



# **Year 10**

# **Curriculum Booklet**

# **2018-19**

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## **Introduction**

This booklet is intended to give you an overview of the curriculum that we offer to Year 10. We hope that parents and students will find it helpful and that it will enable parents to support students in their learning at home.

You will notice that every subject is organised in slightly different ways. Some have a rotation of modules depending on the class you are in, other subjects cover the same topics at the same time with all students. Some qualifications may have assessments (coursework) to complete in class, others are 100% written paper.

## **Independent working**

A major focus of our Academy Development Plan is teaching students how to take more ownership of their learning. Importantly, this includes how to deal with success and failure. We aim to get the balance right between giving helpful feedback that helps children improve their work while reducing stress and anxiety around exams. Our aim is to move towards an open, low-stakes form of feedback where individual assessments are reported back regularly, are helpful and meaningful.

We hope that parents will support this ethos by encouraging their children to ask teachers for feedback when they don't understand and to prepare for lessons by reading more widely about the topics they are studying. There is clear evidence to show that students who do this improve their grades. Making a revision schedule, starting revision early and sticking to the schedule is key to success. Similarly, students need to plan frequent rest breaks to keep the mind and body healthy during the exam period.

## **IMPORTANT CAVEATS**

### ***Caveat 1 – Timing***

Each subject has set out their schedule for the year. You will see dates given for topics and assessments. Please note that individual teachers may change the length of time they spend on a topic depending on how quickly students understand it. We want teachers to have the flexibility to plan effectively for each class so please be assured that the teacher is making the right choice if they delay an assessment for another few weeks or bring it forward. They will always let students know in class and may also list the date on Show My Homework. Equally, subject leaders may review the curriculum and decide that a particular module should be replaced with another to better suit the needs of our classes.

### ***Caveat 2 – Contact***

As we are providing additional information to parents via Go4Schools and through this booklet, some parents may wish to follow up with individual queries. Our starting point is that we have an open door policy and value parental interest. However, the rise in electronic communications can make teachers' lives difficult as they respond to frequent emails. Please remember that each teacher has, on average, 150 students that they interact with, including planning and marking work for each of them. We need to be realistic about how many emails they can respond to on a daily basis without detriment to their planning and workload. Also, students should increasingly take responsibility for their learning and be able to relay information from teacher to parent. Our hope is that this booklet and the feedback on Go4Schools will relay rich information to you on a regular basis.

## **Revision ideas**

There is one very simple rule about revision. The more you revise, the higher your grade will be. Our advice is to start early, make a plan and stick to the plan. It is also important to plan for regular breaks to keep your mind and body healthy. Research tells us that you actually need to forget things a few times and revisit them again for the ideas to stay in your long term memory ready for your exams. Also remember that some revision strategies work better in some subjects than others. Find the ones that are right for you and for each subject.

### **PIXL Independence & Endurance**

PiXL Independence is a website that has lots of revision materials for most GCSE subjects. PiXL Endurance contains lots of ideas on exercise and nutrition to keep you healthy through the exam period.

To log on to both services, go to this website: <https://students.pixl.org.uk>

The PiXL School number is: 303814 and the Password is: Indep34

### **Revision Schedule**

Revision doesn't mean learning. Your first job is to figure out which areas you are confident with, which need revision and which you need to go and learn first before you can then start to revise them. Make a list of all your subjects, then for each subject make a list of each paper. For each paper make a list of each topic covered in that paper. Next, RAG rate each topic. Lastly, make a weekly plan of which topics you are going to revise. For reds you will need to learn the topic to start with. Do this first and then go over them again as revision. Your teachers can help point you to good resources to help with this. For every half hour revising take a five minute break. Give yourself goals to work towards. For example, when you've done three hours revision you can have half an hour watching a TV programme you like.

### **Check your delusions**

Humans are bad judges of learning. If you don't test yourself you tend to OVERESTIMATE how well you are doing. You don't know what you don't know! You have to repeat the testing to make sure the links are strengthened. Also if you are going to spend hours revising, you need to make sure you are revising the stuff you don't know. Going over what you already know is not a good use of your time.

### **Put your phone down – Grow a Forest!**

The biggest distraction to revision is usually your phone. Download the "Forest" app at [www.forestapp.cc](http://www.forestapp.cc) You can team up with others to add a bit of peer pressure. Once you've clocked up enough revision hours the charity will actually plant a real tree!

### **Creating a Memory Palace**

This technique uses spatial memory to learn sequences of events and facts. It is useful to turn chunks of information into images which are then put into a story. For example you could picture yourself at your front door and attach a fact/events to this and then wander into the kitchen and in here there are two people dancing and this would represent...

### Let's Forget

Forgetting information and then revising it again will make the connections stronger and allow for greater recall. Flash cards with information/questions and answers are put in box 1, any that you get correct go into box 2 and so on. When information is forgotten then it goes back to box 1. This organises information you know and are still to memorise.



### Mind Maps

This is a good way to organise and simplify information and make connections between sub-topics. The key to mind maps is making them colourful and use images which will be memorable (e.g. humorous images). Once complete stick the mind map up at home and use this throughout your daily life to memorise information.

### Wall Map

Use your bedroom wall as a massive mind map by making posters with the key ideas you are trying to remember. Use Blu-tack to temporarily stick them to your bedroom wall so that you regularly see them and remind yourself what they mean.

### Use your senses

Our brains receive information through our five senses. The more senses we use, the more your brain takes notice and remembers. The three main ones for school work are:

**Eyes - visual:** Draw pictures that help you remember key concepts. Mindmaps are a good example. Use colour and make them large.

**Ears – hearing:** Listen to podcasts. Make your own podcasts using the sound recorder on your phone and listen to them. Team up with some friends and swap podcasts. Make up rhymes and songs for key facts that you want to remember.

**Touch – feeling:** Get practical, link gestures to ideas, for example, physically counting your fingers and remembering a key point on each finger. Revise with other people, quiz each other, make it competitive and fun.

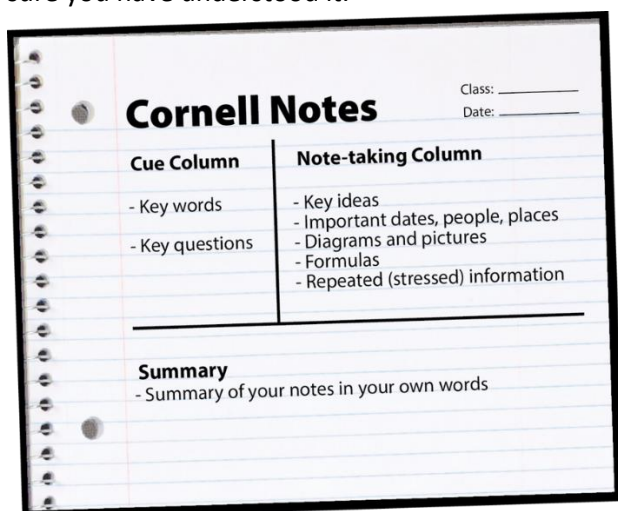
**Combinations:** Invent characters and imagine what they look and sound like. Give them different accents and types of clothes. When you read through your notes in that topic, imagine that character speaking. For example, if you're revising the plague in history make a picture of the grim reaper in your head and speak your notes in a deathly voice. Write your revision notes in different formats, perhaps one as a newspaper article, one as a letter to a friend, make haikus or comic strips. Your brain likes variety. Work with a friend who doesn't study the same subject as you. Teach them something from your topic, you will have to explain it well for them to understand and this helps you summarise and memorise.

### Exam Papers

The best way to get ready for examinations is to practise in a comfortable environment. Make a plan of which questions are the hardest (some use red – hard, amber – medium and green - easy) then plan out how to answer these questions. Creating a mark scheme for these exam papers are really useful as it gets you to think like the examiner that is marking your exams.

### Cornell note-taking method

This is a good way to make revision notes. You get the detail on the right but some thinking cues on the left and an easily remembered summary at the bottom. Writing the summary actually makes sure you have understood it.



### **Mock exams**

There will be an opportunity for students to sit mock examinations at the end of Year 10. Each subject teacher will inform students as to which papers will be set. Details will also be posted on Show My Homework.

The mock exams for Year 10 will be held on the week beginning Monday 24<sup>th</sup> June 2019.

## **Expressions used in Go4Schools**

We use Go4Schools website to record assessments and provide feedback to students and parents. Instructions for parents and students to log on are available on the academy website. Three times a year we will create a “Snapshot” of the grades achieved to date which serves as a traditional report.

All GCSE subjects now use the 1 – 9 system. Grade 4 is roughly equivalent to the old grade C and grade 7 is roughly equivalent to the old grade A. All GCSE subjects report the overall grade as a GCSE grade. In maths and languages you will also see a Pearson step. Pearson Edexcel is the exam board we use for GCSE languages and maths and our scheme of work uses their text books and assessment schemes. Steps range from 1-12 and demonstrate progress across all of the skill areas. Step 1 is the basic starting point assuming no prior knowledge of the language/maths concept and Step 12 represents the highest GCSE grade. Students’ achievement in the steps may fluctuate across the year as they tackle new and different topics.

### ***On-Track***

To assist with interpreting the grades received in class assessments and mock exams, teachers will give feedback, so far as they can reasonably tell, about progress towards a student’s target. The possible grades are:

On-track: Well done, you are on track to reach or exceed your target. Keep doing what you are doing.

Just below target: You have fallen behind slightly but should be able to catch up soon providing you make the extra effort.

Not meeting potential: You have fallen so far behind in your work that you will need to make serious changes in order to meet your target. You should consider your routines after school, the amount of time you spend revising and preparing for lessons, your attitude and effort in class.

### ***Effort & homework***

Teachers will also give feedback on how hard students have worked in class and on homework. They will receive a grade for effort in class, the quality of homework and how regularly homework is completed. A colour scale is used where Purple is for students with the best effort/homework in the class, green for those who meet the required standard. Amber is given to those whose effort is slightly below expected and these students will be expected to make a greater effort in the coming term. Students who receive a “Red” need to make a sudden and lasting change as they are falling way short of our expectations.

I’m sure you will want to congratulate your son/daughter if they are getting an effort level of Purple or Green for their class and homework. If they are getting Amber or Red please do discuss this with them and consider how they can improve this in the coming term.

## Self-Regulation

We aim to create an environment which allows students to take control over their learning and realise their future. Educational literature has demonstrated the positive impact of self-regulation on learning and progress (Zimmerman, 2000; Zimmerman & Bandura, 1994; Moos and Ringdal, 2012; Moffitt et al. 2011; Lawson et al. 2013; Stajkovic et al. 2018). We use Zimmerman's model of Self-Regulation as this provides a robust explanatory lens. Self-regulation is a skill which can be learnt and is taught through the pastoral programme and used by all teaching staff using the cycle as shown below:



Both long, medium and short term goals are set which provide direction for students. There are strategies that are used to help students learn in the class and at home which are linked to self-initiated rewards and consequences. These strategies range from effective revision strategies to controlling internal distractions like emotions which would reduce engagement and effort. Accurate reflection takes place to evaluate the plan and whether their thinking and behaviour is going to achieve their desired goal or not and then alter accordingly. This cycle would begin again with adjustments made and this would occur daily leading ultimately to students who have control over their learning inside and outside of the classroom.

We hope you find this booklet useful. If you have any feedback, suggestions or queries please contact Mr Dixon by emailing [mdixon@oxfordspiresacademy.org](mailto:mdixon@oxfordspiresacademy.org)

## **Art: Exam board – Edexcel**

[Click here for specification \(online version only\)](#)

The Art GCSE is made up of 60% Personal Portfolio (Coursework units) and 40% Exam, an externally Set Assignment (10 hour exam)

Both elements are assessed against 4 Assessment Objectives: Develop; Refine; Record and Present and marked out of 72.

Content:

- Experiencing new and exciting materials, techniques and processes
- Developing visual language skills
- Being creative, innovative, enthusiastic and imaginative
- Visiting galleries, museums, workshops and studios
- Experimenting and taking risks
- Working both individually and in groups.

The GCSE covers a range of practical activities and in-depth written assignments. Students will experiment with different media in order to explore their strengths and preferences. There are a wide range of techniques and processes for students to choose to work in, in response to the theme of Portraiture. Students are encouraged to be more responsible and independent in the direction of their work. Whatever media they choose, the main aim of the course is to develop visual language skills and build a comprehensive portfolio of work to progress to further courses or employment.

Art teaches students life skills – they undertake research and investigation, problem solving, confidence building, visual awareness, ability to develop ideas, initiative and cultural understanding. The study of Art helps students develop transferable skills that they can take into any career or job. Art and Design will be required for particular careers in such fields as advertising, marketing, design, architecture, publishing and the media, where the subject is directly applicable.

Homework will be set once a week and each piece should take approximately 2 hours to complete. You will be set a mixture of written work, research, and practical tasks.

### ***Useful resources:***

London Galleries:	Oxford Galleries:
<a href="https://www.tate.org.uk/art">https://www.tate.org.uk/art</a>	<a href="https://www.modernartoxford.org.uk/">https://www.modernartoxford.org.uk/</a>
<a href="https://www.nationalgallery.org.uk/paintings">https://www.nationalgallery.org.uk/paintings</a>	<a href="https://www.ashmolean.org/home">https://www.ashmolean.org/home</a>
<a href="https://www.saatchigallery.com/">https://www.saatchigallery.com/</a>	<a href="https://www.prm.ox.ac.uk/">https://www.prm.ox.ac.uk/</a>
<a href="https://www.npg.org.uk/">https://www.npg.org.uk/</a>	

### **Galleries in Oxford:**

Modern Art Oxford, The Ashmolean Museum, Pitt Rivers Museum, The Jam Factory, The Oxford Ceramics Gallery, The North Wall Arts Centre, Arts at the Old Fire Station, The Oxford Gallery, Christ Church Picture Gallery, Sarah Wiseman Gallery, Pembroke JCR Art Gallery, Aria Photography, Taurus Gallery, Sinolink Gallery, The China Shop, O3 Gallery, Story Museum, Aidan Meller Gallery.



**Art Scheme – Assessment dates shaded**

	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Term 1 topic	<b>Portraiture</b>						
Assessments	<b>Practical:</b> Observational drawing of a facial feature. Develops skills in recording of ideas and creating refined responses						

	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Term 2 topic	<b>Portraiture</b>							
Assessments	<b>Practical and Written:</b> Artist presentation page, practical response and artist analysis write up. Analytical skills combined with exploring, selecting and reviewing techniques and processes							

	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Term 3 topic	<b>Portraiture</b>					
Assessments	<b>Practical and written:</b> René Magritte analysis and grid drawing. Analytical skills combined with recording ideas relevant to intentions related to the work of others					

	25th Feb	4th March	11th March	18th March	25th March	1st April
Term 4 topic	<b>Portraiture</b>					
Assessments	<b>Practical:</b> Grid drawing assessment. Developing skills in observation, recording and refining ideas					

	22nd April	29th April	6th May	13th May	20th May
Term 5 topic	<b>Portraiture</b>				
Assessments	<b>Practical and written:</b> Presentation page on Reductive Lino prints, and artist analysis inspired by German expressionist, Karl Schmidt.				

	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Term 6 topic	<b>Portraiture</b>						
Assessments	<b>Practical:</b> End of year assessment. A final piece demonstrating your skills developed throughout the year.						

## **Business: Exam board – OCR**

[Click here for specification \(online version only\)](#)

- Paper 1: Business activity, marketing and people (50%)
- Paper 2: Operations, finance and influences on business (50%)

Homework will be set once a week and will need to be completed to the best of your ability. Students may pop into the department at any time for assistance with homework.

### **Useful Resources:**

- [www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/](http://www.ocr.org.uk/qualifications/gcse-business-j204-from-2017/)
- [www.ocr.org.uk/i-want-to/find-resources/](http://www.ocr.org.uk/i-want-to/find-resources/)
- *OCR GCSE 9-1 Business (third edition) Mike Schofield, Alan Williams- Hodder Education*
- <https://www.bbc.com/bitesize/subjects/zpsvr82>
- *OCR GCSE 9-1 Business Michael Schofield- my revision notes*

Term 1	<b>Business 1: business activity, marketing and people (J204/02)</b>
Topic will consist of	The role of business enterprise and entrepreneurship; Business planning; Revenue; costs; profit and loss; Business ownership; Business aims and objectives

Term 2	<b>Business 1: business activity, marketing and people (J204/02)</b>
Topic will consist of	Stakeholders in a business; Business growth; The role of marketing; Market research; market segmentation

Term 3	<b>Business 1: business activity, marketing and people (J204/02)</b>
Topic will consist of	The marketing mix; The role of human resources

Term 4	<b>Business 1: business activity, marketing and people (J204/02)</b>
Topic will consist of	Organisational structures and different ways of working; communication in business; Recruitment and selection

Term 5	<b>Business 1: business activity, marketing and people (J204/01)</b>
Topic will consist of	Motivation and retention; Training and development; Employment law

Term 6	<b>Business 2: Operations, finance and influences on business (J204/02)</b>
Topic will consist of	Production processes; Quality of goods and services

## **Computing: Exam board – OCR**

[Click here for specification \(online version only\)](#)

- Paper 1 – Computer Systems (50%)
- Paper 2 – Computational Thinking (50%)
- Paper 3 – Year 11 NEA (Non Exam Assessment) Programming Project – 20 Hours – Mandatory Course Task. This project is undertaken in Year 11 and includes time during INSET days and school holidays.

TERM	PAPER 1 TOPICS (Red folder)	PAPER 2 TOPICS (Blue folder)	NEA PREP – Green Folder
1	1.4 Wired and wireless networks 1.7 System Software 1.6 Security	2.1 Computational Thinking Core 2.2.8 Subroutines 2.2.7 1D Arrays/Lists	Lists micro-project <b>Submit micro project</b>
2	1.5 Network topologies, protocols and layers <b>w/c 26 Nov – Paper 1 Test</b> <i>Corrective Teaching</i>	2.1.2 Searching – Linear/Binary 2.1.3 Bubble Sort <b>w/c 26 Nov – Paper 2 Test</b> <i>Corrective Teaching</i> 2.2.4 Basic Files	Begin files Micro Project
3	2.1 Review CPU 2.5 Translators Practical – LMC Revision of Networks 2.4/2.5	2.2.5 Records 2.2.7 Tables 2.2.6 Intro to SQL Queries	<b>Files Micro Project – Due w/c 14-01-2019.</b>
4	<b>w/c 4-03 – Paper 1 Test</b> Review of Paper 1 topics and ongoing corrective tasks: 1.1 CPU / 1.2 Memory / 1.3 Storage	<b>w/c 4-03 – Paper 2 Test</b> Review of Paper 2 topic. 2.6.2 Review - Number Representation 2.6.4 Image 2.6.5 Sound	<b>Caesar Cipher Encryption Micro Project</b>
5	Review of Paper 1 topics: 1.7 Software / 1.4&1.5 Networks / 1.6 Security	2.6.3 Characters 2.6.6 Caesar Cipher (Encryption) 2.2.3 Strings	Students will be assessed on the QUALITY of their CORRECTIVE ACTIONS in this term
6	<b>w/c 17/6 Paper 1 MOCK</b> <i>Corrective Teaching</i>	<b>w/c 17/6 Paper 2 MOCK</b> <i>Corrective Teaching</i> 2.3 Producing Robust Programs	Analysis and design phase of an NEA project: <ul style="list-style-type: none"> <li>• Hierarchy Diagrams</li> <li>• Structure Charts</li> <li>• Success Criteria</li> <li>• Testing Plans</li> <li>• Robust I/O library</li> <li>• Menu Library</li> </ul>

#### Useful Online Resources:

[www.teach-ict.com](http://www.teach-ict.com) – An online textbook. Login details supplied to students in Show My Homework & Edmodo.

<https://www.bbc.com/bitesize/subjects/z34k7ty>- BBC Bitesize.

[www.edmodo.com](http://www.edmodo.com) – A Cloud based learning platform with many benefits.

[www.quizlet.com](http://www.quizlet.com) – A digital flashcard platform. A fun way to learn key terminology.

[www.trinket.io](http://www.trinket.io) – A cloud based coding platform allowing for coding in block and python.

<https://create.withcode.uk/> - Another python platform.

<https://student.craigndave.org/gcse-videos> - Craig n Dave Videos

### **Recommended Software to install at home:**

<http://dia-installer.de/download/index.html> – DIA – Cross platform diagram tool

<https://thonny.org/> - Thonny – Python & Integrated Development Editor all in one!

<https://sqlitebrowser.org/> - SQL Lite Browser

### **Study Guides:**

[Pearson Revise OCR GCSE Computer Science](#) – Available from school (parent pay)

[https://www.cgpbooks.co.uk/Student/books\\_gcse\\_cs.book\\_COR41](https://www.cgpbooks.co.uk/Student/books_gcse_cs.book_COR41)

### **Recommend Textbooks:**

<https://www.pgonline.co.uk/resources/computer-science/gcse-aqa/learning-to-program-in-python/>

<http://www.cambridge.org/gb/education/subject/computing/computer-science/gcse-computer-science/gcse-computer-science-ocr-student-book?isbn=9781316504031>

<https://www.pgonline.co.uk/resources/computer-science/gcse-ocr/?tab=textbooks>

## **Design & Technology: Exam board – Eduqas**

[Click here for specification \(online version only\)](#)

- Coursework: Design & make task (50%)
- Written paper: Design & Technology in the 21<sup>st</sup> Century (50% )

Students will produce coursework which will consist of a design portfolio and a manufactured prototype. The students will exhibit their coursework (folio and prototype) for parents and teachers on the evening of the 20th April 2019). They will gain valuable feedback from this evening which will enable them to objectively evaluate their work and submit their completed project on the 1<sup>st</sup> of April 2019.

Throughout the year core knowledge and understanding will be delivered and on the submission of coursework in depth revision will take place leading up to the external exam.

### **Assessment:**

50% Coursework - This will consist of a design portfolio containing;

- Identifying and investigating design opportunities
- Developing a design brief and specification
- Generating and developing design ideas
- Manufacturing a prototype
- Analysing and evaluating design decisions and prototypes

50% External exam – This will consist of knowledge and understanding of;

- Wood, Textiles, Metals, Plastics, Smart materials
- Design and technology and our world
- Electronic systems
- Mechanical components and devices
- Designing and making principles

Homework will be set once a week during the design and development stage and the content will complement pupils' studies at that time. Students will have one week to complete homework and return it to their subject teacher.

<b>Term 1</b>	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Clock project	Core materials	Applied design	Develop solution	Dovetails	Joining wood	Assembly	Theory: sources of energy
Assessment	Core clock construction; Ideas & development						

<b>Term 2</b>	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Clock project	2D design	Manufacture clock				Complete clock	Analysis & evaluation	Theory: Manufacturing
Assessment	Completed clock project							

<b>Term 3</b>	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Tea Light project	Theory: Consumer	Applied design	Research	Development	Theory: Product Analysis	Manufacture
Assessment	Design work					

<b>Term 4</b>	25th Feb	4th March	11th March	18th March	25th March	1st April
Tea Light project	Manufacturing			Analysis & evaluation	Theory: Systems & control	Theory: Circuits & components
Assessment	completed tea light project					

<b>Term 5</b>	22nd April	29th April	6th May	13th May	20th May
Electronics project	Manufacturing		Design packaging	2D design	Complete & evaluate
Assessment	completed electronics project				

<b>Term 6</b>	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Design & make task						

## **Drama: Exam board – Edexcel**

[\*Click here for specification \(online version only\)\*](#)

- Coursework: Devising (40%) / Performance from text (20%)
- Written paper: Theatre makers in practice (40%)

Students on the new specification work on a devised performance, detailing their journey through the process as either written or spoken coursework. They also perform two sections from a published script, for an external examiner to watch, and write about a play we have studied on a practical basis and live theatre for their final written exam paper. The course draws together the practical and theoretical elements of drama and theatre, to give the students a complete experience of the creative process in this field.

The department offers many extra-curricular activities including House Drama and Dance, Pantomime, Senior Drama Evening etc. Our extra-curricular work offers students the opportunity to develop beyond the school curriculum and find talents and skills they often doubted in themselves. It is in this field where we often see students develop crucial life skills and confidence that impact on their work in all areas of school life and provide memorable experiences and lasting friendships.

In Drama lessons students will receive homework that relates directly to what they will be doing in future lessons. Homework will be set approximately 3 times per new term and will include specific written/creative tasks and ongoing research and development tasks. Homework will occasionally include rehearsals as part of a group, at an agreed time outside of lessons. Students will need to complete all homework tasks in order to make good progress and should always ask their teacher, in advance of the next lesson, if they have trouble with completing the task. Students will often have an option as to the format in which they present their work and should give careful consideration to their choice.

## Drama Scheme

<b>Term 1 to 4 topic</b>	Devising – component 1 GCSE controlled assessment unit (40% of final mark)
<b>Term 4 topic</b>	Final assessment – videoed for marking in school and external moderation. Written controlled assessment 1500 – 2000 words (can be voice recorded – 8 – 10 minutes)
<b>Assessment</b>	Final performance – in exam situation in the theatre with an audience. Assessed on: control of vocal and physical skill, interaction with others on stage, quality of 6 key skills, structure and impact of the play, relevance to the original stimuli.  Written controlled assessment: Quality of communication, detailed analysis of the development through research and rehearsals, individual contribution to the piece and rehearsals, evaluation of the final performance.
<b>Term 5 &amp; 6 topic</b>	Reading of the set text for this year. (currently Shakespeare’s 12 <sup>th</sup> Night)
<b>Assessments</b>	Ongoing analysis of the text from actor, director and technical perspective. Mock paper on set text during end of year mock exams.



## English: Exam board - Edexcel

[Click here for English Language specification \(online version only\)](#)

[Click here for English Literature specification \(online version only\)](#)

### **English Language:**

- Paper 1: Fiction & Imaginative writing - Unseen fiction extract 15%, Creative writing 25%
- Paper 2: Non-Fiction & Transactional writing – 20<sup>th</sup> & 21<sup>st</sup> Century Unseen texts 35%, Transactional writing 25%
- Speaking & listening

### **English Literature:**

- Paper 1: Shakespeare & post-1914 literature (An Inspector Calls)
- Paper 2: 19<sup>th</sup> Century novel & Pearson poetry anthology

Teachers will set homework regularly. Tasks will be adapted to meet the needs of students in class and each piece should take up to an hour to complete though the work will become increasingly demanding as you progress through the course. Kinds of homework will include: written work, research, learning spellings and vocabulary and wider reading.

<b>Term 1</b>	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	An Inspector Calls						

<b>Term 2</b>	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Pre 19 <sup>th</sup> Century text							

<b>Term 3</b>	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	19th Century unseen fiction extracts					

<b>Term 4</b>	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Unseen poetry – Poetry anthology					

<b>Term 5</b>	22nd April	29th April	6th May	13th May	20th May
Topic	Unseen poetry – Poetry anthology				

<b>Term 6</b>	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Revision of literature texts; 20th & 21st Century unseen texts; Transactional writing						

## KS4 English Reading List

<b>Pre 20th Century Classic Fiction</b>
Alexander Dumas, The Count of Monte Cristo
Charles Dickens, David Copperfield, Bleak House, Great Expectations, Hard Times
Charlotte Bronte, Jane Eyre
Daniel Defoe, Robinson Crusoe
Elizabeth Gaskell, North and South
Emily Bronte, Wuthering Heights
Evelyn Waugh, Brideshead Revisited
Frances Hodges Burnett, The Secret Garden
George Elliot, Middlemarch
Jane Austen, Emma, Northanger Abbey, Persuasion, Pride and Prejudice
Jonathan Swift, Gulliver's Travels
Louisa May Alcott, Little Women
Mark Twain, The Adventures of Huckleberry Finn
Sir Walter Scott, Ivanhoe

<b>Crime</b>
Agatha Christie, Murder on the Orient Express
Arthur Conan Doyle, The Hound of the Baskervilles
Daphne du Maurier, Rebecca
John Le Carre, Tinker, Tailor, Soldier, Spy
Peter Carey, The True History of the Kelly Gang
Raymond Chandler, The Big Sleep

<b>Horror</b>
Bram Stoker, Dracula
Henry James, The Turn of the Screw
Mary Shelley, Frankenstein
Oscar Wilde, The Picture of Dorian Gray
Robert Louis Stevenson, Dr Jekyll and Mr Hyde
Stephen King, The Shining
Wilkie Collins, The Woman in White

<b>Autobiographies and Biographies</b>
Anne Frank, The Diary of Anne Frank
Arthur Golden, Memoirs of a Geisha
Frank McCourt, Angela's Ashes
Juan Chang, Wild Swans
Maya Angelou, I Know Why the Caged Bird Sings
Nelson Mandela, A Long Walk to Freedom

<b>20th Century Classic Fiction</b>
Alice Walker, The Colour Purple
Carson McCullers, The Heart is a Lonely Hunter
Chinua Achebe, Things Fall Apart
E. M. Forester, Howard's End
Evelyn Waugh, Brideshead Revisited
F. Scott Fitzgerald, The Great Gatsby
Graham Greene, Brighton Rock
Harper Lee, To Kill A Mockingbird
J. D. Salinger, The Catcher in the Rye
Jack London, The Call of the Wild, White Fang
James Baldwin, Go tell it to the Mountain
John Updike, Rabbit, Run
Joseph Conrad, Heart of Darkness
Kingsley Amis, Lucky Jim
Muriel Spark, The Prime of Miss Jean Brodie
Sylvia Plath, The Bell Jar
Truman Capote, Breakfast at Tiffany's
William Golding, Lord of the Flies
Ernest Hemingway, A Farewell to Arms
James Joyce, A Portrait of the Artist as a Young Man

<b>War</b>
Erich Maria Remarque, All Quiet on the Western Front
John Hersey, Hiroshima
Joseph Heller, Catch 22
Leo Tolstoy, War and Peace
Michael Frayn, Spies
Pat Barker, Regeneration Trilogy (Regeneration, Eye in the Door, The Ghost Road)
Robert Graves, Goodbye to all That
Robert Harris, Enigma
Sebastian Faulks, Birdsong

<b>History</b>
Hilary Mantel, Wolf Hall
Michael Morpugo, Private Peaceful
Philippa Gregory, The Other Boleyn Girl
Tom Wolfe, The Right Stuff
Tracy Chivalier, The Girl with the Pearl Earring

<b>Poetry</b>
Epic Poems
Beowulf (Translated by Ted Hughes)
Homer, The Iliad & The Odyssey
John Milton, Paradise Lost
Samuel Taylor Coleridge, The Rime of the Ancient Mariner

<b>Fantasy and Science-Fiction</b>
Douglas Adams, The Hitchhikers Guide to the Galaxy
George Orwell, 1984
H.G. Wells, The Time Machine
Jack Finney, Invasion of the Body Snatchers
John Wyndham, The Day of the Triffids
J. R. R. Tolkein, The Lord of the Rings
Jules Verne, Journey to the Centre of the Earth, 20,000 Leagues under the Sea
Kazuo Ishiguro, Never Let Me Go
Lewis Carroll, Alice in Wonderland
Margaret Atwood, The Handmaid's Tale
Mervyn Peake, Gormenghast Trilogy (Titus Groan, Gormenghast & Titus Alone)
Michael Faber, Under the Skin
P. D. James, The Children of Men
Philip K. Dick, The Man in the High Castle
Philip Pullman, His Dark Materials Trilogy (Northern Lights, The Subtle Knife & The Amber Spyglass)
Robert Harris, Fatherland
Terry Pratchett, Dodger

<b>Collections by:</b>
Carol Ann Duffy
Seamus Heaney
Grace Nichols
Simon Armitage
John Agard
Stevie Smith
John Keats
Sylvia Plath
Lord Byron
Ted Hughes
Percy Bysshe Shelley
William Blake
Samuel Taylor Coleridge
William Wordsworth

<b>Modern and Contemporary Fiction</b>
Alex Garland, The Beach
Alice Sebold, Lovely Bones
Aravind Adiga, The White Tiger
Arundhati Roy, The God of Small Things
Charles Fraizer, Cold Mountain
Chuck Palahniuk, Fight Club
Cormac McCarthy, No Country for Old Men
DBC Pierre, Vernon God Little
Monica Ali, Brick Lane
Hunter S. Thompson, Fear and Loathing in Las Vegas
Iain Banks, The Crow Road, The Wasp Factory
Ian McEwan, Atonement, The Child in Time
J.M. Coetzee, Disgrace
Judy Blume, Are you there God? It's me Margaret
Ken Kesey, One Flew over the Cuckoo's Nest
Khalid Hosseini, Kite Runner
Thomas Keneally, The Chant of Jimmie Blacksmith
Tom Wolfe, The Bonfire of the Vanities
Toni Morrison, Beloved
William Boyd, Brazzaville Beach, Restless
Yann Martel, The Life of Pi
Zadie Smith, White Teeth
Jeffrey Eugenides, The Virgin Suicides
J. G. Ballard, Empire of the Sun
Mark Haddon, The Curious Incident of the Dog in the Night-time

<b>Politics</b>
George Orwell, Animal Farm
Niccolo Machiavelli, The Prince

<b>Short Stories Collections by:</b>
Edgar Allan Poe
Guy de Maupassant
Roald Dahl
Ernest Hemingway, Collected Short Stories
James Joyce, Dubliners
Neil Gaiman

## **Geography: Exam board – Eduqas Geography B**

[Click here for specification \(online version only\)](#)

- Paper 1: Investigation: Geographical Issues (40%)
- Paper 2: Problem Solving Geography (30%)
- Paper 3: Applied Fieldwork Enquiry (30%)

Theme 1 – Changing Places - Changing economies. This is the human geography topic. It includes urban and rural change, retail, leisure and development.

Theme 2 – Changing Environments. This is the physical geography topic. It includes rivers, coasts, weather and climate, and climate change.

Theme 3 – Environmental Challenges. This is the environmental geography topic. It includes ecosystems, water supply, and desertification.

Students will follow one course and complete the same papers regardless of their ability at GCSE – there are no longer any tiered foundation or higher papers.

Links to the textbooks that support the course are as follows:

My Revision Notes: WJEC Eduqas GCSE (9–1) Geography B  
ISBN: 9781471887376

WJEC Eduqas GCSE (9–1) Geography B Andy Leeder, Alan Brown, Bob Digby, Val Davis  
ISBN: 9781471857874

### **Top Tips:**

What can I do to help myself towards success at GCSE?

- Hand work in on time!
- Use a revision guide to review content and learn knowledge.
- Use learning checklists to make sure you know, understand and can apply this to answer questions.
- Practise geographical skills – map reading, drawing graphs etc.
- Create mind maps of key case studies we have used. Make revision cards.
- Visit revision websites e.g. BBC Bitesize.
- Watch revision clips on YouTube/ GeogTube
- Redraft and improve answers to questions completed in class.
- Read and mark model answers given by your teacher for specific questions.
- Attend Geography support sessions; after-school Thursday in H7 or lunchtime Friday in H8
- Ask your teachers questions to help you understand difficult ideas.
- Know what your target grade is and what you need to do specifically to improve.

### **Useful Resources:**

BBC Bitesize

<https://www.bbc.com/bitesize/examspecs/ztp2qty>

<b>Term 1</b>	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Theme 1 – Changing Places - Changing economies						
Assessment							Mini Theme 1

<b>Term 2</b>	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Theme 1 – Changing Places - Changing economies							
Assessment							Mini Theme 1	

<b>Term 3</b>	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Theme 2 – Changing Environments					
Assessment				Mini Theme 2		

<b>Term 4</b>	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Theme 2 – Changing Environments.					
Assessment	Half Paper 1					

<b>Term 5</b>	22nd April	29th April	6th May	13th May	20th May
Topic	Fieldwork				
Assessment					Mini paper 3

<b>Term 6</b>	3rd June	10th June	17th June	24th June	1st July	8th July	15th July	22nd July
Topic	Fieldwork / Revision							
Assessment	Paper 1 and full paper 3							

## **History: Exam board – Eduqas**

[Click here for specification \(online version only\)](#)

- Paper 1: Studies in depth (50%)
- Paper 2: Studies in breadth (50%)

Students follow the Eduqas GCSE History Linear Specification (A), all students sit the same exam and there are no tiers. Students study the GCSE course over Years 9 and 10, sitting a mock exam at the end of Year 10. Based on their mock exam we will then spend Year 11 addressing any final topics that students need to revise and ensuring they are fully prepared before they take their GCSE exam in Year 11.

The 4 topics studied include: Nazi Germany, USA 1930-2000, Crime and Punishment through time (500 – present) and Elizabethan England. This course has been chosen to suit a wide variety of students and allow for the most interesting topic which the students can also access with ease.

History students go on a variety of educational trips. These include: The London Dungeons, Oxford Castle/Prison, a historic walking tour of Oxford and a trip to the Globe Theatre.

Term 1	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct	
Topic	Changing life in the USA 1930-2000							
Term 2	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Changing life in the USA 1930-2000							
Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb		
Topic	Changing life in the USA 1930-2000							
Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April		
Topic	Elizabethan England							
Term 5	22nd April	29th April	6th May	13th May	20th May			
Topic	Elizabethan England							
Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July	
Topic	Elizabethan England	Exam revision		Elizabethan England				

## **Languages: Exam board – Edexcel**

[Click here for French specification \(online version only\)](#)

[Click here for German specification \(online version only\)](#)

[Click here for Spanish specification \(online version only\)](#)

- Paper 1: Listening and understanding (25%)
- Paper 2: Speaking (25%)
- Paper 3: Reading & understanding (25%)
- Paper 4: Writing (25%)

Parents can support their children throughout their language learning experience at OSA by encouraging them to use resources provided by their teachers and online resources on a regular basis. Some we would recommend are: Activelearn (all students have access and are provided with login and password details by our ICT department), Duolingo, YouTube “Easy French/German/Spanish”, BBC bite size and any others that students themselves may find. Additionally, parents will be able to log into “Show my Homework” where the MFL teachers regularly post homework tasks and support materials.

All students will also be provided with relevant grammar and vocabulary sheets to support their progress through each module of work (there are 4-5 throughout each year). At the end of each module students will sit assessments in a combination of skills. They will take these when they have successfully completed a module so this will vary from class to class. To support your child to be well prepared for these assessments please encourage them to use all the resources provided and recommended.

We use the Pearson steps system to assess students. This is provided by the exam board and prepares students well for the GCSE syllabus.

Assessments are taken at the end of each of the five modules. You need to know EVERYTHING on the relevant vocab sheet, also all the practise writing tasks in your exercise book and all the grammar covered for that module. Also re-revise everything from the modules before as previously learnt work can come up combined with the new stuff.

Each assessment will test 2 skills (1 receptive & 1 productive) at the end of each module. Each class starts with module 1 and will progress through modules 2 – 5 at the right speed for each class. Lower sets will take longer to complete modules than higher sets for example.

Homework is set once a week and should take around 30 minutes (but students should be looking over new vocabulary more regularly – ideally 10 minutes per day)

Task types to expect: online listening and/or reading exercises, online grammar exercises, online vocabulary tests, preparing written or spoken presentations, consolidation exercises in exercise book, checking, correcting, improving & redrafting work and research.

The following are helpful strategies for revision in languages:

- **ABSOLUTELY KEY = LITTLE AND OFTEN** – you will NOT succeed if you leave this until a few days before the test. Starting early and developing good habits of doing some at least every other day will ensure you are able to learn the language properly. Even 10 minutes will make a difference as long as you start early enough.
- Cover the English, look at the French/German/Spanish and try to say what it means.
- When more confident you should do the same but covering the French/German/Spanish.

- For words/phrases you do not know say it out loud 20 times & then retest yourself. (you might benefit from singing/rapping the vocabulary)
- You should also practise doing the same but writing them (on a mini whiteboard/scrap paper etc) – 20 times is key!
- For sections you are struggling with you could write the language out on little cards (a different coloured card for each section can help the memory)
- Cards/vocab books can be taken around with you so that you can keep checking things and testing yourself – eg. on car journeys, whilst waiting for brothers/sisters at classes etc!
- Looking over written work you have done and corrected in your purple or green exercise books will also be very helpful.
- Make sure you know your verb endings and tenses inside out – especially all the irregular ones!
- You will also have the revision guide that you should have bought and also access to all the practise tasks in Active learn.

Each class will start Module 1 at the beginning of Year 10 and work through each module with the aim of completing all 8 by the end of Year 11. The rate of progress will depend on the particular set.

<b>French</b>	
Module 1	Identity & Culture: Who am I?
Module 2	Identity & Culture: Cultural life
Module 3	Identity & Culture: Daily life
Module 4	Local area, holiday & travel: Town, region & country
Module 5	Local area, holiday & travel: Holidays
Module 6	School: What school is like
Module 7	Future aspirations, study & work: Work
Module 8	International & global dimension: Bringing the world together

<b>German</b>	
Module 1	School: What school is like
Module 2	Identity & Culture: Cultural life
Module 3	Identity & Culture: Who am I?
Module 4	Identity & Culture: Daily life
Module 5	Local area, holiday & travel: Travel & tourist transactions
Module 6	Local area, holiday & travel: Holidays
Module 7	Future aspirations, study & work: Work
Module 8	International & global dimension: Bringing the world together

<b>Spanish</b>	
Module 1	Local area, holiday & travel: Holidays
Module 2	School: What school is like
Module 3	Identity & Culture: Daily life, who am I?
Module 4	Identity & Culture: Who am I? Cultural life
Module 5	Local area, holiday & travel: Travel & tourist transactions
Module 6	Identity & Culture: Daily life
Module 7	Future aspirations, study & work: Work
Module 8	International & global dimension: Environmental issues



## **Maths: Exam board – Edexcel**

[Click here for specification \(online version only\)](#)

- Paper 1 & paper 2: Non Calculator
- Paper 3: Calculator allowed

Each paper is worth 33.3% of the total mark and tests all of the areas below:

<b>Tier</b>	<b>Topic area</b>	<b>Weighting</b>
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ratio, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ratio, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

### **Success in maths:**

- Students should focus in the moment. Don't think too much about what is next, think about what is now.
- Success in maths comes from: excellent behaviour; doing your best every single lesson; being in every lesson, doing everything that your teacher instructs you to do; completing every homework set to the best of your ability; revising for every unit test (which your teacher will tell you when it will be at the end of every unit) and revising properly for end of year or external exams.

### **Homework - My Maths:**

- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- School log in: ocs
- School password: addition
- Students will be given new personal log ins and passwords every September.
- My Maths is used extensively for homework but other homeworks are set by many maths teachers.
- Homework is set as appropriate to the set that students are in and timed to coincide with the pace of work.

### **Setting:**

- We set in every year group.
- We have a fluid approach to moving students up or down sets.
- Set changes may occur with no prior notice to students or parents.
- Maths teachers agree set changes between themselves with the final say from the Head of Maths.
- Setting is always done based on the departments view of what is in the best interest of the students.

- We do not move students up or down sets based on students' or parents' requests.
- Decisions are based on a variety and combination of measures: term 1 testing; unit test results; average of unit test results; end of year tests; effort; class work quality; homework effort, completion and quality; how well (or not) students are coping with the work etc. and occasionally due to behaviour.

### Schemes of work and assessment

- These are differentiated for Year 10 at higher or foundation.
- Timing and pace of units depends on what teachers reasonably consider is appropriate for their groups – there is no calendar for when specific units will be covered. This is to allow for the building of confidence, fluency, problem-solving, reasoning and ultimately mastery.
- It is possible that not all units will be completed in lower and middle tiers and that additional units might be added for higher tiers. Some groups might not cover all of the units before the end of Year 11.
- Unit tests are conducted in class at the end of every unit.
- End of year and external tests are conducted as the school calendar and exam board directs.

### Topics covered from Year 9 to 11 (In class test at the end of each unit)

Units 1 start in year 9 and students' normally progress to the final units before the end of year 11

GCSE (9-1) Foundation	GCSE (9-1) Higher
Unit 1 Number	Unit 1 Number
Unit 2 Algebra	Unit 2 Algebra
Unit 3 Graphs, tables and charts	Unit 3 Interpreting and representing data
Unit 4 Fractions and percentages	Unit 4 Fractions, ratio and proportion
Unit 5 Equations, inequalities and sequences	Unit 5 Angles and trigonometry
Unit 6 Angles	Unit 6 Graphs
Unit 7 Averages and range	Unit 7 Area and volume
Unit 8 Perimeter, area and volume 1	Unit 8 Transformation and constructions
Unit 9 Graphs	Unit 9 Equations and inequalities
Unit 10 Transformations	Unit 10 Probability
Unit 11 Ratio and proportion	Unit 11 Multiplicative reasoning
Unit 12 Right-angled triangles	Unit 12 Similarly and congruence
Unit 13 Probability	Unit 13 More trigonometry
Unit 14 Multiplicative reasoning	Unit 14 Further statistics
Unit 15 Constructions, loci and bearings	Unit 15 Equations and graphs
Unit 16 Quadratic equations and graphs	Unit 16 Circle theorems
Unit 17 Perimeter, area and volume 2	Unit 17 More algebra
Unit 18 Fractions, indices and standard form	Unit 18 Vectors and geometric proof
Unit 19 Congruence, similarity and vectors	Unit 19 Proportion and graphs
Unit 20 More algebra	

## **Music: Exam board – Edexcel**

[\*Click here for specification \(online version only\)\*](#)

- Coursework: Performing (30%) / Composing (30%)
- Written paper: Appraising (40%)

Students are assessed on solo and ensemble performances, composition work including response to a given style and free composing as well as listening in a formal exam situation.

Students will receive homework that relates directly to what they will be doing in future lessons. Homework will be set approximately 3 times per new term and will include specific written/creative tasks and ongoing research and development tasks. Homework will occasionally include rehearsals as part of a group, at an agreed time outside of lessons. Students will need to complete all homework tasks in order to make good progress and should always ask their teacher, in advance of the next lesson, if they have trouble with completing the task. Students will often have an option as to the format in which they present their work and should give careful consideration to their choice.

<b>Term 1</b>	C1 - Performing	Mark scheme explanation
		Solo Performance Selection and self-regulated rehearsal
		Ensemble - Working out ensemble groups
	C2 - Composing	Compositional Technique Analysis of:
		AOS1 Instrumental Music 1700-1820
		SW1 - Brandenburg Concerto
		SW2 - Sonata Pathetique
		AOS2 Vocal Music
		SW3 - Brandenburg Concerto
		SW4 - Sonata Pathetique
	Composing a short piece in one of the styles from AOS1 or AOS2	
	C3 - Listening and Appraising	Written commentary template and writing techniques
Mechanics of Music - TIME - Note Values, dotted notes, Time Signatures, Rhythm Notation		
Exam Practice Questions		
		SKILLS DEVELOPMENT - Identifying areas for improvement and setting targets

<b>Term 2</b>	C1 - Performing	Implementing Target setting
		Organising home practice
		Teamwork skill building exercises
		Important Dates for this academic year
	C2 - Composing	Compositional Technique Analysis of:
		AOS3 Music for Stage and Screen
		SW5 - Defying Gravity
		SW6 - Star Wars Main Title
		AOS4 Fusions
		SW7 - Release
		SW8 - Samba Em Preludio
	Composing a short piece in one of the styles from AOS3 or AOS4	
C3 - Listening and Appraising	Written commentary template and writing techniques	
	Understanding your C3 Exam paper	
	Mechanics of Music - PITCH - Melody, Intervals, Tonality, Notation	
		SKILLS DEVELOPMENT - Identifying areas for improvement and setting targets

<b>Terms 3-5</b>	C2 - Composing	Free composition development
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<b>Term 6</b>	C2 - Composing	FREE COMPOSITION SUBMISSION: 19th July 2019
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## **Physical Education & Sport**

The aim of the Key Stage 4 Core PE curriculum is to create a habit of sport and exercise which students can take into their adult lives. To support this ethos, students gain the opportunity to select their desired sporting programme. Students will opt to specialise in particular sports from Key Stage 3, with the addition of trampolining, volleyball, table tennis, Zumba, fitness (both fitness training and use of the Oxford Spires Fitness Suite), dodgeball and handball. Many students will be able to follow a personalised fitness programme provided by our partners, Oxford Spires Sport and Fitness (Fusion) in our new, state of the art fitness suite.

### **GCSE Physical Education: Exam board – AQA GCSE**

[\*Click here for GCSE specification \(online version only\)\*](#)

- Paper 1: The human body & movement in physical activity and sport (30%)
- Paper 2: Socio-Cultural influences and well-being in physical activity and sport (30%)
- Non-exam assessment: Practical performance in physical activity and sport (40%)

The aim of the Key Stage 4 PE curriculum is to create a habit of sport and exercise which students can take into their adult lives. To support this ethos, students gain the opportunity to select their desired sporting programme. Students will opt to specialise in particular sports from Key Stage 3, with the addition of trampolining, volleyball, table tennis, Zumba, fitness (both fitness training and use of the Oxford Spires Fitness Suite), dodgeball and handball. Many students will be able to follow a personalised fitness programme provided by our partners, Oxford Spires Sport and Fitness (Fusion) in our new, state of the art fitness suite.

Those students who opt to follow PE as a GCSE in addition to their core Physical Education will receive additional time with the department, working towards their full course GCSE in Physical Education (AQA). This course is aimed at students who wish to develop their knowledge of the theory underpinning sports performance, with particular focus on Anatomy and Physiology and Socio-Cultural Influences on Sport and Performance. This course is an essential requirement to those wishing to follow sport in the 6th form.

### **GCSE Schedule – assessment weeks shaded**

Term 1	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Paper 1	Effects of Exercise						
Paper 2	Commercialisation of Sport						

Term 2	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Paper 1	Fitness Testing							
Paper 2	Commercialisation of Sport							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Paper 1	Methods of Training					
Paper 2	Technology and Sport					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Paper 1	Methods of Training					
Paper 2	Ethical Issues in Sport					

Term 5	22nd April	29th April	6th May	13th May	20th May
Paper 1	Principles of Training				
Paper 2	Health and Fitness				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Paper 1	Principles of Training						
Paper 2	Sports Nutrition						

### **Level 1 / 2 First Award in Sport (BTEC): Exam Board – Pearson Edexcel**

[Click here for Btec specification \(online version only\)](#)

- Unit 1: Fitness for Sport and Exercise (25%) – externally assessed examination
- Unit 2: Practical Performance in Sport (25%)
- Unit 3: Applying the Principles of Personal Training (25%) – synoptic assessment
- Unit 6: Leading Sports Performers (25%)

For students who suit primarily coursework and practical-based assessment, the Level 1 / 2 First Award in Sport offers an alternative curriculum for qualification. Each unit is closely linked with the other 3 and students are expected to be able to transfer their knowledge between each unit leading up to the final examination (online assessment) in unit 1. This course is ideal for students who are interested in taking their PE further with options to continue studying level 3 Sport in the 6<sup>th</sup> form.

### **BTEC Schedule – assessment weeks shaded**

Term 1	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Unit 3	Applying the Principles of Training: Learning Aim A – Designing a Training Programme						

Term 2	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Unit 3	Applying the Principles of Training: Learning Aim B – Effects on the Body during Fitness Training							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Unit 3	Applying the Principles of Training: Learning Aim C – Implement a Personal training programme					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Unit 3	Applying the Principles of Training: Learning Aim D – Review a Personal training programme					

Term 5	22nd April	29th April	6th May	13th May	20th May
Unit 6	Leading Sports Activities: Learning Aim A – The Attributes of Successful Sports Leadership				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Unit 6	Leading Sports Activities: Learning Aim B – Undertake the planning and leading of Successful Sports activities						

## Religious studies: Exam board - Eduqas

[Click here for specification \(online version only\)](#)

- Paper 1: Religious, philosophical and ethical studies in the modern world (50%)
- Paper 2: Study of Christianity (25%)
- Paper 3: Study of a world faith (Islam) (25%)

For paper 1 students will study:

- Issues of relationships
- Issues of life and death
- Issues of good and evil
- Issues of human rights

### **Reading list**

#### *Non-Fiction*

Christianity: A Very Short Introduction by Linda Woodhead

The Philosopher at the End of the Universe by Mark Rowlands

Buddhism: A Very Short Introduction by Damien Keown

#### *Fiction*

Crime and Punishment (1866) by Fyodor Dostoyevsky

Siddhartha (1922) by Hermann Hesse

Brave New World (1932) by Aldous Huxley

Term 1	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Islamic practices						

Term 2	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Islamic practices							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Islamic beliefs					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Islamic beliefs					

Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	Good and Evil				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Good and evil						

## **Science: Exam board – AQA**

Students will follow one of two courses: Triple Science which gains them three GCSEs; or Double Science which gains them two GCSEs. For each individual student a choice is made between the two pathways based upon which one will give them the best opportunity to be successful in their GCSE qualifications and in the choices that they make following these.

[Click here for Biology specification \(online version only\)](#)

- Paper 1: Topics 1-4: Cell Biology; Organisation; Infection & response; Bioenergetics (50%)
- Paper 2: Topics 5-7: Homeostasis & response; Inheritance, variation & evolution; Ecology (50%)

[Click here for Chemistry specification \(online version only\)](#)

- Paper 1: Topics 1-5: Atomic structure & the periodic table; Bonding, structure, & the properties of matter; Quantitative chemistry; Chemical changes; Energy changes (50%)
- Paper 2: Topics 6-10: The rate and extent of chemical change; Organic chemistry; Chemical analysis, chemistry of the atmosphere; Using resources (50%)

[Click here for Physics specification \(online version only\)](#)

- Paper 1: Topics 1-4: Energy; Electricity; Particle model of matter; Atomic structure (50%)
- Paper 2: Topics 5-8: Forces; Waves; Magnetism & electromagnetism; Space physics (50%)

[Click here for Combined Science specification \(online version only\)](#)

Links to the textbooks that support the course are as follows:

Biology textbook: <https://global.oup.com/education/product/9780198359371/?region=uk>

Chemistry: <https://global.oup.com/education/product/9780198359395/?region=uk>

Physics: <https://global.oup.com/education/product/9780198359388/?region=uk>



### Triple Science Pathway

Term 1	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Biology	B2.B - Organisation			B3 - Infection & response			
Chemistry	C4 - Chemical changes						
Physics	P1b - Energy						

Term 2	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Biology	B3 - Infection & response			B4 - Bioenergetics			B5 - Homeostasis &	
Chemistry	C4	C5 - Energy changes & C6 - the rate & extent of chemical change						
Physics	P1b	P3 - Particle model of matter						

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Biology	B5 - Homeostasis & response				B6.A - Inheritance, variation &	
Chemistry	C5/6	C7 - Organic chemistry & C8 - chemical analysis				
Physics	P3	P4a - Atomic structure				

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Biology	B6.A - Inheritance,		Revision	B6.A - Inheritance,		B7.A - Ecology
Chemistry	C7/8			C3 - Quantitative chemistry		
Physics	P4a			P4a		P7 - Magnetism & electromagnetism

Term 5	22nd April	29th April	6th May	13th May	20th May
Biology	B7.A - Ecology			Revision	B7.A - Ecology
Chemistry	C3	C9 - Chemistry of the atmosphere			C9
Physics	P7 - Magnetism & electromagnetism				P7

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Biology	B7.A	B6.B - Inheritance, variation & evolution		End of Year mocks	B6.B - Inheritance, variation & evolution		
Chemistry	C9		C10		C10 - Using resources		
Physics	P7				P6- Waves		

## Double Science Pathway

Term 1	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Biology	B2.B - Organisation				B3 - Infection & response		
Chemistry	C4 - Chemical changes						
Physics	P1b - Energy						

Term 2	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Biology	B3 - Infection & response			B4 - Bioenergetics			B5 - Homeostasis & response	
Chemistry	C4		C5 - Energy changes & C6 - the rate & extent of chemical change					
Physics	P1b		P3 - Particle model of matter					

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Biology	B5 - Homeostasis & response				B6.A - Inheritance, variation & evolution	
Chemistry	C5/6			C7 - Organic chemistry & C8 - chemical analysis		
Physics	P3 - Particle model of matter			P4a - Atomic structure		

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Biology	B6.A - Inheritance, variation & evolution		Revision	B6.A - Inheritance, variation & evolution		B7.A - Ecology
Chemistry	C7/8			C7/8		
Physics	P4a			P4a - Atomic structure		

Term 5	22nd April	29th April	6th May	13th May	20th May
Biology	B7.A - Ecology			Revision	B7.A
Chemistry	Revision				
Physics	P4a	P7 - Magnetism & electromagnetism			

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Biology	B7.A	B6.B - Inheritance, variation & evolution		End of Year mocks	B6.B - Inheritance, variation & evolution		
Chemistry	Revision						
Physics	Revision				P7 - Magnetism & electromagnetism		