



OXFORD
HIGH SCHOOL

G D S T

YEAR 10 CURRICULUM

2023-2024



ANCIENT GREEK

We follow the OCR GCSE specification.

The aim of the course:

The course enables students 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. Students 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. Students 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 students 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 students 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, students 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 read part of either the *Odyssey* or the *Iliad* for their verse set text: for June 2023 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. Students 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 students 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 2024 it will be the Bay of Naples.

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, iPad pros, 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.

The “Art, Craft and Design” GCSE endorsement enables students to have flexibility in the direction that they can take their art. For instance, an illustrative/graphic approach could be followed or alternatively a fine art or a 3D approach and so on. Basically, there are many routes that students can follow. For the right student they could even specialise further and take the “Photography” GCSE endorsement for example.

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-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. An individual theme/line of enquiry is central to development of work.

You will develop skills to creatively:

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

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

All work will be theme based with titles such as:

- Decoration
- Landscape/Cityscape
- Swirls, Spirals, Circles or Spheres
- Reflections
- Musical Instruments
- Tropical
- Woodlands and Forests
- Journeys

- Memorabilia
- Natural Forms
- Interior/Exterior

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 students 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:

- 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 marketplace or even the back garden!
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BIOLOGY

In Year 10 students will continue with the Edexcel International GCSE Biology course (Code 4BI1). Some students may be following the Edexcel international GCSE Double Award course (Code 4SD0) they opted for at the end of Year 9.

In Year 10 we focus primarily 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. There is still an important emphasis on developing practical skills and understanding of experimental design alongside the theoretical aspects of the course. In addition, students are encouraged and supported with developing their independent study skills and exam technique. In addition, there are many opportunities both extra-curricular and in lessons for students to develop their understanding and explore their interests in biology beyond the scope of the IGCSE specification.

All students will sit a 90-minute paper at the end of Year 10. Students studying IGCSE biology 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.

In addition to past paper question booklets, students are provided with bespoke knowledge organisers, retrieval practice booklets, revision, and specification checklists. This supports

students in securing a detailed, synoptic understanding of biology and developing successful life-long learning strategies.

Year 10 topics include:

- Transport in humans
- Respiration
- Coordination and response
- Photosynthesis and plant hormones
- Human influences on the environment

CAREERS

The Careers Department exists to support every pupil in preparing for life after school. This very broad remit is delivered through a variety of methods including dedicated Life Beyond School PSHCE blocks in every year group. The Careers Centre is well-stocked with books, prospectuses and extensive online resources, and all pupils are welcome to drop in at any time to discuss their ideas or ask questions. Alongside this, pupils benefit from one-to-one guidance, psychometric testing, encounters with employers and the world of work via work shadowing, volunteering and work experience, a wide range of external speakers covering careers and higher education options, conferences, networking events and careers fairs. This comprehensive Careers and Employability programme ensures that students can access relevant information, understand their opportunities, develop the transferrable skills they need and make detailed progression plans to achieve their ambitions.

In Year 10, the Life beyond School programme focuses on key life skills for adult life. Pupils will gain insight into a range of areas, including the world of money, interest rates and inflation, the concepts of savings and investment, the role of pensions and insurance, how earnings, tax and National Insurance work, and the mysterious world of credit ratings, mortgages and debt. Alongside this, as they embark on their GCSE courses, they will be supported with sessions which focus on developing resilience and intrinsic motivation, dealing with pressure and setbacks to their progress, and enhancing their confidence and assertiveness. Pupils also undertake psychometric profiling tests and interest questionnaires (as used in assessment centres and by many employers) which helps them to understand themselves and explore ideas for their futures, and provides valuable feedback in making informed choices for post-GCSE study.

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 2025. 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.

The academic year begins by reviewing the topic of structure and bonding, linking this to formulae, then extending their understanding with more physical and organic topics to help crystallise their understanding of the fundamental concepts that underpin the subject of Chemistry.

Practical work is developed further, improving students' skills with a range of different techniques, including salt preparation and kinetics. All the marks for this qualification will be based on their terminal theory examination papers at the end of Year 11. Practical work still underpins the theory, linking the two aspects together, providing a solid understanding of this aspect of exam questions.

Students have many opportunities beyond the course to experience experimental work, make observations and improve their understanding of the practical component through extracurricular opportunities.

All students will sit a 90-minute 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.

Checklists and an overall specification are also provided. Past papers are also available for pupils 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 where needed.

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

Textbook/Support Material:

Pearson Edexcel International GCSE (9-1) Chemistry Student Book by Jim Clark, Steve Owen, Rachel Yu (ISBN 978-0435185169)

CGP Grade 9-1 Edexcel International GCSE Chemistry: Exam Practice Workbook (ISBN 978-1782946861)

DRAMA

Year 10 will follow the AQA syllabus mapping out some of the final linear Year 11 course and will follow the structure of:

Autumn: Developing skills of analysis and evaluation of a set text. Using off-text activities, characterisation techniques. Students often visit the theatre to see live performances during this term.

Spring: Beginning to learn devising techniques (those of Frantic Assembly and Brecht).

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 and a clearer division of Literature from Language as your daughter embarks on the two IGCSEs. 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.

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.

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.

The IGCSE English Literature course is also excellent preparation for A-Level, with focus on literary heritage as well as close analysis, and practice of approaching unfamiliar material through the Unseen Poetry element.

ENGLISH - FIRST LANGUAGE IGCSE (0990)

Examination 100%:

- Paper 1 - Reading Passages (Extended) - 120 minutes; 50%
- Paper 2 - Directed Writing and Composition - 120 minutes; 50%

ENGLISH LITERATURE IGCSE (0992)

Examination: 100%

- Paper 1: Poetry and Prose - 90 minutes; 50%
- Paper 3: Drama (Open Text) - 45 minutes; 25%
- Paper 4: Unseen Poetry - 75 minutes; 25%

FRENCH

We follow the Cambridge IGCSE specifications.

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

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 either in Year 10 or in Year 11 as it is organised to take place every two years not to clash with other school trips.

GEOGRAPHY

We follow the AQA GCSE Specification (8035). This covers a range of physical and human Geography topics and an issues-based approach, exploring the relationships between people and the environment, is preserved throughout.

We develop and extend the range of skills already established at Key Stage 3. These include Ordnance Survey map reading, methods of collecting, presenting and analysing evidence and decision-making. Geographical Information Systems and digital data sets are used frequently to explore locations further with the most up to date data possible. Using online resources demands that students question the validity of sources and also gives them the opportunity to widen their geographical knowledge.

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

There are three main components which are assessed in three 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 a fundamental part of the course. This is delivered through a physical investigation at Amersham Field Studies Centre - '*How does the River Wye change downstream?*', and a human investigation to the London Docklands - '*To what extent has regeneration been successful in the London Docklands?*'. A further opportunity is given to visit Iceland as part of the biannual trip - the next trip will take place in August 2024.

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

Pupils are encouraged to attend lectures run by the local branch of the Geographical Association after school and to support the WorldWise Quiz. There are a range of resources in the library and on the e-library that are available to students as wider reading opportunities to extend their knowledge further than the specification.

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

Supporting GIS software: DigiMaps for Schools; Google Earth online.

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 somewhat 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, participation in translating competitions, Reading Groups in the University and the annual Oxford German Olympiad.

We have an exchange programme with a school in Munich, and students 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 students 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, students 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. Students 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 students in Years 10 & 11 usually enter into the spirit with excellent results. There is an opportunity to learn poetry by heart for this, which we encourage. We take Year 10 up to London to visit the Classical galleries in the British Museum. Sometimes we also see some classically inspired pictures in the National Gallery. We visit a classical destination every other October half term: in October 2024 it will be the Bay of Naples.

Library and Information Skills

Reading for Pleasure

Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status. Studies have also shown that those who read for pleasure have higher levels of self-esteem, greater ability to cope with difficult situations, and even improved sleeping patterns. This is why we want to enable all pupils to read for enjoyment as much as possible, with a well-stocked, up-to-date and diverse library, a librarian on hand every school day to help them find books they'll love, and dedicated Reading for Pleasure sessions run by the librarian for Years 7-10. This is where an English lesson is spent in the library with an array of exciting book-themed activities and discoveries, specially curated for each year group. We also celebrate World Book Day, Banned Books Week, and a schoolwide Reading Week, and have real authors visit the school to inspire. Keen readers can join Book Club and Creative Writing Club, or even volunteer as student librarians. This year students have the chance to shadow the Yoto Carnegies (the children's book prize), reading the shortlist and voting on their favourites, as well as the GDST Book Award, voted on by members of the Girl's Day School Trust.

Information Skills

At Oxford High School we are keen to develop and support independent thinkers and learners, at the heart of which is information literacy: the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to develop informed views and to engage fully with society. With this in mind, librarian Ms McMorrow has developed an Information Skills curriculum for years 7-10 and the Sixth Form, to help students locate, analyse and understand information across multiple platforms, online and offline, and to learn about academic integrity and the ethics of information. This is designed not only to support students' research and referencing skills when working on projects for school or university, but also their day-to-day engagement with the news, social media, TV and reading material, and recent changes to the information landscape such as artificial intelligence and Chat GPT. Information Skills

lessons will be delivered by Ms McMorrow in conjunction with different subjects across the curriculum.

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 five 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 May 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 students are expected to be able to write messages, postcards, blogs, essays and letters of up to 150 Chinese characters. Students are encouraged to use the internet to search for cultural information. Their skills of using ICT will be continuously developed, such as typing Chinese in a normal keyboard, practising reading/listening/speaking on Quizlet and GOCHINESE and other internet learning platforms. All five 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 students 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. Where appropriate, we explore areas of Maths beyond the specification, digging deeper into ideas that support, challenge and develop their understanding.

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 element.

We use past examination papers and questions 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 students can choose to 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 students 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 and 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 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 students in Years 10-13, no auditions), Senior Chamber Choir (auditioned choir for Years 10-13), Senior Orchestra (minimum Grade 5-6 standard), Concert band (minimum grade 5 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 practical grade examinations take place in school every term. Entries are made electronically: application forms are circulated by SchoolPost at the start of each term. With the recommendation of the teacher, these forms should be returned by the published deadline completed with all details, including a parental declaration to authorise the debit for the fees. If a student has lessons outside school, she is welcome to take her grade examinations here. Where the teacher feels it is the best option, pupils can also take ABRSM Performance grades (remotely assessed video exams) at school. The board has recently changed the system for sitting theory exams, which have now moved online; it is now better to enter these privately (parents can enter via the board's website) and take the exam at home.

PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC) EDUCATION

At OHS we pride ourselves on our thought-provoking Personal, Social, Health, Citizenship and Economic (PSHCE) education, which covers a wide range of topics, in line with statutory guidance. The curriculum is carefully planned to follow national advice, ensuring that topics are covered in an age-appropriate manner. Students have 1 lesson of PSHCE each week taught by a dedicated PSHCE team, which is supplemented by termly external speakers on a variety of topics.

In year 10, students cover the following topics areas:

1. Online and offline safety.
2. Mental Health.
3. Relationship and Sex Education.
4. Equality and Diversity and our community.
5. Global Active Citizenship (including the MUNGA project)
6. Life Beyond School/study skills.

We continually review and update our PSHCE provision, ensuring that it is both proactive and reactive, so students are able to make informed life choices, using up to date information, when matters arise. As well as this, we work closely with our pastoral teams to adapt to changing student needs. This gives students the chance to gain relevant knowledge and creates opportunities for discussion, at key times in their education journey.

We value parental involvement and will inform parents of lesson content at the start of each topic area. We also run 'keep in touch' talks for parents about key issues that students may face and are always open to hearing about any changing needs that may arise. Please contact Mrs Sheppard (Head of PSHCE and wellbeing) if you would like any further information.

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 Y11. 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. Students 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
- 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 Google Classroom. 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 programme, we use strategies and tools from the Positive Schools Programme, led by Ms Julie Bramall. 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.

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 follow the Cambridge IGCSE (9-1) specification.

The main aim of the two years leading up to IGCSE is to develop greater fluency and complexity in both the spoken and written language. Topics introduced in previous years are re-visited in greater depth, and students are expected to express themselves at a level of linguistic complexity and maturity more appropriate to their age. New topics are covered, such as role models and town versus country living. Previously learned grammar is revised and new tenses such as the perfect, imperfect and future proper are introduced. A residential trip to Spain is usually offered either in Year 9 or Year 10, as it runs every two years.

Materials: *Viva GCSE (9-1) Spanish higher*

The Neurodiversity and Academic Support Hub (NASH)

Identification, and assessment

The NASH team ensure that all students' needs are identified early, assessed, supported and monitored.

- Some students have an identified learning need by the time that they join the Year Group. The NASH team communicate with parents, previous schools (where appropriate) to gather any relevant documentation such as Diagnostic Reports to help support the students. Once NASH have the appropriate reports, the NASH disseminates information to teachers to ensure appropriate support (and Access Arrangements, when appropriate), are put in place. Support lessons are offered. (See SEND Provision)
- All Year 10 students have baseline testing in the autumn term. Tests include: word reading; reading comprehension; spelling; handwriting.
- In addition to the above, students' needs are often identified by parents, staff or by the student.
- Any identified difficulties/learning differences, and EAL needs are investigated by the NASH department through a combination of asking for teacher feedback and further assessment.
- Pupil Profiles (and EAL information) are written by the NASH team and circulated to staff.
- Provision is put in place back guided by Pupil Profiles and any needs raised by the student. (See SEND Provision and EAL Provision below.)

SEND Provision and Monitoring

The Head of NASH and SENDCo, Dr Jacqueline Leadbeater, and the NASH team, work closely with all staff, parents, the student, and any outside agency to ensure the best possible provision for students with special educational needs and/or disability (SEND).

NASH provision includes targeted support from subject teachers, as well as Academic Support from NASH. It might also include support from the Pastoral Team, when appropriate. NASH offer one to one academic support sessions once a week (or more, if needed). These sessions take place within study periods, lunch times, and before or after school. The sessions cover a variety of learning strategies based on needs identified by the Pupil Profile (following from the screening results, assessments, Educational Report, teacher comments, the students own concerns). Such sessions often focus on improving reading comprehension, revision skills, examination techniques, developing written work. They are highly individualised and based on the current need of the student.

If, after receiving targeted support from NASH and subject teachers, a student is still not making expected progress, arrangements for a more in-depth assessment are made. These are made in consultation with parents and the student. Dr Leadbeater and Ms Hughes administer some tests to build up a more in-depth profile of strengths and weaknesses and identify areas where adjustments are needed to assist with learning. If a full educational assessment, or an assessment for Autism or ADHD, parents if deemed appropriate by NASH or parents, parents are advised by NASH as to the most appropriate agency.

Provision is monitored during one-to-one assessments, by the subject teacher, and regular assessments (when appropriate). Provision is adjusted accordingly.

NASH has an open-door policy which means that students can pop by for support, or to arrange support, whenever necessary.

At various points in the year, such as in the run up to examinations, NASH run Study Sessions, and deliver PSHCE sessions, when appropriate.

EAL Provision and Monitoring

Small group and one to one EAL Support lessons are provided by our EAL teacher, Ms Melanie Tuck. These are for students deemed EAL+ under the School's EAL Policy. We provide additional language support for EAL students, if it is felt by subject teachers that a student needs additional support to access the curriculum. Some pupils are offered English Enrichment, if deemed appropriate by subject teachers and the NASH team.

Provision is monitored during one-to-one assessments, by the subject teacher, and regular assessments (when appropriate). Provision is adjusted accordingly.

Gifted and talented

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

PE & 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 PE lesson ranging between hockey, netball, dance, football, badminton, 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, water polo, table tennis, fitness, running club, cricket, rounders, tennis, badminton, trampolining, netball, Zumba, yoga and ultimate frisbee.

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

The clubs are:

Athletics	Netball
Badminton	Rowing, Hinksey Sculling School
Cricket	(fee payable)
Cross Country	Swimming – recreational and
Dance	competitive
Football	Open Fitness
Gymnastics (for display, entry by audition only)	Tennis
Hockey	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 keep their games kit.

Off-games: Procedure

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

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