

Our Lady of Sion School



Year 9 Curriculum Outline

*A Guide for
Parents and Pupils*

2011 - 2012

Introduction

Year 9

This booklet aims to help parents understand and be able to support their child's progress.

The booklet contains an outline of the Year 9 curriculum. Each subject will contain information under the following headings:

1. Course content
2. Assessment procedures
3. Homework policy
4. Marking policy
5. Textbooks and resources used
6. Specialist equipment

Homework

A homework timetable will be issued within the first weeks of the Autumn term. It is important that parents keep a copy of the timetable and check and sign their child's planner each week. Each homework should last approximately 30 to 40 minutes. Homework is given in English and Mathematics twice each week and once a week in other subjects:

Art / Design & Technology / Food & Nutrition / Drama
French / German / Spanish
Geography / History / Religious Studies / Science / Music

Assessment

Year 9 will receive a written report at the end of the Autumn term, a grade sheet at the end of the Spring term and a written report at the end of the Summer term. Internal examinations take place in the Autumn and Summer terms.

Consultation Evenings

Year 9 have two consultation evenings (November and February) when parents may consult their child's subject teachers and meet with their form tutor.

Mrs P Starkey
Deputy Head Teacher

Autumn 2011

Overview

Year 9

In Year 9 we continue to deliver a broad base of subjects so that the choices pupils have to make for GCSE can be as informed as possible. Science is now divided into three subjects: Biology, Chemistry and Physics. Citizenship forms the focus of weekly PSCE lessons. In addition, four lessons of Physical Education are included on the curriculum. Pupils are taught in ability sets for French and their second language, English and Mathematics, and in mixed sets for Drama, Design & Technology, Art and Food & Nutrition, for which the year group is divided into four classes.

In February, pupils are asked to make their choices for GCSE. The option blocks are designed with a view to minimising clashes. A consultation evening with parents is held prior to final decisions being made.

Mrs A Whitchurch
Director of Studies

Autumn 2011

Course Content / Skills

Unit 1: A Lino printing project based on a self portrait. This work includes research on the history of woodblocks and Japanese artists who use this method. German Expressionism is also studied.

Unit 2: A Sculpture project based on the work of Alberto Giacometti, using wire and mod rock. The human body is studied through movement.

Unit 3: A Graphics project based on endangered species. Pupils produce a booklet on facts they have researched and design a poster and other relevant art work.

These units of work extend the knowledge and skills learnt in Years 7 & 8 and lay the foundation for GCSE work. Projects are based on a six week period, incorporating national curriculum standards of knowledge and understanding and investigating and making. Skills in IT are encouraged.

Assessment Procedures

Evaluation sheets are filled in after every project. Reports for all students will be written at Christmas. Consultation will take place with parents in February concerning the suitability of candidates for the GCSE Art course.

Homework

Homework is set weekly extending knowledge and skills introduced in lessons.

Marking Policy

Work is marked with grades showing competence at drawing, content, the use of inspiration and imagination and clarity of expression and intention. Suggestions are given for improvement.

Equipment

A sketchbook is essential. Materials are provided as appropriate to the projects.

Course Content / Skills

- Cytology
- Photosynthesis
- GCSE Keeping healthy
- GCSE How bodies defend themselves against infectious disease
- GCSE Use and abuse of drugs
- GCSE Interdependence and adaptation
- GCSE Energy in Biomass
- GCSE Waste materials from plants and animals

During the course students undertake many practical sessions. Good laboratory practice is expected from all students. Presentation of work is important. Rulers and pencils should be used for all diagrams and tables. Written work should be in ink pen. Berol pens are quite acceptable.

Introductory topics are covered in the first half of the Autumn term. In the second half of this term, students start their GCSE course. So that their notebooks do not get mislaid over the summer, they will be collected in at the end of Year 9.

Assessment Procedures

Students are regularly tested throughout each topic and there are comprehensive end of topic tests. In addition, there is a summer examination which tests all the GCSE topics.

Homework

All students are set one unit of homework per week, which should take about 40 minutes. Usually homework will be a written piece, but it may also be a revision exercise or a piece of research.

Marking Policy

Both classwork and homework exercises are awarded a mark out of 10. Written comments will suggest how work can be improved. End of topic and term exams are marked as a percentage.

Equipment

Students require a laboratory coat. For written work, an ink pen, pencils (including a small range of colours), a ruler and a calculator are required. Students should have their own scissors and glue stick.

A Nelson Thornes electronic text book (e-book) is available for all students for the GCSE part of the course. This is a web based version of the GCSE text book.

Course Content / Skills

Reactions of acids and the reactivity of metals
Energy from chemical reactions
Atomic structure, electronic configuration, ionic bonding and covalent bonding
A basic study of the structure of the Periodic Table
Formulae of compounds, word equations and simple symbol equations
Limestone Rocks and Building

During the course the students undertake many practical sessions. Good laboratory practice is expected from all students. Presentation of work is important. Rulers and pencils should be used for all diagrams and tables. Written work must be in ink pen, preferably blue. Berol pens are quite acceptable.

Introductory topics are covered in the first part of the course; however, later in the course the students start the GCSE course.

Assessment Procedures

Students are tested at the end of each topic to establish their understanding of the work covered. More extensive tests are set at Christmas and at the end of the year to monitor progress throughout the year group. Research tasks allow all students to demonstrate their commitment and individual effort.

Homework

All students are set one unit of homework per week, which should take about 40 minutes. Usually homework will be a written piece, but it may also be a revision exercise or a piece of research.

Marking Policy

Students are given a grade for attainment based on accuracy and effort. Merits are awarded for effort and achievement in line with School policy.

Equipment

Students require a lab coat. For written work, an ink pen, pencils (including a small range of colours), a ruler and a calculator are required. Students should have their own scissors and glue stick.

A Nelson Thornes electronic text book (e-book) is available for all students for the GCSE part of the course. This is a web based version of the GCSE text book.

Introduction

In Year 9, students experience two 8 week courses in Design & Technology, where they complete two short “Design and Make” projects.

Course Content / Skills***Project 1 Designer Miniatures***

Using the Museums’ websites, students take a “virtual tour” of the Design Museum in London and the Vitra Museum in Europe. From the design classics exhibited, they choose one iconic product to work on with the aim of “selling” it in miniature in the museum shop. They are required to make a model of their chosen product, to package it using the CAD skills they learnt in Year 8, and to produce an information sheet on the product and the work of the designer.

Project 2 GCSE Style Themed Project

Students are given a choice of projects based on themes set by the Examination Boards. They are permitted to work collaboratively in order to achieve a substantial, good quality end product in the eight week time frame.

Assessment Procedures

Students are assessed on their design and making skills in line with National Curriculum attainment levels and are awarded end of term attainment and effort grades.

Homework

A thirty minute homework task is set every other week and is due in the following lesson.

Marking Policy

Marking will be carried out in accordance with the whole school’s assessment policy. Written comments will suggest how work can be improved and will be in an encouraging format.

Equipment

Students are expected to come to the lessons with overalls, pencil cases, homework diaries, any homework from the previous lesson and hair ties (if necessary).

Course Content / Skills

Unit 1 - Blood Brothers: provides students with a wide range of opportunities to develop an understanding of style and technique. Students study and perform a number of scenes from the musical and develop the ability to respond and appreciate live performance.

Unit 2 - Surrealism: Explores the key skill of devising; students create a range of surreal scenarios using imaginative techniques. Physical theatre is used to present the final performance.

Unit 3 - Billy Liar: students explore the demands of a play text and develop knowledge of key themes such as class and adolescence through performance. Students select and perform a short extract from this play.

Assessment Procedures

Students will be assessed on their ability to use imagination, to work as a group, contribute to group discussion, devising and organising rehearsals, and final performance skills.

Homework

Homework is set on a weekly basis and will include written response, research and evaluation.

Marking Policy

This is in line with the school's grading system: A-E for practical work in class and 1-5 for effort and performance.

Course Content / Skills

Pupils continue to develop their skills in Speaking & Listening, Reading and Writing, with a greater emphasis upon discrete skills in preparation for GCSE. Pupils are placed in one of three sets. Pupils study narrative, poetry, media/non-fiction and drama texts. Two or three class novels are studied during the year. The two subjects (English and English Literature) are taught in tandem for the most part but certain elements of language, such as advanced dictionary/thesaurus usage; more complex syntax; structuring of work and essay writing are taught discretely.

Assessment Procedures

Pupils sit a Literature test (on the novel 'Animal Farm' by George Orwell) in the Autumn term and a Language examination in the Summer term (Reading and Writing). They are assessed throughout the year on their class and home work according to the Marking Policy below.

Homework

Pupils are set one 40 minute and one 30 minute session per week.

Each module in the Key Stage 3 Scheme of Work focuses on formal processes from the National Curriculum. These processes are delivered through the explicit teaching of Assessment Foci for Reading, Writing and Speaking and Listening. In addition, creativity, cultural diversity, differentiation and real-world skills using multi-media are built into the activities and choice of text. Assessment procedures will focus on an individual's accumulated portfolio of work, end of term/examinations or assessments, regular marking and peer and self-assessment. Individual targets will be negotiated between student and teacher at the end of each module and recorded on assessment sheets and in class books. Each student will keep a personal spelling dictionary which will be used in class and discussed during formal assessment.

The regular marking policy for general class work is outlined below:

Marking Policy

Reading and Speaking & Listening are marked out of 10 or 20:

	10	20
A	9 - 10	17 - 20
B	7 - 8	14 - 16
C	5 - 6	10 - 13
D	3 - 4	6 - 9

Writing is marked out of 10 for content and 5 for QWC [Quality of Written Communication]:

	Content: 10	QWC: 5	Total: 15
A	9 - 10	5	14 - 15
B	7 - 8	4	11 - 13
C	5 - 6	3	8 - 10
D	3 - 4	2	5 - 7

End of term examinations and assessments are made according to the module being studied and will include some of the following and will be graded A – D according to the focus:

Assessment Foci		
Writing Assessment Foci	Reading Assessment Foci	Speaking and Listening Assessment Foci
<p>WAF1: Write imaginative, interesting and thoughtful texts</p> <p>WAF2: Produce texts which are appropriate to task, reader and purpose</p> <p>WAF3: Organise and present whole texts effectively, sequencing and structuring information, ideas and events</p> <p>WAF4: Construct paragraphs and use cohesion within and between paragraphs</p> <p>WAF5: Vary sentences for clarity, purpose and effect</p> <p>WAF6: Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences</p> <p>WAF7: Select appropriate and effective vocabulary</p> <p>WAF8: Use correct spelling</p>	<p>RAF1: Use a range of strategies, including accurate decoding of text, to read for meaning</p> <p>RAF2: Understand, describe, select or retrieve information, events or ideas from texts and use quotations and reference to text</p> <p>RAF3: Deduce, infer or interpret information, events or ideas from texts</p> <p>RAF4: Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</p> <p>RAF5: Explain and comment on the writer's use of language, including grammatical and literary features at word and sentence level</p> <p>RAF6: Identify and comment on the writer's purposes and viewpoints and the overall effect of the text on the reader</p> <p>RAF7: Relate texts to social, cultural and historical contexts and literary tradition</p>	<p>SLAF1: Talk in purposeful and imaginative ways to explore ideas and feelings, using non-verbal features for clarity and effect</p> <p>SLAF2: Listen and respond to others, identifying main ideas, implicit meanings and viewpoints, and how these are presented</p> <p>SLAF3: Adapt and vary structures and vocabulary according to purpose, listeners and what is spoken about, including selecting and using the features of spoken standard English effectively</p> <p>SLAF4: Make a range of contributions when working in groups, shaping meanings through suggestions, comments and questions, and drawing these together</p> <p>SLAF5: Create and sustain different roles, adapting techniques in a range of dramatic activities to explore texts, ideas and issues</p> <p>SLAF6: Identify varieties and uses of spoken language, comment on their meaning and impact, and draw on these in talking to others</p>

Text Books

Writing Connections; Text Connections; New Oxford English 3; Comprehension to 14; Grammar to 14; Interactive Non-Fiction and Media; A Bridge to GCSE; Canon Fire
Other Novels: Witch Child; Walkabout; Z for Zachariah; The Woman in Black; The Curious Incident of the Dog in the Night-Time.

Course Content / Skills

Students study this subject for half of the year. The theme of this year's course is Healthy Eating. Students learn about the current guidelines for healthy eating and apply their knowledge to planning, designing and cooking a healthy breakfast, snacks and main meals.

Students also learn about the factors that influence our food choices.

Assessment Procedures

Students will be assessed on three main projects: designing, planning and cooking a breakfast; designing a healthy snack; and planning a week's meals for their family. Some of this work is completed in class time, some for homework. Grades will take into account written and practical work.

Homework

Homework is set on a weekly basis and may include research for projects and completion of project work.

Marking Policy

Students are awarded an attainment grade, A – E, for each piece of work based on pre-given criteria.

Equipment

Aprons are provided for practical work.

Although basic ingredients are provided, students are expected to bring in their specific ingredients.

Course Content / Skills

Further development of skills acquired in Year 8 and establishing a sound foundation for Key Stage 4 (GCSE) within the context of francophone countries and their culture. E-mail link and exchange with Notre Dame de Sion in St. Omer.

- Holidays and leisure: *passé composé*
- Town and countryside: superlative; reflexive verbs
- Environment
- *La Francophonie*
- Immediate plans: near future
- Home and school life: more reflexive verbs: *pouvoir/devoir*; *il fait* + infinitive; ordinals
- Morale (happy, bored, etc.)
- Events (past, present and future)
- Getting around: imperfect tense; *y*; *passé composé* and the imperfect together
- Food and drink: time expressions
- Health and physical state (hungry, ill, etc.) imperative
- Self, family and friends
- Celebrations and occasions: *passé composé* and the imperfect together
- Shopping: this and these
- Clothes and fashion: adjectives of colour
- Personal belongings/Pets/Money: personal/possessive pronouns
- Work: *essayer de*; *commencer à*; *s'intéresser à*
- Weather : the future tense
- Accidents and emergencies : revising the imperfect and perfect tenses

Assessment Procedures

Vocabulary/grammar test every two weeks.

A unit test will be given at the end of each completed unit (2-3 skills at a time).

An end of term Christmas and Summer exam will cover all of the skill areas (Attainment targets).

Each skill is given equal weighting and the exam result is given as a percentage and grade.

Levels of attainment for each attainment target are recorded in a pupil's assessment folder so that progress can be monitored by both pupil and teacher through to Key Stage 4 (GCSE).

Homework

A combination of written and learning homework of 40 minutes a week.

Marking Policy

Students are awarded an attainment grade and effort comment for their work.

Text Books / Equipment

Métro 3 Rouge for Sets 1 and 2 / Vert for Set 3

Text book and cahier (exercise book)

Computer linked projector and whiteboard/interactive whiteboard

Key Stage 3 Boardworks interactive software

Subscription to Linguascope and Zut! websites

CD player

OHP

DVD player

Linguascope website

Course Content / Skills

The Geography course taught to Years 7-9 consists of an integrated programme based on the Key Geography series by David Waugh and Tony Bushell.

	Year 7	Year 8	Year 9
Autumn Term	What is geography?	Weathering, rivers and coasts	Ecosystems
	Weather and Climate	Primary activities: Farming	Tourism Majorca Enquiry
Spring Term	River Flooding	Secondary activities	Hazards
	Settlement	Resources and the environment	Italy, an EU country
Summer Term	Indian Ocean Tsunami	Population	Fashion and Sport
	Thorpe Park Study and visit	Kenya	World Development

Each module has an investigative approach and is based on a variety of book and video exercises. Additionally, use is made of ICT where appropriate. There is an internet link to one of the geography classrooms, which enables, for example, up-to-date weather data to be used. The ICT room is used for whole class tasks such as studying recent earthquakes and volcanic activity. ICT work related to the Channel 4 series Place and People: Italy is used where appropriate. Use is made of Extensions that provides more challenging tasks to those found in the main textbook.

Assessment Procedures

Assessment is by a variety of means. There are the whole school exams, which take place in November and June. Each Year 7-9 also completes an enquiry. The Year 9 enquiry is a study of tourism in Majorca. This work builds on skills developed in earlier enquiries carried out in Years 7 and 8. Should the student opt for Geography at GCSE, this work provides a template for the GCSE enquiry as well as a useful case study on tourism that is studied in Year 11.

Homework

Students have one thirty minute homework a week. The exercises are varied and include completing classwork, completing a further worksheet which develops the work or skill already covered in class.

Marking Policy

Exercise books are marked in line with whole school policy.

Incentives: The department follows and supports the whole school policy on the award of merits. In addition, there are special incentive bonuses for exceptional work.

Text Books

Key Geography and Extensions series by David Waugh and Tony Bushell.

Course Content / Skills

This year's course builds on and develops the ability of the student to understand and respond to both spoken and written German.

The course aims to cover the following topics:

- Future plans - Holidays and activities
- After school activities - TV, meeting friends, Internet, parties
- Health - Parts of the body, symptoms, Doctors, appointments, healthy diet
- Shopping - buying food, clothes and other items
- Going out - invitations, more clothes and food
- Daily routine - helping at home, relationship with family and friends.

Grammatical concepts covered will include introduction and practice of perfect tense, imperfect of 'haben' and 'sein', modal verbs, prepositions, adjectives, 'weil' clauses.

Assessment Procedures

Continuous assessment is carried out in the form of vocabulary tests and exercises in class to cover all four skills.

Formal unit tests are carried out after each unit and attainment levels recorded.

The Christmas exam covers 3 out of 4 skills and is a means of monitoring students' progress over the term.

The Summer exam aims to cover work studied during the whole year and covers all 4 skills. Students will be awarded an attainment level for each skill.

Students not continuing to Key Stage 4 will be given a certificate showing the levels they have achieved in Key Stage 3.

Homework

Homework is given once a week based on 40 minutes and will cover both written and learning tasks.

Marking Policy

Students are awarded an attainment grade and effort comment for their work.

Text Books / Equipment

Echo Express 2 textbook

Echo Express 2 Arbeitsheft (exercise book)

Echo Express 2 active teach

Computer linked projector and whiteboard/interactive whiteboard

Key Stage 3 Boardworks interactive software

Subscription to Linguascope and Gut! websites

CD player

OHP

DVD player

Course Content / Skills

This course concludes the introduction to secondary school history. We reinforce historical skills and follow basic National Curriculum topics on Industrial Change in Britain; the growth and development of the British Empire; slavery; aspects of the First World War

The First World War component draws heavily on primary source material and students will be encouraged to evaluate a wide range of historical artefacts.

Assessment Procedures

Pupils are assessed on the classwork and homework completed throughout the year. There are also winter tests and a summer examination.

Homework

There is one piece of homework per week of 30 minutes' duration.

Marking Policy

Work is usually marked out of ten, according to the departmental policy:

- 10** = excellent, faultless work
- 9** = very good work with only minor mistakes
- 8** = good work but with a few mistakes
- 7** = satisfactory work
- 6** = only just satisfactory, but one of: major mistakes
e.g. untidy/incomplete/careless
- 5 and below** = unsatisfactory work with two or more of the above

Where marks below 5 are awarded, students should repeat the work to the satisfaction of the teacher. Marks will usually be supported by an explanatory comment.

Text Books

We use the textbook "Industrial Britain" by Christine Counsell and Chris Steer (C.U.P.) We also support textbooks with worksheets, handout materials, videos and the use of the internet.

Course Content / Skills

The ICT course follows the structure of the European Computer Driving Licence Version 4 (ECDL4), building on the units studied in Years 7 and 8. To make the most efficient use of limited time, this is a skills based course and ECDL is becoming the industry standard qualification for basic use of computer applications.

The Virtual Learning Environment (VLE) contains course notes so that the students can catch up at home if they get behind.

In Year 9 the following aspects are studied:-

Module 1 - Concepts of Information Technology

The general concepts of computers in the workplace. A variety of institutions are studied such as Business, Government, Healthcare and Education. Legal issues are also considered including the Data Protection Act, data security and the Health & Safety Act.

Module 2 - Using the Computer and Managing Files

Managing the desktop is investigated with exercises involving the use of screenshots to make a user guide.

Module 3 - Word Processing

Introduces some more advanced features of word processing where data is organised and a mail merge to either letters or mailing labels is investigated.

Module 4 - Spreadsheets

Concentrates on advanced features of spreadsheet presentation and output including the following:

- Formatting data, merging cells and wrapping text.
- The Use of the IF .. Then ... Else Statement for conditional formatting.
- Adding Formulae
- Presentation & Colouring of cells.

Module 5 - Databases

The Microsoft Access relational database is continued. Students will design a database, based on two linked tables and will design a form to input and view information. A relationship will be introduced, along with the concept of filtering, prior to formatting and printing. The database will then be modified to add queries, which automatically filter information, and to use the report generator to output the data to the printer.

Module 7 - Information & Communication

Students will be given an understanding of:

- Email and organising MS Outlook and address book features.
- Messaging basics and investigation into signatures and digital signatures.
- Mail Management - deleting and organising mail messages.

Assessment Procedures

Students' performance is monitored by the continuous assessment of project work and formal practical tests.

The use of feedback and peer tutoring ensures that the whole group progresses at a similar rate.

Marking Policy

Students' practical work and notes are kept in a portfolio in their computer user area. This work is assessed to ensure that they are progressing and attaining the ECDL skills standard. Work is uploaded to the VLE for grading and recording.

Other Resources

There are a variety of specialist software in subject areas such as Music, Mathematics, Design & Technology and Art. These specialist programs are used within curriculum time and for private study in the library and ICT rooms.

Cross-Curricular ICT

The Lower ICT Room is available for booking by subjects to support their curriculum on a general level.

The Science and Music Departments have their own special computer facilities to support their particular curricula.

Course Content / Skills

The Year Nine course consists of 18 modules as outlined below:

Base Arithmetic	Binary numbers Other number bases
Basic Operations	Place value The four operations Problems in context
Indices and Standard Form	Index notation Laws of indices Negative and fractional indices Standard form
Fractions and Percentages	Equivalent fractions Fractions of quantities Operations with fractions Fraction, decimal and percentage equivalence Percentage increase and decrease
Linear Graphs and Equations	Co-ordinates Straight-line graphs Linear graphs Parallel and perpendicular lines Simultaneous equations Equations in context
Probability	Probability scale Probability of a single event and of two events Theoretical and experimental probabilities
Transformations	Translations Enlargements Reflections Rotations Combining transformations
Statistical Diagrams	Data collection, extraction and presentation Statistical measures Plotting scatter diagrams Lines of best fit Equation of lines of best fit
Area, Perimeter and Volume	2D shapes Area and perimeter of shapes Surface area and volume of 3D shapes
Sequences	Constant differences Finding the formula for a linear sequence Second difference and quadratic sequences Special sequences
Algebraic Manipulation	Equations, formulae and identities Simplifying expressions Factorising Using formulae
Constructions and Loci	Angles and scale drawing Constructions and Loci
Graphs and Equations	Linear inequalities Graphs of quadratic functions Graphs of cubic and reciprocal functions Solving non-linear equations Quadratic inequalities Equations of perpendicular lines

Estimation and Approximation	Rounding and estimation Calculator errors Error propagation
Trigonometry	Pythagoras' Theorem Trigonometric functions Calculating sides and angles in right-angled triangles
Cumulative Frequency	Averages Grouped data Cumulative frequency Box-and-whisker plots
Quadratic Functions	Quadratic expressions Solving quadratic equations by factorising Solving quadratic equations by completing the square
Sampling	Random samples Sampling techniques Stratified random samples

Each module lasts approximately two weeks. There is a core section, which all pupils cover to a depth appropriate to their ability. Additional sections are covered to give supplementary practice or extended challenges. Using and applying activities, games and ICT are used throughout the course to develop mathematical thinking. Mental and pencil & paper calculations are practiced throughout the course. Presentation and communication of the work done is important. Rulers and pencils should be used for all tables and diagrams.

Assessment Procedures

Students are given a revision test at the end of each module in order to assess their understanding. In addition, there are a number of diagnostic tests, taken at the end of each block of three modules (approximately every half-term).

Homework

All students are set two homeworks each week. Each homework should take approximately thirty minutes to complete. Homeworks will be based on a set of problems, an investigative task, revision, a piece of research or an interactive task using a subject-specific website, usually MyMaths.co.uk.

Marking Policy

Written homework will be marked. Teachers make constructive comments about pupils' work. These comments refer to the standard and presentation of the work, the level of effort made, plus any areas of success and points for improvement.

Text Books

The course followed is the Mathematics Enhancement Programme. Students use the 9A and 9B textbooks during Year Nine. The textbooks and other resources can be accessed online at <http://www.cimt.plymouth.ac.uk/projects/mep/default.htm>

Equipment

In addition to standard school equipment, a pair of compasses, a protractor and a scientific calculator are required throughout the year. The recommended model of calculator is the Casio *fx-83GTPLUS*.

Course Content / Skills

In the final year of KS3, students undertake a major study of American music, including folk, blues, jazz, country and western, boogie, rock and rap styles. In the Spring Term we have a Film Music module and begin a project on a topic of the student's choice. In the Summer we cover the basics of sequencing and remix using music technology, ending the year with a brief look at musical structures. All topics include opportunities for composing and performing.

Assessment / Marking Procedures

Teacher assessments are made throughout work in progress and grades awarded at the end of a topic or task. Pupils are also involved in self-assessment and are occasionally invited to comment on each other's work, especially on practical tasks.

Homework

One thirty minute homework is set per week, reinforcing the current topic.

Instrumental Lessons

Private instrumental lessons with a team of excellent peripatetic staff are available in a wide range of instruments at extra cost. We have several instruments available for hire at an advantageous rate including 'cello, clarinet, trumpet and flute. We are also currently able to offer a term's free loan of oboe or French Horn to anyone who would like to try one of these instruments. (Lessons still subject to normal fees.) Any pupils/parents interested should contact Mrs. Whitchurch or Mrs. Daniels.

Extra-Curricular Activities

The Music Department runs a range of extra curricular groups and ensembles which all students, from Year 7 upwards, are welcome to attend. These include Choir, Orchestra, Vocal Group, Jazz Band and Flute Choir. A Brass Ensemble occasionally forms for special events and there are several rock bands.

Performance opportunities arise in Christmas and Spring Concerts/ Services, School Shows and the Leavers' Service at Arundel Cathedral. Less formally, the popular "Floor Spots" concerts held twice yearly give anyone a chance to "have a go"!

Books and Equipment

The department has a full set of keyboards for students' use, together with four computers dedicated to Music Technology. There is a variety of classroom percussion for rhythm based exercises. Students use both manuscript and ordinary exercise books for written work. Frequent use is made of printed hand-outs devised by the department from a variety of up-to-date and respected sources such as "Opus", "Elements" and professional courses.

Course Content / Skills

The Year 9 P.E. Syllabus develops a wide range of sports and activities introduced in Years 7 and 8. Each pupil will receive an afternoon of sport and one further period of P.E. per week. They are taught in single sex and mixed groups.

The overall aim is to generate enjoyment and to practice and develop knowledge of the role and skills associated with each activity. This will include scoring and umpiring. Each pupil will start to develop their tactical awareness in game activities. They learn to accept challenges, to work on their own, in small groups and teams, to be creative, to enjoy competition and to evaluate themselves and others in order to improve performance.

This year allows a progression towards GCSE P.E. and GCSE Dance which are offered in Year 10.

The following activities will be covered: Athletics, Basketball, Cricket, Dance, Fitness, Football, Gymnastics, Hockey, Netball, Rounders, Rugby, Tennis and Volleyball.

Assessment Procedures

Pupils are continually assessed for their improvement and effort in the different sports and activities. The individual sports and activities are graded on the school reports at the end of each term.

Extra-Curricular Activities

Lunchtime practice and after school clubs take place on a regular basis. Fixtures are played against other schools in the immediate area in the form of leagues, tournaments and friendly matches. The opportunity is there to be part of a representative team in a number of sports and activities. Pupils with talent will be encouraged to join clubs outside of school to further their development.

Equipment

All pupils must wear the correct kit for the activity they are doing. No jewellery to be worn and girls must tie their hair back. All pupils must have a tennis racket for the summer term.

Course Content / Skills

The Year 9 Physics course provides an introduction to Physics in everyday life and the real world.

The aim is to give all students an understanding of how the world around them works and to introduce the fundamental Physics principles for those who wish to continue their study of the subject to GCSE level.

The course is based primarily on practical work and the emphasis is on the understanding of concepts and ideas, rather than a detailed mathematical approach.

Introductory topics are covered in the first part of the course; however, later in the course the students start the GCSE course.

The topics covered include:

- ⇒ Speed & Acceleration
- ⇒ Force & Pressure
- ⇒ Electricity in the Home
- ⇒ Electromagnetism
- ⇒ Energy Resources

Assessment Procedures

Student progress is assessed by a variety of methods: weekly homework (approximately 30 minutes/week), practical activities, end of topic tests and school exams.

Students begin work on their GCSE coursework during the Summer term. They also undertake project work during this term.

Equipment

All students should bring the usual basic equipment plus a suitable calculator to all lessons. Rulers and pencils should be used for all diagrams and tables. Written work must be in ink pen, preferably blue. Berol pens are quite acceptable.

Although a science overall is not required for all Physics experiments, students should have an appropriate overall available in school.

A Nelson Thornes electronic text book (e-book) is available for all students for the GCSE part of the course. This is a web based version of the GCSE text book.

Course Content / Skills

Content = Students in year 9 begin their GCSE Religious Studies course. The course is titled GCSE OCR syllabus, J621, Philosophy & Applied Ethics. These topics include; Nature of God, Nature of Belief, Death & the Afterlife, Good & Evil, Religion & Human Relationships, Medical Ethics, Religion & Equality and Religion, Poverty & Wealth.

Skills to be developed = Pupils will develop a variety of analytical and literacy skills needed for the improvement of arguments and opinions in discussions. They will be developing their reading and writing style in order to be able to rationalise, maintain and dispute an argument both orally and in writing. They will also be trained in understanding essay questions, writing style and academic procedures needed in preparing for revision and GCSE exams.

Assessment Procedures

Year 9 will be continually assessed and their skills developed through a variety of tasks. These include a variety of written and oral communication.

Homework

Year 9 will be expected to complete one 30-minute homework a week dedicated to their RS GCSE. Some tasks may be directly set, with an essay expected, while other homework tasks may involve reading which requires a review of what was read.

Subject Support

All homework will be clearly laid out and the tasks fully explained. Extra help and support across the year is only a website away: www.whatisyourworldview.com.

Marking Policy

In Years 9 & 10, the RS department follows the GCSE grading system of grades A*-G/U in all set essay work. These grades are given to indicate a clear progression, within the GCSE level, of the pupils' work. It is clear that pupils' grades in Year 9 may seem lower than expected, but the GCSE is a two-year course and grades improve with the development of knowledge and skills. Therefore pupils need to be patient and aware of the commitment to GCSE studies.

Resources

Pupils are provided with a text book which should be returned in good condition at the end of the course in Year 10. The department website (whatisyourworldview.com) has plenty of useful material to assist students' development. Because it is important that students develop an attitude of independence in their approach to this subject, the text book and website are offered with this in mind.

Course Content / Skills

The following topics are covered during the course of the year:

- Talking about yourself and others
- Daily routine
- Food
- Numbers
- Shopping
- Tourism
- Past tense
- Going out
- Cinema
- Imperfect tense

Assessment Procedures

Regular informal testing takes place in the form of vocabulary tests or simple writing tasks. Formal assessments are carried out on the completion of a topic to cover all four skills over the year.

A final exam is taken at the end of the year to test the year's work.

Each skill is given equal weighting and the exam result is given as a percentage and grade.

Levels of attainment for each attainment target are recorded so that progress can be monitored by both pupil and teacher through Year 9.

Homework

Homework is set most weeks and is usually in the form of learning vocabulary or a simple writing task.

Marking Policy

This is in line with the departmental marking policy. Students are awarded a grade or mark for their work and are given 'Palo' for good work or effort, which go towards the issue of merits.

Text Books

The textbook 'Listos 2' Rojo is followed.

Equipment

Computer linked projector and whiteboard/interactive whiteboard

Linguascope website access

Boardworks

CD player

OHP

DVD player

