



# HARRODIAN

15s (YEAR 11)  
CURRICULUM HANDBOOK  
2016 - 2017

## INTRODUCTION

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

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

English Language  
English Literature  
Mathematics  
Physics  
Chemistry  
Biology

In addition all pupils will be taught Sports.

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

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

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

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

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

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

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

Pupils will be formally assessed by end of unit or module tests, mock GCSE examinations at the beginning of the Spring Term and the final external examinations during the summer. One Progress Report 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 and Design	2AD01	Pearson Edexcel
Business & Economics	SB01 / SB05	Pearson Edexcel
Classical Civilisation	J280	OCR
Drama	4240	AQA
First Language English	0522	Cambridge IGCSE
English Literature	0468	Cambridge IGCSE
French	2FR01	Pearson Edexcel
Geography	9030	AQA
History	J418	OCR
Italian	2IN01	Pearson Edexcel
Latin	J281	OCR
Mathematics	8300	AQA
Media Studies	J526	OCR
Music	4401	WJEC
PE (full course)	8582	AQA
Religious Studies	2RS01	Pearson Edexcel
Spanish	2SP01	Pearson Edexcel
Biology	4401	AQA
Chemistry	4402	AQA
Physics	4403	AQA
3D Design		OCR
ICT	2461	OCR

# BIOLOGY

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

### **Autumn Term**

- Exchange of materials including osmosis and active transport
- Ventilation in animals
- Transpiration in plants

### **Spring Term**

- Circulatory system in organisms
- Transport systems in plants
- Controlling internal conditions - homeostasis

### **Summer Term**

- Revision of Unit 2 (covered in the 14s) and Unit 1 (covered in the 13s)
- Revision of Unit 3 and exam techniques

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

- complete the ISA practical assessment task
- develop good practical skills, including safe dissection techniques, accurate drawings of dissected specimens and competent use of laboratory equipment
- improve on examination technique through regular self-evaluation
- be able to form links between the topics covered and to understand the interdependence of all biological systems, and the relevance of the basic principles to each system

The GCSE AQA Unit 3 Biology syllabus will be covered in the 15s. The GCSE examinations at the end of the 15s will cover all units studied in the senior school.

### **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 a mock examination in January, followed by the GCSE final examinations in the June examination series. GCSE is offered at higher tier (grades A\* to D) or foundation tier (grades C to F) and decisions about final tier of entry will be made after the mock examinations.

### **Textbook**

*AQA Science: GCSE Biology (Nelson Thornes)*

# CHEMISTRY

## Topics to be covered this year:

### Term One

- The Periodic Table, The Alkali Metals and the Halogens
- Hard Water, removing hardness and Water Treatment
- Energy Calculations, Energy Transfers and Bond Enthalpies and Fuels
- Analysis and Synthesis, Testing for Positive and Negative Ions

### Term Two

- Reacting masses and percentages yields
- Titrations and Calculations
- Chemical Analysis and Chemical Equilibrium
- Organic Chemistry including Acids and Esters and Organic Issues

### Term Three

- Review of C2 and C3 topics
- Revision for the GCSE examinations

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

- describe the development of the modern Periodic Table and explain its usefulness
- understand how atomic structure is linked to the Periodic Table
- describe how Group 1 and Group VII elements react
- describe the properties of Transition elements and compare them with Group 1 metals
- understand the causes of Hard Water and know how it can be removed
- describe how water is treated for human consumption
- describe methods of measuring energy changes and perform energy calculations
- draw and explain Energy Profiles Diagrams
- understand the meaning of Bond Energies and Activation Energies
- understand the consequences of using different fuels
- describe the chemical tests for positive and negative ions
- perform titration calculations
- understand the principles of Chemical Equilibrium and its application to the Haber Process
- describe the structures of Carboxylic Acids, Alcohols and Esters and their uses

### Assessment and Marking

Written homework will be marked and graded according to departmental guidelines and will include an explanation to help the pupil to improve their understanding. Class work will also be monitored with comments and targets appearing in exercise books. Formal assessments will be taken at the end of topics and there will be a mock examination after Christmas. Decisions on tier of entry (Higher/Foundation) will be finalised after the mock examinations.

### Textbook

*AQA Science: GCSE Chemistry (Nelson Thornes)*

## ENGLISH LANGUAGE AND ENGLISH LITERATURE

### Topics to be covered this year:

#### Coursework:

- English Literature - *Dr Jekyll and Mr Hyde*
- Group Speaking and Listening - group analysis and discussion of set texts

#### Examination Preparation and Revision:

##### English Language -

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

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

##### English Literature -

Drama text – *An Inspector Calls*, J B Priestley

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

Prose – *Stories of Ourselves*, various authors

Poetry - *Gillian Clarke anthology*

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

Final examinations begin in May.

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

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

#### Trips

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

#### Assessment and Marking

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

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

## **Textbooks**

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

Set textbooks for 2016-17:

Drama text – *An Inspector Calls*, J B Priestley

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

Prose – *Stories of Ourselves*, various authors

Poetry - *Gillian Clarke 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.

## MATHEMATICS

The 15s (Year 11) will continue to follow 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 three written papers, each 90 minutes duration. The examination will be sat in the summer of 2017.

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

### Topics to be covered:

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

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

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

### Assessment and Marking

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

### Textbooks

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

## PERSONAL, SOCIAL AND HEALTH EDUCATION

The aim of PSHE is to give pupils a better understanding of themselves, their environment and their society, and how these interact. Pupils will be encouraged, through modules designed for their stage and in response to the specific challenges they 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

# PHYSICS

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

- Medical applications of Physics
- Using Physics to make things work
- Using magnetic fields to keep things moving

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

- be aware of how x-rays and ultrasound are used in medical diagnostics
- know about refractive indices optic fibres uses of optics
- understand stability and moments, circular motion and simple harmonic motion
- understand electromagnets and motors, electromagnetic induction and transformers

## **Assessment and Marking**

A letter grade will be given for academic attainment. In some formative tasks, a numerical mark out of a certain 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 take the form of written assignments, class quizzes, and end of module tests. Mock examinations are held after Christmas, the final examinations are held in the Summer Term. Decisions on tier of entry (Higher/Foundation) will be finalised after the mock examinations.

## **Textbook**

*AQA Science: GCSE Physics (Nelson Thornes)*

# SPORTS

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

### **Term One**

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

### **Term Two**

- Handball, Dance
- Rugby, Hockey, Basketball

### **Term Three**

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

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

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

## **Extra Curricular Activities**

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

## **Assessment and Marking**

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

## ART AND DESIGN

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

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

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

#### **Aims of the course**

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

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

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

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

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

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

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

- Researching the context of the theme, analysis of artists and gallery visit, drawing and recording ideas in response.
- Final piece - **Timed Test - 10 hours.**

#### **Term Two**

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

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

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

#### **Assessment**

Continual throughout the year according to the Pearson Edexcel guidelines.

# BUSINESS AND ECONOMICS

## **Aims of the course**

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

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

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

### **Autumn Term**

#### **1 How to think like an economist**

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

#### **2 Risk or uncertainty**

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

### **Spring Term**

#### **3 Big or Small**

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

#### **4 Is growth good?**

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

### **Summer Term**

#### **5 Is the world fair?**

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

## **Assessment and Marking**

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

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

## **Controlled Assessment**

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

## **Textbook**

*Edexcel GCSE: Business: Introduction to Economic Understanding*

Online resources: tutor2u, BBC website

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

## CLASSICAL CIVILISATION

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

#### **Term One**

- Controlled assessment: Sophocles' *Antigone*

#### **Term Two**

- Revision of City life in the Classical world: Rome
- Revision: Homer's *Odyssey*

#### **Term Three**

- Revision: Sparta, Rome

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

- have completed controlled assessment on *Antigone*
- have revised all topics studied over the two year GCSE course

### **Trips**

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

### **Assessment and Marking**

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will also be frequently tested on vocabulary, grammar and translation.

### **Textbook**

Books and resources provided by the department.

# DRAMA

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

### **Term One**

- Set text
- Devised thematic piece
- Study of live performance
- Writing on live performance

### **Term Two**

- Scripted performance
- Written techniques
- Analysis of practical work
- Study of live performance

### **Term Three**

- Scripted performance (contd.)
- Writing on a live performance
- Exam preparation

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

- have developed and consolidated their understanding of the terms and ideas of Drama
- have had the opportunity to work in pairs, groups and individually
- have studied a play script in detail as a performer
- have explored notions of character, language, structure and style
- have had the opportunity to develop and devise a performance
- have rehearsed and performed a scripted piece of theatre
- have developed the skills required to analyse and write about live performance

### **Trips**

At least one theatre trip per term will be organised. As a component of the course is writing about live performance, some of the trips will be compulsory.

### **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 the pupils receiving a half termly grade and a full report in the Spring Term, which includes marks for attainment and effort.

## FRENCH

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

- Out and about (travel and tourism, visitor information, accommodation, directions, local amenities and the weather)
- Customer service and transactions (cafés and restaurants, shops and dealing with problems)
- Personal information (general interests, sport and leisure activities, family and friends and lifestyle)
- Future plans, education and work (job advertisements, job applications and CV, school, work and work experiences, basic language of the internet)
- Media and culture (internet, the press, television and cinema)

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

- express opinions on issues discussed in class
- use orally, recognise in the written form, understand and write key vocabulary and structures related to all the topics covered
- use a variety of tenses as well as complex grammatical structures when referring to topics
- write for different purposes and contexts about real or imaginary subjects; for example writing essays, leaflets, formal and informal letters
- communicate effectively in French, taking part in role-plays, making presentations and answering questions on topics studied in class

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with tests focusing on one or two skills. Throughout the academic year, pupils will sit controlled assessments in class for the writing and the speaking skills as part of their GCSE examinations and they will also sit mock examinations to prepare them for the reading and listening examinations. The Reading and Listening examinations will take place in the summer term. Pupils will normally receive a grade or a percentage as well as a target to help them make progress in the subject.

### **Textbook**

*Edexcel GCSE Higher*

# GEOGRAPHY

*We follow the AQA Geography A specification*

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

### **Term One**

- Controlled assessment

### **Term Two**

- The Restless Earth
- Population

### **Term Three**

- Revision

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

- understand the pattern of global population distribution
- understand and explain the causes of rapid population growth and how it can be reduced
- understand and explain the features associated with plate margins
- understand why volcanoes, earthquakes and tsunamis occur and their effect on people
- interpret photographs, maps, and graphs
- give detailed located case studies to support each topic studied

Pupils will complete their GCSE coursework in the first term. This piece of work contributes 25% to the overall grade.

## **Trips**

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

## **Assessment and Marking**

When pupils' work is marked they will be given a target to improve their future work. For more substantial pieces of work, they will receive a formal grade (A\*-E) 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 A*

# HISTORY

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

- (OCR Modern World with Germany depth study)
- Why did the USA fail in Vietnam? (Paper 1)
- Weimar Germany (Paper 1)
- Nazi Germany (Paper 1)

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

- be prepared fully for both Papers 1 and 2 in the summer
- have developed their structured writing and source analysis skills

## **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. All marking will include comments and targets for how to improve. The final mark will be made up of 45% Paper 1, 30% Paper 2 and 25% Coursework.

## **Textbook**

The standard text book for pupils in the 15s is the *Modern World GCSE* text book by Ben Walsh, published by John Murray. All pupils will be issued with this book and it must be brought to all lessons.

# ICT

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

### **Term One**

- Computing and Computational Theory; Preparing a Multimedia Solution; Folder and File Management; Examining Case Studies.

### **Term Two**

- Controlled Assessment 2: A Multimedia Solution.
- Analyse existing computer games.
- Design and create a game for a specific audience.

### **Term Three**

- Past paper and preparation for final exam.
- Analysis of pre-release material for exam case study.

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

- have completed 2 sets of Controlled Assessment.
- have learnt how to examine an ICT based case study
- be confident with all the theory content of the course

## **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 & 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 practice papers, past papers, end of module tests and the final 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.

## **Textbook**

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:**

- Holidays and geography: Holidays, excursions and accommodation, house and public places, geography and environment.
- Education and work: School and university, work and employment, family.

## **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 essential grammar points, specifically the present, future, conditional, perfect and imperfect tenses, adjectival agreement, question words, demonstrative pronouns and negatives, the present subjunctive, direct and indirect pronouns

## **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with tests usually focussing on one or two skills. Throughout the academic year, pupils will take controlled assessment in class for the writing and speaking skills as part of their GCSE examinations and they will also sit mock examinations to prepare them for the reading and listening examinations.

Pupils will normally receive a grade or a percentage as well as a target to help them make progress in the subject.

## **Textbook**

*Preparazione al GCSE in Italian*

# LATIN

## Topics to be covered this year:

### Term One

- Syntax and grammar: revision and practice of GCSE grammar and syntax
- Verse set texts: *Virgil: Aeneid I*

### Term Two

- Syntax and grammar: revision and practice of GCSE grammar and syntax
- Revision of prose set text: *Tacitus: Messalina Pliny: Ummidia Quadratilla*

### Term Three

- Syntax and grammar: revision and practice of GCSE grammar and syntax
- Set texts: Revision of *Virgil: Aeneid I, Tacitus: Messalina Pliny: Ummidia Quadratilla*

## By the end of the year pupils should:

- be able to translate and manipulate passages from original Latin authors
- have a very strong command of the Higher GCSE Vocabulary
- be familiar with the background and commentaries to *Virgil and Pliny*

## Trips

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

## Assessment and Marking

Pupils' work will be given a percentage mark and will be marked according to departmental guidelines. Pupils will also receive a comment appraising their work, setting targets to aim for and strategies to achieve those targets. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will also be frequently tested on vocabulary, grammar and translation.

## Textbooks

*Aeneid*; departmental resources;  
*Cambridge Latin Anthology*

## MEDIA STUDIES

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

#### **Term One**

- Action/Adventure film, specifically analysing genre and narrative issues
- The production of a storyboard
- Research and preproduction for own major practical project
- Production of own major practical project

#### **Term Two**

- Codes and conventions of TV comedy
- The pleasures derived from TV comedy
- Production of own major practical project
- Evaluation of own major practical project

#### **Term Three**

- Revision work for both examinations - practice papers, analysing unseen audio visual texts

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

- understand how to analyse camera angles, sound, mise-en-scene and editing
- have used a wide variety of media terms
- have gained knowledge about the British Television industry
- have analysed unseen media texts with confidence
- understand how audiences 'read' media texts
- have gained knowledge and skills in research and planning
- have gained skills in the production areas associated with their choice of production project

#### **Assessment and Marking**

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, which will form the pupils' coursework portfolio - this is 50% of the final GCSE mark. There will also be an examination including an Action/Adventure film textual analysis and also the TV Comedy institutions and audiences.

#### **Textbook**

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

# MUSIC

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

### **Autumn Term**

- 20th Century Music
- Completion of second piece of composition coursework
- Solo Performance preparation for November Recital Evening

### **Spring Term**

- Ensemble & Solo Performance for Examiner's visit in March
- Revision of all areas of study
- Refinement of both compositions

### **Summer Term**

- Revision work for the examination
- Examination May/June

## **Areas of Study:**

1. Music in Wales
2. Music for Stage and Screen
3. Music Evolution
4. Musical Forms and Devices

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

- understand the main elements of music and be able to write analytically about a variety of pieces
- be able to notate compositional ideas through the medium of ICT
- be familiar with a selection of different genres of music
- have gained confidence in performing with and in front of their peers
- have completed two compositions based on an Area of Study
- have been assessed by an external examiner for Solo performance and Ensemble performance

## **Assessment and Marking**

Pupils will be assessed on a regular basis through formative and self-assessment. Pupils are encouraged to take part in extra curricular activities to widen their musical understanding and we also encourage pupils to use practice rooms during their free time.

## **Trips**

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

- Theatre Trip
- Classical Music Concert

# PHYSICAL EDUCATION

## **Topics to be covered this year 15s:**

### **Term One**

- The Participant as an individual. Opportunities for further involvement

### **Term Two**

- International factors. Cultural and social factors. School and Physical education

### **Term Three**

- Study pre release materials and revision for exam

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

- know the National Curriculum requirements
- know about the healthy schools programme and PSHE along with:
  - Sport England
  - National Governing Bodies
  - Youth Sport Trust
  - The Dame Kelly Holmes Legacy Trust
- understand and apply the SPORT-P and FITT principles to a training programme
- know about school healthy eating, physical activity, extra-curricular opportunities and provision, emotional health and wellbeing
- understand Leisure time and opportunities available and reasons for this increase in leisure time, providers and users
- understand fairness and personal and social responsibility
- understand social groupings: peers, family, gender, ethnicity positive and negative effects on participation
- know about opportunities for staying in physical activity: roles that school encourage (official, coach), examination based courses, sports awards, vocational activities and career opportunities
- international sports events advantages and disadvantages of hosting
- link with role models
- know what Health and Safety is and rules for safety in sport
- Analysis and improvement of own performance controlled assessment

## **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

# RELIGIOUS STUDIES

Philosophy of Religion & Religious Ethics:

## **Believing in God**

- How a Christian upbringing or religious experience may lead to belief in God
- The arguments from Design and Causation
- Scientific explanations of the origins of the world and agnosticism and atheism
- How Christians respond to scientific explanations of the origins of the world
- How Christians respond to the problem of evil and suffering
- How 2 programmes about religion may affect a person's attitude to belief in God

## **Religion & Life**

- Why Christians believe in life after death and how this affects their lives
- Non-religious reasons for believing in life after death
- Why some people do not believe in life after death
- Different Christian attitudes to abortion and euthanasia
- How an issue from matters of life and death has been presented in one form of the media
- The causes of world poverty, and how Christian Aid is trying to remove world poverty

## **Marriage and the Family**

- Changing attitudes to marriage, divorce, family life and homosexuality in the UK
- The purposes of marriage in Christianity
- Christian attitudes to sex outside marriage, divorce, homosexuality and contraception
- Why family life is important for Christians
- How Christian churches help with the upbringing of children and family life
- How an issue from marriage and the family has been presented in one form of the media
- Changing attitudes to marriage, divorce, family life and homosexuality in the UK
- The purposes of marriage in Christianity
- Christian attitudes to sex outside marriage, divorce, homosexuality and contraception
- Why family life is important for Christians
- How Christian churches help with the upbringing of children and family life
- How an issue from marriage and the family has been presented in one form of the media

## **Crime and punishment**

- The need for law and justice; the theories of punishment
- The importance of justice for Christians and Muslims
- The nature of capital punishment and non-religious arguments about it
- Different Christian and Muslim attitudes to capital punishment, drugs and alcohol

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

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

## **Trips**

Trips will be organised if relevant to the topic of study

**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.

## SPANISH

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

- Out and about (travel, visitor information, accommodation directions, local amenities and the weather)
- Customer service and transactions (restaurants, shops and dealing with problems)
- Personal information (general interests, sport and leisure activities, family, friends and lifestyle)
- Future plans, education and work (job advertisements, job applications and CV, school, work and work experiences)
- Media and culture (internet, the press, television and cinema)

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

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- discuss relationships and problems using expressions of agreements, disagreements and giving advice
- express opinions of likes and dislikes on topics such as food and drink, leisure activities, films
- write formal and informal letters, for example discussing environmental issues or health issues
- discuss past and future holidays
- have a sound knowledge of essential grammar points specifically the present, future, conditional, perfect and imperfect tenses, adjectival agreement, question words, demonstrative pronouns and negatives

### **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with tests usually focusing on one or two skills. Throughout the academic year, pupils will take controlled assessment in class for the writing and the speaking skills as part of their GCSE examinations and they will also sit mock examinations to prepare them for the reading and listening examinations. Pupils will normally receive a grade or a percentage as well as a target to help them make progress in the subject.

### **Textbook**

*Edexcel GCSE Higher*

## THREE DIMENSIONAL DESIGN

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

### **Aims of the course**

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

### **Topics to be covered**

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

Unit 1 60% of total mark

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

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

Unit 2 40% of total mark

Question papers issued from 1 January in the 15s.

Marked by centre and moderated by OCR.

Unlimited preparation time.

10 hours of sustained focused study.

Candidates respond to their chosen starting point.

### **Assessment and Marking**

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

Examination Board: OCR

There is a termly charge of £80