

Sutton High School

Year 10 and 11

Curriculum Digest

2007 - 2008

Welcome to Year 10

What's different about Year 10?

- You are in 3 forms which are grouped alphabetically. This gives you a chance to make new friends.
- You study your choice of subjects which you will take at GCSE level within the next 2 years.
- You begin to take more responsibility for your work – you will need to become more organised with your time to meet the demands of each subject.

Miss Willson is Head of Year 10 and 11 with Mrs Katharine Crouch as Pastoral Co-ordinator. Contact details are below:

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We will try to get back to you as soon as our teaching commitments during the day allow. The following pages will provide information about the curriculum your daughter will be following.

Here are a few tips for you – they may seem obvious but sometimes it's the obvious that we forget!

- Keep up to date with all assignments.
- Use your homework diary so you know exactly what work needs doing.
- Start coursework early and don't leave everything until just before the hand-in date.
- If things are not going right and you are falling behind, speak to your form tutor or Miss Willson. We are here to help.
- Balance your time – work hard but enjoy yourselves too!

Not only is this a stressful time for the girls and the staff but the parents don't have it easy either!! If you have any queries or problems please contact me (Head of years 10 and 11) either through the school, office or by email j.willson@sut.gdst.net

Best wishes to you and your daughter for her GCSE course.

Miss Willson

The Tutorial Curriculum

Girls in Years 10 and 11 follow a coordinated tutorial programme which is allocated one lesson a week. This course includes aspects of PSHE; Citizenship; Society, Beliefs and Values; Form Business and individual tutorials.

The aims of the course are to enable the students to:

- Develop a range of skills to help them take more responsibility for their own learning and career choices.
- Develop their ability to weigh up courses of action for their own health and well-being.
- Gain a greater knowledge and understanding of spiritual, moral, social and cultural issues, problems and events.
- Learn to respect the views, needs and rights of people of different origins and abilities.

Learning Activities

Open discussions, role play, formal debate, group presentations, use of audio-visual aids and ICT, outside speakers.

Course content

Year 10

- Medical Ethics (Abortion; Euthanasia; New Medical Technologies)
- Beliefs and discrimination (Black Theology; Feminist Theology; Liberation Theology)
- Healthy Relationships and Contraception
- Self defence and Personal Safety
- Alcohol awareness
- Study Skills
- Creative Thinking
- Careers Education (presentation skills, choices for post 16 education, interview techniques, use of "Fast Tomato" careers programme)

Year 11

- Peace and conflict (Truth and reconciliation in South Africa; Northern Ireland; Sunni and Shia Unity (Iraq); Israel)
- Crime and Punishment (Capital punishment; Prisoners Rights; Corporal punishment)
- Careers Education (Morrisby testing, feedback and seminars; CV writing and letters of application for work experience; use of "Futurewise" careers programme)
- Preparation for Post 16 education (making subject choices for AS/A2; taster lessons to experience the new subjects offered in the sixth form; introduction to the sixth form at Sutton High)

English in Years 10 and 11

Work Covered:

Girls in Year 10 follow a combined course of English Language and English Literature, with the exception of the early entry group, who sit GCSE English Language at the end of Year 10. Some of the texts studied include:

- a Shakespeare play
- 'An Inspector Calls' - J.B Priestley
- 'Pride and Prejudice' - Jane Austen
- 'Lord of the Flies' - W. Golding
- 'Of Mice and Men' - J. Steinbeck
- 'Best Words' : a poetry anthology published by the exam board
- Pre-1914 poetry

(but please note that texts can vary from group to group and from year to year - girls should ask their teachers for specific information each year)

Skills Developed:

Speaking and Listening:

- All pupils studying GCSE English in the country are assessed for oral work in the following three areas: individual-extended task (e.g. a speech), drama-focused task and group discussion.

Reading:

- Girls will develop the skills of reading complete texts holistically, in their social, cultural and historical context, and by focusing on short extracts in intensive detail
- Increasingly at GCSE, greater independence of study is expected: girls are expected to read the set texts in advance
- Girls should continue to develop their own reading beyond the books being studied for the examination
- The English Language examination tests reading and writing skills. The English Literature examination consists of three analytical literary essays on each of the three genres of drama, poetry and prose
- Girls often find study and revision handbooks helpful on the set texts: these are available from the school library and in bookshops.

Writing:

- Girls will write for a wide variety of purposes and audiences in a wide variety of contexts. For example: creative narrative writing; writing to inform, explain, describe; writing to analyse, review, comment; writing to argue, persuade, advise; literary appreciation
- Girls will continue to be taught grammar, punctuation and literary terms.

Learning Activities and Homework:

- English lessons are very varied. Girls may be studying a text in class, or participating in oral activities, or working on an extended coursework assignment, or practising for the examination. Your daughter will be informed of the set nights for English homework at the start of the year.

Other Matters:

- Girls should have, and use, a good dictionary and thesaurus. The use of ICT is encouraged in homework and is often integrated into lessons. Girls should exercise caution when using articles or essays on the internet, however: such research may be greatly beneficial but whole sentences must never be simply copied across, as this breaks examination and coursework rules, and the sources of quotations must always be acknowledged. We usually make a number of theatre visits during the GCSE course, often to see the set plays. Work in English has links to many other areas in the curriculum: History, Modern Languages, R.S. and PSHE, for example.

Course title	English - English Literature	
Specification number	3701	- 3711
Examination board	AQA	

Mathematics in Years 10 and 11

Girls follow a course covering the main topics from the National Curriculum for Key Stage 4 (Number, Algebra, Shape, Space and Measures, Handling Data, Using and Applying Mathematics) as well as some additional mathematical topics that form an excellent preparation for further study in numerate subjects such as Mathematics and Physics. The aims of the specification are to enable students to:

Number

- Use numerical skills in a purely mathematical way and in real life situations.

Algebra

- Use letters as equivalent to numbers and as variables
- Understand the distinction between expressions, equations and formulae
- Use algebra to set up and solve problems
- Demonstrate manipulative skills
- Construct and use graphs.

Geometry

- Use properties of angles
- Understand a range of transformations
- Work within the metric system
- Understand ideas of space and shape
- Use ruler, compasses and protractor appropriately.

Statistics

- Understand basic ideas of statistical averages
- Use a range of statistical techniques
- Use basic ideas of probability.

In addition to the basic tools of ruler, protractor and compasses, all girls are expected to have a scientific calculator which they should bring to every lesson. As a minimum, the calculator should have the following functions.

$+$, $-$, \times , \div , x^2 , \sqrt{x} , memory, constant function, brackets, x^y , $x^{\frac{1}{y}}$, \bar{x} , Σx , Σfx , standard form, sine, cosine, tangent and their inverses.

Calculators with the following facilities are prohibited in any examination: databanks; retrieval of text or formulae; QWERTY keyboards; built-in symbolic algebra manipulations; symbolic differentiation or integration.

Girls are free to choose their own calculator for the course, though the department work mostly with Casio and encourage the girls to do the same. Model numbers change frequently, but any calculator sold as suitable for GCSE is appropriate.

Board: Edexcel International

Course: London Examinations International GCSE (IGCSE) in Mathematics (4400)

Assessment: Two written examinations of 2 hours each. Calculators may be used for both.
No coursework component

Both examination papers are taken at the end of Year 11.

Biology in Years 10 and 11

Course Structure:

It will be examined as follows:

3 x External written papers = 75%

1 x Internal written paper based on an investigation = 25%.

This is now organised into 3 parts:

Core, Additional and Separate.

Content of the Course:

Biology Core:

- Control systems in the human body
- How balanced diets and regular exercise are needed to keep the body healthy
- How drugs affect the body
- How the human body defends itself against disease
- How animals and plants are adapted to their environment, and why variation occurs
- Ways in which humans affect the environment.

Biology Additional:

- Different types of cells and exchanges between them
- Photosynthesis
- Changes in energy and biomass along food chains
- Decomposition and recycling of material
- Use of enzymes
- Keeping conditions in the body constant
- Patterns of inheritance.

Separate Biology:

- Gas exchange
- Blood and circulation
- Effect of exercise on the body
- How the kidney works to keep the body healthy
- Using microorganisms to make food, drink, fuels and medicine.

Homework:

- Tasks will include questions, comprehensions, evaluation, tasks and some extended writing.
- Common progress tests take place approximately 4 times a year.

Course title	Biology
Specification Number	4411
Examination board	AQA

Chemistry in Years 10 and 11

Aims:

- To acquire the skills, knowledge and understanding of how science works, to consider and evaluate the environmental, social and economical effects of topical issues and important industrial processes
- To acquire an understanding of the advancement, application and limitations of scientific ideas and technological developments
- To develop practical skills, using data-logging where appropriate, plan investigative work and evaluate critically the evidence obtained
- To select and organise information clearly and logically, using scientific terms and ICT where appropriate.

Course Structure:

- The course follows the AQA specification
- The course includes the study of atomic structure and bonding, organic chemistry, the periodic table and chemical reactions, and energy transfer in reactions
- Practical work is carried out frequently to develop ideas, support theory, investigate problems
- Pupils will engage in debates to help further shape their own views and improve their own understanding.

Assessment:

- Students are expected to reinforce their understanding, by regular reading of class notes and appropriate sections of their textbook
- Understanding and application of concepts are regularly assessed with homework and progress tests
- Coursework counts towards 25% of the final assessment, and is carried out in lessons
- An end of year examination is taken in the summer of Year 10, a mock examination in January of Year 11 and the final GCSE examination in June of Year 11.

Extra Curricular Activities

- Visit to Bough Beech water treatment plant to support and reinforce the work covered on aqueous chemistry.

Learning Support

- Lunch-time sessions available for extra help from any member of the department at Chemistry Clinic.

Use of ICT

- Appropriate use of ICT, both in class and at home, enhances their learning
- All computers in the department are available at lunch-times for use of specific Chemistry programs
- Girls are required to research the internet for specific topics, and to present word-processed work and spreadsheets, where appropriate. Laptops are used in class for data-logging experiments and to access the pupils' and chemistry user areas
- All computers in the Chemistry department are available for use at lunch-times. Each has a range of chemistry programs installed to reinforce and assist learning.

Course title	Chemistry
Specification Number	4421/4463
Examination board	AQA

Physics in Years 10 and 11

Aims:

- To acquire knowledge of physical processes and the skills to be able to use these in different domestic, industrial and environmental situations
- To understand the development, applications and limitations of scientific ideas and discoveries.
- To develop practical skills and be able to select, organise and present information clearly and logically
- The course should increase the girls' problem solving skills as well as their ability both to analyse data and to think logically.

The Course:

- The girls will study forces and motion, electricity, radioactivity, energy resources and energy transfer, waves, stars and the Universe
- A large emphasis is placed on practical work that not only complements and supports theoretical work but also improves the practical skills necessary for the centre-assessed unit
- ICT will be used as a tool and there will be use of data logging equipment.

Assessment:

- Girls will take a centre-assessed unit worth 25% of their final mark. This will be based on normal class practical work
- As part of their homework the girls will investigate the consumption of energy and the energy lost from their own home
- At some stage each girl will be required to take part in a group presentation
- Progress tests occur either once or twice each term
- There is an examination in the May of Year 10 and a mock examination in the January of Year 11.

Extra Curricular Activities:

- There are opportunities to take part in problem solving exercises involving other schools in Surrey.

Support:

- A Physics Clinic is available during a lunch hour.

Course title	Physics
Specification Number	4451/4463
Examination board	AQA

French in Years 10 and 11

Course Structure:

The course is divided into ten units:-

- Jeunes sans Frontières (revision and extension of personal information)
- En ville et à la campagne (towns, the environment, the home)
- Bon Voyage! (transport and travel)
- Un séjour en France (staying in France, household tasks)
- Une semaine typique (daily routine, school and shopping)
- Bon appétit! (meals, restaurants)
- Ça m'intéresse (leisure, sports, music, films)
- Nouveaux horizons (holidays, hotels, campsites)
- À votre santé (parts of the body, ailments, addictions)
- Projets d'avenir (work experience, future plans, professions).

Year 10 and 11 girls follow the Encore Tricolore 4 course in preparation for the AQA specification A GCSE 3651 examination. The text book and accompanying interactive material provide full coverage of the four skills required at GCSE level (Listening, Speaking, Reading and Writing).

Grammar:

Key grammar points from the first three years of study are revisited, as well as the introduction of new structures necessary to gain the highest grades at GCSE level, notably the present, perfect, imperfect, conditional, future and pluperfect tenses and adjective agreements.

Skills Developed:

The 4 language skills of Listening, Speaking, Reading, Listening and Writing are extended through a variety of learning strategies: pair work, jigsaw sentences, photofit descriptions, posters, flashcards and various games. Increased use is made of ICT.

Lessons are highly interactive and delivered largely in the target language. Pupils participate fully in the learning process through individual, pair and group work. Full use is made of the language laboratory, satellite TV, the internet and ML software.

Assessment:

Pupils' progress is regularly assessed, including three year-wide Progress Tests. Skills tested are Listening, Reading and Writing in November and March, and Speaking in January. Examination marking criteria are used. Girls sit an oral exam at the end of the year which provides them with the basis of their GCSE presentation and discussion topic. Homework is set each week and pupils write extended letters on a variety of personal information, developing their skills of analysis and justifying their point of view. One learning homework is set per week.

Extra Curricular Activities:

Year 10 girls are encouraged to participate in the La Rochelle and Futuroscope visit which provides them with an excellent opportunity to develop their speaking and listening skills, as well as increasing their independence and self-confidence. In the summer term Year 10 girls begin conversation lessons with the French assistant. This is continued with a half hour slot once a week in Year 11 in order to make oral skills as fluent as possible.

Course title	French
Specification number	3651
Examination board	AQA

German in Years 10 and 11

Course Structure:

Year 10 and 11 girls follow: *Klasse! 3* in preparation for the AQA specification A GCSE 3661 examination. This book revises and extends the topics and language from the first three years of study.

The Year 10 and 11 course is divided into five theme-based units:-

Zu Hause:

- Personal details, family, friends
- House and home, daily routine
- Free time, hobbies, sport, pocket money.

Auf Urlaub:

- Holidays, tourism
- Complaints abroad, staying in a hotel
- Getting help: doctor's, breakdown, lost property, services.

Rund herum:

- Town and Region, pros and cons
- Directions, shopping, restaurants
- Weather, environment.

Schule und weiter:

- School description, timetable
- Subjects pros and cons
- Work experience
- Future plans.

Lebensstil:

- Healthy living
- Media, TV, films, reading
- Going out, festivals.

Grammar:

All the grammar covered during the previous 3 years is revised and more complex grammatical points are introduced, notably the future tense, the imperfect, the conditional, word order, relative pronouns, and a full revision of the case system.

Skills Developed:

The 4 language skills of Listening, Speaking, Reading, and Writing are extended through a variety of learning strategies: pair work, jigsaw sentences, photofit descriptions, posters, flashcards and various games. Increased use is made of ICT.

Lessons are highly interactive and delivered largely in the target language. Pupils participate fully in the learning process through individual, pair and group work. Full use is made of the language laboratory, satellite TV, the internet and ML software.

Assessment:

Monitored by regular progress tests, homework and an end-of-year examination in all four skills. Homework includes pupils writing extended letters on a variety of personal information, developing their skills of analysis and justifying their point of view. One learning homework is set per week. Progress tests in listening, reading and writing take place in November and March, and in speaking in January. Examination marking criteria are used.

Extra Curricular Activities:

In the Summer Term Year 10 girls begin conversation lessons with the German assistant. This is continued with a half hour slot once a week in Year 11 in order to make oral skills as fluent as possible. Year 10 pupils participate in an exchange with the Geschwister Scholl Schule in Tübingen, South Western Germany. This is an invaluable opportunity to try the language out at first hand and make life-long friendships abroad. The German students return to Sutton in the Autumn Term of Year 11.

Course title	German
Specification number	3661
Examination board	AQA

Spanish in Years 10 and 11

Course Structure:

Year 10 and 11 girls follow ¡Listos! 3 in preparation for the AQA specification A GCSE 3691 examination. Pupils will have studied the first four units of this GCSE course book in Year 9 and continue working from this book and the accompanying material to cover in full the four skills required (Listening, Speaking, Reading and Writing).

The six remaining units cover the following topics:

Unit 5: ¿Qué te ha pasado?

- Revision of health problems and advice
- Booking hotel accommodation and arriving at a campsite
- Describing lost property.

Unit 6: En casa y en el trabajo

- Revision of food and meals
- Money, part-time jobs, work experience and helping at home
- Health and fitness
- The media – television and films.

Unit 7: De compras

- Revision of shopping transactions
- Expressing opinions and preferences and making comparisons with clothes
- Problems with purchases.

Unit 8: De juerga

- Revising arranging to go out
- Making dates, reading about what's on and buying tickets
- Reading and discussing newspapers, magazines and comics
- Giving opinions about a film or event.

Unit 9: Yo

- Revision of personal descriptions
- Describing personalities
- Social problems – at home and at school and environmental issues.

Unit 10: El Futuro

- Revision of school subjects and jobs
- Thinking about the future, further study options and career choices.

Skills Taught:

The four skills – Listening, Reading, Speaking and Writing – are further developed and strengthened through various learning strategies, including pair and group work, posters, games, making videos and continued use of ICT. Lessons are interactive and delivered largely in the target language and full use is made of the language laboratory, satellite TV, the Internet and ML software. There is continuous revision of all the grammar covered at Key Stage 3, and new structures are introduced such as the Imperfect and Imperfect Continuous, Perfect, Gerund, Imperative, Conditional, and Present Subjunctive tenses, as well as Impersonal verbs and the Passive Voice.

Assessment:

There are termly progress tests and an end-of-year examination in the four skills, together with homework which includes writing extended letters on a variety of personal information, developing their analytical skills and justifying their points of view. Pupils take an oral examination at the end of year 10 which provides them with the basis for their GCSE presentation and discussion topic. Examination marking criteria are used.

Extra Curricular Activities:

In the summer term pupils begin conversation lessons with the Spanish assistant, which is continued in Year 11 with a compulsory half-hour session once a week in order to attain a high level of fluency. Pupils also attend a GCSE Study Day in London during the Spring Term. There is also a pen-friend exchange with a school in Badajoz, in south-west Spain.

Course title	Spanish
Specification number	3691
Examination board	AQA

Spanish ab initio in Years 10 and 11

Course Structure:

Spanish GCSE ab initio assumes that there is no prior knowledge of the language. However, a high level of linguistic ability will make it easier to learn vocabulary and structures required for a good grade, as well as the skills obtained from learning other languages.

The course books ¡Captado! 1 and 2 are used in preparation for the AQA Specification A GCSE 3691 examination. The text books and accompanying materials provide full coverage of the four skills required at GCSE (reading speaking, listening, writing).

There are 12 units in book 1 and 10 in book 2

Book 1 covers all the main language structures needed for the examination, including the vocabulary for Areas of Experience A, B and D, focusing on the following topics:

- Home, holidays and special occasions
- Family, school
- Friends, moving on to further education
- Free-time activities, life at work
- Food, communications at work
- Health and fitness, careers and employment.

Book 2 revises all the main language structures and introduces new points, covering the topic range for all five Areas of Experience. The topics are presented in a series of units covering the lives and relationships of a group of Spanish-speaking young people, whose stories are covered over the two books.

Skills taught:

The four language skills of Speaking, Listening, Reading and Writing are extended through a variety of learning strategies such as pair work, jigsaw sentences, photofit descriptions, posters and a variety of games. Increased use is made of ICT.

Lessons are highly interactive and delivered largely in the target language. Pupils participate fully in the learning process through individual, pair and group work. Full use is made of the language laboratory, video, satellite TV, the internet and ML software.

Key grammar points and language structures are introduced and reinforced, together with vocabulary help and study skills. Tenses covered include the Present, Preterite, Perfect, Imperfect, Pluperfect, Future and Conditional.

Progress :

Pupils' progress is regularly assessed, including three Progress Tests. Listening, Reading and Writing skills are tested in November and March, and Speaking in January. Examination marking criteria are used. Pupils sit an oral examination at the end of the year which provides them with a basis of their GCSE presentation and discussion topic. Homework includes pupils writing extended essays on a variety of personal information, developing their skills of analysis and justifying their opinions. Learning homeworks are set regularly.

Extra Curricular Activities:

Pupils begin conversation lessons with the Spanish assistant in Year 10 and attendance is compulsory. Pupils are also encouraged to participate in the annual School Cultural Evening, and to attend Study Days to further aid them with their studies. A pen friend link has been established with a school in Segovia.

Course title	Spanish
Specification number	3691
Examination board	AQA

ICT in Years 10 and 11

Course Structure:

Information, Communication Technology is one of the core GCSE subjects. Pupils are taught ICT in a formal manner. They follow the AQA ICT specification B. The work is a balance of the theoretical aspects of the GCSE and the skills required to complete the coursework.

The subject content is arranged in four sections:

- The use of ICT to find, collect, process and present information
- Software and hardware
- Using ICT to solve problems
- The effects of using ICT.

Assessment :

- Pupils are monitored by regular progress tests, homework and an end of year examination in Year 10 and the mock examination in Year 11. Their coursework is assessed by both internal and external moderation.

The examination is split into 2 sections; a ½ hour written examination worth 40% of the marks and a coursework section worth 60% of the final examination.

Initially pupils will follow the short course and during the first half term they will be taught the practical skills for the coursework. At half term all pupils will be assessed on their progress.

Those who achieve a high standard in this test, and taking their Year 9 progress and attainment into consideration, will be offered the chance to take the full course GCSE.

This group will then follow an accelerated course in order to complete the required TWO pieces of coursework, and 2 hour written examination. All other girls will continue working on the short course specification.

Learning Support:

- All pupils have access to computers
- Girls can have access to computers at break and lunchtime
- One lunchtime a week a supervised coursework clinic is available to help girls
- Extra help can be arranged with any member of the department as and when necessary

Obviously the skills acquired through their ICT lessons are transferable to all other subjects and their presentation skills will be improved in all other curricular areas.

Course title	Information and Communication Technology
Specification number	3528
Examination board	AQA

History in Years 10 and 11

Aims:

The twentieth century is a fascinating and unique period of History. We have chosen to specialise in the middle of the century: in particular to compare how three nations responded to the world economic crisis of the 1930's – Germany, the USA and the USSR. Our aim is to encourage students to understand extremes of human behaviour and to comprehend that events have a multiplicity of causes.

Course Structure:

We are studying: Edexcel Specification A/1334: Modern European and World History

Year 10

- Autumn Term:

Paper B4: Nazi Germany, 1930 – 39

- Spring Term:

Paper B3: Depression and the New Deal 1929-41

- Summer Term:

Paper A4: The Rise and Fall of the Communist State: The Soviet Union 1928 – 1991.

Year 11

- Autumn Term:

Paper A6: Superpower Relations 1945-1990

- Spring Term:

Coursework: 2 pieces, 1500 words each, one on the Home Front in the Second World War and one on the creation of the Welfare State (25% of total mark)

- Summer Term:

Revision

Students have 7 lessons per fortnight.

Learning Activities:

Lessons use a variety of media to reinforce the content of the material. Class debates are held on various issues. Students are expected to present a piece of their own research to class.

Skills Developed:

Students are taught to analyse and present an argument in essay form and to evaluate a variety of historical evidence.

Homework:

This will usually take the form of essay questions, source analysis and learning.

Assessment:

Knowledge tests are given after each topic

Timed questions are also given

The final exam: Paper 1 (A4&A6) – 2 hours, essay format. Paper 2 (B3&B4) – 1¾hours, source analysis.

Learning Support:

Edexcel provide generic mark schemes and essay plans.

After the 'mock' examination, a lunch time class is held when students can come for extra help.

Use of ICT:

Coursework is word processed

Exercises to work through and notes for the course are on the pupil common area

Useful websites: www.schoolHistory.co.uk, www.spartacus.co.uk, BBCbitesize.

Trips:

In Year 11 students are taken to either The Britain at War Museum or the Imperial War Museum to help with their coursework.

Course title	Modern European and World History
Specification number	A/1334
Examination board	Edexcel

Geography in Years 10 and 11

In GCSE Geography, students study a number of themes as part of the AQA course (Specification A). They continue to develop their geographical skills and ideas, applied to the study of places at a range of scales.

Course Structure:

- In Year 10 students learn about Plate Tectonics, studying the causes and consequences of earthquakes and volcanoes. They study Settlement, including a day of field work in Guildford, where students collect data for an ICT based project. This project is used to gain experience for the coursework element of the GCSE course. Other topics studied are Rocks and Landscape and Rivers. Both of these topics are covered in a day of practical fieldwork on the River Tillingbourne and at Box Hill.
- The latter part of Term 3 in Year 10 is spent preparing for the individual study. This is ICT based, 2000/2500 words long and is worth 25% of the marks at GCSE. It is finished by October half term of Year 11.
- In Year 11, after completion of the coursework, students study modules in Industry, Development and Ecosystems. In Term 3, students revise for their GCSE examinations, concentrating on refinement of the geographical skills learned during the two years of the course.

Skills Developed:

- OS map work
- Data collection and interpretation
- Use of ICT to present data
- Working both individually and in a group
- Using case study material and geographical terms effectively
- Graphing and statistical technique.

Homework:

- Homework is set regularly. This may be completion of school work, learning for tests or research into future topics.

Assessment:

- Checking of class work
- End of module tests
- ICT based project on Guildford
- End of year examination in Year 10
- Mock examination in Year 11.

Course title	Geography
Specification number	A 3031
Examination board	AQA

Latin in Years 10 and 11

We study the OCR Latin course which is based on 50% translation and comprehension and 50% literature. There is no coursework.

Course Structure:

For the first two terms, girls study the Cambridge Latin Course Books III and IV.

- Through discussion of the stories, girls develop skills in discussing character, motivation, plot, literary techniques and style as well as Roman values and customs.
- Continued study of aspects of Roman culture, such as superstition, religion, travel and communication, life in the army, Roman imperialism and the structure of Roman society encourages evaluation of our own society in the light of a society which was intensely different in many ways but which also provided the foundation of much of our way of life today.
- A wide variety of language activities is used to develop girls' ability to understand the expression of more complex, subtle or emotive ideas in Latin.
- Understanding of the grammar and vocabulary of English and some modern foreign languages (e.g. French, Spanish and Italian) is reinforced by comparative study of Latin grammar, vocabulary and word patterns.
- A Defined Vocabulary List forms the basis of vocabulary learning and ensures that girls will know all of the vocabulary in an unseen translation.

Girls will know approximately half to two-thirds of this list by the end of Year 9.

From the Summer Term of Year 10, we begin the study of real Roman literature, looking in particular at the cultural context of the work, what the author was aiming to achieve and what techniques he (they were all men!) used to achieve this. Girls are given full guidance in reading the Latin as well as a clear translation of the set texts.

Learning Activities

Include :

- whole class interactive work with the department smartboard
- individual study in the ICT suites using subject specific software and sites on the internet
- discussion, pair work and group work
- exercises completed orally, in writing or on personal whiteboards
- acting out of stories, language games, watching DVDs
- creative activities to enhance understanding of set literature
- practice papers in Year 11
- revision lessons in Year 11 where needed.

Assessment

- There are a number of Attainment Tests throughout Year 10 as well as the end of year examination which is modelled on the GCSE examinations.
- The mock examinations are past GCSE papers or papers in the style and of the standard of the GCSE.
- From Half-Term of the Spring term in Year 11, practice papers are given weekly.
- Smaller tests based on work consolidated for homework are set regularly to ensure steady progress and to identify any areas where extra help may be needed.
- Progress is continuously assessed informally in class.

Extra Curricular Activities

- A trip to the Roman Baths and Museum in Bath in the Summer Term
- Occasionally theatre trips are organised which are open to Years 10 and 11.
- GCSE and A level Latin students have priority on trips to Italy.

Course title	Latin
Specification number	1942
Examination board	OCR

Religious Studies in Years 10 and 11

Aims:

- To nurture a sense of respect for, and an understanding of, oneself and others
- To engender a sense of enquiry
- To understand and evaluate the impact of religious beliefs and values upon daily life
- To engender a passion for the subject for its own sake
- To further develop transferable skills of critical analysis

Learning Activities:

Open discussion, role play, formal debate, group presentations, creative writing, educational visits, use of audio-visual aids, ICT, examination of artefacts

Projects:

Pupils follow the OCR syllabus 'Philosophy and Ethics' B, specification number 1931. There are five 'Philosophy' and five 'Ethics' papers, each being studied in relation to Christianity and one other religion.

Year 10

Autumn term:

- The Nature of God
- Religion in Human Relationships.

Spring Term:

- The Nature of Belief
- Religion and Medical Ethics.

Summer Term

- Religion and Science
- Religion and Equality.

Year 11

Autumn term:

- Death and the Afterlife
- Religion, Poverty and Wealth.

Spring Term:

- Good and Evil
- Religion, Peace and Justice.

Summer Term:

- Revision.

Skills Developed:

In addition to social skills such as tolerance and empathy, pupils learn to apply the academic skills of analysis, explanation, empathy and evaluation to a more sophisticated level.

Assessment:

Formal assessment takes the shape of two written examination papers; there is no longer any coursework for R.S.

Extra Curricular Activities:

The 'Interfaith Forum' is held twice termly and promotes understanding within and between different religious and non-religious belief systems. It provides all members of the school with the opportunity to hear and discuss the reasons given for beliefs and practices. Speakers are drawn from pupils, staff and the wider community.

Learning Support:

The Department works alongside learning support staff to ensure that the educational needs of every pupil are met.

Use of ICT:

ICT is a central element of the programme of study, such that an element of every project is designed to take place in the ICT suites and to make use of carefully selected resources software which set religion firmly in the context of the modern world.

Course title	Religious Studies
Specification number	1481
Examination board	EDEXCEL

Music in Years 10 and 11

Aims:

In Years 10 and 11 Music is taught in three separate disciplines, Listening, Performing and Composing. Pupils are encouraged to play a full part in the musical life of the school and to gain as wide a practical musical experience as possible.

Course Structure:

There are five different Areas of Study:

- Music for Special Events
- Orchestral Landmarks
- Music for Dance
- Music for Film and Television
- The Popular Song since 1960

These form the basis of the listening work in Years 10 and 11. Pupils investigate the historical development of the genres and learn about elements of musical language, devices, notations, use of resources, tonalities, structures and contextual issues, all applied to sample pieces taken from the areas of study, thus enabling them to develop skills in aural perception.

Skills Developed:

Pupils perform both solos and ensembles at practice sessions throughout the year. There is no minimum standard; the emphasis is on quality of performance, rather than difficulty level of the piece. For assessment we record one solo and one ensemble performed by each candidate. This may take place at any time during the course, whenever the student is ready, and may be repeated any number of times, although we aim to complete all recordings by the end of the Autumn Term of Year 11.

Composing:

Pupils continue to use Sibelius software for composition and those who have an interest in music technology are encouraged at this stage to try out Cubase as well. It is expected that the coursework requirement of one composition will be completed during Year 10; this piece must be in response to a brief related to the Area of Study 'Music for Special Events'. In November of Year 11 we receive the composition briefs for the Integrated Assignment. These are related to the four remaining areas of study and pupils choose one as the basis for their second piece of coursework which has to be completed by the end of the Spring Term. Girls are encouraged to use the music technology facilities outside of lesson times and help is available most lunchtimes.

Assessment/Monitoring Progress

We run our own Music Recital Certificate scheme for those who do not wish to take a formal examination but who would like the experience of performing a whole programme of pieces.

Extra Curricular Music:

Opportunities for music-making outside the classroom include

- Orchestra
- 3 Choirs including the mixed choir with boys from Sutton Grammar School
- Chamber music
- Percussion group
- Samba Band
- Joint musical productions with Sutton Grammar School; 1998 The Boyfriend; 2000 The Little Shop of Horrors; 2002 Grease; 2004 West Side Story; 2006 Oklahoma; 2008 Sweet Charity.

Concerts:

- Informal concerts
- Christmas Music concert with Sutton Grammar School with combined choirs and orchestras
- Summer concert, usually featuring a large-scale choral work
- Opportunities for performing outside school.

Course title	Music
Specification number	3271
Examination board	AQA

Art in Years 10 and 11

Aims:

- Supporting a lifelong interest and enjoyment of art
- Fostering individual talents
- Encouraging a personal, creative and critical response
- Developing independent learning
- Broadening a range of skills in observational drawing, painting, sculpture, printmaking, textiles, mixed media
- Expanding understanding of the formal elements: line, tone, shape, colour, pattern, rhythm, texture, form, space, composition
- Developing a greater knowledge and appreciation of each universal theme: Environment, Figure/Portrait and Still life
- Encouraging creative use of the sketchbook
- Developing an increased use of technical language.

Course Structure

Art is based on 60% coursework and 40% examination. Students have 8 weeks preparation time for the exam. It lasts 10 hours and is taken in the Summer Term of year 11.

Learning Activities:

Pupils will:

- Select and organise information in a sketchbook appropriate to their intentions
- Record their observations from visual and other sources
- Respond to the work of other artists from different times and cultures
- Analyse and evaluate their progress
- Use ICT as a process to inform their work
- Develop and explore ideas and materials
- Review and refine ideas and materials
- Realise their intentions using a range of disciplines
- Make connections between their own work and that of other artists.

Coursework Projects:

Students will complete two theme-based units 'Environment'/'Figure and Portrait' and 'Still Life'. Projects under these themes will be started in year 10 and revisited in Year 11. The projects this year are:

1) 'Adorn, Decorate and Embellish' 2) 'Forces of Nature' (part 1 and 2) 3) 'Through the Looking Glass'.

Students will visit galleries, museums and other locations as part of the Art curriculum. Project visits help students to develop an individual and lively curiosity about the world around them, whilst providing excellent opportunities for research.

Homework:

Homework will be set and assessed regularly. There will be monitoring checkpoints to assess coursework progress and each project will be marked using GCSE criteria.

Extra Curricular Activities:

Students can join the extension class after school where they can receive specific help from art staff. The art rooms and facilities are available for students to work in most lunchtimes and after school. Students are encouraged to visit art galleries and museums at weekends and during holidays to further their knowledge and appreciation of art. There is an annual exhibition of GCSE art work when parents, friends, students and staff are invited to celebrate the achievements of the art students.

Course title	Art and Design
Specification number	1027
Examination board	EDEXCEL

Design Technology

Food, Resistant Materials and Textiles

in Years 10 and 11

Aims:

These courses encourage pupils to:

Demonstrate fully their design and technology capability, which requires them to combine skills with knowledge and understanding in order to design and make quality products

Acquire and apply knowledge, skills and understanding through:

- Analysing and evaluating products and processes
- Engaging in focused tasks to develop and demonstrate techniques
- Engaging in strategies for developing ideas, planning and producing products
- Considering how past and present design and technology, relevant to a designing and making context, affects society
- Recognising the moral, cultural and environmental issues inherent in design and technology.

Course:

- The courses follow the AQA specification
- 60% of the marks are allocated to the coursework project and 40% to the examination.
- Each course includes the study of materials, components, designers, market influences, processes and techniques.
- In Year 10 pupils develop skills, knowledge and understanding through undertaking a number of small projects and short focused tasks. Where possible, learning is undertaken through practical application. In Food, pupils design and make a cake for a special occasion and carry out various other practical tasks using meat, fish, fruits, vegetables and pastry making. In Resistant Materials, pupils work with plastics, wood and metals, making products such as clocks, picture frames, jewellery and tables. In Textiles, pupils undertake a Christmas project and various other short, focused tasks.
- In Year 11 pupils undertake their GCSE project. The project is a 40 hour activity undertaken over a duration of two terms. Past projects have included soft furnishings, children's toys, costume, vegetarian meals, desserts, lighting, furniture, household accessories, decorative screens and much more.
- The final term is used to prepare for the written examination. A preparation paper is given to the pupils in March setting the context for the examination. This tests the pupil's knowledge and understanding of the work covered over the duration of the course.

Assessment:

- Class work and homework is assessed regularly
- Coursework projects are monitored frequently using GCSE criteria
- Course work projects are marked internally before being externally moderated.

Use of ICT:

Pupils are encouraged to use CAD/CAM, with access to programs such as 2D-design, Cut Studio, Pro-desk top and Photoshop. Pupils also use digital photography to document record their progress.

Learning Support:

The design rooms and facilities are available for use during most lunchtimes and after school. Teachers make themselves available whenever possible to assist and further pupils learning.

Extra Curricular Activities:

Outside of normal school there are opportunities within the subject for pupils to assist with sets, props and costume design for school plays and productions.

Course title	Design and Technology (Food Technology)	
Specification number	3542	Exam Board: AQA
Course title	Design and Technology (Resistant Materials)	
Specification number	3545	Exam Board: AQA
Course title	Design and Technology (Textile Technology)	
Specification number	3547	Exam Board: AQA

Physical Education in Years 10 and 11

Practical Assessment - 60%

1. Practical assessment in 4 activities during the course (25%)
2. Practical assessment in 4 activities on the final practical assessment/moderation day (25%)
3. Analysis of performance in one chosen activity (10%)

Candidates offer for assessment 4 activities from at least two different Activity Groups (shown below):

- Games activities: Hockey, Netball, Tennis, Rounders, Squash, Badminton, Football
- Gymnastic activities: Floor and Vault Gymnastics (bars/ beam can be offered instead of a floor sequence), Trampolining, Horse Riding
- Dance activities: solo, duet or group sequence from one of the following styles. Modern, Tap, Jazz, Contemporary, Ballet, Folk, Traditional, Ethnic
- Athletic activities: 3 events from at least two areas - Running, Jumping or Throwing, Golf
- Adventurous activities: Sailing, Skiing, Lifesaving or Personal Survival, Trekking or Orienteering
- Swimming activities: Swimming strokes
- Fitness Judo, Karate

The sports underlined are the activities that will be covered in GCSE PE lessons. Some of the other activities may also be covered depending on pupil interest. Pupils that compete to a high standard in an area not covered during lesson time may be assessed outside of school time or by use of a video

Analysis of Performance involves pupils developing their knowledge for one sport in the following areas

- Rules and terminology
- Observation, analysis and evaluation - recognising strengths and weaknesses
- Planning practices, tactics and training to improve performance
- To plan and perform a 6 week Personal Exercise Programme in their chosen sport
- Understanding the principles and roles of leadership to improve performance

Theory - 40%

The examination consists of a written paper, which is made up of three units:

- Factors affecting participation and performance - health, fitness, exercise, training methods and principles, diet, health and hygiene
- Safety aspects and risk assessment in sport and physical activity - types of injury and prevention
- Applied anatomy and physiology - circulatory and respiratory system, bones, joints, tendons, ligaments, muscles and muscle action

As you can see from point 3, GCSE Physical Education complements GCSE Biology

The examination paper has three sections:

1. Multiple choice questions
2. Short answer questions
3. Scenario questions [these allow pupils to apply their theoretical understanding to specific sporting case studies]

Candidates must have a general interest in sport. They should have a good knowledge of training methods and exercise technique in at least one sport. This can be derived from playing in a school team or belonging to a local club

If candidates are to achieve a satisfactory grade, it is essential that they fully participate in extra-curricular PE clubs as a participant, competitor, coach and umpire in at least one of their chosen sports

GCSE PE is a popular option with pupils. We are proud of our record of results and find that many of our students will continue their interest by taking AS Level PE in Year 12.

Board: Edexcel International
Course: Physical Education (1827)
Assessment: 1 written examinations of 1 hour 45minutes.

General Physical Education_in Year 10 and 11

We aim to:

- Provide a broad and balanced programme of Physical Education that is differentiated to meet the needs and aspirations of all students.
- Establish attitudes that emphasise fair play
- Motivate students to acquire a level of skill that will allow them to participate confidently in activities in their future.
- Help establish self-esteem through competitive and co-operative activities.
- Encourage social integration and promote health and fitness.

Activities Taught:

Year 10 and 11		Year 11
Netball	Rounders	In addition, girls will have the option of some off site activities and self defence lessons.
Badminton	Tennis	
Aerobics	Swimming (Optional)	
Basketball	JSLA	

Junior Sports Leadership Award (JSLA):

Year 10 and 11 complete the Junior Sports Leadership Award programme during lesson time. The award is a nationally recognised qualification that helps people over the age of 14 develop their leadership skills. It's a practical qualification where candidates learn through doing, rather than through written work. A candidate's ability as a competent leader is assessed by observation rather than written tests. The syllabus fosters generic skills, which can be applied to a variety of different sporting activities as well as contributing to the candidate's personal and social education.

Fixtures and Competitions:

The Physical Education Department has an extensive fixture list for all sports. In addition to the friendly fixtures, teams are entered into a range of District and County tournaments, as well as the GDST rallies.

Extra Curricular activities:

The Physical Education Department is committed to offering a wide range of extra-curricular activities, which students are encouraged to participate in. Team practices are held after school and at lunchtimes for all activities taught, as well as Dance, Hockey, Athletics and Swimming. Practices are also held for those who wish to play for enjoyment and improve their skills, but are not part of the school team. Those who are selected for teams are expected to be committed to practices and be available for all matches.

Assessment:

Girls are assessed throughout the year in all activities taught. They are assessed on their ability to:

- Acquire and develop skills in a wide range of activities.
- Select and apply skills, tactics and compositional ideas.
- Evaluate and improve their own and others' performances.
- Apply their knowledge and understanding of health and fitness.

Drama in Years 10 and 11

Work Covered:

Girls in Years 10 and 11 follow the Drama course for two years, studying the following play texts, in particular:

Charlotte Keatley My Mother Said I Never Should
William Shakespeare Twelfth Night

There will be opportunities to devise their own plays; they will also see a range of professional or non-professional theatrical productions during the course.

Skills Developed:

Girls will develop their skills of understanding what is need to create a character in drama, to take part in detailed and thoughtful rehearsals, to prepare themselves to perform with confidence and skill.

Girls will learn about the work of major playwrights and examine closely a play text, discussing, improvising and studying the ways in which it can be successfully transformed from page to stage

Girls will gain a further understanding of the various design skills: make-up, costume, lighting, sound and properties.

Girls will go to see professional productions of major plays and develop mature and thoughtful responses by evaluating and commenting on what they have seen.

Learning Activities and Homework:

More than half the lessons are practical drama sessions. Homework involves research, reading, producing written assignments and preparations for the written examination, but it also takes into account time needed, for example, for preparing properties and costumes and learning a part for the performance examination.

Other Matters:

A GCSE course in drama is excellent preparation for the AS and A2 level Drama and Theatre Studies course in the Sixth Form. Careers options include: all work in the theatre and arts, from acting to design, producing, directing and administration. A course in drama is excellent preparation for the business world, whether it be sales, marketing or middle management. Skills honed at GCSE level in performing before an audience enhance prospects in all careers where there is communication to be made, whether it be in a small meeting, a group of other doctors, lawyers or accountants or a presentation to several hundred members of the public.

Assessment:

Coursework: 60% of total marks

Consists of two assignments: a scripted performance examination and a devised/improvised performance, both of which will include additional written work

Written Paper: 40% consisting of:

Questions on a set play 20% and Response to one of the live productions seen during the course 20%

Course title	Drama
Specification number	43241
Examination board	AQA