



OXFORD
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

YEAR 10 CURRICULUM 2020-2021



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 2022 it is Homer's *Odyssey* Book 7, where Odysseus meets King Alcinous and Queen Arete. 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 2019 it was Sicily. In October 2021 it will be Greece.

ART, CRAFT AND DESIGN

This course builds upon 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 using both traditional media and our range of new media recently acquired for our new studios in the Ada Benson Building – this includes potters wheels and 3D construction equipment, full access to Adobe Creative Suite, Apple desktop and laptop computers, iPadpros, a laser cutter, 3D printers and a Photographic lighting studio/animation room.

The course is divided into 2 parts with 60% of the final mark awarded for a Personal Portfolio and 40% for the Externally Set Assignment. The examination board is EDUCAS. At the start of the course students are introduced to broad ways and approaches to working to deepen their application of skills, knowledge and understanding. They then move into working on their personal portfolio.

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. An annual gallery visit is also organised by the school. It is the student's responsibility to keep their work safe throughout the course and for this purpose a portfolio is required.

Externally Set Assignment including Timed Test

In Year 11 the externally set assignment theme is issued in January by the exam board. Students will need to develop their own ideas usually in the form of a sketchbook and some sustained pieces in preparation for a sustained piece of work to be produced in any media under examination conditions. The 10 timed test will be shortly after the Easter holiday.

Both Coursework and Externally Set Assignment work are graded on the following criteria:

- Record observations especially through drawing but also other appropriate media relevant to the project such as photography.
- Analyse their own work and that of other artists through critical study. This is made up of extended writing, ongoing written reflective dialogue and practical deconstructions about the work explored. Links between their own work and that of others should be made.
- Explore and experiment with a range of media, materials and techniques in order, to develop and refine ideas.
- Quality of final realisation and how the lead up work informs it.

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 1st 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, and 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:

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

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 include

- The Circulatory System
- Respiration
- The Nervous System
- The Endocrine System
- Plant Biology
- Human Influences on the Environment

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 via their Google Careers Classroom, 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 the school's website (<https://oxfordhigh.gdst.net/senior-school/school-life/careers/>). 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 OxLep, Morrisby, Unifrog, 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 part in online psychometric profiling tests and interest questionnaires as used in assessment centres and by many employers using Morrisby Online.

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 can opt in to have 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 takes place for one week in Year 12 to allow for more choice in placements, but we strongly encourage students in Year 11 to seek volunteering placements in the summer holidays following their exams. At the end of Year 10 we offer a Careers Day for students to learn how to market themselves through creating a good CV and letter of application, invite employers and alumnae to give advice and ask each student to register with Unifrog, a platform which will help them narrow down A-Level choices with the view to applying for apprenticeships or university courses later on.

We hold a Careers Event each year and alternate an event of larger scale with alumnae speakers with a Careers and Higher Education Fair (with a variety of stalls informing students and parents of gap year options, universities, professions and employers) in January or February, which we encourage all students to attend to get an insight into work and life. Inspiration4Aspiration talks 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 the Sixth Form and 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 Take Your Daughter to Work Day and the Enterprise/Careers Days in Year 9 and year 10. Their Careers Logbook will contain their own reflections and their CV, and their Unifrog account will continue to allow them to research options for A-Level and beyond and will help them in their decision making process.

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, the school's website and their Google Careers Classroom 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 offered

- ◆ 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 volunteering opportunities appropriate to their needs
- ◆ Unbiased and up-to-date guidance
- ◆ Unifrog account which can be used till the graduate from OHS
- ◆ 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
- ◆ 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, and input to Careers/Subject and Inspiration4Aspiration talks
- ◆ 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
- ◆ Opportunities to discuss careers with specialists at the Careers Event in February and at Careers/Subject and Inspiration4Aspiration talks
- ◆ 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 2022. 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
- Acids, Alkalis and Salts
- Crude oil and hydrocarbons
- Rates of reaction
- Reversible Reactions and Equilibria
- Further Organic Chemistry

All students will sit a 1 hour 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. Past papers are available on the school intranet to start gaining experience with exam-style questions. Students are encouraged to seek one to one help with individual teachers and attend lunchtime revision sessions.

DRAMA

Year 10 will follow the AQA syllabus 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 (2,500 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 IGCSE 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 an opt-in 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%

AND

Paper 2 - Directed Writing and Composition – 50%

Spoken Language: Optional - Internally assessed 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 hopefully 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. A residential trip to France is usually offered at this stage either in Year 10 or in Year 11, as it is organised to take place every two years so as not to clash with other school trips.

GEOGRAPHY

We will follow the 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 and students will use a range of Geographical Information Systems.

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 answer and longer answer questions):

- **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 is still an important part of the course. This is delivered through a physical investigation at Amersham Field Studies Centre in Year 10, and a human investigation in London Docklands in Year 11.

Assessment of the Geography exam will be graded 9-1.

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.

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

Text book: AQA GCSE (9-1). Hodder Education. Widdowson et al.

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

We have an exchange programme with a school in Munich, and girls in Year 10 are welcome to participate.

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

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.

The USA, 1918-41

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.

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.

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 from Tacitus and 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 (Greece or Sicily).

MANDARIN CHINESE

Exam board – Cambridge IGCSE Chinese (0547)

Textbook: *Cambridge IGCSE Mandarin Chinese*

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 before April and all other assessments in May/June in their Year 11.

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. A residential trip to China is usually offered at this stage.

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, in different styles including classical, popular and world music. Most people who choose Music GCSE have an interest in performance, sometimes in several different disciplines. Music GCSE offers a valuable complement to instrumental/singing lessons and participation in concerts, introducing you to a broad range of repertoire and giving you the analytical skills and vocabulary to understand and describe how it works. You will also learn how to create, develop and structure substantial pieces of music of your own. You will need the support of an instrumental or singing teacher to prepare for the assessed performances. Some pupils who do Music GCSE have very high levels of performing skills, but the top grades are attainable for anyone who can perform Grade 5 pieces with a good standard of accuracy and musicianship.

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. Each Area of Study includes two set works, which we will study and analyse during the course of the year. We will also learn how to approach different styles of exam question, and will study practice questions.

The other two elements consist of course work:

Composing

Early in Year 10, the main focus is on developing composing skills, and you will complete a number of short exercises focusing on different areas of technique. As your skills develop, the focus will become more on producing extended pieces of work. One composition will count towards your end-of-year exam mark in Year 10.

Performing

You will regularly use your instrument in lessons, and we will use a practical approach to learning about the set works and their background. For your assessed performance(s), you can perform music of your own choice, in any style and on any instrument (including singing). The performance is recorded, and you are allowed to do a 're-take' if it goes wrong!

Co-Curricular Groups

We would like all GCSE pupils to take part in at least one school group for the duration of the course. This will help develop on the listening skills and ensemble performing skills which are examined in the GCSE assessments, as well as adding breadth of music knowledge. Appropriate co-curricular groups for GCSE students

include Senior Choir (for all girls in Years 9–13, no auditions), A Cappella (auditioned choir for Years 10–13), Senior Orchestra (minimum Grade 5–6 standard), String Orchestra (minimum Grade 6–7 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

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

PSHCE programme

- ◆ Developing confidence and a sense of self is the key focus of the enrichment sessions this 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.
- ◆ Gender and the Law.
- ◆ Healthy Eating – What choices are there?
- ◆ 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, they have Morrisby online testing and the opportunity to have one-to-one

sessions with Morrisby, plus time spent on looking at Oxford High School's 6th 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 2022. 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.

There is no practical coursework component. All the marks obtained for their GCSE will be based on the terminal theory 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

All students will sit a rigorous exam 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)

POSITIVE PROGRAMME

As part of our Pastoral approach we use strategies and tools from the Positive Schools Programme, led by Mrs Jane Berry. The GDST has committed to the programme as it strongly believes in helping students to learn about and be aware of their emotional intelligence. The programme teaches strategies to monitor their emotional health and ways to improve it if necessary, and these are integrated into PSHCE lessons throughout year groups within the school. Parents are also included, with webinars and articles available for them too. Currently, there are a 'Managing Your Mind' set of sessions available to help parents support their daughters during Coronavirus and beyond.

Please click on the [Positive Padlet](#) for further information.

RELIGIOUS STUDIES

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

In this two year course we study two world religions: Christianity and Islam. In both cases we look at beliefs, teaching and practices. Studying these two world religions represents 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.

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* and *Edexcel International GCSE Spanish* (publ. Hodder)

SPECIAL EDUCATIONAL NEEDS

Identification, assessment and monitoring

- 1) LASS testing occurs for all new students in Year 10 and is administered to all students. LASS (11-15) is a multifunctional assessment system. LASS 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 Learning Support 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 and Ms Hughes are 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 to create a student PEN profile, which is shared with teachers, identifying an analysis of the student's needs and strengths, strategies to support the student and recommendations 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.*

English as an Additional Language Support

Small group and one to one Learning Support is available to students deemed EAL under the School's EAL Policy.

We provide additional language support for EAL students, if it is felt by the school that a student needs additional support to access the curriculum.

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, pupils have one double of compulsory sport ranging between hockey, netball, dance, football, cricket, athletics and tennis. Pupils' also receive one double of PE where the emphasis is given to personal choice. The options include but are not limited to dance, football, rugby, volleyball, cricket, rounders, tennis, badminton, trampolining, netball, fitness, ultimate frisbee and running club.

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	Hockey
Badminton	Netball
Cricket	Rowing, Hinksey Sculling School (fee payable)
Cross Country	Sailing, Farmoor (fee payable)
Dance	Swimming – recreational & competitive
Football	Open Fitness
Gymnastics (for display, entry by audition)	Tennis
	Tennis coaching – fee payable
	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. Fixtures against other schools are played during the week, with occasional Saturday tournaments. Details are published at 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.

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 to be worn for astro turf.
- Boots should be removed before going into the buildings.
- A shelf is provided outside the changing rooms for outdoor shoes.
- Two changing rooms are for swimmers and two are for all other sports.
- Pupils' lockers are provided in form rooms for each year group to place their games kit into.

Off-games: Procedure

An email or note from home explaining the reason for non-participation should be sent or give to the relevant teacher before the start of the lesson. Pupils attend the lesson wearing PE kit so that they can help coach, officiate, record, umpire or observe the lesson.



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