



HARRODIAN

14s (YEAR 10)
CURRICULUM HANDBOOK
2016 - 2017

INTRODUCTION

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

Block A	Block B	Block C	Block D
French	Art	Geography	Art
Italian	Business & Economics	History	Geography
Spanish	ICT	Religious Studies	History
	History	Business & Economics	Music
	Latin	Media Studies	Classical Civilisation
	Religious Studies	Drama	Physical Education
	Geography	3D Design	French
			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.

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

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

Pupils 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 reports 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	4205	OCR
Business & Economics	5BS01/5BS05	Pearson Edexcel
Classical Civilisation	J280	OCR
Drama	4240	AQA
First Language English	1EN0	Edexcel
English Literature	1ET0	Edexcel
French	1FR0	Pearson Edexcel
Geography	8035	AQA
History	8145	AQA
ICT	J461	OCR
Italian	2IN01	Pearson Edexcel
Latin	J281	OCR
Mathematics	8300	AQA
Media Studies	J526	OCR
Music	601/8131	WJEC-Eduqas
PE (full course)	8582	AQA
Religious Studies	8062	AQA
Spanish	1SP0	Pearson Edexcel
Biology	8461	AQA
Chemistry	8462	AQA
Physics	8463	AQA

ART AND DESIGN

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

Art, Craft 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, Craft 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.

Textbook

AQA Science: GCSE Biology (OUP)

BUSINESS AND ECONOMICS

Aims of the course

This is a two year GCSE course designed to develop the pupils' knowledge and understanding of individuals, groups and organisations in the business world. In Year 14 pupils study Business with the focus being on how entrepreneurs set up and run their own business.

Topics to be covered

The course is split into two units of work.

Unit 1 covers five separate areas of Business theory

Unit 2 encourages pupils to think for themselves and put the theory they have learnt into practice, by studying a local small business for their controlled assessment

Unit 1: Introduction to Small Business - 25% of total GCSE mark

By the end of the year pupils should know how to:

- spot a business opportunity
- show enterprise
- put a business idea into practise
- make the start up of a business effective
- understand the economic context in which the business operates

This unit is tested in a 45 minute external exam, consisting of multiple choice and objective test questions, at the end of Year 11.

Unit 2: - 25% of total GCSE mark Controlled Assessment

This is an internal assessed unit, based on the knowledge learnt in Unit 1.

Pupils complete a research/investigation task over a three week period (maximum of six hours research time).

Pupils are then allowed two weeks (maximum of three hours) to write up their findings, then analyse and evaluate their research. This takes place in school in controlled conditions, with no feedback from the teacher.

Assessment

- End of unit/half term testing

Textbook

Edexcel GCSE "Introduction to Small Business" - Anderton, Gunn and Ashwin

Online resources: tutor2u, BBC bitesize, *BBC News*

CHEMISTRY

Topics to be covered this year:

Term One

- Purity, formulations and chromatography
- Identification of common gases
- Identification of ions by chemical and spectroscopic means
- Conservation of mass and the quantitative interpretation of chemical equations

Term Two

- Use of amount of substance in relation to masses of pure substances
- Yield and atom economy of chemical reactions
- Using concentrations of solutions in mol/dm³
- Use amount of substance in relation to volume of gases
- Exothermic and endothermic reactions

Term Three

- Chemical cells and fuel cells
- Rate of reaction
- Reversible reactions and dynamic equilibrium

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

- practically identify an unknown substance using a variety of chemical tests
- 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

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

- Community life in the Classical World: Sparta and the Spartan System

Term Two

- Epic and myth: Homer's *Odyssey*

Term Three

- City life in the Classical world: Rome

By the end of the year pupils should:

- be familiar with Homer's *Odyssey* and have an understanding of the role and characteristics of the gods, women and some of the main plot themes
- be familiar with life in Rome
- be familiar with the customs of Spartan life and the evidence there is to inform us

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. In the Autumn term of their second year they will have to produce coursework on the tragedy *Antigone*

Textbooks

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

DRAMA

Topics to be covered this year:

Term One

- Preparation and rehearsal techniques
- Style and genre
- Comedy, farce, promenade theatre and commedia d'el arte

Term Two

- Improvisation
- Status and characterisation
- Study of a script
- Scripted performance

Term Three

- Coursework - a devised thematic piece
- Study of live performance
- Writing about live performance

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 in pairs, groups and individually
- be aware of the benefits of a range of acting techniques
- be able to use on and off text improvisation
- have explored notions of character, language, structure and style
- have had the opportunity to develop and devise a performance
- have begun to develop the skills required to analyse and write about live performance

Assessment and Marking

GCSE Drama is both a practical and analytical course and this is reflected in AQA's assessment criteria. Coursework constitutes 60% of the final mark and 40% is from the final written examination. Pupils are assessed on their understanding of practical skills, their response to plays and other types of drama and on analysing, evaluating and developing their work. Alongside the marks given for examined pieces, ongoing assessment takes place with pupils receiving a half termly grade and a full report twice in the year, which includes marks for attainment and effort.

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 for 2016-2017:

- *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
- School life
- Daily routine
- Clothes and fashion

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
- understand excerpts from literary texts
- translate paragraphs from English into French and French 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, questions, 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

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

Term Two

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

Term Three

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

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
- understand there are variations in economic development and quality of life
- describe how changes in the UK economy have affected employment patterns and regional growth
- interpret photographs, maps, and graphs

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

AQA GCSE Geography

HISTORY

Topics to be covered this year:

(AQA Understanding the Modern World and Shaping the Nation)

- 1B Germany 1890-1945: Democracy and Dictatorship (Paper 1)
- Conflict and Tension in Asia: 1950-75 (Paper 1)
- Britain: Health and the People (Paper 2)
- Elizabethan England with a focus on the historic environment (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 examination will be given a percentage. All marking will include comments and targets for how to improve.

Textbooks

The standard textbooks for pupils in the 14s are:

AQA GCSE History: Germany, 1890–1945: Democracy and dictatorship

AQA GCSE History Themes (in one book): Britain: Health and the people, Britain: Power and the people, Britain: Migration, empires and the people

AQA GCSE History: British depths (in one book): Norman England, Medieval England, Elizabethan England, and Restoration England

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

ICT

Topics to be covered this year:

Term One

- Theory: Introduction to ICT, System Flowchart, Input Devices, Output Devices, Storage Devices, Applications Software, Systems Software, Database Theory.
- Practical: Spreadsheets, Desktop Publishing, Database software, Folder and File Management.

Term Two

- Theory: Applications Software Theory.
- Controlled Assessment: A task from a choice, based around a given case study, which is provided by the exam board and counts 30% towards the final mark. This assignment typically includes a spreadsheet or database task.

Term Three

- Theory: Data Protection Act, Copyright, and Computer Misuse Act. Preparation for end of term examination (written paper).
- Finish Controlled Assessment task.

By the end of the year pupils should:

- be able to use a range of applications software
- have completed the first half of their GCSE coursework
- know the components of an information system
- understand the importance of security data and the legal issues involved in storing data
- be able to understand and apply appropriate database terminology and theory
- understand the essentials of how the Internet works and be able to use appropriate terminology

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 are encouraged to use ICT wherever possible to present their work and research using the Internet where appropriate. Suitable websites will be given as guidance for homework.

Assessment and Marking

Number grades will be given for understanding of subject concepts, effort and work ethic, quality of classwork and quality of homework. Students can also benefit from a weekly drop-in session if they need additional help. Formal assessment takes the form of end of module tests and an end of year examination.

Necessary Equipment

Ink pen, pencil, rubber and ruler. A folder and paper will be provided. A flash memory stick, or external USB drive, is useful for transferring work between home and school; a cloud storage account is another option for achieving this. The school provides all software and any other necessary equipment.

Textbooks

Literature, workbooks and online resources will be provided. Our main textbook will be: *OCR Information and Communication Technology GCSE*, written by Steve Cushing et al, and published by Hodder. An online version of this book will be made available.

ITALIAN

Topics to be covered this year:

- Media and arts: Cinema, TV programmes, newspapers and magazines, the internet, cultural events, books.
- Sports and free time: sport, leisure activities, food and drink, lifestyle, fashion.

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 topics covered
- take part in role-plays
- discuss past, present and future events
- have a sound knowledge of basic grammar points specifically the present, future, perfect and imperfect tenses, adjectival agreement, prepositions, questions, words 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 module, 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 and controlled assessments 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 controlled assessment tasks as well as for final examinations will take place during the academic year.

Textbook

Preparazione al GCSE in Italian

LATIN

Topics to be covered this year:

Term One

- Syntax and grammar: revision of grammar and syntax studied in the 13s (Year 9); reported questions, reported commands; ablative absolute

Term Two

- Syntax and grammar: rest of GCSE syllabus
- Prose set texts: *Caesar: Druides and Tacitus: tumultus et rebellio*

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 Higher Tier GCSE vocabulary
- be familiar with the translation, commentaries and background to the Pliny 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

So You Really Want To Learn Latin 1, 2 and 3; other departmental resources; *Cambridge Latin Anthology*

MATHEMATICS

The 14s (Year 10) will be following the revised GCSE Mathematics course, examined by AQA. GCSE has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9); it is expected that all 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 2018.

The top two 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 AQA 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 Collins AQA 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:

Term One

- Textual analysis of still image texts
- Textual analysis of moving image texts
- Learning how to use Photoshop
- Designing and creating the packaging for a CD/DVD for a new music artist
- Studio photography and graphic design for own CD/DVD

Term Two

- Study of representation in music videos
- Produce a comparative essay of two music videos

Term Three

- Study of Action/Adventure genre in film
- Design and create a poster for an Action/Adventure film
- Begin research for major practical production to be created in Year 11

By the end of the year pupils should:

- understand how to analyse camera angles, sound, mise-en-scene and editing
- be able to perform a presentation with more confidence
- understand how to analyse narrative structures
- understand how to analyse the codes and conventions of genres
- understand how the media constructs representations
- have developed Photoshop skills
- have developed IT skills

Assessment and Marking

A letter grade will be given for academic attainment and a number grade will be given for effort. Marks are accompanied by a comment or explanation to help pupils understand how to improve their work. Staff are available at break times, lunch times and after school. Formal assessment will take the form of written and production assignments, that will form the pupil's coursework portfolio - this is 60% of the final GCSE mark. There will also be end of module tests and an end of year examination.

Textbook

OCR Media Studies for GCSE - Lewis, Rodgers, Morris, Goddard

MUSIC

Topics to be covered this year:

Autumn Term

- Western Classical Music (Baroque and Classical)
- Fundamental Music Theory and notation skills
- Solo Performance
- Composition skills

Spring Term

- Music from the Romantic era and the 20th Century
- Composition using Sibelius music software

Summer Term

- Preparation for summer examinations
- An introduction to music technology
- Preparatory work for final composition
- Ensemble 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 an understanding of Western Classical Music and its key identifiable features
- have completed a first composition.
- have 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.

Trips

There will be opportunities for pupils to attend one of the following:

- Musical Theatre Trip
- Classical Music Concert
- A specific workshop given by external professionals

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 face, to consider the choices they have 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.

The PSHE programme of study will include:

- Healthy living
- Being a responsible consumer
- Our charitable responsibilities
- Sex and relationships
- The Internet: Friend or Foe
- Stress Relief and Taking Care of the Mind
- Gender and Difference

PHYSICAL EDUCATION

Topics to be covered this year:

Term One

- Sports psychology

Term Two

- Socio-cultural influences

Term Three

- Health, fitness and well-being

By the end of the year pupils should:

Term 1- Sports Psychology

Classification of skills [basic/complex, open/closed]

- Know the definitions of skill and ability
- Understand the basic definition of the following skill classifications:
 - basic/complex
 - open/closed
 - self-paced/externally paced
 - gross/fine
- Know how to choose the appropriate classifications in relation to sporting examples
- Know basic definitions of the following types of goals:
 - Performance goals
 - Outcome goals
- Know appropriate performance and/or outcome targets for sporting examples

The use of goal setting and SMART targets to improve and/or optimise performance

- Understand that performance and outcome goals can be combined.
- Know how to use SMART targets to improve and/or optimise performance
- Know that SMART targets of goal setting are:
 - Specific
 - Measurable
 - Accepted
 - Realistic
 - Time bonded

Basic information processing

- Know the role of each stage [input, decision making, output and feedback] of the model
- Know how to apply the basic information-processing model to skills from sporting examples

Guidance and feedback on performance

- Be able to identify and evaluate the effectiveness of the use of types of guidance, with reference to beginners and elite level performers
- Be able to choose and justify which types of guidance are appropriate for beginners and/or elite level performers.

Mental preparation for performance

- Know the definition of arousal
- Understand the 'inverted U' theory

- Understand the relationship between arousal level and performance level, e.g. when under aroused performance level is low/under or over arousal causing low performance levels
- Be able to link appropriate arousal level [high/low] to gross/fine skills in sporting actions
- Know the following stress management techniques: deep breathing/ mental rehearsal/visualisation/imagery/ positive self talk
- Understand the difference between direct and indirect aggression with application to specific sporting examples
- Understand the characteristics of introvert and extrovert personality types, including examples of sport which suit these particular personality types
- Know the definition of intrinsic and extrinsic motivation, as used in sporting examples
- Understand the merits of intrinsic and extrinsic motivation in sport

Term 2- Socio-cultural influences

Engagement patterns of different social groups in physical activity and sport

- Understand factors that contribute to engagement patterns of different social groups in physical activity and sport: gender, race, religion/culture/ age/ family/friends/peers/disability

Commercialisation of physical activity and sport

- Know the definition of commercialisation
- Understand the relationship between sport, sponsorship and the media
- Be able to identify types of sponsorship
- Be able to identify type of media
- Know the positive and negative impacts of sponsorship and the media
- Know the positive and negative impacts of technology

Ethical and socio-cultural issues in physical activity and sport

- Know the definitions of the following terms: etiquette/ sportsmanship/ gamesmanship/ contract to compete
- Be able to identify prohibited substances and methods, including their positive and negative side effects to the sport/event/performer
- Know the positive and negative effects of spectators at events
- Understand why hooliganism occurs
- Know strategies employed to combat hooliganism/spectator behaviour

Term 3- Health, fitness and well-being

Physical, emotional and social health, fitness and well-being

- Know the reasons for participation in physical activity, exercise and sport
- Understand how performance in physical activity/sport can increase health, well- being and fitness

The consequences of a sedentary lifestyles

- Know the definition of sedentary and lifestyles
- Know the definition of obesity, how it can affect performance and its impact on health
- Be able to identify the most suitable body types for particular sports [or positions within a sport] and justify their choice

Energy use, diet, nutrition and hydration

- Understand that energy is measured in calories [Kcal] and is obtained from the food we eat.

- Understand that the average male requires 2,500Kcal/day and the average adult female requires 2,000Kcal/day but this is dependent upon: age/gender/ height/ energy expenditure [exercise]
- Understand the reason for having a balanced diet
- Know the role of nutrients in the diet
- Understand the reasons for maintaining water balance [hydration]

Assessment and Marking

A mark will be given for academic attainment. Marks are accompanied by feedback in order to help pupils understand how to improve their grade. Teachers are available at the end of lessons and break times and are happy to make appointments for further help. Formal assessments on the practical side will be continuous throughout the module. The theory will be assessed through coursework, end of module tests and an end of year examination.

Textbook

AQA Physical Education - Kirk Bizley

PHYSICS

Topics to be covered this year:

- Forces and motion
- Electricity

By the end of the year pupils should:

- be aware of the laws that describe the motion of objects and how forces cause this motion
- be able to perform calculations to determine the motion of objects given the required initial conditions
- have an appreciation of static electricity and electric current
- understand and be able to construct and repair electric circuits
- have an understanding of the energy transformation involved in electric circuits

Assessment and Marking

A letter grade will be given for academic attainment. In certain formative assessment tasks, a numerical mark out of a total will be given instead. Marks will be accompanied by comments to aid improvement of future work and understanding of concepts studied where necessary. Teaching staff are also available at the end of lessons, during break and lunch times and after school. Occasions may arise where staff will arrange a mutually convenient time to provide subject support if an ad hoc session clashes with a prior commitment.

Formal assessments will be taken at the end of topics and internal examinations will take place in June.

Textbook

AQA Science: GCSE Physics (OUP)

RELIGIOUS STUDIES

During the year pupils will study the teachings, practices and ethics of 2 key religions:

1. Buddhism

Beliefs and Teachings:

- Dhamma: The 3 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 & Festivals: Meditation, the nature and importance of Buddhist temples, shrines and monasteries, Buddhist ceremonies in Japan and Tibet, Buddhist worship.
- Buddhist Ethics: Karma and rebirth, the 5 moral precepts applied to different ethical issues.

2. Christianity

Beliefs and Teachings:

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

Practices:

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

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

Homework

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

Assessment and Marking

Grades will be given for attainment and effort, accompanied by a target to help pupils improve their work. Formal assessment will take the form of end of unit tests.

Textbook

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
- Local area
- Cultural life (celebrations and festivals)
- Transport
- Media and culture
- School rules, school day, school types
- Daily routine and leisure activities
- Clothes and shopping
- Holidays (travel, accommodation, tourist transactions, experiences and destinations)
- Food and drink
- Going to a restaurant

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
- understanding literature texts
- translating long paragraphs from English into Spanish
- describing pictures
- write formal and informal letters, for example, complaining about a stay in a hotel
- discuss past, future and present events
- have a sound knowledge of basic grammar points specifically the present, future, conditional and imperfect tenses, adjectival agreement, prepositions, questions words 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 module, 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 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 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, Basketball, Dance

Term Two

- Dance
- Rugby, Hockey, Basketball, 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 perform a set dance and compose a small section with an understanding of rhythm and compositional ideas (girls only)
- be able to assess current fitness levels and set goals to improve fitness. Be able to use 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 £80