OXFORD
HIGH SCHOOL
GDST

# The Year 11 Curriculum 2026-27

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# ANCIENT GREEK

We follow the OCR GCSE specifications.

**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* 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. Students 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. 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 Euripides Bacchae for their verse set text for June 2022. The prose set book is a selection of quirky stories by Herodotus and we read this in Year 10. 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.

**Literature and Culture:**
This component is designed to develop learners' knowledge and understanding of Greek civilisation and culture through the study of ancient literature and other ancient source material. Studying this element gives the pupils an insight into Greek life and culture whilst also improving their analysis of ancient artefacts and writings.

**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 2026 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 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 craftspersons and textiles from other cultures and time periods, analysing their work in written and practical form
- Evaluate your work and that of others in writing
- 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:

- Natural Forms
- Tropical
- Woodlands and Forests
- Journeys

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 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:

- 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, in a marketplace or even the back garden!

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

# BIOLOGY

In Year 11 students will continue with the Edexcel International GCSE Biology course (Code 4BI1) which will ultimately result in an IGCSE Biology qualification. Some students may be following the Edexcel international GCSE Double Award course (Code 4SD0) they opted for at the end of Year 9.

Year 11 includes additional human biology topics, but we also explore genetics and evolution, the applications of biotechnology, and many fundamental biological principles and processes, including homeostasis. Experimental design skills are continually developed to ensure students develop a sophisticated synoptic understanding of the nature of biology. This also provides an excellent foundation for students who continue to study biology at A-level.

In addition to past papers and exam-question booklets, students are provided with bespoke knowledge organisers, retrieval practice booklets, revision, and specification checklists. This supports students in securing a holistic understanding of biology, fine-tuning their exam technique and independent learning strategies.

Year 11 topics include:

- Homeostasis and excretion
- Pathogens and the immune system
- Reproduction, genetics, and evolution
- Selective breeding and genetic engineering

Year 11 finishes with the formal IGCSE examinations. Biology paper 1 is sat by all students and is 2 hours long. Biology paper 2 is sat by 'Triple Award' students only and is 1 hour 15 minutes, examining both triple and core content.

# 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.

Year 11 is a pivotal year in pupils' school journey. As they navigate the process of selecting their A Level options and considering their pathways beyond school, pupils will be supported through the plethora of post-18 options, looking at university courses, degree apprenticeships, foundation courses and jobs, so that they understand the implications of their A-Level choices and what these might lead on to. All pupils will also receive impartial and confidential one-to-one guidance to help them manage their personal progression. Via PSHCE, there is a real focus on communication skills, including how to write a formal email and/or a covering letter, and the importance of CVs (and how to build one). Verbal communication is enhanced via sessions on networking (what it is, why it's important, how to build your network) and conversation skills (talking with potential employers or mentors and how to ask for things), and the annual Careers Fair and work experience programme provide excellent opportunities to practise these skills. All pupils are encouraged and supported to arrange and complete a week of work experience after their GCSEs are finished.

# 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 2027. The information below is pertinent for both courses except that there will less content in the double award and only the longer examination paper will be sat.

The academic year begins with Triple Award students studying further organic chemistry, which builds on the introduction to this topic from Year 10. Separate science pupils will also study electrolysis, bringing the principles of metal reactivity and extraction started in year 9 into this topic. Double Award students begin the year by completing the Rates of Reaction topic begun in Year 10. Both groups of students will then finish by studying principles of chemical energetics and chemical analysis. Practical work is continually developed to ensure a holistic understanding of these essential techniques and evaluative skills. All the marks for this qualification will be based on their terminal theory examination papers at the end of Year 11.

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 IGCSE level might be like. The enrichment provides an excellent opportunity to study Chemistry well beyond the restraints of the specification.

Checklists and an overall specification are also provided. Past papers are available for pupils to hone their exam technique and gain essential experience with the different styles of question asked. Students are encouraged to seek one to one help with individual teachers and attend lunchtime revision sessions where needed.

**Topics covered in Year 11:**

- Finish Rates of Reaction (Double Award only)
- Further Organic Chemistry (Chemistry only)
- Electrolysis (Chemistry only)
- Chemical tests
- Energetics
- Review of course, revision and past papers

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)*
*CGP Grade 9-1 Edexcel International GCSE Chemistry: Revision Guide with Online Edition (ISBN: 978-1782946762)*
*CGP Edexcel International GCSE Chemistry: Grade 8-9 Targeted Exam Practice Workbook (ISBN 978-1789082371)*

# 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 (2500 words).

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 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 follow the **CIE IGCSE Language and Literature 9-1** course for literature (course code 0992) and the **Edexcel iGCSE** for language (course code 4EA1). Covering two separate IGCSEs 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 (4EA1, Edexcel)**

**Examination 100%:**

- **Paper 1 – Non-fiction texts and transactional writing** – 135 minutes; 60%
- **Paper 2 – Poetry and Prose texts and imaginative writing –** 90 minutes; 40%

**ENGLISH LITERATURE IGCSE (0992, CIE)**

**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:** 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 per week with a native French assistant. These will be scheduled either in one of their free lessons or at lunch time.

# 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?'*.

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 school. There are a range of resources in the library and on students' Google Classrooms that are available to them as wider reading opportunities to extend their knowledge further than the specification.

**Textbook**: 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 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 events, including those 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. There is also the opportunity to compete in translating competitions such as the Anthea Bell or Stephen Spender Prizes and the UK Linguistics Olympiad.

We have an exchange programme with a school in Munich, and students in Year 11 are very welcome to take part. The next exchange will take place in December 2026 and March 2027.

# 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

In Year 11, students continue working towards the **Cambridge IGCSE**, with a focus on increasing fluency, accuracy and confidence across all four skills. Lessons consolidate previously taught material while introducing more complex structures and a wider range of vocabulary. Students have **five periods per week**, one of which is a dedicated **small-group oral lesson with our experienced native speaker assistant**, in order to develop spoken proficiency and prepare for the oral exam.

Students build on key topics such as **shopping, clothes and fashion; future plans; the environment and global issues**. They are encouraged to express more mature, nuanced opinions. To that end, grammar revision includes all core tenses, along with the introduction of more complex structures and the **subjunctive**, thus enabling more sophisticated writing and speaking.

The **penfriend programme** with *Liceo Scientifico Majorana* in Pozzuoli continues, providing authentic, personal contact with Italian teenagers. Year 11 students may also participate in the **joint RS and Italian trip to Rome** in October and in the **Anthea Bell translation competition**, in which our students have received regional recognition in previous years.

This final year of the course equips students with the skills and cultural insight to pursue **Italian at A Level**, should they wish to deepen their study of the language and explore Italy's modern society, history and culture in greater depth.

# 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 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, 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 an extract from Vergil's Aeneid Book VI. We also read a selection of prose extracts. 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.

**Literature and Culture:**
This component is designed to develop learners' knowledge and understanding of Roman civilisation and culture through the study of ancient literature and other ancient source material. Studying this element gives the pupils an insight into Roman life and culture whilst also improving their analysis of ancient artefacts and writings.

**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 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 2026 it will be Greece.

# LIBRARY AND INFORMATION SKILLS

Reading enjoyment has been reported as more important for young people's educational success than other factors, including their family's socioeconomic 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. Year 11 have a dedicated quiet space upstairs in the library, so they can prioritise studying and reading without interruption from younger students, open until 6pm on weekdays. A diverse selection of books suitable for adult readers, including the latest literary fiction and titles from the Booker and Women's Prize shortlists, is displayed in this space for wider reading. Students are encouraged to borrow books whenever they like, and can take out up to 6 at a time. The main library collection is continuously updated with relevant nonfiction titles related to GCSE course material and the interests of Y11 students, and the library subscribes to relevant magazines on a wide range of topics in both English and modern foreign languages, as well as online resources listed on the Google Classroom. Suggested reading lists compiled by the librarian and subject leaders can also be found there. All pupils are encouraged to participate in reading activities such as World Book Day, author visits, and after school Reading Cafes. The librarian is available to suggest books and resources suited to each individual student's needs and interests, often takes requests for new books directly from students, and works with students, staff and parents to ensure students are as empowered in their wider reading as possible.

# 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 four lessons per week, the students 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 on a normal keyboard, practising reading/listening/speaking on QUIZLET and GOCHINESE etc.

Topics: future aspirations, study and work, and international and global dimension.

# MATHEMATICS

In Year 11 the students 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 students will be introduced to concepts that extend them beyond their syllabus and challenge their problem-solving skills. Where appropriate, we will take time to reinforce the skills which are essential for continuing on to study Mathematics at A Level.
Students can also opt to take the Extended Mathematics Certificate, which is an additional Level 2 qualification that is focussed on giving students the opportunity to showcase their problem-solving and reasoning skills. Its focus on skills means that it is mainly taught alongside the IGCSE as it deepens and enriches the IGCSE content. This also provides an excellent opportunity to understand and develop the skills needed in A Level Mathematics.

# 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 you 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 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.

# THE NEURODIVERSITY AND ACADEMIC SUPPORT HUB (NASH)

The NASH team ensures 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)
- 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 and EAL 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 support from NASH. It might also include support from the Pastoral Team, if 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 screening results, assessments, an Educational Report, teacher comments, and the student. Such sessions often focus on revision skills, examination technique, 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 after consultation with parents. These assessments help identify areas of relative difficulty and strengths. They also help appropriate adjustments to be made in the lesson. If a full educational assessment, or an assessment for Autism or ADHD, is deemed appropriate, 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. NASH frequently delivers year group assemblies to give strategies to students. Following this NASH sends questionnaires to the year group asking students to indicate areas they find difficult. Recent topics include how to avoid procrastinating and how to revise

**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 two double PE lessons a week. Across the two lessons throughout the year students can participate in hockey, netball, dance, football, badminton, cricket, rounders, athletics and tennis, rugby, volleyball, hand ball, water polo, table tennis, fitness, running club, trampolining, Zumba, yoga, pilates and ultimate frisbee. One of their double PE lessons is dictated by the PE department curriculum planning, and the other students get a choice of activity. We are keen to allow personal choice as students get older so they continue to enjoy and thrive in physical activity.

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. Clubs and practices are open to all unless stated otherwise and are held before school, lunchtime and after school. These are:

Athletics
Badminton
Biathlon
Cricket
Cross Country
Dance
Football
Gymnastics
Hockey
Netball
Rounders
Rugby
Strength and Conditioning (High Performance Athlete Programme)
Swimming
Table tennis
Tennis
Tennis Coaching (fee payable)
Trampolining
Water Polo

Tennis Coaching is available all year round; application forms will be sent electronically. Students are welcome to use the field and tennis courts and lunch time but should be fully changed into sports kit.

**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.

**Health and Safety**

- Mouthguards and shin pads are compulsory for hockey
- Hair should be tied back
- Jewellery and watches should not be worn for PE and sport.
- Football boots are mandatory for play on grass pitches in autumn and spring terms.
- 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 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, if they are able to.

**Sports Tours**

We run a long-haul football, hockey and netball sports tour, currently to South Africa. This is an amazing opportunity to play sport and experience different cultures. This will be for when your child is in Y10 – 13 depending when the trip falls. Our next trip is in July 2026, with the one after taking place in July 2029/30.

# 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 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.

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:

- 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 9-1Physics' (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 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.

# PSHCE (PERSONAL, SOCIAL, HEALTH AND 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, inline 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 11, students cover the following topics areas:

1. Life Beyond School.
2. Relationship and Sex Education.
3. Adult Health.
4. Online and Offline Choices.

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 term. We also run 'keep in touch' talks and highlight sessions by the GDST or wellbeing hub 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.

# RELIGION, PHILOSOPHY AND ETHICS

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

In this 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 students become able to converse on a variety of topics including environment, global issues, youth culture and healthy lifestyle. Throughout the year there is one conversation lesson a week with the Russian Assistant.

**Russian trip**
The Russian trip is considered and usually takes place during Easter holidays and the students spend a few days in a Russian speaking country immersing themselves into the world of Russian speaking. The outcome of the trip is priceless as the students' language skills become more confident and their fluency improves considerably.

**IT -** The students have access to the Interactive Whiteboard and extensive ICT resources to help them master the Russian keyboard; subscription to various online resources with a multitude of games and listening activities to expand the vocabulary knowledge beyond their usual lessons.

**Penpal link** -There is also a potential penpal link programme in which students may like to participate. A lunch time club will be available for that purpose.

Slavic club - students are warmly welcomed to this club, running at lunchtimes to learn about many aspects of the Russian speaking world.

**Textbooks** - *MARSH* course produced by the Edexcel team, *KOMETA* resources and bespoke learning materials created by the department exclusively for our students.

**Additional materials** - films in the Russian language with English/Russian subtitles, authentic magazines and books in Russian. Realia from the Russian speaking world: newspapers, magazines, souvenirs, posters, postcards and books on geographical, historical and cultural aspects of the Russian speaking world.

# 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 the environment and social concerns. Previously learned grammar is revised and new tenses such as the conditional and pluperfect are introduced.
In Year 11, in addition to the four periods a week with their Spanish teacher, each student will have a weekly conversation lesson with the Spanish language assistant. The groups are small so that every student has ample opportunity to improve their spoken Spanish and to gain confidence in speaking. The lessons are scheduled either in one of their private study periods or at lunch time.

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

# Year 11 Curriculum 2026-27

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