



OXFORD
HIGH SCHOOL

GDST
GIRLS' DAY SCHOOL TRUST

YEAR 11 CURRICULUM 2020-2021



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 2021 it is Homer *Iliad* Book 3, where Menelaus fights Paris. 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 2019 it was Sicily. In 2021 it will be Greece.

ART, CRAFT 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 and develop their practice moving into Year 11.

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 EDUCAS.

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, make significant study from direct observation and are encouraged to visit museums and galleries and evidence this in their work. An annual gallery visit is also organised by the school. The sketchbook should show clearly stated aims and sustained investigations exploring different ways of achieving those aims through experimentation.

Externally Set Assignment including Timed Test

In Year 11 the externally set assignment theme is issued in January. Students will need to develop their own ideas for a sustained 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 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 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:

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

Work will extend from the skills acquired in Year 10 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!

At the end of the course you will submit all your coursework for assessment and complete a 10 hr externally set assignment in response to a theme provided by the exam board.

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 include:

- Homeostasis
- Excretion and the Kidney
- Pathogens and The Immune System
- Reproduction
- Genetics
- Genetic Engineering
- Evolution
- Selective Breeding

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 and via the Careers page on the school's website. 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 Unifrog, Morrisby and Medic Portal, 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 been offered the opportunity for 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 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 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 the Sixth Form in order to prepare for university/apprenticeships and beyond. Workshops and Careers Events 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 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, via 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 and other post 16 choices
- ◆ Time to discuss university study and work experience appropriate to their needs

- ◆ Unbiased and up-to-date guidance
- ◆ Unifrog account to help them make decisions in an informed manner
- ◆ 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
- ◆ 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 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 2021. 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.

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 (Chemistry only)
- ◆ 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)

'Grade 9-1 Edexcel International GCSE Chemistry: Revision Guide with Online Edition' (ISBN: 1782946762)

'Edexcel International GCSE Chemistry: Grade 8-9 Targeted Exam Practice Workbook (with answers) (ISBN 978-1789082371)

Checklists and an overall specification are also provided. Past papers 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

In Year 11 students continue to follow the AQA 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 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 IGCSE

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 IGCSE

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: 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 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.

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 'Stimmt!'*

Topics: Social media and technology, local area, holidays and travel, student life, the world of work, festivals, the environment.

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, and girls in Year 11 are very welcome to take part.

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.

GHL: In Year 10 the period of distant learning was used effectively to bring the exam preparation forward, by systematically drafting set oral questions necessary for GCSE.

During Year 10 all the four essential tenses have been covered and in Year 11 the emphasis will be on becoming secure both in the use and in the forms of 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 (be them in physical or digital form).

Conversation classes: students will have conversation classes for the specific development of speaking fluency in very small groups or even, when possible, in one-one sessions.

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

GHL in Year 11. Should there be another period of distant learning, the students will be made to tackle exam-like questions, and the curriculum will be delivered seamlessly. Oral work will continue on a one-one basis via individual online lessons.

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. If possible, and under school and government’s guidance, participation to cultural events will be encouraged when appropriate or outings will be organised. Participation to events either digital or in-school, deemed appropriate to the development of cultural awareness, will be encouraged throughout the course,

GHL: students will be given information on appropriate websites and online events. They will be directed and encouraged to watch culturally relevant documentaries and films online.

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 2019 it was Sicily. In 2021 it will be Greece.

MANDARIN CHINESE

We follow the Cambridge IGCSE specification (0547)

Textbook: Same as in Year 10 (Cambridge CIE Mandarin Chinese)

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 sophisticatedly. 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.

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

We regularly encourage students to participate in the events run by British/HSBC 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, 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 were introduced in Year 10. We will revisit each set work during the year, to revise and add greater depth to your knowledge, as well as to practise different types of exam question.

The other two elements consist of course work:

Composing

During Year 11 you will compose two pieces of music as coursework. One is a free composition which can be done in a style and genre of your own choice. The second is two a brief published by the exam board. You will work on these during lessons as well as for homework. Although these are coursework the exam regulations allow us to offer general advice and feedback.

Performing

You are required to submit two pieces of performing coursework, one solo and one ensemble. Normally the solo will be recorded during Term 1 and the ensemble during Term 2 of Year 11. If your first attempt is unsuccessful you are allowed to re-record at a later date.

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 led by the Form Tutor, Head of Careers, outside speakers or School Nurse.

The PSHCE programme includes:

- Careers: interview practice; guidance with future choices; talks by alumni and others about their degree courses and career paths
- Managing money
- Study skills, time management and revision techniques
- Decision-making
- Festival Survival Guide
- E-Safety
- Current affairs
- Relationships and Sex Education
- Mental wellbeing, including strategies for thriving and striving
- Finding your voice
- Personal safety and emergency situations
- Mentoring and 'next steps'

Parental Support for PSHCE and Careers

We are always very grateful for offers from parents 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 2021. 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
- 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.

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

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 International GCSE Spanish* (publ. Hodder)

SPECIAL EDUCATIONAL NEEDS

Identification, assessment and monitoring

1) 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 and 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, yoga and running club.

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	Gymnastics (for display, by audition)	Sailing at Farmoor, fee payable
Badminton		Netball
Cricket	Hockey	Open Fitness
Cross Country	Netball	Swimming – competitive
Dance	Rounders	Swimming – recreational
Football	Rowing at Hinksey Sculling School, fee payable	Tennis

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. 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 given to the relevant teacher before the start of the lesson. Students attend the

lesson wearing PE kit so that you can help coach, officiate, record, umpire or observe the lesson.

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.



Oxford High School
Belbroughton Road
Oxford, OX2 6XA
Tel: 01865 559888
Email: oxfordhigh@oxf.gdst.net
Web: oxfordhigh.gdst.net
Follow us on twitter: [@OxfordHighSch](https://twitter.com/OxfordHighSch)