



OXFORD  
HIGH SCHOOL

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G D S T  
GIRLS' DAY SCHOOL TRUST

# YEAR ELEVEN CURRICULUM 2018-2019



## ANCIENT GREEK

We follow the OCR GCSE specifications.

### **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 II* (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 9, 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 10. 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**

This course is based on the artistic skills acquired in Year 10 and encourages students to develop a theme-based idea in a way that best suits their working methods. Students will be able to work much more independently as they explore ideas.

The course is divided into two 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. The sketchbook should show clearly stated aims and sustained investigations exploring different ways of achieving those aims through experimentation. It is their responsibility to keep their work safe throughout the course and for this purpose a portfolio is required.

### **Timed Test**

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 medium under examination conditions. The 10 hour timed test will be shortly after the Easter holiday

Both Personal Portfolio and the Timed Test 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 craftspersons 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 11 there is further Human Biology, but we also start to explore Genetics and Evolution, the applications of Biotechnology, and a number of other broad Biological principles and processes, including Ecology.

### **Topics covered in Year 11 include:**

Excretion and the Kidney	Evolution
Cell Division and Stem Cell Technology	Ecology
Pathogens and the Immune System	Human influences on the environment
Genetics	Gene Technology

As in Years 9 and 10, the emphasis is on practical investigations where girls find things out for themselves and take responsibility 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 Years 11 notification of work placements, conferences and Careers events by school email and on Twitter so students need to check their school email every day.

Careers Guidance is fully integrated into the PSHCE programme and several other subjects. We encourage girls to know themselves, learn assertiveness 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 and Artemis, as well as with former students, parents and many contacts in the world of work and university.

Year 11 will have already experienced a focused career programme in the summer term of Year 10, as part of their preparation for Sixth form studies. They will have taken online psychometric tests and interest questionnaires, followed by one-to-one careers guidance and CV writing exercises.

This paves the way for Year 11 when students make informed choices for the sixth form and post GCSE studies, and guidance focuses on this, assisted by a report generated by the tests taken in Year 10. Each student will have had an interview with a careers guidance professional from Morrisby in Year 10 and will now be encouraged to have further conversations with her tutor and teachers, Head of Year, 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 (**1<sup>st</sup> to 5<sup>th</sup> July 2019**) after GCSE exams. At the start of Year 11 we offer a training session for students to learn how to market themselves through sending out a good CV and letter of application or over the phone and in informal interviews, 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. Dr. Strobel will run in drop-in clinics specifically for the work experience programme throughout the winter months to be on hand for guidance.

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 Year 11 are welcome to attend to find out more about future choices and their active working lives.

## **CAREERS PROGRAMME**

The aim of the Careers Programme in Year 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 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 Day in Year 9, and the Careers Day in Year 10, which will have given them a sense of their personality type and suggestions for future areas of study and work. All of their experiences can be logged in their individual logbooks accessible via their Google Classroom. These experiences will set them in good stead to discuss their Sixth Form studies and possible career interests with their tutors, Dr Strobel and their Head of Year as well as with an independent careers adviser, in the context of their own strengths.

### **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 at convenient times and in convenient locations and 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 and other post 16 choices
- ◆ Time to discuss university study and work experience appropriate to their needs
- ◆ Unbiased and up-to-date
- ◆ Online Morrisby 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 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> to 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 11 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 2019. 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.

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.

Throughout the course students will be stretched with enrichment activities that further develop their level of knowledge and understanding. Many of these activities are designed to make students think a lot more deeply, engender further interest and give them an idea of what studying Chemistry beyond GCSE level might be like. The enrichment provides an excellent opportunity to study Chemistry well beyond the restraints of the specification.

### Topics covered in Year 11:

- ◆ Quantitative Analysis (Mole concept)
- ◆ Electrolysis and Aluminium
- ◆ Qualitative Analysis (identifying ions)
- ◆ Energetics
- ◆ Review of course, revision and past papers

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.

## **DESIGN TECHNOLOGY**

The Year 10 course is a fun course aimed specifically at increasing students' knowledge of designing and making products. The lessons build on what has been learnt in Year 7, 8 and 9. All of the projects in Year 10 are practice pieces and none are examined as part of the final IGCSE. They enable students to acquire designing and constructional skills, knowledge and understanding through research, planning, designing and manufacture. Theory lessons are also delivered to underpin the practical work. These lessons help to develop their understanding of the tools, techniques and processes used during manufacturing in school and in industry.

During Year 10 there are several projects that develop students designing and making skills. These range from practical drawing lessons to learning about designing through to manufacturing techniques.

The projects will develop amongst other things:

- Knowledge of formal drawing techniques
- Observational drawing/sketching
- Colour and tonal rendering techniques
- Modelling in card and foam
- 3D computer modelling / 3D-printing / laser cutting
- Manufacturing techniques using hand tools, power tools and machines
- Use of a range of resistant materials
- Design thinking skills
- Quantitative and qualitative research methods

### **In Year 11**

The course that is followed for the IGCSE is Cambridge Board IGCSE Design & Technology 0445. By half term in the summer term of Year 10 students will have researched their chosen area of interest for the IGCSE coursework project. The students can choose to make anything they want for the project which results in a wide variety of interesting projects being developed. The marks are awarded for something that is well made and well finished, which solves the original problem. In the latter half of the Year 10 term they will be starting to compile the first few sections of the Year 11 coursework. This will continue on entry to Year 11 with a view to being finished by February half term. The coursework is worth 50% of the overall mark.

There are 2 exam papers. One is a themed design/sketching paper and the other is a written paper, testing knowledge, understanding and theory in Resistant Materials. Both papers are worth 25% (making up 50% of the overall IGCSE mark).

## **DRAMA**

In Year 11 students continue to follow the EDEXCEL GCSE in Drama (1DR0). Year 11 will consist of:

Autumn: Devising and performing 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: Students perform from a chosen text in a group to an external examiner. They will also be studying the set text for the written examination for the end of year. 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:** Same as in Year 10 (Studio French GCSE 9-1)

The principal aim over these two years leading up to GCSE 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.

In Year 11, in addition to the three lessons a week with their French teacher, pupils will have one lesson a week with a native French “assistante”, these will be scheduled either in one of their free lessons or at lunch time.

## **GEOGRAPHY**

We are following 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 build upon and extend the range of skills developed during the first year of the course. 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** – the challenge of natural hazards.

**Challenges in the human environment** –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.

In Year 11 the emphasis in the first term is on oral and aural skills, whereas in the second term the writing and reading disciplines receive fuller treatment. The oral exam takes place early in the summer term. Throughout the year there is one conversation lesson a week with the German Assistant. In the summer term there is also intensive practice for the IGCSE examination using past papers.

**Textbook:** *Edexcel GCSE German*

**Topics:** Education, food and hygiene, tourism, the environment, work experience and world issues.

**Grammar:** building on the foundations laid in Year 10, and including the pluperfect tense, the conditional, modal verbs and word order, more prepositions, reflexive and separable verbs.

We participate in the events run by the Oxford German Network: for example, Reading Groups in the University, a German Social evening at Radley College 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 are following the Edexcel International GCSE (2017) specification.

### **Skills**

The emphasis is on refining the skills required for the International GCSE; whilst the Superpower Relations paper is a depth study, the paper on China is a breadth study and will require students to analyse change and continuity over broader time periods. Students are required to use some of their homework time for reading and research.

### **Content**

#### A world divided: Superpower relations, 1943- 72

Reasons for the Cold War; Early developments in the Cold War, 1945-49; the Cold War in the 1950s; the Berlin Crisis of 1961; the Cuban Missile Crisis; the 'Thaw' and moves towards Détente 1963-72.

#### Conflict, crisis and change: China, c.1900-c.1989

China 1900-34; the triumph of Mao and the CCP, 1934-49; change under Mao, 1949-63; the impact of the Cultural Revolution; China after Mao, 1969-89.

### **Textbooks**

Nigel Kelly, *Edexcel International GCSE (9-1) History Student Book, A world divided: Superpower relations, 1943- 72*

Sarah Moffatt, *Edexcel International GCSE (9-1) History Student Book Conflict, crisis and change: China, c.1900-c.1989*

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 (Specification 8633)

The students will continue to work towards their GCSE exams.

In Y10 all the four essential tenses have been covered and in Y11 the emphasis will be on becoming secure both in the use and in the forms of the essential grammar. In addition, we will introduce pluperfect and future perfect and the concept of different moods (imperative, conditional and subjunctive).

Greater emphasis will also be put on developing and widening the necessary vocabulary to cover all the topics required for GCSE.

The learning will concentrate on producing accurate and fluent Italian, both in writing and in speaking as well as in developing secure comprehension ability both in listening and reading. Dedicated conversation lessons will be organised to specifically develop the oral skills needed for the exam.

Independent reading will be encouraged and students will be encouraged to use appropriate library resources.

**Conversation classes:** students will have conversation classes for the specific development of speaking fluency.

IT- Students will be encouraged to produce work electronically and to research independently; IT resources will be used throughout the course when appropriate.

**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 text book we continue with the Cambridge Latin course, Books 4 and 5 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 11 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. 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 11 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**

We follow the Cambridge IGCSE specification (0547)

In Year 11 Students will continue to develop their four language skills in Mandarin Chinese. Apart from three lessons per week, the girls will have a conversation lesson each week in a small group. They will learn to cope with spontaneous dialogues and

to discuss relevant issues and express their opinions. The grammar points learned in previous years will be reinforced in Year 11 such as the past, present and future tense expressions; word order; the comparative, prepositions and connectives etc.

The skills of using ICT in language learning will be continuously developed, such as typing Chinese in a normal keyboard, practising reading/listening/speaking on QUIZLET and GOCHINESE etc.

Textbook: ***Cambridge IGCSE Mandarin Chinese***

Topics: holiday and travel, Future aspirations, study and work, International and global dimension

We regularly encourage students to participate in the events run by UKAPCE and other organisations: for example of reading/writing and calligraphy competition etc.

## **MATHEMATICS**

In Year 11 the girls meet the most challenging topics in their Edexcel IGCSE Mathematics A course (4MA1), but their excellent foundations of knowledge and reasoning will stand them in good stead. By now they will have learnt to apply a wide range of skills to increasingly complex problems and present clear mathematical arguments in response. As well as tackling this new material, significant time in Year 11 will be spent reviewing and reinforcing the work they have done over the past few years in preparation for their final exams. There is ample opportunity to work on past examination papers so the students become familiar with the structure and style of questions they will meet in the summer.

At the end of Year 11 all our students are entered for the Edexcel IGCSE Higher Tier. This consists of two equally weighted 2 hour long papers which both cover the whole syllabus. A calculator is allowed for both papers (although good mental and written calculation strategies are still essential). There is no coursework assessment.

In addition to the course material, the girls will meet concepts that take them beyond their syllabus and, where relevant, we will take time to reinforce the skills which are essential for continuing on to study Mathematics at A Level.

## **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 of classical, popular and world music. We will study practice questions for this throughout the course.

The other two elements consist of course work:

#### **◆ Composing**

You will submit two compositions from a very broad range of topics including classical forms, 20<sup>th</sup> century music, various types of pop song including musicals, and music from different cultures. 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 led by the Form Tutor, Head of Careers, outside speakers or School Nurse as appropriate.

In the autumn term there is a focus on learning to write CVs and letters of application for summer work experience placements. Thereafter a wide-ranging programme supports students as they prepare to sit their mocks and GCSEs, look ahead to A-level studies, broaden their social horizons and become equipped with the life-skills they will need in higher education and beyond. Students continue to engage with the wider world by leading assemblies on their chosen form charities, engaging in fundraising activities within school and participating in discussions of current affairs. The PSHCE programme includes:

- Talks by alumni and others about their degree courses and career paths
- Writing CVs and work experience letters
- Preparing charity assemblies and organising fundraising
- Managing money
- Tax and National Insurance
- Healthy cooking on a budget
- Peer support
- Study skills, time management and revision techniques
- Mental wellbeing, including strategies for coping with anxiety and stress
- Personal safety and emergency situations
- Current affairs
- Mentoring and 'next steps'
- Action planning – choices and decisions – A Level subjects in relation to future careers
- Work experience – undertaken for a week in July post GCSEs

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

We are always very grateful for 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, Mrs J Berry, Head of Year 11 or Dr C Strobel, Head of Careers, if you would like to be involved with the school in this way.

## PHYSICS

In Year 11 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 2019. 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.

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.

Throughout the course students will be stretched with enrichment activities that further develop their level of knowledge and understanding. Many of these activities are designed to make students think a lot more deeply, engender further interest and give them an idea of what studying Physics beyond GCSE level might be like. The enrichment provides an excellent opportunity to study Physics well beyond the restraints of the specification.

### Year 11 Content

The topics covered in Year 11 are likely to include:

- Current and Voltage in Circuits
- Electrical Resistance
- Work and Power
- Changes of State and Gas Laws
- Magnetism and Electromagnetism
- Electric Motors and Electromagnetic Induction
- Atoms and Radioactivity
- Radiation and Half-life
- Applications of Radioactivity
- Particles
- Review of entire course, revision and past papers

Study Textbook/Support Material:

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

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

Check lists 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.

## **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 11.

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

### **Year 11**

Practice of the four skills is continued in the 4th year of the course. Speaking skills are encouraged by a lesson a week with a Russian native speaker and written tasks include essays, letters, blogs, postcards and picture stories. General grammar is reinforced and revised, and comparatives and superlatives of adjectives, conditional, purpose clauses and aspects of tenses are practised widely. The girls become able to converse on a variety of issues including environment, youth culture and healthy lifestyle. Throughout the year there is one conversation lesson a week with the Russian Assistant.

### **Russian exchange**

The Russian exchange trip takes place during Easter holidays and the girls spend 10 days living with a Russian family, visiting major places of interest in Moscow and immersing into the Russian culture. The outcome of the exchange is priceless as the students' language skills become more confident and their fluency improves considerably. The Russian exchange programme has been running for over 25 years.

**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. 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.

We spend a lot of time in Year 11 working towards the oral exam: students have to choose a picture to describe and then talk about, as well as being able to answer questions on all of the topics studied in Years 10 and 11. This also helps to revise vocabulary and grammar.

**The main grammar points covered in Year 11 are:**

Conditional, subjunctive, revision of all tenses, formal imperatives and negative imperatives, possessive pronouns, indirect pronouns, *por* and *para*.

**The topics covered in Year 11**

Leisure, The Environment and Society, Further Education and Work, Health and Fitness, Sport, Education and Jobs.

In Year 11 each girl will have a weekly conversation lesson with the Spanish language assistant. The groups are small so that every girl has ample opportunity to improve her spoken Spanish and to gain confidence in speaking.

**Materials:** *Edexcel IGCSE coursebook*

## ***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 badminton, tennis, hockey, football, cricket, dance, netball, aerobics, yoga, fitness suite, volleyball, ultimate frisbee, health related exercise, rounders, athletics (selected events), squash, swimming, tag rugby and trampolining.

In the 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. These are:

Athletics	Fencing- Selection only	Sailing at Farmoor, fee payable
Badminton	Gymnastics (for display, by	Netball
Biathlon	audition)	Squash
Cricket	Hockey	Strength and Conditioning

Cross Country	Netball	Swimming – competitive
Crossfit	Rounders	Swimming – recreational
Dance	Rowing at Hinksey Sculling	Tennis
Football	School, fee payable	

Tennis Coaching application forms will be sent electronically in August for the autumn term and again in January and March for the spring and summer sessions. Places are limited – early application is advisable.

### **Competitive Play**

Local, regional and national competitions are entered. Matches are played on Tuesdays, Wednesdays, 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 in Banbury Road North (BRN). Netball matches are occasionally played at the Oxford Netball Centre in Marston. Maps for both venues are on the OHS website.

### **Health and Safety**

- Custom made mouthguards and shin pads are compulsory for hockey. A fitting session has been arranged with a local dentist for September; order forms are available in June.
- Hair should be tied back
- Jewellery and watches; a valuables box is provided for storage during lessons and practices
- Please note: trainers with no black or heeled soles as these mark and erode playing surfaces.
- Football boots are mandatory for play on grass pitches.
- Trainers/ astro boots are more suitable for astro turf.
- Boots should be removed before going into the buildings.
- A shelf is provided outside the changing rooms for outdoor shoes.
- Blue and Green changing rooms are for swimmers.
- Yellow and Red are for all other sports. 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](mailto:s.huggins@oxf.gdst.net)). Students attend the lesson wearing trainers, tracksuit and hooded top so that you 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.

Students are welcome to use the sports hall and courts at lunchtime but should be fully changed. They should change back into uniform for other lessons.



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