



OXFORD  
HIGH SCHOOL

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GDST  
GIRLS' DAY SCHOOL TRUST

# YEAR TEN CURRICULUM 2018-2019



## ANCIENT GREEK

We follow the OCR GCSE specification.

### **The aim of the course:**

The course enables girls to understand the Greek language thoroughly, so that they can appreciate the poetry and prose writing as literature. We also hope to encourage curiosity about the classical world and the way that Greek thought underpins modern European culture.

For our textbooks we use *Greek to GCSE* part 2 (John Taylor). We embark on the literature quite early on (March Year 10), because there is a strong emphasis on literature in the GCSE course. Girls continue to acquire new linguistic knowledge right through the course since they have only begun Greek in Year 8, but this is not a problem: the teacher will always give enough help for them to understand the text. Girls will begin to make cultural connections and will enjoy many wide-ranging discussions about all aspects of the Greek world.

### **Language work:**

The course we use prepares girls well for the GCSE, which tests accurate and natural translation skills. We learn the grammar in detail and practise translating all constructions, reading aloud so that the girls become accustomed to the sound of the language. There is a Defined Vocabulary list which is helpful: any words not on this list must be glossed in the exams. On the other hand, girls must still know the cases for every noun and the tenses and moods of the verbs, so the list is a working document rather than an instant solution.

### **Literature:**

Girls read part of either the *Odyssey* or the *Iliad* for their verse set text: for June 2018 it is *Odyssey* Book 6, where Odysseus meets Nausicaa. The prose set book is a selection of quirky stories by Herodotus and we read this in Year 11. Girls will write their own translations after preparing and discussing them in class with their teacher. We start from the texts and explore widely within the cultural framework they offer. We shall also be considering a demanding new sources paper instead of prose literature, to broaden the cultural base of the course.

### **Co-curricular opportunities**

Every year we enter the Classical Reading Competition and girls in Years 10 & 11 usually enter into the spirit with excellent results. There is an opportunity to learn poetry by heart for this, which we encourage. Year 10 and 11 Greek students are permitted to go to the Oxbridge Classical Greek Play in the autumn term with the Sixth Form.

We take Year 10 up to London to visit the Classical galleries in the British Museum. Sometimes we also see some classically inspired pictures in the National Gallery.

We visit a classical destination every other October half term: In October 2017 it was Greece. In 2019 it will be Sicily.

## **ART AND DESIGN – FINE ART**

This course is based on the artistic skills acquired in Years 7 – 9 and encourages students to experiment in a range of materials to produce work in 2 and/or 3 dimensions.

The course is divided into 2 parts with 60% of the final mark awarded for a Personal Portfolio and 40% for the examination. The examination board is EDEXCEL.

### **Personal Portfolio**

The Personal Portfolio is completed throughout the 2 year course. It is theme based and work may be produced in a range of media. Students research and develop ideas in sketchbooks and are encouraged to visit museums and galleries in their spare time. It is their responsibility to keep their work safe throughout the course and for this purpose a portfolio is required.

### **Exam Study**

In Year 11 an examination theme is issued in January. Students will need to develop their own ideas for a piece of work to be produced in any media under examination conditions. The 10 hour exam will be shortly after the Easter holiday.

Both Coursework and Exam work are graded on the following criteria:

1. Ability to record observations through drawing and photography.
2. Ability to analyse their own work and that of other Artists through critical studies. Links between their own work and that of others should be made.
3. Experiments with a range of media to develop and refine ideas.
4. Quality of final realisation.

## **ART: TEXTILES**

The course aims to stimulate encourage and develop the individual's knowledge of art through the medium of textiles, fashion, costume and conceptual fabric art.

You will develop skills to creatively:

- Collect source material in response to set themes
- Record responses and observations from 1<sup>st</sup> hand study from a variety of sources and themes

- Gather resources and materials using sketching, drawing, painting, collage, photography and textile media
- Explore and use 2D and 3D media on a variety of scales
- Experiment with textile materials, techniques and processes
- Develop and use tactile and visual elements, particularly colour, texture and pattern
- Review, modify and refine work as it progresses
- Develop an understanding of the work of other artists, designers and craft persons and textiles from other cultures and time periods
- Evaluate your work and that of others
- Design and make images, artefacts, fashion and costume pieces, using textile processes.

You will submit a portfolio of work which forms 60% of your final mark. An exam study worked over 10 hours constitutes 40%. Preparatory studies must be included with all projects. You should also submit a sketch book of references to places you have been and things you have seen which are inspiring or exciting from a creative perspective.

All work will be theme based with titles such as:

- Tactile, Embellish or Decoration
- Local Market, Landscape or Interesting View
- Swirls, Spirals, Circles or Spheres
- Reflections
- Musical Instruments
- Tropical
- Woodlands and Forests

Work will be developed from skills acquired in Years 7 – 9 and may include printed, woven, dyed, stitched or applied methods. All work should be original and you will be encouraged to explore personal creativity and imaginative style. Ideas should evolve as work progresses.

Sketchbooks/workbooks/notebooks/study sheets will be kept throughout the course and students should feel prepared to work in these, using a variety of materials regularly. Research work will require individual responses and students may need to investigate ideas for their projects during weekends or holidays, such as:

- By taking photographs of landscapes or objects which inspire them
- Visiting local sites of interest, museums or galleries
- Collecting materials or preparing fabrics.

Sketching in appropriate localities such as the park, the town centre, at the zoo, in a market place or even the back garden!

## **BIOLOGY**

In Year 10 we focus mainly on the Human Biology topics of the Edexcel IGCSE course, though there is also a major section on Plant Biology towards the end of the year.

### **Topics covered in Year 10 include**

Breathing and Gas exchange

Heart and Circulation

Aerobic Respiration

Anaerobic Respiration

The Nervous System

Hormones

Plant Biology

Yeast and beer

The emphasis throughout the course is on practical investigations where girls find things out for themselves and are encouraged to be responsible for their own learning. It is a fast paced, stimulating course and we get very positive feedback from girls and parents alike. It is also an excellent preparation for A-level work.

## **CAREERS**

Dr Strobel is the Head of Careers and meets girls individually, either by appointment or by drop-in. She sends the Years 10 and 11 notification of work placements, conferences and Careers events by school email and on Firefly so students need to check their school email every day.

Careers Guidance is fully integrated into the PSHCE programme. We encourage girls to know themselves, learn assertiveness, develop their decision making skills and explore their ideas for the future. They gain experience of how to work successfully with a variety of people, and consider which activities bring them satisfaction and a sense of achievement, so that they feel increasingly confident about making decisions and thinking about their futures in positive and creative ways.

The Careers Centre has a well-stocked library with computer facilities, books and prospectuses. Students have access to a rich and always up to date resource Career Companion which can be accessed from the Careers page on Firefly. One to one conversations can be booked either by signing up or by email. There is active liaison with a number of specialist organisations including the University of Oxford Careers Service, as well as with former students, parents and many contacts in the world of work and university.

There are Careers activities in Year 10 as part of our preparation for Sixth form studies. Students take online psychometric tests and interest questionnaires using Morrisby Online. They also take part in enterprise day with an environmental twist called This Way Up? which is delivered by Bright Green Enterprise.

These activities pave the way for Year 11 when students make informed choices for the sixth form and post GCSE studies, and Careers in Year 10 focuses on this, assisted by a report generated by the psychometric tests. Each student has an interview with a careers guidance professional from Morrisby, plus the chance to talk with her tutor, Head of Year and teachers, Dr Strobel and Mr Nicholl to help her to arrive at her final choices.

**Work experience** of one week is compulsory and is undertaken during this year, in the first week of July (**July 1<sup>st</sup> to 5<sup>th</sup> 2019**) after GCSE exams. At the end of Year 10 and at the start of Year 11 we offer a training session for students to learn how to market themselves through creating a good CV and letter of application, in addition to offering a list of placements, but then we expect students to approach potential employers independently for the week's experience. The sooner she can get started on finding a placement the better. We encourage independent sourcing and organisation skills. By the end of the winter term, students are expected to have found a placement and by the end of the spring term our placement checking company requires to have paperwork for placements. These deadlines are in place to ensure that students do not need to worry about having to secure a placement or having to fill in forms while they are on study leave. It helps if parents can remind students of the need to keep to these deadlines to ensure they are engaging with the process, which is part of the value of work experience.

We hold a Careers Event (with a variety of speakers from different professions and stalls informing students and parents of gap year options, universities, professions and employers) every February (**7<sup>th</sup> February 2019**) which we encourage all students to attend to get an insight into work and life. Life Lunches and Subject events run throughout the year in lunchtimes and after school. All members of Years 10 and 11 are welcome to attend to find out more about future choices and their active working lives. There is a medical conference for those students who are contemplating a career in medicine and Dr. Strobel is happy to give advice on what work experience placements might help in pursuit of a medical career.

## **CAREERS PROGRAMME**

The aim of the Careers Programme in Years 10 and 11 is to open the students' eyes to the possibilities of how they can shape their working lives to be fulfilling ones, in which their own values form the bedrock of decision-making. The focus in these two years is to gain maturity, resilience and readiness to experience work placements in order to prepare for Sixth Form and adult life beyond. Workshops and Careers Events, in addition to the Work Experience Programme, will deepen their experience of life and work. We will enrich their knowledge of patterns of work now and in the future so they can respond flexibly and imaginatively to the demands of the twenty-first century, building on the Going to Work Day and the Enterprise Days in Year 9 and year 10. Their Careers Logbook will contain their own reflections, their CV and work experience records in Years 9 and 10 and will help them in their decision making process later on.

## **Careers Entitlement Statement**

All girls at Oxford High School will:

**Take part in a careers programme** in Years 7 to 13 that helps them to

- ◆ Understand their education, future training and employment, and other progression opportunities
- ◆ Develop the skills that they need to plan and manage their own personal development and progression
- ◆ Access relevant information and learning from taster activities and experience of work
- ◆ Make, where appropriate, progression plans to help them improve their prospects of success
- ◆ Offer feedback and ideas on how to improve the careers programme

**Have access to, and support with using careers information that is**

- ◆ Easy to find and available on Firefly at any time
- ◆ Have the opportunity to share in the careers programme and to comment on the usefulness of the programme and to make suggestions as to how it could be improved

**During Years 10 and 11 at Oxford High School students will be provided with**

- ◆ One Interview from an external provider with relevant training and expertise
- ◆ Impartial advice
- ◆ Support to help them with their choice of AS and A Level subjects
- ◆ Time to discuss university study and work experience appropriate to their needs
- ◆ Unbiased and up-to-date
- ◆ Online Morrisby careers profile which provides them with a login for life.

**Obtain careers guidance that is**

- ◆ Impartial
- ◆ Confidential
- ◆ Focused on individual needs and fit for purpose
- ◆ Supportive of equal opportunities
- ◆ Provided by people with relevant training and expertise

**All parents can expect to**

- ◆ Be able to make an appointment with a member of staff, including the Head of Careers, to discuss your daughter's progress and future prospects
- ◆ Have access to tutors, teachers and Head of Careers and at designated parents' evenings and at any other time via email on [careers@oxf.gdst.net](mailto:careers@oxf.gdst.net)
- ◆ Be able to look into schemes of work and careers activities, information and resources, using and contributing to them if you wish

- ◆ Receive invitations to take part in careers and information events – specifically the annual Careers Event, Work Experience provision and input to Careers/Subject and Life Lunches
- ◆ Have the opportunity to share in the careers programme with your daughter and to comment on the effectiveness of the programme plans with her Form Tutor and/or subject teacher and/or Head of Careers
- ◆ Guidance about applying for a work experience placement in Year 11:  
**July 1<sup>st</sup> – 5<sup>th</sup> 2019**
- ◆ Opportunities to discuss careers with specialists at the Careers Event in February and at Careers/Subject and Life Lunches
- ◆ The opportunity to offer feedback and ideas on how to improve the careers programme.

**This will build on the careers work of Years 8 and 9 and help your daughter to learn more**

- ◆ About herself
- ◆ About opportunities in school and beyond
- ◆ About how to make decisions wisely to shape her future study and work

## **CHEMISTRY**

In Year 10 students will continue with the Edexcel International GCSE Chemistry course (Code 4CH1) which will ultimately result in an IGCSE Chemistry qualification. Some students may be following the Edexcel international GCSE double award course (Code 4SD0) they opted for at the end of Year 9. Both of these courses will be examined in the summer of 2020. The information below is pertinent for both courses except that there will less content in the double award and only the longer examination paper will be sat.

The academic year begins by reviewing the topic of structure and bonding. This builds upon their knowledge of atomic structure, covered in year 9. They should now begin to understand the fundamental concepts that underpin the subject of Chemistry.

Practical work is developed further and students will improve these skills. There will be no formal coursework practical exams. All the marks for this qualification will be based on their terminal theory examination papers at the end of Year 11. However practical work will underpin everything they do and the theory papers will contain questions related to their practical experience and understanding.

They will have lots of opportunity to do many experiments, make observations and improve their understanding of how practical work links with the theory.

### Topics covered in Year 10:

- Review of bonding and Structure
- Formulae and balanced Chemical Equations
- Gases in the atmosphere
- Acids, Alkalis and Salts
- Crude oil and hydrocarbons
- Rates of reaction
- Equilibria and Ammonia
- Organic Chemistry

All students will sit a 1 hour 30 minutes paper at the end of year 10. Students studying IGCSE Chemistry will do an additional 30 minute paper (which the double award students will not sit). This will be in accordance with what the students will do in the external exams at the end of the course in year 11.

Textbook/Support Material:

*'Edexcel IGCSE Chemistry' (ISBN 978 0 435185 16 9)*

*'Edexcel IGCSE Chemistry Exam practice workbook' (ISBN 978 178 2946861)*

Checklists and an overall specification are also provided. A lot of software is available on the schools' intranet. Past papers are issued directly after the mock examinations in year 11. Students are encouraged to seek one to one help with individual teachers and attend lunchtime revision sessions.

## DRAMA

In Year 10 students follow the EDEXCEL GCSE in Drama (1DR0). Year 10 will map out some of the final linear Year 11 course and will follow the structure of

Autumn: Devising a piece of theatre from a stimulus and write a portfolio covering the creating and developing process (1500-2000 words). Students often visit live theatre performances this term.

Spring: Final performance and submission of portfolio and studying play texts to perform in Year 11 – reading around the subject and acting out scenes from different playwrights and genres. Students will also be studying the set text for the written examination in Year 10 and Year 11. There will be some live theatre visits this term.

Summer: Final revision of set text and examination practice.

The course fosters candidates' creativity, personal growth, self-confidence and analytical skills. The course also

- Develops personal confidence, management skills and concentration.
- Builds on a strong emphasis of good communication and presentation skills.
- Sharpens responses to live productions through detailed analysis.
- Expands an awareness of social, historical and cultural influences through the study of play texts and other styles of dramatic presentations.
- Provides significant opportunities for expressing cultural and personal identity.

## ENGLISH

English at GCSE builds on the skills and enthusiasms developed over Years 7 to 9, but the experience of lessons changes with an increasingly open exchange of ideas in class discussion. Although the kinds of writing and thinking that we do are not so very different from lower down the school, there is much more emphasis upon each student developing her *own* reading of texts. She will be expected to read and re-read the set texts thoroughly on her own, and to stretch her wings with other literature and non-fiction. We do not set by ability: English is a subject where everyone can learn from others and there are plenty of opportunities for all to succeed.

### **What is the course like?**

We will be following the **CIE IGCSE Language and Literature 9-1** Courses (Course Codes 0990 and 0992). This consists of two separate IGCSEs and so the course is necessarily intense, but it is also stimulating and enjoyable, with plenty of opportunities to read and explore texts; to write in different forms and for varied purposes; and to discuss and share ideas. We have high expectations of your daughter keeping up with the twice-weekly homework and being fully involved in her lessons, by listening and responding to ideas and contributing thoughts of her own.

English Literature includes an element of written coursework. While drafting and refining work is part of the process of learning to be effective writers and readers, we do not view the coursework tasks as 'stand-alone' pieces demanding a more intensive approach than other work set over the year. Instead, we aim to set pieces of work that develop the students' learning and interests on a particular topic, making the final choices of coursework pieces for submission towards the end of the course. This involves individual consultation between your daughter and her English teacher, and is one of the ways in which the courses allow for the development of individual interests and strengths.

The English Language IGCSE will also include a compulsory speaking and listening element, which does not form part of the final Language mark, but is awarded separately with 'distinction', 'merit' or 'pass'.

## **ENGLISH - FIRST LANGUAGE GCSE**

### **Examination 100%:**

#### **Paper 1 - Reading Passages (Extended) – 50%**

- Three questions on two reading passages printed on the paper, linked by a common theme.

AND

#### **Paper 2 - Directed Writing and Composition – 50%**

- One question on a passage or passages, and a composition task from a choice of titles.

**Spoken Language: Internally assessed (0%) and separately endorsed.**

## **ENGLISH LITERATURE GCSE**

### **Coursework: 25%**

- Two assignments on different texts; one *may* be an exam set text.

### **Examination: 75%**

- 3 tasks in two papers, covering drama, poetry and prose set texts.

The two subjects, English and English Literature, are taught in an integrated way, so that students can see the connections between studying literature and non-fiction and media, and between exploring the writer's craft and developing as writers themselves.

We do not want the IGCSE course to be limiting in any way. We encourage students to see English as a way of thinking, fostering skills they will apply to every text they come across, be it a political leaflet, a website or a poem. We make sure the students are able to develop their creativity, as well as analytical rigour.

Wherever possible, we take your daughter to a production of her set text play during Years 10 or 11, with the cost covered in the allowance for curriculum trips. There will be other opportunities for theatre trips on an opt-in (chargeable) basis. We will also ask you to buy your daughter's exam set texts for Literature, so she can annotate them and they will be hers to keep. The total cost will be in the region of £20-£30; we will pay for these in cases of financial hardship.

## **FRENCH**

We follow the Cambridge IGCSE specifications.

**Textbook:** Year 10 & 11: Studio French GCSE textbook (9-1), and Year 11:

The principal aim over these two years leading up to their IGCSE is to develop greater fluency and complexity in handling both the spoken and written language. Topics introduced in Years 7 – 9 are re-visited but with the expectation that pupils will be able to express themselves at a level of linguistic complexity and maturity more appropriate to their age. New topics will be covered such as the world of work and future study/career plans, the modern world and new technologies and the environment. Previously learned grammar will be regularly revised and new tenses such as the pluperfect and the conditional will be introduced.

## **GEOGRAPHY**

We will follow the new AQA Syllabus (8035). This covers a range of physical and human Geography topics and a people-environment theme is preserved throughout. We aim to develop and extend the range of skills already learnt at Key Stage 3. These skills include Ordnance Survey map reading, methods of collecting, presenting and analysing evidence and decision-making. ICT skills are also applied to appropriate topics.

Our approach is enquiry based. Through a variety of sources – maps, photos, videos, statistics and textbooks, we try to find answers to geographical questions posed by the topics we cover.

There are 3 main components which are assessed in 3 papers (consisting of a mixture of multiple choice, short answers and longer answers):

**Living with the physical environment** – physical landscapes of the UK and the living world.

**Challenges in the human environment** – urban challenges, the changing economic world and the challenge of resource management.

**Geographical applications** – An issue evaluation (with pre-release materials), fieldwork questions.

There is no controlled assessment or coursework, but fieldwork will still be an important part of the course and delivered through a physical investigation in

Shotover Country Park in Year 10 and a human investigation in London Docklands in Year 11.

Assessment of the Geography exam will be graded 9-1 (9 will be the equivalent of A\*\* which does not exist currently).

During the course we look at a number of contemporary issues. Global citizenship, the interdependence of countries and sustainable development are recurring themes.

Girls also have the opportunity to participate in the trip to Iceland, which takes place every other year (the next trip August 2020).

Pupils are encouraged to attend lectures run by the local branch of the Geographical Association after school and to support the World Wise Quiz.

Textbooks     *AQA GCSE (9-1)*, Widdowson, Blackshaw, King et al  
                  *Skills Companion*, Payne  
                  *Tackling Geography Coursework*, Bowen and Pallister

## GERMAN

We follow the Cambridge IGCSE specification.

The main purpose of learning German, as with any foreign language, is to be able to communicate effectively with the native speakers of that language. In Years 10 and 11 the emphasis on practical communication is continued, and the grammar learned in Year 9 is revised and built upon. In both years, the use of ICT in language learning is developed. Language acquisition is rapid during these two years and the often smaller sets mean that students have more opportunities to express ideas and develop their language skills. Further study of German-speaking countries and their cultural heritage is naturally part of the course.

**Textbook:** *Edexcel GCSE German 'Stimmt!'*

**Topics:** Home life, school routine, food, health issues, family, leisure activities, festivals, holidays and travel, accommodation, media.

**Grammar:** The perfect tense and simple past; word order; relative pronouns; the comparative and superlative, the future tense, prepositions, adjective endings, conditional.

We participate in the events run by the Oxford German Network: for example theatre visits, Reading Groups in the University and the annual Oxford German Olympiad.

We have an exchange programme with a school in Munich, open to all girls learning German. This runs every other year and the next exchange will be in the spring term and Easter holidays in 2020.

## **HISTORY**

We will be following the Edexcel International GCSE (2017) specification.

### **Skills**

The foundations for the skills required by the International GCSE course – research, note taking, essay writing and source evaluation – have already been established, and these skills will be honed during the course. Students are required to use some of their homework time for reading and research.

### **Content**

#### The USA, 1917-41

The impact of the First World War on the USA; Immigration; Prohibition and gangsterism; Mass production and the stock market boom; the Roaring Twenties; the position of black Americans; USA in Depression; Roosevelt and the New Deal.

#### Development of dictatorship: Germany, 1918-45

The establishment of the Weimar Republic and its early problems; the recovery of Germany, 1924-29; the rise of Hitler and the Nazis; life in Nazi Germany; Germany during the Second World War.

### **Textbooks**

Simon Davis, *Edexcel International GCSE (9-1) History Student Book, The USA, 1918-41*

Victoria Payne, *Edexcel International GCSE (9-1) History Student Book, Germany:*

*Development of dictatorship, 1918-45*

Ben Walsh, *GCSE Modern World History*

These are supplemented by a variety of other books; film and interactive resources are also used, and use of the School Library is encouraged.

## ITALIAN

**Examination Board:** AQA (New Specification: 8633)

In Year 10 the students will start to work towards their GCSE exam.

As always, the learning will progress through the development of the four skills of listening, reading, speaking and writing.

Students will consolidate the knowledge of the grammar they have learned so far: present indicative forms (regular and irregular/ agreements). They will add further tenses in the indicative: past perfect, imperfect and future. They will work on becoming secure in the use of tenses and of agreements as well as on the concepts and use of possessive and demonstrative adjectives and pronouns.

The topics covered will be some of those indicated in the new GCSE specifications: me, my family and friends; technology in very day life; free time activities; customs and festivals in Italy and Italian speaking countries and communities; home, town, neighbourhood and region; social issues (charities; healthy/unhealthy living); travel and tourism; my studies, life at school.

All work will be undertaken in the context of the richness and variety of Italian culture, with reference, whenever appropriate, to music, art, literature, history and geography of Italy.

**Textbook:** *Amici, Oxford University Press*

**Additional material and activities:** Italian films with English subtitles will be shown; extension work will be available for interested students; participation to cultural events will be encouraged when appropriate or outings will be organised; in-school events to develop cultural awareness are organised throughout the course.

## LATIN

We follow the OCR GCSE specifications.

**The aim of the course:**

The course enables girls to understand the Latin language thoroughly, so that they can appreciate the poetry and prose writing as literature. We also hope to encourage curiosity about the classical world and the way that it underpins modern European culture.

For our textbook we use *Latin to GCSE II* and *Essential GCSE Latin* (J. Taylor). The emphasis during this two-year course is on the literature. We read two set books, a

poetry text and a prose text, beginning in the summer term of Year 10. It is exciting for students to realise that they have the understanding and critical ability to discuss Latin as they do English literature. They will also begin to make cultural connections past and present, historical and literary, and discussions can be far-ranging in subject matter and moral depth.

### **Language work**

At the start of Year 10 there is still some grammar to cover as well as the major constructions. We teach the new material in a traditional way (learning detailed grammar tables, for example) and we practise using the new constructions by writing simple examples in Latin. The emphasis however is on translating from Latin to English both accurately and naturally, since this is the skill examined at GCSE.

There is a Defined Vocabulary list which is helpful: any words not on this list must be glossed in the exams. On the other hand, girls must still know the cases for every noun and the tenses and moods of the verbs, so the list is a working document rather than an instant solution.

### **Literature**

Students may either read an extract from Vergil's Aeneid or a selection of poetry by Catullus, Virgil, Horace, Ovid and Martial. We also read a selection of prose extracts, usually Pliny. Girls will write their own translations after preparing and discussing them in class with their teacher. We start from the texts and explore widely within the cultural framework they offer.

### **Co-Curricular Opportunities**

Every year we enter the Classical Reading Competition and girls in Years 10 & 11 usually enter into the spirit with excellent results. There is an opportunity to learn poetry by heart for this, which we encourage. We take Year 10 up to London to visit the Classical galleries in the British Museum. Sometimes we also see some classically inspired pictures in the National Gallery. We visit a classical destination every other October half term: In October 2017 it was Greece. In 2019 it will be Sicily.

## **MANDARIN CHINESE**

**Exam board** – Cambridge IGCSE Chinese (0547)

Year 10 marks the beginning of the two-year GCSE course. Students will continue to develop their four language skills in Mandarin Chinese. The IGCSE course consists of four externally examined papers based on the following skills:

- listening
- speaking
- reading
- writing

Students must complete their speaking assessment in April/May and all other assessments in May/June in their Year 11.

Textbook: *Cambridge IGCSE Mandarin Chinese*

**Topics** include Identity and culture, local area, school, future aspirations, study and work; grammar includes conjunctions, stative verbs, co-verbs and verb complements. The reading skill is extended to read longer passages without Pinyin.

The girls are expected to be able to write messages, postcards, blogs, essays and letters of up to 150 Chinese characters. They are encouraged to use the internet to search for cultural information. They will have lessons in the ICT room regularly to practise speaking and listening skills via QUIZLET or GOCHINESE and other internet learning platforms. All four language skills will be assessed internally at the end of Year 10.

## MATHEMATICS

By Year 10, students have developed a wide range of mathematical skills. Throughout the year we will work on consolidating and extending these skills to enable the girls to understand the real-world relevance of mathematical concepts, and aim to ensure that they all have the confidence to apply their skills with increasing sophistication to a variety of complex problem solving situations. Time is spent focusing on clear mathematical communication and how to develop a reasoned mathematical argument.

Lessons in Year 10 continue to be based around the six core areas (number; algebra; ratio, proportion and rates of change; geometry and measures; probability; statistics) with time also spent exploring areas of Mathematics beyond the scope of the IGCSE course. The Edexcel IGCSE Mathematics A course (4MA1) is assessed by two equally weighted two-hour papers at the end of Year 11, both of which cover the whole syllabus. There is no coursework assessment

We use past examination papers to familiarise the students with the style of questioning they will meet in their final exams, alongside a variety of textbooks and many of our own resources.

During the spring term of Year 10 all students take part in the UK Maths Trust Intermediate Maths Challenge. This national multiple-choice test challenges their thinking skills and logical reasoning as well as their mathematical abilities; every year many girls are awarded certificates of achievement, while a few win through to the follow-on rounds.

## MUSIC

We follow the Edexcel GCSE specification.

This is a practical and creative course involving performing, composing and listening, using a wide variety of musical styles including classical, popular and world music. You will need to take individual instrumental or singing lessons for the duration of the course. It will provide a good opportunity for you to use the practical skills you have already acquired and enhance them by developing a broader musical knowledge.

### **The syllabus comprises 3 elements:**

#### *Listening*

There is one exam in the summer. You will answer questions on recorded examples from the following Areas of Study: Instrumental music 1700 – 1820, Vocal Music (including classical and popular styles), Music for Stage and Screen, Fusions. We will study practice questions for this throughout the course.

The other two elements consist of course work:

#### *Composing*

You will submit two compositions, one to a set brief and one free composition. Although this is coursework we are able to offer advice and guidance.

#### *Performing*

You will submit a solo and ensemble performance, on one or more instruments including singing. These are recorded, and you can do any number of ‘takes’!

### **Co-Curricular Groups**

**We would like all GCSE pupils to take part in at least one school group for the duration of the course.** These include Senior Choir (Years 9 – 13), A Cappella (auditioned), Senior Orchestra (minimum Grade 5 – 6 standard), String Orchestra (minimum Grade 6 standard), Concert Band (minimum Grade 5 standard) and chamber groups. Details of all these will be advertised at the beginning of the year.

**Associated Board examinations** take place every term; all but the theory exam in the summer (which is always on a Saturday) take place in school. Entry forms are available from the document wallet outside the Music Office at the beginning of each term. With the recommendation of the teacher, these forms should be returned by the published deadline completed with all details, including parents’ signature to authorise the debit for the fees. If a student has lessons outside school, she is welcome to take her grade examinations here.

## **PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (PSHCE)**

The PSHCE programme is delivered in a weekly session, usually led by the form tutor with input from outside speakers and the School Nurse.

### **PSHCE programme**

- ◆ Study Skills and Team Building are the focus of enrichment sessions at the start of the year.
- ◆ Active Citizenship – what is it to be a citizen of your community? What is it to be a citizen globally? The outcome of the Active Citizenship Project is a group project that explores a global/national issue and which lobbies for changes for the better; the work incorporates Values education, charity work and social enterprise.
- ◆ Sex and Relationships Education – the focus is on self-respect and encouraging girls to be confident and challenge external pressure. They look at personal choice in managing relationships, consent, stereotyping and moral issues. The SRE programme also covers contraception, sex and the law and LGBT. Sessions are run by the Brook Advisory team, Sexpression and the School Nurse. There is an opportunity for parents to withdraw their daughters from some aspects of the sex education programme if they so wish.
- ◆ Mock United Nations General Assembly - students prepare and research presentations to bring to the Assembly as a country, acting upon a global and current issue - working with other countries for a better future.
- ◆ ‘How to Study’ is also a time when students are given help on the different revision strategies. Students are also given outside advice from ELEVATE.
- ◆ There is a focus on Careers, covering CVs, enterprise and future life choices, plus time spent on looking at Oxford High School’s 6<sup>th</sup> form broad breadth of subject opportunities and the 360 programme.
- ◆ There is also PSHCE time given to academic monitoring where students have time 1-1 with their tutors to discuss their progress, targets, successes and challenges.

### ***Parental Support for PSHCE and Careers***

We are always very grateful of offers from parents to come into school to talk on subjects of which they have a specialised knowledge, whether as part of the PSHCE programme or Careers Information. Please contact Miss Nebesnuick, Assistant Head – Co-curriculum, Miss E Selway, Head of Year 10 or Dr C Strobel, Head of Careers, if you would like to be involved with the school in this way.

## PHYSICS

In Year 10 students will continue with the Edexcel International GCSE Physics course (Code 4PH1) which will ultimately result in an IGCSE Physics qualification. Some students may be following the Edexcel international GCSE double award course (Code 4SD0) they opted for at the end of Year 9. Both of these courses will be examined in the summer of 2020. The information below is pertinent for both courses except that there will be less content in the double award and only the longer examination paper will be sat.

There is no practical coursework component. All the marks obtained for their GCSE will be based on the terminal theoretical papers sat at the end of Year 11.

Experimental skills introduced in Year 9 are revised and extended by widening the experimental tasks and making them more open-ended. Girls are encouraged to analyse, evaluate, draw conclusions and explain their ideas whenever possible.

### Year 10 Content

The topics covered in Year 10 are likely to include:

- The Turning Effect of Forces
- Astrophysics
- Properties of waves
- Using Waves
- Light waves
- Sound
- Mains electricity
- Cosmology (enrichment topic)

All students will sit a 1 hour 30 minutes paper at the end of year 10.

Students studying IGCSE Physics will do an additional 30-minute paper (which the double award students will not sit).

This will be in accordance with what the students will do in the external exams at the end of the course in year 11.

Checklists and an overall specification are also provided. A lot of software is available on the schools' intranet. Past papers are issued directly after the mock examinations in year 11. Students are encouraged to seek one to one help with individual teachers and attend lunchtime revision sessions.

Study Textbook/Support Material:

Physics: '*International GCSE 9-1 Physics*' (Holden, ISBN 9781510405189)

Double Award: '*International GCSE 9-1 Physics*' (Pearson, ISBN 9780435185275)

## **RELIGIOUS STUDIES**

We follow the OCR GCSE specification **J625 Religious Studies GCSE 9-1**.

In this two-year course we study two world religions: Christianity and Hinduism. Christianity is one of the religious traditions sometimes called Abrahamic. We live in a neo-Christian country in which many of our customs and practices are founded in Christianity. Hinduism is, by contrast, is one of the religious traditions sometimes called Vedic. It is very different to Christianity and allows our students to explore religion from the perspective of two very different cultures. In both cases we look at beliefs, teaching and practices. Studying these two world religions represent 50% of the GCSE course. For the other 50% of the course we study religion, philosophy and ethics. We look at relationships, peace, conflict, the existence of God, ultimate reality and the dialogue between religious and non-religious beliefs. The course is assessed by external examinations, at the end of Year Eleven.

The two year GCSE Religious Studies course examines the religions of Buddhism, Christianity and Hinduism and we will look at ethics. In each religion we look at we will focus on philosophy and beliefs; pilgrimage and festivals; and major divisions within the traditions. When we investigate ethics we will look at marriage, divorce and gender issues; medical ethics and wealth. There will be places of Worship visit.

## **RUSSIAN**

GCSE Examination Board: EDEXCEL

The four skills of speaking using pair work, listening to authentic Russian recordings, reading longer texts and writing more substantial passages are continued in the third year of Russian.

More emphasis is placed on reading and writing skills using more advanced lexis and grammar patterns. All ending patterns for nouns, pronouns and adjectives are covered. Students get a more profound idea of the case system in the Russian language. Past and Future tenses are reinforced and the concept of aspects is introduced. The topics studied in year 10 include describing past and future holidays, education and future careers, describing town/local area, famous people and more.

**Pen-pal links and the exchange programme:** The link with Moscow International School is continued. The students are given the information about the school and are matched up with their Russian partners. The students then establish correspondence via email or Facebook with their respective partners.

**IT:** The students have access to the Interactive Whiteboard and extensive ICT resources to help them master the Russian keyboard, and are encouraged to produce their work on the computer using Word, Publisher or Power Point. Various websites are used to engage listening skills and reading skills.

**Textbooks:** VNIMANIE course by Edexcel team, KOMETA resources, Teach yourself Russian.

**Additional materials:** Russian DVDs with English/Russian subtitles, authentic Russian magazines, Cds with songs etc.

## SPANISH

We do Edexcel IGCSE at the end of Year 11. The aim is for students to be able to communicate and understand the language in everyday situations. (At the end of Year 11 four skills are tested - reading, writing, speaking and listening).

Grammar points are presented and reinforced via exercises and topics. Application of these points within a particular context may take the form of a letter to a hotel, or a conversation between friends about leisure activities, for example. Students also learn a lot about life in Spain: for example, we look at popular fiestas and celebrations, and produce PowerPoint presentations and brochures about places in Spain or Central/South America.

### **The topics covered in Year 10**

Personal Information, House and Home, Family and Friends, Food and Drink, School, Holidays, Home Town and Local Area, Directions, Travel and Transport, the Media, Staying in Spain, Fashion.

### **The main grammar points covered in Year 10 are:**

Comparative and superlative, ordinal numbers, direct and indirect object pronouns, personal a, reflexive, perfect and pluperfect, imperfect, preterite and future tenses, acabar de, llevar, hacer and time expressions, demonstrative adjectives and pronouns.

**Materials:** *Zoom 2*

## **SPECIAL EDUCATIONAL NEEDS**

### **Identification, assessment and monitoring**

- 1) In the autumn term all new students take the MidYIS assessment (devised by the CEM centre) and the results are noted.
- 2) LASS testing occurs for all new students in Years 8 to 11 and is administered to all students. LASS (11-15) is a multifunctional assessment system. LASS 11-15 assesses:
  - Visual Memory
  - Auditory-verbal memory
  - Phonic reading skills
  - Phonological processing ability
  - Single word reading
  - Sentence reading
  - Spelling
  - Reasoning

For further information go to: <http://www.lucid-research.com/p/127/lass-11-15#>  
Arrangements for the periodic review of LASS testing can be made at any time and reviewed accordingly.

### **SEND Provision**

The Special Educational Needs and Disabilities Coordinator (SENDCo), Mr Mark Huggins, works closely with all staff, parents and outside agencies ensuring the best possible provision for students with special educational needs and/or disabilities (SEND). All those working with students are alert to emerging difficulties and respond early. This information is gathered by the SENDCo. This information also includes any concerns expressed by parents or guardians as to the provision of education for students with SEND. This information is then discussed within the SEND Department to see what extra provision can be provided.

Whilst the individual learning needs of most students will be met by differentiated teaching in the classroom, there will be times when even more individualised support or attention is needed in order to enable students to make progress and remain engaged in their learning. Mr. Mark Huggins and Ms Alison Hughes (Learning Support Teacher) provide learning support and can offer advice concerning the management of mild special educational needs and disabilities within school.

Learning Support: Students may be offered a fixed number of 30-minute lessons, once a week, in their free periods or during lunch. These 1-1 or small group sessions cover a variety of learning strategies – for example, mind mapping, revision skills, exam technique, and the organization of written work. They are highly individualized lessons based on the student's need.

If, after receiving targeted support from class teachers and the Learning Support Department, a student is still not making expected progress, arrangements for a more in-depth assessment may be advisable, and an external report may be needed.

Mr Huggins and Ms Hughes will discuss SEND issues with parents and refer them for an assessment. Mr Huggins is able to administer some tests in-house to build up a profile of strengths and weaknesses and identify areas where support may be needed. This assessment can also be used for access arrangements for internal and external examinations.

It may be that a more in-depth, full assessment is required. If this is the case, we will recommend *one of our external Specialist Assessors, who will conduct a diagnostic educational assessment, with a view to identifying the support a pupil needs to enable them to achieve their potential. **These external professionals work independently of Oxford High School and are recommended in good faith based on past assessments. While Oxford High School accepts no responsibility for their opinions, it is our experience that their reports contain recommendations that allow us to better support pupils in the classroom.***

### **Gifted and talented**

All pupils have the opportunity to benefit from extension and enrichment within the daily curriculum, a range of competitions, study days, conferences and specialised courses.

## **SPORT**

The aim is to encourage, develop and foster a lifelong passion for physical activity. This is achieved by offering a dynamic, challenging, diverse and evolving range of sporting activities. Whether a recreational participant or elite performer all will be inspired, motivated and supported.

In the curriculum emphasis is given to personal choice. The options include but are not limited to dance, football, volleyball, cricket, rounders, tennis, badminton, trampolining, netball, squash, bootcamp, ultimate frisbee and fitness suite. There are also opportunities for strength and conditioning, dance, inter-house rounders and a sponsored charity event.

The curriculum is supported by a strong co-curricular programme. Both the elite performer and the social participant are offered extensive opportunities. Clubs and practices are open to all unless stated otherwise and are held at lunchtimes and after school. There are also opportunities to assist with coaching and officiating. The clubs are:

Athletics	Netball
Badminton	Rounders
Biathlon	Running Club
Cricket	Rowing - at Hinksey Sculling School, fee payable
Crossfit	Sailing - at Farmoor, fee payable
Cross Country	Swimming – recreational & competitive
Dance	Squash
Football	Strength and Conditioning
Fencing- Selection only	Tennis
Gymnastics (for display, by audition)	Tennis coaching – fee payable
Hockey	Trampolining

Tennis Coaching is available all year round. Application forms for the autumn term are sent electronically in June and for the spring and summer in January and March respectively. Places are limited. Early application is advisable. Students are welcome to use the sports hall and tennis courts at lunch time but should be fully changed.

### **Competitive Play**

Local, regional and national competitions are entered. Matches are played on Tuesdays, Wednesdays and Thursdays and occasional Saturday mornings. Details are published at [www.oxfordhighsport.net](http://www.oxfordhighsport.net). Team lists are published approximately one week ahead of each match ready for players to confirm their availability. They confirm their availability by ticking the team sheet on the fixtures board or informing their coach. We have extensive use of the astro turf pitches at Hawks Hockey Club and most matches will be played at this venue on Banbury Road North (BRN). Netball matches are sometimes played at the Oxford Netball Centre (ONC) in Marston. Maps for both locations are on the school website.

### **Health and Safety:**

- ◆ Custom-made mouth guards are mandatory for hockey. A fitting session is arranged with a local dentist for September. Order forms are available in June from the Sports Department.
- ◆ Shin pads are mandatory for hockey and football.
- ◆ Hair is tied back for all sports.
- ◆ Jewellery/ watches: a box is provided for storage during lessons and practices.
- ◆ Trainers with no black or heeled soles as these mark and erode playing surfaces
- ◆ Football boots are necessary for football on grass pitches.
- ◆ Trainers and astro boots are more suitable for astro turf play and are strongly advised for hockey team players.

Boots should be removed before going into the building. A shelf is provided outside the changing rooms for outdoor shoes. Blue and Green changing rooms are for swimmers. Yellow and Red changing rooms are for all other activities. Outdoor shelving is provided for each year group to place their games kit into.

**Off-games: Procedure**

An email from home explaining the reason for non-participation should be sent to the Director of Sport before the start of the lesson (s.huggins@oxf.gdst.net). Pupils attend the lesson wearing trainers, tracksuit and hooded top so that they can help coach, officiate, record, umpire or observe the lesson. Without this note, pupils will be given a kit check. Two kit checks will result in a detention.



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