



HARRODIAN

14S (YEAR 10)
CURRICULUM HANDBOOK
2025 - 2026

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.

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.

GCSE 2025-27 (14+)

Block A (compulsory language)	Block B	Block C	Block D
French Spanish Italian	Drama History Business Religious Studies Geography Classical Civilisation Music	Geography History Religious Studies Business Media Studies 3D Design Physical Education Latin Art Film Studies	Art Geography History French Business Drama 3D Design Computer Science Media Studies

Please also refer to the table overleaf 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.

Written reports will be uploaded onto the Parent Portal 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.

Mr D Sanders

Head of Curriculum, Assessment and Monitoring (Upper)

GCSE Subjects and Examining Boards

Art, Craft and Design	1AD0	Pearson Edexcel
Art and Design: 3D Design	J175	OCR
Biology	8461	AQA
Business	1BS0	Pearson Edexcel
Chemistry	8462	AQA
Classical Civilisation	J199	OCR
Combined Science	8464	AQA
Computer Science	J277	OCR
Drama	C690QS	Eduqas
English Language	4EA1	Pearson Edexcel
English Literature	1ET0	Pearson Edexcel
Film Studies	C670QS	Eduqas
French	1FR1	Pearson Edexcel
Geography	8035	AQA
History	8145JC	AQA
Italian	1IN0	Pearson Edexcel
Latin	J282	OCR
Mathematics	1MA1	Pearson Edexcel
Media Studies	3680QS	WJEC
Music	C660QS	Eduqas
PE (full course)	8582	AQA
Physics	8463	AQA
Religious Studies	8062	AQA
Spanish	1SP1	Pearson Edexcel

ART, CRAFT AND DESIGN

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

Art and Design equips pupils 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 pupils 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. Pupils 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. Pupils should use this knowledge when developing new ideas, recording observations and creating outcomes, which fully realise their personal intentions.

Coursework and Externally Set Assignment

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

- **Component 1:** Personal Portfolio (internally set) 60% of the qualification
- **Component 2:** Externally Set Assignment. 40% of the qualification

The GCSE is made of 60% coursework (with a controlled and internally assessed examination) and an examination worth 40% (with an 10 week preparation period and a 10 hour examination). 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 artists' work 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

Term One

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

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 have:

- completed the required practicals that accompany each topic
- developed good skills, including safe dissection techniques, accurate drawings of specimens and competent use of laboratory equipment
- improved on examination technique through regular self-evaluation
- formed 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 pupils 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) via the Kerboodle learning platform

BUSINESS

Aims of the course

When they leave school / university, our pupils are as likely to work in a start-up, as an 'established business'. 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, pupils focus on how entrepreneurs start and run their own business, with a focus on the essentials required to change an idea into a reality. Pupils 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 how small businesses grow and compete, 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 pupils to explore core concepts through the 'lens' of an entrepreneur setting up a business.

Throughout the course 'real' businesses are used and pupils 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 pupils study how a business develops beyond the start-up phase, focussing on a variety of national and multinational organisations including: iPhone, Burberry, Zara, Sky, Jaguar Land Rover, premieriership football clubs and online businesses including music apps and online streaming services. An understanding of the economic climate in which the business operates, as well as the impact of business growth on the environment, provides a strong foundation for progression to A Level.

Assessment

Internal examination at the end of the 14s.

Formal GCSE: two 105 minute examinations in the summer of 2027.

There is no longer any course work in the GCSE course.

Exam board: Pearson Edexcel course 1BSO

Textbook

Edexcel GCSE (9-1) Business, 2nd Edition Marcouse (Hodder Education)

CHEMISTRY

Topics to be covered this year:

Term One

- Chemical Changes 2
- Organic Chemistry 1
- Chemical Energetics

Term Two

- Chemistry of the atmosphere
- Quantitative Chemistry

Term Three

- Chemical Equilibrium and Kinetics
- End of year revision

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
- 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 temperature, concentration, catalysts and surface area affect the rate of a chemical reaction in terms of the collision theory
- explain how the yield of a reversible reaction is affected by changes to the environment of a closed system
- describe how industrial chemical manufacturers make decisions regarding product rates and yields
- describe how and why Earth's atmosphere and resources are affected by human activity

Assessment and Marking

Homework and other formative work will be marked according to department guidelines and accompanied by comments or explanations to help pupils improve their understanding. Folders will also be checked regularly to ensure the work is in order. There will be regular end-of-topic and synoptic tests combining multiple topic areas to ensure knowledge is deeply embedded, plus an end of year examination. GCSE grades will be reported 1 - 9, alongside a progress and attitude to learning score throughout the course to indicate growth against individual pupil targets.

Textbook

AQA Science: GCSE Chemistry (OUP) via the Kerboodle learning platform

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.

Term Two

- The Thematic Study Module: Foundation stories; festivals; myth and symbols of power; death and burial.

Term Three

- The Thematic Study Module: Myth and Religion: Journeying to the Underworld.
- Revision
- The Literature and Culture Module: Roman City Life: The Roman Home and Family; Roman Society; Leisure and Entertainment.

By the end of the year pupils should:

- have completed their study of the full Myth and Religion module, including all prescribed visual and literary sources
- have begun their studies of the Roman City Life. They will have studied some of the visual sources

Trips

There will be a trip, if possible, 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 and break times. They will sit an end of year examination.

Textbooks

Resources provided by the department. OCR Course Reader

Course modules are subject to change.

COMPUTER SCIENCE

Topics to be covered this year:

Term One

Computer systems:

- The CPU
- RAM, ROM and embedded systems
- Secondary storage

Computational thinking, algorithms and programming:

- Algorithms for searching and sorting
- Python programming: 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:

- Roles of the operating system; utility software

Computational thinking, algorithms and programming:

- Tools of the integrated development environment; interpreters vs compilers
- Python programming: manipulating lists; using external files

Preparation for end of term examination: single written paper

Assessment and Marking

Number grades, 9-1, will be given for classwork and homework. Formal assessment takes the form of end-of-unit tests and an end of year examination. Homework is set once per week and should take no longer than 45 minutes. It will be related to work done in class, or research related to a new topic. Pupils will be using technology wherever possible to present their work and undertake research. Suitable websites will be given as guidance so access to the internet will be required.

Textbooks and equipment

Our main textbook will be: *OCR Computer Science GCSE, by Robson & Heathcote, published by PG Online*. Most work will be organised online, but paper-based resources will also be used, so standard class equipment will be required for writing and correction.

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
- Examination 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 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: 'Dr Jekyll and Mr Hyde' novel study; Edexcel Poetry Anthology; Shakespeare's 'Macbeth'
- English Language Exam: (Externally assessed). Poetry and Prose texts and Imaginative Writing (internally assessed and externally moderated).

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 in school.

Assessment and Marking:

Pupils' work will be marked at regular intervals. Exam practice, coursework 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:

- *'The strange case of Dr Jekyll and Mr Hyde'* by R L Stevenson
- *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

FILM STUDIES

Topics to be covered this year:

Term One

- Introduction to Film Studies: An exploration of the technical codes used to construct films.
- Contemporary UK Film: The study of a 21st century UK film with a focus on aesthetics.

Term Two

- Global English Language Film: An in-depth study of a single English language film from somewhere else in the world. This module focuses on narrative structure, character arcs and context.
- Pupils will begin work on their non-examinable assessment.

Term Three

- Global Non-English Language Film: The study of a foreign film. This module has a focus on representation and context.

By the end of the year pupils should:

- be able to read film with a critical perspective
- have developed and consolidated their understanding of the construction of film and how meaning is communicated to audiences
- be able to position texts within and understand how films reflect social and historical contexts
- be able to explore representation of individual, people and place
- understand the significance of narrative structure and character development
- develop screenwriting skills
- develop filming skills
- develop video editing skills

Assessment and Marking

Pupils will be given a variety of written and practical tasks to prepare them for both the examination and non-examinable assessment. These will be marked according to departmental guidelines with feedback and targets provided each time, as well as strategies to achieve those targets. Teaching staff are also available at the end of lessons and during break times. Pupils will sit an end of year examination.

Textbook

WJEC Eduqas GCSE Film Studies, Newman (Illuminate Publishing)

FRENCH

Topics to be covered this year:

- The Francophone world
- Leisure activities including sports
- Use of new technologies
- My identity, family, friends and role models (descriptions and relationships)
- School life
- Healthy living
- Holidays and travel plans
- Routine
- Special celebrations and events

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

- listen and respond to a variety of spoken sources in French
- read, understand 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 on issues discussed in class
- take part in role-plays
- write for different purposes
- translate a passage from French into English and from English into French
- describe photos
- answer questions on topics covered
- discuss past, present and future events
- use knowledge of phonics to transcribe spoken French into written French
- use knowledge of phonics to read aloud a short passage using correct pronunciation
- have a sound knowledge of grammar points such as the main tenses (present, future, perfect, imperfect and conditional), adjectival agreements, comparatives and superlatives, prepositions, emphatic and direct object pronouns, possessive adjectives, adverbs, negatives and asking questions

Assessment and Marking

Pupils' progress will be assessed on a regular basis with small tests focussing on one skill. At the end of each module, pupils will be tested on a minimum of three out of four skills (listening, speaking, reading and writing). Pupils will sit end of year examinations in the 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

Pearson Edexcel MFL French Higher

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

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

Term Three

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

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 Stratford (Olympic Park) to support the unit of study on Urban Issues and Challenges and the development of pupils' 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. 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:

Oxford AQA History: Conflict and Tension in Asia 1950-1975 Acron Wilkes (ED)

Oxford AQA History: Germany 1890-1945 Acron Wilkes (ED)

Oxford AQA History: British Health and the People c1000-Present Day Acron Wilkes (ED)

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 Student book second edition

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: continue with study of new grammar and syntax including gerundives with ad for purpose, temporal clauses and result clauses
- Prose set texts: *Apuleius, Metamorphoses: book V, 21-15, 26-27*

Term Three

- Revision of grammar and syntax
- Prose set texts: *Apuleius, Metamorphoses: book V, 21-15, 26-27*

By the end of the year pupils should:

- be able to translate and manipulate all tenses in Latin and 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.

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 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 2027.

The top sets will study for the AQA Level 2 (GCSE equivalent) Further Mathematics in addition to the Edexcel GCSE Mathematics. **Entries for the final examination in Further Mathematics are made at the discretion of the school.** More information about this course can be found on the AQA 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 throughout the year on topics recently covered during that period. All test/examination scores are used to inform set changes.

Textbooks

All pupils use the *OUP Edexcel GCSE* textbook supported by MyMaths.

MEDIA STUDIES

Aims of the course:

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. The global nature of the contemporary media, coupled with ongoing technological developments and more opportunities to interact with the media, suggest that their centrality in contemporary life can only increase.

This year we are starting the brand new **Media Studies Specification under WJEC (EDUQAS)**.

The course is taught over **two years** with an exploration of **nine media forms** through exploration of existing media products and creative tasks.

Overall Structure of the two year course:

Component 1: Exploring the Media

Written examination: 1 hour 30 minutes 40% of qualification

Section A: Exploring Media Language and Representation

Section B: Exploring Media Industries and Audiences

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes 30% of qualification

Section A: Television

Section B: Music (music videos and online media)

Component 3: Creating Media Products

Non-exam assessment 30% of qualification

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
- be able to 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 pupils to make good progress. Pupils' progress will be assessed through essays, in class tests, past papers, vocabulary tests and textual analysis tasks. Pupils 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 the 15s. There will be an end of year examination in the 14s.

Textbook

WJEC/Eduqas GCSE Media Studies Student Book: Revised Edition Hayley Sheard

MUSIC

In the 14s, pupils are given a thorough grounding in the core skills of the GCSE course: performance (solo and ensemble), composition and appraising. Wherever possible, pupils are encouraged to assimilate these skills to deepen their musicianship. More traditional aspects of the course such as keyboard skills, notation and music theory are embedded throughout the course. Pupils receive three periods of teaching a week which are divided between the three assessed components of the course (Performance, Composition, Appraising).

Autumn Term

- Introduction to Area of Study 1: Musical Forms and Devices
- Introduction to Area of Study 4: Popular Music
- Study set works 'Badinerie' by J.S. Bach and 'Africa' by Toto
- Performance: Introduction to Solo performance
- Composition skills 1: using Logic Pro X, Sibelius, Musecore

Spring Term

- Introduction to Area of Study 2: Music for Ensemble
- Introduction to Area of Study 3: Film music
- Performance: Prepare a solo performance for the Senior Recital
- Composition skills 2: using Logic Pro X, Sibelius, Musecore

Summer Term

- Revision of all areas of study covered and examination technique practice
- Performance: Introduction to Ensemble performance
- Composition: Build a sketchbook of composition ideas and start the 'free composition'

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
- performed both as soloist and as part of an ensemble, and understand what makes a successful performance
- completed various composition projects and built a sketchbook of composition ideas ahead of their formal composition tasks in the 15s

Assessment and Marking

Pupils' work on all areas of the course will be regularly assessed through formative, summative and self assessment.

GCSE Music pupils are expected to practise their instrument consistently throughout the

year and are highly encouraged to have an instrumental teacher supporting them with the development of technique and preparation of repertoire. Pupils are also expected to participate in at least one of the ensembles on offer to the Senior School including Senior Choir, Jazz Band, Orchestra and Senior Band Club.

Textbooks:

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

WJEC/Eduqas GCSE Music Revision Guide (Rhinegold Publishing)

PERSONAL, SOCIAL, HEALTH AND ECONOMIC 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 age and stage, to consider the choices they face in life and to build resilience and coping strategies for the modern world.

PSHE has been a long-standing priority at Harrodian, but is now (since 2021) a mandatory aspect of schools' curricula. Our PSHE programme incorporates a dedicated half term of Relationships and Sex Education (RSE), the teaching of which is also compulsory in British schools.

One 25-minute form time per week is devoted to PSHE or Current Affairs (in which PSHE issues and British values are linked to current stories and debates in the news) in the Senior School.

From 2021-22, there has also been an accompanying programme of 8-9 periods across the school year where all Seniors pupils are taken off timetable for more in-depth PSHE sessions. These may include presentations from visiting speakers, group workshops or lessons led by form tutors.

PSHE is also a key aspect of our 'Healthy Harrodian Initiative' to prioritise good mental health among young people and to destigmatise issues around it.

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

Half Term 1 - Good Mental Health

Half Term 2 - Drugs and Alcohol Education

Half Term 3 - Relationships and Sex Education (RSE)

Half Term 4 - Equality, Diversity and Inclusion

Half Term 5 – Practical PSHE

Half Term 6 – How to Learn (exams)

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 behaviour/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

Assessment and Marking

Written homework will be marked according to departmental guidelines accompanied by a comment or explanation to help pupils understand how to improve their work. There will be end of topic tests and failure to reach the pass mark will result in a re-test.

Practical marks will be finalised in the 15s, unless a summer sport, in which case it is prudent to have completed in the 14s.

Theory assessment in the summer will be:

1 x written exam: 1 hour 15 minutes.

78 marks

Textbooks

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: 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)
- Waves (including: waves in air, fluids and solids; and electromagnetic waves)

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 pupils 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) via the Kerboodle learning platform

RELIGIOUS STUDIES

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:

Relationships and families

- Sex, marriage and divorce
- Families and gender equality

Religion, crime and punishment

- Religion, crime and the causes of crime
- Religion and punishment

By the end of the year pupils should:

- know the keywords 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

Trips

There will be a trip to a temple in London to support the unit on Buddhist worship.

Assessment and Marking

Regular factual tests will be marked numerically, whilst research tasks will be given an attainment grade (A-D) and an effort grade (1-4) along with a target for improvement for their next piece of work. Pupils will also practise exam-style questions, which will be marked according to the AQA marking scheme. Pupils will sit an internally set examination in the summer.

Textbooks

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

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

SPANISH

Topics to be covered this year:

- Use of new technologies
- Leisure activities
- Holidays and travel plans
- My identity, family, friends, and role models
- Routine
- Healthy living
- Sports
- The Spanish speaking world
- School life

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

- listen and respond to a variety of spoken sources in Spanish
- read, understand 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 on issues discussed in class
- take part in role plays
- write for different purposes
- translate paragraphs from English into Spanish and Spanish into English
- describe 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, adverbs, negatives, possessive and demonstrative pronouns
- use knowledge of phonics to transcribe spoken Spanish into written Spanish
- use knowledge of phonics to read aloud a short passage using correct pronunciation

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 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

Pearson Edexcel MFL Spanish Higher

SPORTS

Topics to be covered this year:

Term One

- Health Related Fitness. (Fitness training methods and the development of the 5 S's Strength, Speed, Stamina, Suppleness and Skill)
- Football, Netball, Handball

Term Two

- Spinning/Fitness Development
- Health Related Fitness (fitness training methods and the development of the 5 S's Strength, Speed, Stamina, Suppleness and Skill)
- Rugby, Hockey, Lacrosse, Touch Rugby, Basketball

Term Three

- Athletics, Strike and Field/Net Games e.g. Cricket, 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
- develop knowledge and understanding of different training methods and activities to allow them to continue healthy active lifestyles
- develop technique and fitness to increase performance levels in a range of athletics disciplines

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. There is strength and conditioning training to support team players wishing to perform at higher levels.

Assessment and Marking

Marks will be given for both attainment and effort. Marks are accompanied by a comment or explanation to help pupils understand how to improve levels of performance. Pupils are continually assessed and given 2 marks, one for attainment and one for effort. These are in line with GCSE levels.

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 machetes 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 £115.