



# **Year 9**

# **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 9. 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.

Year 9 is a transition year from Key Stage Three to Key Stage Four. In the core subjects the skills from KS3 are developed and built on during the first half of the year and introductory GCSE skills are developed in the second half. In option subjects the focus is largely on developing a breadth of skills that give a good foundation for GCSE.

## **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.

## **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.

## **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>Natural Forms</b>						
Assessments	<b>Practical:</b> Observational drawing of a natural form. 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>Natural Forms</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>Natural forms</b>					
Assessments	<b>Practical and written:</b> Georgia O’Keeffe analysis and shell 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>Natural Forms</b>					
Assessments	<b>Practical:</b> Ceramic sculpture assessment. Developing skills in recording and refining ideas, demonstrating critical understanding of design and using 3d building techniques with clay					

	22nd April	29th April	6th May	13th May	20th May
Term 5 topic	<b>Natural Forms</b>				
Assessments	<b>Practical:</b> Observational drawing of a natural form. Develops skills in recording of ideas and creating refined responses				

	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Term 6 topic	<b>Natural Forms</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%)

<b>Theme for Yr9: Business 1: Business activity, marketing and people (J204/01)</b>	
<b>Term 1</b>	The role of business enterprise and entrepreneurship; Business planning; Revenue; costs; profit and loss
<b>Term 2</b>	Business ownership; Business aims and objectives; Stakeholders in a business
<b>Term 3</b>	Business growth; The role of marketing; Market research
<b>Term 4</b>	Market segmentation; The marketing mix
<b>Term 5</b>	The Marketing mix continued
<b>Term 6</b>	The role of human resources; Organisational structures and different ways of working

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*

## 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	1.1 CPU	2.1 Computational Thinking Core 2.2.1 Input/Process/Output programs	DIPO Coding: Declare/Input/Process/Output <b>Submit micro project</b>
2	1.2 Memory 1.3 Storage 1.7 OS functions <b>w/c 26 Nov – Paper 1 Test</b> <i>Corrective Teaching</i>	2.2.4 Binary Numbers 2.4 Computational Logic <b>w/c 26 Nov – Paper 2 Test</b> <i>Corrective Teaching</i> 2.2.8 Subroutines	Procedural DIPO coding
3	1.8 Legal & Ethical Issues Ongoing recap of 1.1/1.2/1.3	2.2.2 Selection (IF) 2.2.4 Computation Logic 2.6.2 Binary Arithmetic	<b>Nested if Micro Project</b>
4	<b>w/c 4-03 – Paper 1 Test</b> Review of Paper 1 topics and ongoing corrective tasks	<b>w/c 4-03 – Paper 2 Test</b> Review of Paper 2 2.6.3 Characters 2.2.2 Iteration - for 2.2.3 String Manipulation	<b>Caesar Cipher Encryption Micro Project</b>
5	Revision of: 1.1/1.2/1.3 Comp Hardware 1.7 System Software 1.8 Ethics & Legal Issues	2.2.2 Iteration – While 2.2.7 Array Concept 2.1.2 Linear & Binary Search	Students will be assessed on the QUALITY of their CORRECTIVE ACTIONS in this term
6	<b>w/c 03/6 Paper 1 End of year test</b> <i>Corrective Teaching</i>	<b>w/c 10/6 Paper 2 End of year test</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> </ul>

			<ul style="list-style-type: none"> <li>• Robust I/O library</li> <li>• Menu Library</li> </ul>
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### 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:

### **GCSE 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% )

The three projects over year 9 are designed to deliver core knowledge, understanding and an in depth focus on a selected area in a fun and exciting way.

The projects are: Trendy Wall Mirror, Fibre optic lamp and Security

Core knowledge and understanding: Wood, Textiles, Metals, Plastics, Smart materials, Design and Technology and our world, Electronic systems, Mechanical components and devices, Designing and making principles

Assessment:

Students will be assessed on their application of knowledge and understanding through project work, design work and its communication. They will be graded on each project and cover:

- Design work, communication and creativity
- Safe working practices
- Using tools and equipment independently
- Practical outcome
- End of year exam

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
Wall mirror project	Core materials	mortice & tenon	Iterative design	Develop solution	Scale drawing	Product analysis	2 CAD design
Assessment	Assessment of design work & early product						

<b>Term 2</b>	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Wall mirror project	Manufacture product			Industrial practices	Complete product		Evaluation	
Assessment	Assessment of finished product							

<b>Term 3</b>	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Fibre Optic project	Systems & control	Produce working circuit	Research products	Specification	Ideas	Development
Assessment	Assessment of design work & early product					

<b>Term 4</b>	25th Feb	4th March	11th March	18th March	25th March	1st April
Fibre Optic project	Manufacture product				Evaluation	
Assessment	Assessment of finished product					

<b>Term 5</b>	22nd April	29th April	6th May	13th May	20th May
Security Project	Mechanisms	Research locks	Manufacture box		
Assessment	Assessment of manufacturing				

<b>Term 6</b>	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Security Project	Ideas for locking solutions		Complete manufacture	Evaluation		Smart materials	Mathematics
Assessment	Assessment of finished product						

## Level 1 Engineering

Students will be given the opportunity to develop their engineering capability by producing a wooden tool tray containing a sliding bevel, junior hacksaw, small cross pein hammer, odd leg callipers and screwdriver.

The project is designed to allow pupils to develop the necessary knowledge and skills to successfully accomplish the core and selected units, which they will start in Year 10.

Pupils will develop skills and knowledge of: Workshop practices; Health and Safety in the workplace and legislation; Reading working drawings; Scale; Joining woods; Heat treatments; Forging; Turning processes; Milling processes; Drilling; Joining metals; Using jigs; Using marking out tools; Using hand tools for waste removal; Thread cutting; Fabrication; Developments; Finishing materials

Assessment:

- Safe working practices
- Using tools and equipment independently
- Practical outcome

## **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 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 and Pantomime etc. Our extra-curricular work offers students the opportunity to develop beyond the school curriculum and find talents and skills they may have 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 (assessment points shaded)**

	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Term 1	Devising						

	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Term 2	Devising							
Assessments	Rehearsal notebook and participation in rehearsals							
	Assessment of performance – 6 key skills, structure and characterisation							

	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Term 3	Set text practice – a new set text studied from the perspective of the actor, director, lighting and sound designer					
Assessments	Learning of lines for performance of scene					
	Performance and use of characterisation and staging					

	25th Feb	4th March	11th March	18th March	25th March	1st April
Term 4	Focus on practitioner – Stanislavski (practitioner may change)					
Assessments	Ongoing assessment of use of elements of the system. Build up of assessment data each 2 lesson slot – each slot will introduce and assess a new element of The System.					

	23rd April	29 <sup>th</sup> April	6th May	24th June	13 <sup>th</sup> May	20 <sup>th</sup> May
Term 5	Physical theatre and ensemble performance					
Assessments	Development of use of Frantic Assembly work as a practitioner.					
	Performance using a choice of physical theatre techniques					

## **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

Year 9 is a transition year in English. Students complete their KS3 studies and increasingly prepare for GCSE as the year progresses. Assessments are reported using the KS3 grades used in Year 8.

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>	3 Sept	10 Sept	17 Sept	24 Sept	1 Oct	8 Oct	15 Oct
Topic	Novel : My Swordhand is Singing/The Boy in the Striped Pyjamas/Stone Cold/To Kill a Mockingbird/Lord of the Flies						
Assessment	Reading: Comparison of presentation of character from different parts of the text.						

<b>Term 2</b>	29 Oct	5 Nov	12 Nov	19 Nov	26 Nov	3 Dec	10 Dec	17 Dec
Topic	War poetry				Ghost stories			
Assessment	Reading: Comparison of two poems, one 'seen' and one unseen.				Writing: Ghost story Writing			

<b>Term 3</b>	7 Jan	14 Jan	21 Jan	28 Jan	4 Feb	11 Feb
Topic	Shakespeare					
Assessment	Reading: Analysis of character, theme and stagecraft in specific scenes.					

<b>Term 4</b>	25 Feb	4 March	11 March	18 March	25 March	1 April
Topic	Media : Freedom Writers.					
Assessment	Reading: Use of presentational devices.					

<b>Term 5</b>	22 April	29 April	6 May	13 May	20 May
Topic	Frankenstein				
Assessment	Speaking and Listening: Hot-seating characters or other role-play. Reading assessment: Unseen extract analysis with GCSE questions.				

<b>Term 6</b>	3 June	10 June	17 June	24 June	1 July	8 July	15 July
Topic	Pre-GCSE Text : Of Mice and Men.						
Assessment	Writing and Literature assessment: diary entry/letter by a character.						

## KS4 English Reading List

### Pre 20th Century Classic Fiction

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 Hodgcs 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

### Crime

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

### Horror

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

### Autobiographies and Biographies

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

### 20th Century Classic Fiction

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

### War

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

### History

Hilary Mantel, Wolf Hall
Michael Morpurgo, Private Peaceful
Philippa Gregory, The Other Boleyn Girl
Tom Wolfe, The Right Stuff
Tracy Chavalier, 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 Carrol, 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 and 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 Spt	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Topic	Back to Basics - Skills						
Assessment	Mini skills						

<b>Term 2</b>	29th Oct	5th Nov	12th nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Skills							
Assessment	Full skills							

<b>Term 3</b>	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Population					
Assessment	Mini population					

<b>Term 4</b>	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Rivers					
Assessment	Full population and rivers					

<b>Term 5</b>	22nd April	29th April	6th May	13th May	20th May
Topic	Development/globalisation				
Assessment	Mini development/globalisation				

<b>Term 6</b>	3rd June	10th June	17th June	24th June	1st July	8th July	15th July	22nd July
Topic	Coasts							
Assessment	All topics							

## 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.

<b>Term 1</b>
Crime & Punishment: Causes of crime; Nature of crimes; law and order
What have been the main causes of crime over time? How has the nature of criminal activity differed and changed? How has the responsibility of enforcing law and order changed?
<b>Term 2</b>
Crime & Punishment: Enforcing law & order; Methods of combating crime; Methods of punishment
How has the responsibility of enforcing law and order changed? How effective have methods of combating crime been? How have methods of punishment changed? Why have attitudes to crime and punishment changed ?
<b>Term 3</b>
Crime & Punishment: Attitudes to crime and punishment; Historical Site Study
Nazi Germany - Why was Weimar Germany so Weak?
<b>Term 4</b>
Nazi Germany: Why was Weimar Germany so Weak? How did Hitler gain and keep control?
<b>Term 5</b>
Nazi Germany: How did Hitler gain and keep control?
<b>Term 6</b>
Nazi Germany: How did Hitler gain and keep control? How effective was Hitler's foreign policy?

## **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.

## French modules

		Vert (Foundation)	Rouge (Higher)
<b>Module 1</b> <b>Ma vie sociale d'ado</b>		Describing yourself	Talking about Facebook
		Using the verbs <i>avoir</i> and <i>être</i>	Using present tense verbs
		Talking about Facebook	Giving your opinion about someone
		Using present tense verbs	Using direct object pronouns
		Inviting someone out	Arranging to go out
		Using the verb <i>aller</i>	Using the near future tense
		Describing a date	Describing a date
		Using the perfect tense	Using the perfect tense
		Describing a music event	Describing a music event
		Using <i>on</i> in the perfect tense	Using three tenses
		Finding out about music festivals around the world	Finding out about music festivals around the world
		Giving a two-minute presentation: taking part in a 'blind date' speed-dating event in French	Taking part in a 'blind date' speed-dating event in French
			Presenting yourself in three minutes
			Imagining being at a music festival
		Writing a 150-word report for a music magazine	

		<b>Vert (Foundation)</b>	<b>Rouge (Higher)</b>
<b>Module 2</b> <b>Bien dans sa peau</b>		Learning the parts of the body	Learning the parts of the body
		Using <i>à</i> + the definite article	Using <i>à</i> + the definite article
		Learning about sport	Learning about sport
		Using <i>il faut</i>	Using <i>il faut</i>
		Talking about healthy eating	Learning about healthy eating
		Using <i>du, de la</i> and <i>des</i>	Using the future tense
		Making plans to get fit	Making plans to get fit
		Using the near future tense	Practising the future tense
		Describing levels of fitness	Describing levels of fitness
		Using two tenses together	Using three tenses together
		Learning about French sportsmen and women	Talking about teenage health issues
			Deciding to adopt a healthier lifestyle
			Writing a 150-word blog entry

		<b>Vert (Foundation)</b>	<b>Rouge (Higher)</b>
<b>Module 3</b> <b>À l'horizon</b>		Discussing your future	Describing jobs
		Using the near future tense	Using masculine and feminine nouns
		Learning languages	Learning languages
		Using <i>on peut</i>	Using modal verbs
		Talking about your job	Saying what you used to do
		More practice with common irregular verbs	Using the imperfect tense
		Describing what your job involves	Discussing your future and your past
		Asking questions	Practising the future and imperfect tenses
		Talking about your ambitions	Talking about your job
		Using masculine and feminine nouns	Using different tenses together
		Investigating unusual jobs	Investigating jobs using languages
		Giving a two-minute podcast about a job and their ambitions for the future	Talking about their career path, experience and future hopes
			Giving a three-minute podcast

		<b>Vert (Foundation)</b>	<b>Rouge (Higher)</b>
<b>Module 4</b> <b>Spécial vacances</b>		Discussing holidays	Discussing holidays
		Asking questions using question words	Asking questions using inversion
		Imagining adventure holidays	Imagining adventure holidays
		Using <i>je voudrais</i> + infinitive	Using the conditional
		Talking about what you take with you on holiday	Talking about what you take with you on holiday
		Using reflexive verbs	Using reflexive verbs
		Describing holiday disasters	Describing what happened on holiday
		Using perfect tense verbs	Combining different tenses
		Visiting a tourist attraction	Visiting a tourist attraction
		More practice with the perfect tense	Using emphatic pronouns
		Debating the idea of 'open school' in the holidays	Debating the idea of 'open school' in the holidays
		Writing a 100-word blog entry on your dream holiday	Writing a 150-word blog entry on your dream holiday

		<b>Vert (Foundation)</b>	<b>Rouge (Higher)</b>
<b>Module 5</b> <b>Moi dans le monde</b>		Discussing what you are allowed to do	Discussing what you are allowed to do
		Using <i>j'ai le droit de</i> + infinitive	Using expressions with <i>avoir</i>
		Explaining what's important to you	Explaining what's important to you
		Using <i>mon, ma</i> and <i>mes</i>	Using direct object pronouns
		Talking about things you buy	Talking about things you buy
		Using three tenses together	Using <i>si</i> in complex sentences
		Describing what makes you happy	Describing what makes you happy
		Using infinitives to mean '-ing'	Using complex structures
		Learning about human rights issues	Learning about human rights issues
		Giving a short video presentation to convince a French reality TV producer that are right for his show	Talking about what is important to them, what concerns them and what makes them happy
			Giving a three-minute video presentation

## German modules

<b>Module 1 Vorbilder</b>	Talking about role models	
	Using the present tense	
	Talking about experiences	
	Using the perfect tense	
	Learning parts of the body	
	Using imperatives	
	Talking about overcoming misfortune	
	More on using the perfect tense	
	Explaining how a role model inspires you	
	Writing with accuracy	
	Understanding a person's achievements	
Tackling a longer reading text		
<b>Module 3 Meine Ambitionen</b>	Discussing crazy ambitions	
	Using the conditional	
	Talking about reasons for doing jobs	
	Using <i>um ... zu</i> (in order to)	
	Discussing what you would like to be or do	
	Using correct word order (verb second)	
	Talking about working in a ski resort	
	Using <i>in</i> and <i>auf</i> with the accusative and dative cases	
	Understanding and responding to a range of texts	
	Describing an artist and painting in detail	
	Finding out about an amazing job	
	Applying for a dream job	
<b>Module 2 Musik</b>	Talking about types of music	
	Using subject and direct object pronouns	
	Talking about playing or singing in a band	
	Using <i>seit</i> (for / since)	
	Discussing different bands	
	Making comparisons	
	Describing a music festival	
	Using separable verbs in the perfect tense	
	Interviewing at a music festival	
	Asking and answering questions spontaneously	
	Understanding formal and informal register	
	Recognising key features of written text types	
	Getting to know a well-known German band	
	Writing lyrics for a song or rap	
Researching German-speaking bands		
Creating a profile for a new band		
<b>Module 4 Die Kindheit</b>	Talking about your childhood	
	Using <i>als</i> to mean 'when' in the past	
	Talking about childhood activities	
	Using the imperfect of modal verbs	
	Comparing primary school and secondary school	
	Using the superlative	
	Talking about Grimms' fairy tales	
	The imperfect tense	
	Writing a story in your own words	
	Using a dictionary	
	Telling stories	
	Understanding detail in longer texts	
	Discussing childhood memories	
	Creating a 'baby book'	
<b>Module 5 Rechte und Pflichten</b>	Talking about age limits	Describing small changes that make a big difference
	Word order with conjunctions	Developing ideas and justifying opinions
	Discussing what is most important to us	Discussing what is important for happiness
	More practice of word order after <i>weil</i>	Reading and responding to authentic and literary texts
	Comparing life now and in the past	Exploring world records and unusual facts
	Understanding and using past, present and future tenses	Creating a collection of interesting records
	Discussing how we can make a difference	Exploring countries in detail
	Using <i>um ... zu</i> (in order to)	Creating your perfect country

## Spanish modules

	Verde (Foundation)	Rojo (Higher)
<b>Module 1</b> <b>Somos así</b>	Talking about things you like	Talking about things you like
	Using <i>gustar</i> with nouns in the present tense	Using irregular verbs in the present tense
	Talking about your week	Talking about your week
	Using regular verbs in the present tense	Using regular verbs in the present tense
	Talking about films	Talking about films
	Using the verb <i>ir</i> in the present tense	Using the near future tense
	Talking about birthday celebrations	Talking about a birthday
	Using the near future tense	Using the preterite
	Understanding longer, spoken texts	Talking about life as a celebrity
	Using the four Ws when listening	Using three tenses together
	Reading about films	Understanding descriptions of days out
	Understanding authentic texts	Using the four Ws when listening
	Writing a rap	Reading about film stars and films
	Using rhyme and rhythm in Spanish	Understanding challenging texts
		Writing a rap
	Using rhyme and rhythm in Spanish	

	Verde (Foundation)	Rojo (Higher)
<b>Module 2 ¡Orientate!</b>	Saying what you have to do at work	Saying what you have to do at work
	Using <i>tener que</i>	Using <i>tener que</i>
	Saying what job you would like to do	Saying what job you would like to do
	Using correct adjective agreement	Using correct adjectival agreement
	Saying what you did at work yesterday	Talking about your future
	Using the preterite tense of regular verbs	More practice with the near future tense
	Describing your job	Describing your job
	Using the present and the preterite together	More practice using three tenses
	Checking for accuracy and looking up new words	Checking for accuracy and looking up new words
	Using reference materials	Using reference materials
	Coping with authentic texts	Coping with authentic texts
	Skimming and scanning a text	Skimming and scanning a text
	Creating a funny character	Performing a funny monologue
	Performing a comic monologue	Using three tenses together

	<b>Verde (Foundation)</b>	<b>Rojo (Higher)</b>
<b>Module 3 En Forma</b>	Talking about diet	Talking about diet
	Using negatives	Using direct object pronouns
	Talking about an active lifestyle	Talking about an active lifestyle
	Using stem-changing verbs	Using stem-changing verbs
	Talking about your daily routine	Talking about your daily routine
	Using reflexive verbs	Using reflexive verbs
	Talking about ailments	Talking about getting fit
	Using different verbs to describe illness	Using <i>se debe/no se debe</i>
	Talking about getting fit	Talking about ailments
	Using <i>se debe / no se debe</i>	Using <i>me duele(n)</i>
	Giving a presentation about your lifestyle	Giving a presentation about fitness and routine
	Creating interesting sentences	Using complex sentence
	Understanding Spanish idioms	Understanding Spanish idioms
	Reading Spanish songs and poems	Reading poems in Spanish
	Teaching a dance routine	Teaching a dance routine
	Revising the imperative	Revising the imperative

	<b>Verde (Foundation)</b>	<b>Rojo (Higher)</b>
<b>Module 4 Jóvenes en acción</b>	Talking about children's lives	Talking about children's rights
	Using the 'he/she' form of verbs	Using the verb <i>poder</i>
	Talking about children's rights	Talking about fair trade
	Using the verb <i>poder</i>	Expressing your point of view
	Talking about journeys to school	Talking about recycling
	Using the comparative	Using <i>se debería</i>
	Talking about environmental issues	Talking about how a town has changed
	Using the 'we' form of verbs	Using the imperfect tense
	Writing about raising money for charity	Reading about world issues
	Looking up verbs in a dictionary	Working out meaning using common sense and context
	Reading about world issues	Understanding a Peruvian folk tale
	Using questions and general knowledge	Writing a story for young children
	Understanding a Peruvian folk tale	
	Writing a story for young children	

	<b>Verde (Foundation)</b>	<b>Rojo (Higher)</b>
<b>Module 5 Una aventura en Madrid</b>	Meeting and greeting people	Meeting and greeting people
	Using expressions with <i>tener</i>	Using expressions with <i>tener</i>
	Talking about a treasure hunt	Talking about a treasure hunt
	Using the superlative	Using the superlative
	Describing a day trip	Discussing buying souvenirs
	Using the preterite tense of irregular verbs	Using the comparative
	Discussing buying souvenirs	Saying what you will do
	Using <i>tú</i> and <i>usted</i>	Using the future tense
	Discussing the final day of a visit	Making yourself understood
	Using three tenses	Saying the right thing in different situations
	Making yourself understood	Reading authentic texts about Madrid
	Saying the right thing in different situations	Accessing harder texts
	Reading authentic texts about Madrid	Creating a virtual treasure hunt
	Using strategies to access harder texts	Using question forms
	Giving information about tourist attractions	
Recording an audio commentary for a bus tour		

## 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:

Tier	Topic area	Weighting
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 9 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>	
Topics	Music is language Composing and recording – Garage Band advanced.
Assessments	M - How do I record a Melody?
	A - How to I change the length of a note?
	D - How do I change the dynamics (velocity and volume)?
	T - How do I add multiple instruments?
	S - How do I divide my recording into sections?
	H - How do I add harmony notes to my melody?
	I - How to I load or change an instrument?
	R - How do I add a Drum Track and Quantize?
T - Tempo - How do I adjust the tempo in GarageBand?	

<b>Term 2</b>	
Topics	Performing Music theory and vocabulary
Assessment	Solo performances

<b>Term 3</b>	
Topics	Ensemble Performing Music theory and vocabulary
Assessment	Ensemble performances

<b>Term 4</b>	
Topics	Analysis/Listening Music theory and vocabulary
Assessment	Listening test

<b>Term 5</b>	
Topic	Introduction to music for stage and screen
Assessment	Composition for stage and screen

<b>Term 6</b>	
Topic	Music fusions
Assessment	Fusion Composition

## **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.

<b>Term 1</b>	Paper 1	Skeletal System
	paper 2	Skill Acquisition Part 1 - Skill and Ability

<b>Term 2</b>	Paper 1	Skeletal System
	paper 2	Skill Acquisition Part 2 - Goal Setting

<b>Term 3</b>	Paper 1	Muscular System
	paper 2	Skill Acquisition Part 3 - Guidance

<b>Term 4</b>	Paper 1	Respiratory System
	paper 2	Skill Acquisition Part 4 - Arousal Theories

<b>Term 5</b>	Paper 1	Circulatory System
	paper 2	Socio-Cultural Influences Part 1 - Participation in Sport

<b>Term 6</b>	Paper 1	Circulatory System
	paper 2	Socio-Cultural Influences Part 2 - Barriers to Participation

## **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	Christian beliefs						

Term 2	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Topic	Issues of relationships							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Topic	Issues of relationships					

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Topic	Issues of human rights					

Term 5	22nd April	29th April	6th May	13th May	20th May
Topic	Issues of human rights				

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Topic	Issues of human rights						

## **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. The decision to complete triple or double science is made at the start of Year 11 based on test results in Years 9 & 10. Year 9 is a transition year in Science as we begin the year completing KS3 topics with a formal end of KS3 assessment in February. From term 4 we start the GCSE syllabus.

[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>

Term 1	3rd Sept	10th Sept	17th Sept	24th Sept	1st Oct	8th Oct	15th Oct
Biology	Plants & Ecology						
Chemistry	Further chemical reactions						
Physics	Space						

Term 2	29th Oct	5th Nov	12th Nov	19th Nov	26th Nov	3rd Dec	10th Dec	17th Dec
Biology	Genetics							
Chemistry	Forensics							
Physics	Electricity & Magnetism							

Term 3	7th Jan	14th Jan	21st Jan	28th Jan	4th Feb	11th Feb
Biology	Revision	Skills	End of KS3 Assessment	Skills		
Chemistry						
Physics						

Term 4	25th Feb	4th March	11th March	18th March	25th March	1st April
Biology	B1 - Cell Biology					
Chemistry	C1 - Atomic structure and the periodic table					
Physics	P1a - Energy					

Term 5	22nd April	29th April	6th May	13th May	20th May
Biology	B1	B2a Organisation	Revision	B2a	
Chemistry	C1	C2		C2	
Physics	P2 - Electricity				P2

Term 6	3rd June	10th June	17th June	24th June	1st July	8th July	15th July
Biology	B2a	End of Year exams	B2a Organisation				
Chemistry	C2		C2 - Bonding, structure and the properties of matter				
Physics	P2		P2	P4b - Atomic Structure			