentage as well as a target. Preparation for and practice of GCSE type questions for final examinations will take place during the academic year.

## **Textbook**

*Studio for Edexcel GCSE*

# GEOGRAPHY

*We follow the AQA Geography (8035) specification.*

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

### **Term One**

- The Challenge of Natural Hazards (tectonics, tropical storms, extreme weather in the UK and climate change)

### **Term Two**

- Physical landscapes in the UK (two from coasts, rivers and glacial landscapes)

### **Term Three**

- Urban Issues and Challenges (urban growth, change and sustainability)
- Issue Evaluation

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

- understand why natural hazards occur and how they can be managed
- understand the causes and effects of tropical storms
- describe how extreme weather events in the UK have an impact on human activity
- understand the causes of climate change and how it can be managed
- understand the opportunities and challenges of urban growth
- understand the processes, landforms and management of coastal, fluvial or glacial landscapes
- interpret photographs, maps, and graphs

## **Trips**

There will be a trip to support the development of students' geographical skills.

## **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 GCSE Geography textbook*

# HISTORY

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

(AQA Understanding the Modern World and Shaping the Nation)

- Conflict and Tension in Asia: 1950-75 (Paper 1)
- Germany 1890-1945: Democracy and Dictatorship (Paper 1)
- Britain: Health and the People – The Medieval and Early Modern Periods (Paper 2)

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

- have begun 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. The end of year internal examination will be given a percentage. All marking will include comments and targets for how to improve.

Both external examinations will be sat at the end of the 15s. There will be no coursework.

## **Textbooks**

The standard textbooks for pupils in the 14s are:

*AQA GCSE History: Understanding the Modern World* by Ferriby, Martin and Walsh

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

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

## ITALIAN

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

- **Three of the following five themes:**
- 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:**

- Listen and respond to a variety of spoken sources in Italian
- Read and respond to a variety of written texts 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 issues discussed in class
- Take part in role-plays
- Understand excerpts from literary texts
- Translate paragraphs from English into Italian and Italian into English
- Describe pictures and answer questions on pictures
- Discuss past, future and present events
- Have a sound knowledge of basic grammar points such as the main tenses, adjectival agreement, comparatives and superlatives, prepositions, question words, possessive and demonstrative pronouns

### **Assessment and Marking**

Pupil progress will be assessed on a regular basis with small tests, usually focusing on one skill only. 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 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. Preparation for and practice of GCSE type questions for final examinations will take place during the academic year.

### **Textbook**

*Amici*

# LATIN

## Topics to be covered this year:

### Term One

- Syntax and grammar: revision of grammar and syntax studied in the 13s (Year 9);
- Focus on GCSE language syllabus: reported questions, reported commands; participles and ablative absolutes; relative clauses

### Term Two

- Syntax and grammar: rest of GCSE syllabus
- Prose set texts: *Tacitus: Germanicus and Piso*; *Pliny: Regulus*

### Term Three

- Revision of language and set text

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

- be able to translate and manipulate all tenses in Latin and to tackle complex sentences and passages
- have a strong command of the GCSE vocabulary
- be familiar with the translation, commentaries and background to the prose set texts (*Tacitus: Germanicus and Piso*; *Pliny: Regulus*)

### 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. They 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.

### Textbooks

Mike Seigel; John Taylor; other departmental resources; *Cambridge Latin Anthology*



## MATHEMATICS

The 14s (Year 10) will be following 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 3 written papers, each of 90 minutes duration. The examination will be sat in the summer of 2020.

The top sets will also study for the FSMQ Additional Mathematics in addition to the GCSE Mathematics. **Entries for the final 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 Edexcel website.

### **Assessment and marking**

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

## MEDIA STUDIES

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

- Introduction to the theoretical framework
- Media Forms.
- Audio-visual media language/ Print/online media/language/Audience/Representation
- Exploration of the nine media forms through exploration of existing media products and creative tasks.
- Group work: video exercises to develop understanding of the use of camerawork, editing, mise-en-scène, and soundtrack to create connotative effects in order to improve media language analysis for the crime genre textual analysis.
- Textual analysis of television dramas in terms of media language, representation and audience.
- Creating media practice production.

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

- be able to apply the concepts of media language, audience and representation in turn to examples from print, audio-visual and online media products.
- explore each area of the theoretical framework by using contrasting examples across a range of media forms with an emphasis on the practical application of fundamental Media Studies terminology
- be able to address a specified audience appropriately; fit the media industry context and use appropriate representations for the audience and industrial context.
- understand and be able to give brief examples from appropriate media forms of the key media industries terms
- understand and be able to exemplify that there are different kinds of media funding, understand the need for media regulation, and be able to name the regulator for any media form that has one.

### **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 at the end of year 15. There will be an end of year examination in the 14s.

### **Textbook**

OCR Media Studies, Hodder

# MUSIC

## Topics to be covered this year:

### Autumn Term

- Introduction to Area of Study 1: Musical Forms and Devices
- Western Classical Music with a focus on 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
- Introduction to Area of Study 4: Popular Music
- Solo Performance
- Composition skills using Sibelius software

### Spring Term

- Introduction to Area of Study 2: Music for Ensemble
- Songs from musicals with a focus on texture and sonority
- Jazz and Blues
- Area of Study 3: Film music with a focus on the relationship between the music and action
- Ensemble performance
- Composition skills using Logic Pro X software

### Summer Term

- Preparation for the summer examination
- Revision of all areas of study covered so far
- Complete 'free composition' first piece of assessed coursework
- Formally assessed solo performance

## 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:

- gained a good understanding of the four main areas of study and associated musical vocabulary.
- completed a first composition.
- performed both as soloist and as part of an ensemble, and understand what makes a successful performance.

## 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)*

## 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

# PHYSICAL EDUCATION

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

### **Sports Psychology**

- Classification of skills [basic/complex, open/closed]
- Goals and targets
- Basic information processing
- Guidance and feedback on performance
- Arousal/ Inverted-U theory
- Aggression
- Personalities
- Motivation

### **Socio-cultural influences**

- Engagement patterns of different social groups and factors affecting participation
- Commercialisation
- Types of sponsorship and the media
- Positive and negative impacts of technology
- Conduct of performers
- Prohibited substances
- Spectator behavior/hooliganism

### **Health, fitness and well-being**

- How performance in physical activity/sport can increase health, well-being and fitness
- The consequences of a sedentary lifestyle
- Obesity
- Somatotypes
- Energy use
- Nutrition
- Reasons for maintaining water balance

### **Textbook**

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

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

# PHYSICS

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

- 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)
- Forces (including: forces and their interactions; work done and energy transfer; forces and elasticity; moments, levers and gears; pressure and pressure differences in fluids; forces and motion; and momentum).
- Wave properties (including: waves in air, fluids and solids)

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

- 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 letter grade will be given for academic attainment and a number grade for effort. There will be regular end of topic tests as appropriate and an end of year examination, graded between 9 and 1, in line with the GCSE assessments.

## **Textbook**

*AQA Science: GCSE Physics* (OUP)

# RELIGIOUS STUDIES

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

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

## **Beliefs and Teachings:**

- Dhamma: The Three Marks of Existence, human personality, the possibility of attaining Buddhahood and Buddha-nature, human destiny.
- The Buddha and the Four Noble Truths: The Buddha's life and its significance, suffering and its causes, Nirvana and enlightenment, the eightfold path.

## **Practices:**

- Worship and Festivals: How, where and why Buddhists worship; meditation; rituals associated with death and mourning; the festivals of Wesak and Parinirvana Day.
- Buddhist Ethics: Karma and rebirth; compassion and loving kindness; the five moral precepts; the six perfections

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

### **1. Relationships and families:**

- Sex, marriage and divorce:  
Contraception, sex before marriage, adultery, divorce, homosexuality; the nature and purpose of marriage
- Families and gender equality:  
The role of parents and children; nuclear and extended families; contemporary family issues including same-sex parents and polygamy; the roles of men and women; gender equality; gender prejudice and discrimination

### **2. Religion and Life:**

- The origins and value of the universe:  
The relationship between scientific views, such as the Big Bang theory, and religious views about the origins of the universe. The use and abuse of the environment; stewardship and dominion; animal experimentation; the use of animals for food.
- The origins and value of human life:  
The relationship between scientific views, such as evolution, and religious views, on the origins of human life. The concepts of sanctity of life and the quality of life; abortion and euthanasia. Beliefs about death and an afterlife.

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

- know the key words and subject content for the above topics
- have formulated their own viewpoints on the religious and ethical issues studied and learned how to critically evaluate and debate
- know the correct examination technique for each type of question

### **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:**

- Relationships and role models
- Leisure activities (sports, your life online, books, TV and cinema)
- The weather
- Holidays (past, present, future and ideal holidays)
- School rules, school day, school types
- Technology

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

- listen and respond to a variety of spoken sources in Spanish
- read and respond to a variety of written texts in Spanish on the topics covered
- use orally and write key vocabulary and structures related to the topics covered
- express opinions of likes and dislikes on issues discussed in class
- take part in role-plays
- write for different purposes
- understand excerpts from literary texts
- translate paragraphs from English into Spanish and Spanish into English
- describe pictures and answer questions on pictures
- answer questions on topics covered
- discuss past, future and present events
- have a sound knowledge of basic grammar points such as the main tenses, adjectival agreement, comparatives and superlatives, prepositions, question words, possessive and demonstrative pronouns

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with small tests usually focussing on one skill only. 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 examinations in summer 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 during the academic year.

### **Textbook**

*Viva for Edexcel GCSE*



# SPORTS

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

### **Term One**

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

### **Term Two**

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

### **Term Three**

- Swimming, Athletics, strike and field/net games e.g. Cricket, Rounders, Tennis

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

- continue to develop their understanding of the rules necessary to perform effectively and how to apply tactics in response to these rules
- continue to develop skilful attacking and team play developing fluency and timing and consolidate on how to work well as a team when attacking and defending and the changeover between the two
- think about how to use skills, strategies and tactics to outwit the opposition using team play and quick effective decision-making and communication
- make good decisions about which techniques to use in specific situations
- adapt to different situations quickly and begin to invent their own ideas, skills and tactics
- develop skills during extra curricular activities as academic pressure results in less sport contact time
- be able to assess current fitness levels and set goals to improve fitness. Be able to use a 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 levels of performance. Pupils are continually assessed and given 2 marks one for attainment and one for effort between A\* - U.

## THREE DIMENSIONAL DESIGN

Three Dimensional Design has been 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**

- Continual throughout the year according to the OCR guidelines.

Examination Board: OCR

There is a termly charge of £90