YEAR 9

YEAR 9 ENGLISH & ENGLISH LITERATURE

Year 9 With the abolition of Key Stage 3 SATs in October 2008, Year 9 has now become part of Key Stage 4. This is an opportunity to broaden and deepen students' outlook on the subject with the aims of:

- Taking a more challenging approach to the study of literary and non-literary texts through the study of themes, structure, characterisation, a collection of poetry which is thematically linked.
- Students are encouraged to undertake more extended pieces of independent writing in preparation for their GCSE studies in Years 10 and 11.
- Studying characterisation in a Shakespeare play.
- Preparing for **functional** English – relating the subject to the real world beyond the classroom through tasks which tackle areas such as marketing and enterprise, persuasion, argument and information.

Assessment National Curriculum Levels will continue to be used for key pieces of reading, writing and speaking and listening. An end of year examination based upon previous GCSE examination papers is used to introduce students to the nature of GCSE examinations.

YEAR 9 MATHEMATICS

Mathematics in Year 9 covers topics from all four attainment targets: Using and Applying, Number and Algebra, Shape and Space, and Handling Data.

Autumn Term Pythagoras's Theorem, Trigonometry, linear and quadratic sequences, statistics, number topics, volume, percentages, compound measures
Spring Term Algebraic techniques, handling data, probability, transformations, congruence and similarity
Summer Term 2D and 3D shapes, interpreting graphs, loci, further algebra Students will have opportunities to utilise ICT throughout the year during their learning of Mathematics.
Homework Set twice weekly and might include learning.
Marking Each piece of homework corrected and marked out of ten with written comments where appropriate.
Assessment Topic tests at the end of each unit of work. Mental arithmetic tests approximately every two weeks. Interim assessment in February.
KS3 teacher assessment and end of year examination. Work covers NC levels 6 - 8.

Students will be placed in six sets for Year 10 and 11 GCSE courses. This is broadly done on ability but can reflect a student's aptitude for the different courses we run at GCSE.

YEAR 9 BIOLOGY

The top two sets in Year 9 will follow the Separate Science syllabus across Years 9 to 11 Biology. Other Year 9 groups will complete the Key Stage 3 syllabus to provide a sound foundation for the GCSE course. They will then commence the GCSE course in the Spring term of Year 9. The Programme of Study for this is as follows:

Autumn Term KS3 work to include Photosynthesis, Respiration and Microbes
Spring Term Start GCSE work to include Health, Variety of Life, Adaptations and Competition
Summer Term Continue GCSE work to include Energy Flow and Nutrient Transfer
Homework Set weekly (occasionally, longer-term projects are carried out).
Marking Tests after each section of work are given a National Curriculum level. At teacher assessment level will be awarded in May following the end of Key Stage 3 Biology exam, which will encompass work from Years 7 through to 9. Work covers National Curriculum levels 3 to 8.

YEAR 9 CHEMISTRY

The top two sets in Year 9 will follow the Separate Science syllabus across Years 9 to 11 Chemistry. Other groups will complete the Key Stage 3 syllabus to provide a sound foundation for the GCSE course. They will start the GCSE course after Easter in Year 9. The Programme of Study for this is as follows:

Chemistry in Year 9 includes work on classifying materials, metal reactivity, acids and bases, chemical change.

Autumn Term	Classifying materials - elements / compounds / mixtures; metal / non-metal; solid / liquid / gas. Related particle theory. Acid and base theory.
Spring Term	Metal reactions, the metal reactivity series and its application. Using chemical changes to obtain useful substances.
Summer Term	Start GCSE work: Atomic Structure, Elements and the Periodic Table.
Homework	Set weekly (with occasional projects covering two weeks)
Marking	Exercises / tasks are marked out of 10
Assessment	Tests after each unit of work are given a National Curriculum Level. Year 9 Exams take place in May. Work covers NC levels 3-EP

YEAR 9 PHYSICS

The top two sets in Year 9 will follow the Separate Science syllabus across Years 9 to 11 Physics. Other groups will complete the Key Stage 3 syllabus to provide a sound foundation for the GCSE course. They will start the GCSE course after Easter in Year 9. The Programme of Study for this is as follows:

Physics in Year 9 develops and extends topics covered in Years 7 and 8 to complete the KS3 syllabus

Autumn Term	Light and Sound.
Spring Term	Forces, Turning Effects and Pressure.
Summer Term	Thermal energy transfer by Conduction, Convection and Radiation; Revision, Assessed practical investigation.
Homework	Set weekly with occasional, longer extended projects.
Marking	Exercises and set tasks marked as appropriate out of 10 for quality and A – E for effort in line with the Science Department marking policy. Assessed practical task is marked to GCSE examination board criteria.
Assessment	Testing throughout the year at the end of each topic are given a National Curriculum Level. Tests and teacher assessment in May. Work covers NC levels 3-EP.

YEAR 9 FRENCH

Year 9 French extends the introductory years' work, widening topic areas, introducing new grammatical concepts and encouraging depth of ideas.

Autumn Term	talking about self, family and friends. Talking about places in a town or city, describing what the weather was like, describing a recent visit, giving opinions
Spring Term	talking about leisure activities, comparing past and present, discussing school subjects and options, plans for work experience, future plans, careers
Summer Term	talking about events in the past, present and future. Identifying parts of the body. Discussing healthy lifestyles, healthy eating and general fitness. Preparing a project about a future trip to Paris. Staying at a hotel and campsite.

New grammatical concepts include:

- using comparatives and superlatives
- using the imperfect tense
- using the future tense
- using expressions of time to introduce the past, present and future
- using the perfect and imperfect tenses together

Homework	One set of homework a week; usually one written homework or one detailed learning vocabulary / verbs
Marking	Out of 10 or a higher mark as appropriate. Where appropriate, progress will be assessed in relation to appropriate National Curriculum level descriptions for Modern Foreign Languages.
Assessment	Regular tests of homework and units of work. End of year examination in May / June. Work covers National Curriculum levels 5-8. Teacher assessment reported in the summer term. Assessment may also include new GCSE style written and speaking assignments and Foundation GCSE past papers in Reading and Listening.

YEAR 9 GERMAN

German in Year 9 provides greater experience in the language, building on Year 8 work and extending grammatical knowledge.

Students will be working towards an FCSE qualification by the end of the year and will take three modules:
health & fitness; holidays; meeting people.

Assessment will be after completion of each module in the four skills of speaking, listening, reading and writing.

YEAR 9 SPANISH

Students will have the choice to continue to study Spanish, alongside French, as their second Modern Foreign Language, as a continuation of the Year 8 course.

Topics Covered:	Description of people and places; free time and leisure; home life; school life; holidays and Past/Future tense work.
Homework	Set weekly, involving learning or written.
Marking	Usually out of 10, with targets for improvement.
Assessment	Regular vocabulary tests; unit tests and levelled assessment tasks; end of year examination. Students will have the opportunity to study Spanish as their Modern Foreign Language option at GCSE.

YEAR 9 LATIN

In Year 9, Unit II continues the same pattern of development begun in Unit 1 in Year 8. Unit II is set in first century Roman Britain and in Roman Egypt.

Autumn Term	Stages 13 -15 : tenses of **possum** and **volo,** plus infinitives; present active and perfect passive participles; questions introduced by nonne; relative clauses; secondary clauses with **quamquam** and **simulac.** Topics : Roman Britain; King Cogidubnus and Fishbourne Villa.
Spring Term	Stages 16 - 18 : pluperfect tense; genitive case; complex sentence structure; advanced work order. Topics : Alexandria; economic life and industry.
Summer Term	Stages 19 - 20 : imperatives; vocative case; further development of sentence structure. Topics: worship of Isis; medicine and science.
Homework	Set weekly
Marking	Translations, comprehension, grammar exercises, and illustrative work are given a grade. Vocabulary tests are marked out of 10.
Assessment	A test is given after stages 16 and 20. Students are also entered for the WJEC Level 1 certificate in Latin.

YEAR 9 GEOGRAPHY

Geography in Year 9 includes work on geographical skills, places and themes.

Autumn Term	tectonic work on volcanoes
Spring Term	climate and ecosystems as well as development work on how countries differ
Summer Term	pupils need to do a project studying one of the EU countries
Homework	will be set weekly with occasional projects lasting several weeks
Marking	for each piece of work completed students will receive two marks: a grade for attainment A-E and a mark for effort 1-5. **Attainment grades** reflect understanding of the work, accuracy of answers and the level of geographical skills shown. **Effort marks** reflect the effort put into the task, eg use of time, materials, initiative, presentation
Assessment	there will be end of topic tests as well as an end of year exam. Project work will be marked using National Curriculum levels 3-EP.

YEAR 9 HISTORY

Students will study:
A world study after 1900
• the First World War and its consequences (including Votes for Women)
• the Second World War, including the Holocaust
• JFK assasination
Homework Set weekly
Marking A* - E for attainment, 1* - 5 for effort
Assessment 1 hour examination at the end of the year, with other assessment tasks through the year.

YEAR 9 ART

In Year 9 (as in Years 7 and 8), the essential basic elements of visual language, interpretation and technical skills are established through the study and practice of : observation • composition • lay-outs • arrangements • design • colour • materials • techniques • methods • critical studies • Information and Communication Technology.
During the **Autumn, Spring and Summer Terms,** students study: expressive portraits (printmaking); masks (card/pencil/paint/modroc); An illustrator's Word (paint); thematic project (mixed media).
Homework is set regularly. It covers research, planning, drawing practice and extending and reinforcing lessons. **Marking** exercises and tasks out of 10.
Assessment Assessment of the completion of each project. All final pieces from each project are moderated by all members of the Art Department and marked out of 10 and scaled to NC level. The work in Year 9 will be a natural introduction to the GCSE course in both methodology and outcome.

YEAR 9 DESIGN AND TECHNOLOGY

Autumn Term
Year 9 students complete design and make projects in the four material areas of Design and Technology:
Resistant Materials, Food, Graphics, and Textiles.
Spring and Summer Terms
Students work in a single area of Design and Technology, which becomes the area in which students will carry out their GCSE work. A major project, including several skill-based resource tasks, is undertaken to develop students' abilities to the standards required by GCSE.
Homework Technology diaries or project work
Marking Diaries marked out of 10
Assessment Projects assessed by National Curriculum level and examinations carried out at the end of the year

YEAR 9 MUSIC

1. Music and Media, Film and TV music
2. Blues, Jazz, Rock 'n' Roll
3. Serialism and Minimalism
4. Indian Raag
5. Brit Pop
6. The Apprentice - Music Festival Organisation Project

All projects will be assessed through performing, composing and appraisal tasks. When appropriate, research and presentation work will be taken into consideration also.

YEAR 9 RELIGIOUS STUDIES (RS)

The focus shifts from in-depth study of the individual world faiths to an exploration of some issues and questions that arise from and are addressed by the World's religions. Areas covered include 'Rites of Passage'; the debate between Religion and Science; creation versus the Big Bang and Evolution; the possibility of being a scientist and a believer at the same time. A unit of work on 'Truth and Justice' will focus on human rights, Amnesty International and Martin Luther King. In the summer term, students will make an early start on their compulsory RS GCSE, beginning with an exploration of Buddhist belief and practice.

YEAR 9 PHYSICAL EDUCATION

Football, Hockey, Rugby, Basketball, Gymnastics and Health Related Fitness, Athletics, Rounders/Cricket/Softball
Year 9 involves:

- Sport Education programme which encourages students to work collaboratively in teams to develop their leadership/skills and roles within the selected game. Students are expected to lead warm-up and cool down sessions.
- The ability to analyse their own and other students' performance takes on greater importance.
- Assessment of practical skills and abilities is carried out by staff via gymnastics performances (vaulting & group work) and athletics grades

.
Students are often taught in single sex groups that are differentiated by ability, wherever possible.

Extra-curricular activities
Teams and clubs operate at lunchtime and after school allowing students to participate in the following sports: Football*, Athletics*, Cross Country*, Rugby League*, Netball, Hockey*, Gymnastics*, Swimming*, Golf*, Biathalon* Cricket.
Practices are open to any student irrespective of ability and all students are encouraged to participate.

*denotes male and female teams

YEAR 9 PERSONAL, SOCIAL, CITIZENSHIP, HEALTH and ECONOMIC EDUCATION

Introduction

Citizenship is a statutory part of the National Curriculum for secondary schools, at both Key Stage 3 and Key Stage 4. As part of Citizenship, students will acquire knowledge about the democratic system in which we live, will be encouraged to think about topical issues, to form ideas and express opinions, and will develop the capacity to take responsibility while actively participating in society. At NHGS, Citizenship education at both key stages will take place within the timetabled programme of PSCHEE, as well as through other subjects of the school's curriculum, where appropriate, and through students' involvement in a range of activities, including School Councils and assemblies.

PSCHEE will be delivered on a rotating cycle in Year 9 and each form will cover the following over the course of the year:

1. **Sex and Relationship Education (SRE)**
2. **Health Education including drugs and alcohol awareness**
3. **Issues surrounding mental health**
4. **Citizenship. Focus being on politics in the United Kingdom**
5. **Financial Education**
6. **Our place in the world. EU and the Commonwealth**

YEARS 9 – 11 ICT

Introduction
All students in Year 9 through to Year 11 study ICT one period a week. The students will work towards a full GCSE following the Edexcel specification. The GCSE has two units that must be completed.

Overview of content

Unit 1: Living in a Digital World
In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move).
They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Overview of assessment

- This unit is assessed through a 1 hour 30 minute examination paper set and marked by Edexcel.
- The total number of marks available for the examination paper is 80.

Unit 2: Using Digital Tools
This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

Overview of assessment

- The unit is internally assessed under controlled conditions.
- Students must complete a controlled assessment task provided by Edexcel.
- Students must complete the task within 40 hours.
- Marking of the task is carried out by teachers and moderated by Edexcel against set
- The total number of marks available for the controlled assessment task is 80.

Subject Aims
Enable students to:

- Become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society
- Acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts
- Develop ICT-based solutions to solve problems
- Develop their understanding of current and emerging technologies and their social and commercial impact
- Develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT
- Recognise potential risks when using ICT, and develop safe, secure and responsible practice
- Develop the skills to work collaboratively
- Evaluate ICT-based solutions.

Knowledge and Understanding
Students will demonstrate knowledge and understanding of:

- Current and emerging technologies and their impact on individuals, organisations and society
- A range of ICT tools and techniques and the ways they are used in different contexts to develop ideas and solve problems
- Legal, social, economic, ethical and environmental implications of the use of ICT for individuals, organisations and society
- Issues of risk, safety, security, and responsible use of ICT
- Collaborative working
- The use of ICT to support

Skills

- Students will have the opportunity to develop the following skills:
- Think creatively, logically and critically
- Select, use and integrate ICT tools and techniques to meet needs
- Find, select and evaluate information for its relevance, value, accuracy and plausibility
- Manipulate and process data and other information, sequence instructions, model situations and explore ideas
- Communicate data and information in a form fit for purpose and audience
- Adopt safe, secure and responsible practice when using ICT
- Develop appropriate and effective ICT-based solutions in a range of
- Contexts
- Evaluate their own and others' use of ICT

YEARS 10 & 11

GCSE ENGLISH & ENGLISH LITERATURE

The course is both varied and challenging, providing pupils with a good foundation for high GCSE Grades and for those students who go on to study either subject for A Level.

In Years 10 & 11 all pupils study for both English and English Literature.

Year 10

In September 2010 new GCSE specifications for English Language and Literature came into force. In Year 10 students study prose from other cultures for a Literature exam module and carry out tutor controlled assessments – one on spoken language and one on post 1914 prose.

Year 11

In Year 11 the focus is divided between the following:

English	**English Literature**
Preparation for Paper 1 (15%)	Post-1914 Drama Coursework (10%)
Revision of Paper 2 (15%)	Study of a post-1914 novel for examination (35%)
	Study of pre/post-1914 Poetry for examination (35%)

RELIGIOUS STUDIES – Years 10 & 11

All students take the **full** RS GCSE. This is AQA, Syllabus B, Units 5 and 6. It involves a comprehensive study of Buddhism and Christianity, followed by a unit on religious expression through art, architecture, literature, media and music in contemporary society. Students will sit the first paper at the end of Year 10 and the second at the end of Year 11.

GCSE BIOLOGY – SEPARATE SCIENCE in Years 10/11

Students will study and take exams in WJEC GCSE Biology 1, Biology 2, Biology 3. Experimental skills are also developed and tested in controlled assessments throughout the course.

Autumn Term 1:	Continuation of Biology 1 units commenced in Year 9; monitoring the environment, inheritance, gene technology.
Spring Term 1:	Continuation of Biology 1 units; variation, evolution, response and regulation.
Summer Term 1:	Commence Biology 2 units, cells, DNA and cell division, transport across cell membranes, photosynthesis.
Autumn Term 2:	Continue Biology 2 units; respiration, digestions, respiratory system, biodiversity
Spring Term 2:	Commence Biology 3 units; plant transport, blood and circulation, nervous system, kidneys.
Summer Term 2:	Continue Biology 3 units; microbes and disease, microbes and their application.
Homework	Will be set weekly. At times, longer term projects may be carried out.
Marking	Where appropriate, work will be given a mark out of 10 for quality and an effort grade A to E in line with the Science department's marking policy.

Assessment Tests throughout the two years after each section of work in which students will be given GCSE grages. Controlled Assessments will also take place during lesson time and in homework time.

External GCSE exams will take place as follows:

Biology 1	**June of Year 10**
Biology 2	**January of Year 11**
Biology 3	**June of Year 11**

GCSE BIOLOGY – SCIENCE and ADDITIONAL SCIENCE in years 10 /11

Students will study and take exams in WJEC Biology 1 and Biology 2. Experimental skills are also developed and tested in controlled assessments throughout the course.

Autumn Term 1: Continuation of Biology 1 units commenced in Year 9; monitoring the environment, inheritance, gene technology.
Spring Term1: Continuation of Biology 1 units; variation, evolution, response and regulation.
Summer Term 1: Commence Biology 2 units; cells, DNA and cell division.
Autumn Term 2: Continue Biology 2 units; transport across cell membranes, photosynthesis.
Spring Term 2: Continue Biology 2 units; respiration, digestion.
Summer Term 2: Continue Biology 2 units; respiratory system, biodiversity.

Homework Will be set weekly. At times, longer term projects may be carried out.

Marking Where appropriate, work will be given a mark out of 10 for quality and an effort grade A to E in line with the Science Department's marking policy.

Assessment Tests throughout the two years after each section of work in which students will be given GCSE grades. Controlled Assessments will also take place during lesson time and in homework time.

External GCSE exams will take place as follows:

Biology 1 **June of Year 10**
Biology 2 **June of Year 11**

GCSE MATHEMATICS

The GCSE Mathematics course will allow students the opportunity to use their knowledge, skills and understanding of number, algebra, shape, space and measure, and to demonstrate their ability to use and apply mathematics. There will be a greater emphasis on problem solving and functional skills in the new mathematics specifications. There is no coursework and there are two differentiated levels of entry, each giving a different range of possible grades:

Level	Final Grade Possible
Higher	A*, A, B, C D
Foundation**	C D, E, For G

**** We do not envisage entering any students at this level**

The allocation of students to teaching sets will involve careful deliberation to ensure an appropriate level of teaching.

Set 1 will aim to complete and sit linear GCSE at the end of year 10. They will study OCR Free Standing Mathematics Qualification Additional Mathematics in year 11 . This course provides candidates with an introduction to the mathematics studied in AS and A Level GCE modules. It is designed for those students who have either taken Higher GCSE early or who will take it at the same time as Additional Mathematics. As an Advanced Level Free Standing Mathematics Qualification it carries UCAS points. The assessment is by a single 2 hour examination in the Summer of each year, with grades A, B, C, D, E or U available. There is no coursework.

Sets 2, 3 and 4. North Halifax Grammar School is a pilot school for the Edexcel paired GCSE's in Methods in Mathematics and Applications in Mathematics. Students should therefore gain two GCSE's in Mathematics. They will follow the higher tier course. Each GCSE involves two units and we plan that the unit 1s will be taken in summer of year 10 or November in Year 11 and the unit 2s will be taken in summer of year 11. Assessment for each unit is through a 1 hour 50 minutes written examination. All units contribute 50% towards each GCSE. Methods unit 1 is non-calculator, all other units allow calculators.

Sets 5 and 6 will all sit higher level modular. They will take Unit 2 (non-calculator, 1 hour 15 minutes, 30%) in March of year 10. Unit 1 (1 hour 15 minutes, 30%) in June of year 10. Unit 3 (1 hour 45 minutes, 40%) at the end of year 11. Unit 1 contains all the probability and statistics, all units contain some number algebra, geometry and measures.

Students will be expected to use and apply mathematics in practical tasks, in real life problems and within mathematics itself. They will work on problems that pose a challenge and encounter different lines of mathematical arguments. The use of calculators and computer software are an integral part of the course. Within algebra they will explore a variety of situations that lead to the expression of relationships.

GCSE CHEMISTRY – SEPARATE SCIENCE in Years 10/11

Chemistry in Year 10 / 11 covers work on Classifying Materials; Applications of Chemistry; Changing materials and Patterns of Behaviour. Experimental Skills are also developed and tested.
Autumn Term 1: Atomic Structure, Elements and the Periodic Table; Compounds; Using Chemical Reactions to Make New Materials; Rates of Chemical Change.
Spring Term 1: Nanoscience; the Production and Use of Fuels; Evolution and Maintenance of the Atmosphere; Geological Processes.
Summer Term 1: ***GCSE Examination Unit 1 on work covered in first two terms.*** Atomic Structure; Chemical Bonding, Structure and Properties; the Production and Use of Metals.
Autumn Term 2: Chemical Calculations; Ammonia and Fertilisers; Alkanes, Alkenes and Polymers; Smart Materials; Water.
Spring Term 2: ***GCSE Examination Unit 2 on work covered in Summer Term 1 and Autumn Term 2***; Organic Chemistry; Sulphuric Acid; Chemical Calculations; Limestone.
Summer Term 2: Inorganic Qualitative Analysis; Revision; Examination Technique and Practice Questions.
Homework - set weekly
Marking exercises / tasks are marked as appropriate out of 10 for quality and 'A-E' for effort, in line with Science Department marking policy. Assessed Practicals are marked to examination board criteria.

Assessment Testing throughout the two years at the end of each topic; Practical skills are tested during lesson time and account for 25% of the final mark. Modular GCSE Science examination on Year 10 work during Summer Term 1. Year 11 mock GCSE examination in Autumn Term 2. **GCSE Examination in June of Year 11.**

GCSE CHEMISTRY – SCIENCE and ADDITIONAL SCIENCE in years 10 /11

Chemistry in Year 10/11 covers work on Classifying Materials, Applications of Chemistry, Changing Materials and Patterns of Behaviour. Experimental Skills are also developed and tested.
Autumn Term 1: Atomic Structure, Elements and the Periodic Table; Compounds; Using Chemical Reactions to Make New Materials; Rates of Chemical Change.
Spring Term1: Rates of Chemical Change; Nanoscience; the Production and Use of Fuels.
Summer Term 1: Evolution and Maintenance of the Atmosphere; Geological Processes; ***GCSE Science Examination on work covered in Year 10.*** Atomic Structure; Chemical Bonding; Structure and Properties
Autumn Term 2: the Production and Use of Metals; Chemical Calculations; Ammonia and Fertilisers.
Spring Term 2: Alkanes, Alkenes and Polymers; Smart Materials
Summer Term 2: Water; Revision; Examination Technique and Practice Questions.
Homework set weekly
Marking exercises/tasks are marked as appropriate out of 10 for quality and 'A-E' for effort, in line with Science Department marking policy. Assessed Practicals are marked to examination board criteria.

Assessment Testing throughout the two years at the end of each topic; Practical skills are tested during lesson time and account for 25% of the final mark. Modular GCSE Science examination on Year 10 work during Summer Term 1. Year 11 mock GCSE examination in Autumn Term 2. **GCSE Additional Science in June of Year 11.**

GCSE PHYSICS – SEPARATE SCIENCE in Years 10/11 Introduction

Physics in Year 10/11 covers work on Energy, Radiation and the Universe; Electromagnetic induction; Radioactivity and Nuclear Physics; Waves; Electricity; Forces and Motion. Experimental skills are also developed and tested.
Autumn 1: Generation and transmission of electricity; Heating and the home; Energy, temperature and the transfer of heat energy; Energy efficiency.
Spring Term 1: The characteristics of waves and the Electromagnetic spectrum; Refraction of Plane waves; Ultrasonic waves; Seismic waves.
Summer Term 1: The Solar System; Stars and the Universe. ***GCSE examination on work covered in Year 10.*** Distance, speed and acceleration; Interactions between objects; the effect of forces.
Autumn Term 2: Simple electrical circuits; Safety features used in mains circuits; Electromagnetic induction and generators; Transformers.
Spring Term 2: Radioactive emissions; The Half-life of radioactive materials; Uses and dangers of Radioactivity.
Summer Term 2: Atomic structure; Nuclear Fission and Fusion; Motions; Revision; Examination technique and practice questions.
Homework - is set weekly with some longer extended projects.
Marking – Exercises and set tasks marked as appropriate out of 10 for quality and 'A-E' for effort in line with the Science Department marking policy. Assessed practical tasks are marked to examination board criteria.
Assessment – Testing throughout the two years at the end of each topic; Practical skills are tested during lesson time and account for 25% of the final mark. Modular GCSE Science examination on Year 10 work during Summer Term 1. Year 11 mock GCSE examination in Autumn Term 2. GCSE Additional Science in June of Year 11.

GCSE PHYSICS – SCIENCE AND ADDITIONAL SCIENCE in Years 10/11

Physics in Year 10/11 covers work on Energy, Radiation and the Universe; Radioactivity; Electricity; Forces and Motion. Experimental skills are also developed and tested.
Autumn Term 1: Generation and transmission of electricity; Heating and the home; Energy, temperature and the transfer of heat energy; Energy efficiency.
Spring Term 1: the characteristics of waves and the Electromagnetic spectrum.
Summer Term 1: The Solar System; Stars and the Universe. ***GCSE Science examination on work covered in Year 10.*** Distance, speed and acceleration; the effect of forces.
Autumn Term 2: Simple electrical circuits; Safety features used in mains circuits.
Spring Term 2: Radioactive emissions; The Half-life of radioactive materials; Uses and dangers of Radioactivity.
Summer Term 2: Interactions between objects; Revision; Examination technique and practice questions.
Homework is weekly with some longer extended projects.
Marking – exercises and set tasks marked as appropriate out of 10 for quality and 'A-E' for effort in line with the Science Department marking policy. Assessed practical tasks are marked to examination board criteria.
Assessment – Testing throughout the two years at the end of each topic; Practical skills are tested during lesson time and account for 25% of the final mark. Modular GCSE Science examination on Year 10 work during Summer Term 1. Year 11 mock GCSE examination in Autumn Term 2. GCSE Additional Science in June of Year 11.

GCSE GEOGRAPHY in Year 10

Geography in Year 10 follows the new syllabus requirements of AQA specification A. Past papers and assessment marksheets are available free on the AQA website.
Autumn Term –studying globalisation of the world economy and the imprints our growing resource demands are having on the planet
Spring Term- studying the growth of the global population and the imprints that our continued growth is imposting on our earth
Summer Term- studying urban geography and what issues arise around towns and cities growing in LEDC and MEDCs
Assessment- students will sit a mock paper at Easter and their first module paper in the Summer of Year 10 worth 37.5% of their final result.

GCSE GEOGRAPHY in Year 11

Geography in Year 11 follows the new syllabus requirements of AQA specification A. Past papers and assessment marksheets are available free on the AQA website.
Autumn Term –studying how the earth's climate has fluctuated to cause glacial conditions which have shaped the landscape we live in
Spring Term-studying tectronics, observing how the earth's surface in motion has lead to many of our current landforms including mountains, volcanoes and earthquakes
Summer Term-studying how coastal processes alter and shape the coastlines of the world
Assessment- Mock exam at Christmas of Year 11 and final exam in June worth 37.5% of final work. A project will be submitted at the end of Year 11 to be worth 25% of the candidate's final work. This will be completed in class under controlled assessment conditions.

GCSE HISTORY in Year 10

World War I, Germany 1918-1939, International Relations 1918-1939, World War II, Cold War 1945-1970

GCSE HISTORY in Year 11

Vietnam War, Coursework on World War I and World War II, Revision

Homework twice a week
Assessment through tests and past examination papers. Actual GCSE assessed on two written papers and coursework (all done in Year 11).

GCSE FINE ART

This syllabus is aimed at candidates who follow a focussed course in Fine Art. The content enables candidates to experience a range of processes, media, materials and techniques, appropriate to their aptitudes, interests and abilities. Candidates develop an understanding of Art through the practical activities of making and investigating and through evaluating their own work and the work of artists and designers from different periods, cultures and traditions. Work must include work from two or more of: drawing and painting, printmaking, graphics, textiles, casting, carving, constructing, installation, mixed-media, photography and digital imagery.
Candidates develop knowledge and understanding of:

- a range of art, craft and design activities in 2D and / or 3D
- critical and contextual studies, including the working practices of artists and designers representing a range of genres, styles and traditions and making connections with their own work
- the ways in which images and artefacts relate to their social, historical and cultural context
- communicating ideas and intentions through expressive, experimental; and investigative work
- recording and developing work from first hand observation and personal experience
- applying the formal element of Art, Craft and Design
- documenting, modifying and evaluating activities in Art as part of the working process.

Candidates initially undertake projects in response to set themes; practical workshop sessions develop skills and improve research, analysis and evaluation work in accordance with the four main Assessment Objective areas for GCSE.

Self motivation and the ability to generate original creative ideas are encouraged; which leads to the development and realisation of individual personal responses to project themes.

Later in the course there is the opportunity for students to develop and create a coursework portfolio of personal choice, subject to the completion of a suitable project proposal form and final approval from departmental staff.

The coursework portfolio provides 60% of the GCSE marks; the Terminal Examination, in which the final artwork is completed, accounts for the remaining 40% - the combined marks produce the final GCSE grade.

GCSE GERMAN in Year 10

Year 10 German revises and develops work covered in previous years with particular emphasis on topics and skills to be tested at GCSE
Autumn Term – Holidays and tourism; accommodations; travel
Spring Term – School and future plans; part-time jobs and work experience
Summer Term – Family and relationships; daily routine
Homework one per week – detailed learning of vocabulary, verbs, grammar and topics. Reading tasks, preparation for speaking and writing assessments
Marking out of 20
Assessment – Regular tests on topic areas and grammar points. Year 10 examination in March testing Listening and Reading skills. Assessment of Speaking and Writing skills through controlled assessment.

GCSE GERMAN in Year 11

Year 11 German completes the GCSE syllabus extending skills in Reading, Writing, Listening and Speaking and giving specific preparation for examinations
Autumn Term – Helping at home; health; work experience and part-time jobs; free time; future plans
Spring Term – Shopping; character and relationships; environment
Summer Term – Society and preparation for GCSE examination
Homework one per week – detailed learning of vocabulary, reading tasks and preparation for speaking and listening assessments
Marking out of 20 or using GCSE or points allocation
Assessment Speaking and writing assessments during the year. Reading and listening tests in May and June.

GCSE FRENCH in Year 10

Year 10 French revises and develops work covered in previous years with particular emphasis on topic and skill areas to be assessed at GCSE
Autumn Term : Lifestyle; health, relationships and choices
Spring Term : Work and education
Summer Term: Health, Leisure
New grammatical concepts include:
- direct object pronouns
- ne..que
- more negative expressions
- the pronoun y
- si + present + future tenses
- relative pronouns
- the conditional tense
- après avoir / etre + past particle
- reflexive verbs with part of the body

Homework: Two sets of homework a week; usually one written homework and one detailed learning of vocabulary / verbs
Marking: Out of 10 or a higher mark as appropriate. Where appropriate, progress will be assessed in relation to GCSE criteria.
Assessment: Regular tests of homework and units of work. Year 10 examination in March, testing Listening and Reading skills. Assessment of Speaking and Writing skills through controlled assessment

GCSE FRENCH in Year 11

Year 11 French completes the GCSE syllabus, extending skills in Reading, Writing, Listening and Speaking and gives specific preparation for the examinations.
Autumn Term: Holidays, current and future jobs
Spring Term: Home and local area, environment
Summer Term: Examination preparation.
New grammatical concepts include:
- the pronoun en
- venir de + infinitive
- the pluperfect tense
- impersonal verb falloir
- en + present particle

Homework: Two sets of homework a week; usually one written homework and one detailed learning of vocabulary / verbs
Marking: Major items increasingly linked to GCSE criteria.
Assessments: Controlled assessments in writing and speaking Nov 2011 and March 2012
Mock examinations in December
Higher Listening examination 40 mins + 5 mins reading time
Higher Reading examination 50 mins
Full GCSE examinations in May and June

GCSE SPANISH in Years 10 & 11

Specification
The new GCSE Spanish syllabus consists of Controlled Assessments and also examinations in each of the four skill areas of Listening, Reading, Writing and Speaking. The Listening and Reading skills will be examined at the end of Year 11, with Writing and Speaking being Controlled Assessments which will take place throughout the course in Years 10 and 11.

Marking and Assessment
Regular tests and homeworks will be given throughout the course, on topic areas and grammar points. Work will usually be marked out of 10 or 20, dependent on the task.

Content Areas
The following areas will be covered in detail throughout the course along with grammar learning, health, relationships, hobbies, holidays, home and local area, the environment, school and future plans and jobs and careers.

GCSE LATIN in Year 10

Unit III continues with the pattern of development set by units I and II, with additional work on vocabulary and literature.
Autumn Term – Stages 21 – 24: perfect active participles, extended use of genitive, cum * subjunctive, relative, clauses with cui; Topics: Bath, aspects of religion, provincial government; Vocabulary: Nouns and adjectives.
Spring Term – Stages 25 – 27: indirect question, the imperfect and pluperfect subjunctive tenses, relative clauses with cuius, purpose clauses, imperfect verbs, expressions of time, indirect command
Topic: the Roman army, Vocabulary: verbs and adverbs.
Stages 28 – 30: result clauses, ablative case usage, gerundives, perfect and pluperfect passive, dum clauses: Vocabulary: Pronouns, prepositions, conjunctions and exclamations.
Summer Term - Stages 31 – 34: ablative absolute, deponent verbs, conditional clauses, forms of the infinitive, the future and future perfect tenses; Literature: prescribed texts begin at the end of the summer term.

GCSE LATIN in Year 11

Unit III continues the pattern of development set by Units I and II, with additional work on vocabulary and literature. In the final term, revision and acquisition of examination techniques conclude the GCSE course.
Autumn Term –Stages 35 – 38: accusative and infinitive construction, usage of participles, complex sentence patterns;
Topic: as prescribed
Literature: as prescribed
Spring Term –– Stages 39 – 40: passive of indicative and subjunctive verbs, predicative dative, word order in Latin verse, independent subjunctives; Topic: as prescribed; Literature: as prescribed.
Summer Term - Revision: prescribed vocabulary is rehearsed, literature is reviewed, translation and comprehension are practised, examination technique developed.
Homework twice a week in Years 10 and 11
Marking translations, comprehension, grammar exercise, vocabulary tests and illustrative work are marked out of 10, 15 and 20, as appropriate.
Assessment Sections of the work are tested as appropriate throughout Years 10 and 11, with regular testing of prescribed GCSE vocabulary. Revision tests on prescribed literature at appropriate points. Formal examination in Year 10 and a mock examination in December in Year 11.

GCSE DESIGN AND TECHNOLOGY - RESISTANT MATERIALS in Year 10

Year 10 will be designed to prepare the students to sit the exam element of the GCSE at the end of Year 10. Throughout the year, theory topics will be covered via a range of practical projects, covering all the necessary content. Students will develop their skills and confidence with their designing and in the workshop.
Autumn Term in Year 10 -Practical project to learn a variety of methods for joining materials
Spring Term in Year 10 - Scale of production project where students study different methods of manufacturing in quantity
Summer Term in Year 10 - Design development project focussing on key design issues such as usability, sustainability, inclusive design and the work of contemporary designers. Students will develop their skills related to evolving a design using modelling and testing techniques. After an exam students will commence work on their GCSE Controlled Assessment folder.

GCSE DESIGN AND TECHNOLOGY - RESISTANT MATERIALS in Year 11

Autumn Term in Year 11 - GCSE Controlled Assessment: Development of Design Proposals
Spring Term in Year 11 – GCSE Controlled Assessment: Manufacture of final solution, testing and evaluation
Homework – Weekly depending on school work Research and project work is integrated into homework.
Marking – practical projects and GCSE coursework elements are marked A – E
Assessment 60% coursework project
40% theory examination

GCSE DESIGN AND TECHNOLOGY – TEXTILES in Year 10

Autumn Term in Year 10 – Materials Knowledge : theory of fibres and fabrics, components for textile products, industrial processes and applications. Design Skills: drawing for textiles, research presentation and communication of ideas for design.
Spring Term in Year 10 – Design Skills: design for a garment. Making skills: application of colour, embellishing fabric, sewing machine skills, industrial manufacturing, produce textile item in response to brief
Summer Term in Year 10 – Examination Preparation: completion of GCSE examination preparation sheet, revision exercises, further examination practice. Introduction of GCSE Controlled Assessment.

GCSE DESIGN AND TECHNOLOGY – TEXTILES in Year 11

Autumn Term in Year 11 - GCSE Controlled Assessment: design proposals, development and production of final solution, industrial manufacturing plan
Spring Term in Year 11 - GCSE Controlled Assessment: continue with production and evaluation of final solution
All coursework to be completed.

GCSE DESIGN AND TECHNOLOGY – FOOD in Year 10

Usually based on a pattern of one hour for theory and one hour for practical work, the course in Year 10 foucses on skills needed to pass the written exam and to develop skills required for coursework in Year 11.

Autumn Term in Year 10 – Introduction to nutrition and the needs of different groups of people and how food preparation can affect nutritional profiles, especially micro-nutrients. Work is based on foods containing carbohydrates and how they behave in mixtures. Topics include cake making, pastry making, pasta making, sauce making. Practical work is used to test and explain knowledge gained. Focussed practical tasks and assignments are used to develop design and development skills.
Spring Term in Year 10 - Based on foods that contain protein and how they are used in mixtures to achieve desired results, incorporating food safety and hygiene, food preservation and vegetarianism. Practical work is used to develop knowledge and to test mixtures. Design skills required for the exam are introduced.
Summer Term in Year 10 – Work is based on foods containing fats, vitamins and minerals, including methods of cooking and how that affects food choice for different groups of people. Practical work is used to develop skills.

Exam preparation including design work and revision.
After the exam, coursework is introduced.

GCSE DESIGN AND TECHNOLOGY – FOOD in Year 11

Autumn & Spring Terms in Year 11
Controlled assessment, for coursework, worth 60% of the final grade. Students are given board set tasks to work through the design process to achieve a commercially viable product that fits the design brief.
Summer Term in Year 11
It is hoped that students will follow a course leading to the award of the Basic Food Hygiene certificate.

GCSE DESIGN AND TECHNOLOGY – GRAPHIC PRODUCTS in Year 10

Autumn Term in Year 10 – Graphic Skills: intensive drawing course, ICT skills (word processing, drawing, use of typeface, scanning and printing), 2D – 3D visualisation, constructing using nets. A combination of practical and theory based projects in preparation for GCSE examination.
Spring Term in Year 10 – A combination of practical an theory based projects in preparation for GCSE examination, systems and control, industrial production, formal drawing techniques, sustainable and environmental issues within design.
Summer Term in Year 10 - Examination Preparation: completion of GCSE examination preparation sheet, revision exercises. GCSE project: analysing a brief, initial research and market research.

Introduction to Controlled Assessment.

GCSE DESIGN AND TECHNOLOGY – GRAPHIC PRODUCTS in Year 11

Autumn Term in Year 11 - GCSE Project: initial ideas, design specification, manufacturing techniques including CMYK process colours, initial ideas, design proposals, development of final solution.
Spring Term in Year 11 – GCSE Project: production of final solution, evaluation, industrial manufacturing plan.
Summer Term in Year 11 – Examination preparation: preparation for GCSE examination re-sits, completion of GCSE examination preparation sheet, revision exercises.
Completion of all coursework. A coursework to be completed by the end of the spring term. Examination Preparation: preparation for examination re-sits, systems and control, industrial production, formal drawing techniques.

PHYSICAL EDUCATION

Students in core PE will have the opportunity to participate in a selection of the following activities:
Football, basketball, weight training, CV training, badminton, squash, tennis, trampolining, Martial Arts. A number of these activities take place off-site at such venues as NBLC, Queens Squash Club, Diamonds Gym, and the Workout Warehouse. All teaching groups are mixed with a teaching/coaching focus upon match play, tactics, rules and role of umpire and coach.
Students following the Edexcel GCSE full course will enjoy the above mentioned as well as an examination that covers the following:

- Factors affecting performance
- Health and safety issues
- Reasons and opportunities for participation in sport
- Practical performance in four physical activities

Teams and clubs operated at lunchtime and after school have allowed students to participate in the following sports: Football*, Athletics*, Cross Country*, Rugby League*, Netball, Hockey*, Gymnastics*, Tennis.
Practices are open to any student irrespective of ability and all students are encouraged to participate.
*boys and girls' teams.

PERSONAL, SOCIAL, CITIZENSHIP, HEALTH and ECONOMIC EDUCATION

Introduction Citizenship is a statutory part of the National Curriculum for secondary schools, at both Key Stage 3 and Key Stage 4. As part of Citizenship, students will acquire knowledge about the democratic system in which we live, will be encouraged to think about topical issues, to form ideas and express opinions, and will develop the capacity to take responsibility while actively participating in society. At NHGS, Citizenship education at both key stages will take place within the timetabled programme of PSCHEE, as well as through other subjects of the school's curriculum, where appropriate, and through students' involvement in a range of activities, including School Councils and assemblies.

In Year 10 PSCHEE will be delivered on a rotating cycle. Students will cover the following topics.

Year 10

Citizenship
- Aims of PSCHEE during KS4
- Human Rights
- Consumer Rights
- Crime and the Justice System
- Voting

Prejudice
- Bullying
- Prejudice – Political Asylum
- The power of the media

Sex and Relationship Education (SRE)
- Sexual relationships: sex and the law; when and where to get help; avoiding and dealing with risky situations; medial pressure, self image, sexual identity; recognising and responding to difficult situations.

Health Education
- Mental Illness
- Alcohol and Tobacco
- Illegal Drugs
- Stress and Relaxation

Work Related Learning
- CVs
- Letters of Application
- Interview Techniques
- Career Quest
- Study Skills

Money Issues
- Finance
- Global Economy
- Trade

In Year 11 forms stay in tutor groups and cover the following topics.

Year 11

Autumn Term

Careers
- Aims of PSCHEE
- Self analysis and Target Setting
- Thinking about your Future
- Analysing Career Trends
- Making my Choice

General Citizenship
- Study Skills
- Europe, Commonwealth and United Nations
- Sustainable Development
- Globalisation

Spring Term

Sex and Relationship Education (SRE)
- 5 week block including – Parenthood – roles and responsibilities; marriage and other long term relationships; moral, cultural and emotional aspects of abortion; contraception, STIs, pregnancy; sexual assault – reducing risk, keeping safe

Summer Term

Health Education
- Drugs and Alcohol

Money Issues
- Risky Money
- Secure Money

YEARS 9 – 11 ICT

Introduction
All students in Year 9 through to Year 11 study ICT one period a week. The students will work towards a full GCSE following the Edexcel specification. The GCSE has two units that must be completed.

Overview of content

Unit 1: Living in a Digital World
In this unit students explore how digital technology impacts on the lives of individuals, organisations and society. They learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and wellbeing and on the move).
They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Overview of assessment

- This unit is assessed through a 1 hour 30 minute examination paper set and marked by Edexcel.
- The total number of marks available for the examination paper is 80.

Unit 2: Using Digital Tools
This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. They learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice.

Overview of assessment

- The unit is internally assessed under controlled conditions.
- Students must complete a controlled assessment task provided by Edexcel.
- Students must complete the task within 40 hours.
- Marking of the task is carried out by teachers and moderated by Edexcel against set
- The total number of marks available for the controlled assessment task is 80.

Subject Aims
Enable students to:

- Become independent and discerning users of ICT, able to make informed decisions about its use and aware of its implications for individuals, organisations and society
- Acquire and apply creative and technical skills, knowledge and understanding of ICT in a range of contexts
- Develop ICT-based solutions to solve problems
- Develop their understanding of current and emerging technologies and their social and commercial impact
- Develop their understanding of the legal, social, economic, ethical and environmental issues raised by ICT
- Recognise potential risks when using ICT, and develop safe, secure and responsible practice
- Develop the skills to work collaboratively
- Evaluate ICT-based solutions.

Knowledge and Understanding
Students will demonstrate knowledge and understanding of:

- Current and emerging technologies and their impact on individuals, organisations and society
- A range of ICT tools and techniques and the ways they are used in different contexts to develop ideas and solve problems
- Legal, social, economic, ethical and environmental implications of the use of ICT for individuals, organisations and society
- Issues of risk, safety, security, and responsible use of ICT
- Collaborative working
- The use of ICT to support

Skills

- Students will have the opportunity to develop the following skills:
- Think creatively, logically and critically
- Select, use and integrate ICT tools and techniques to meet needs
- Find, select and evaluate information for its relevance, value, accuracy and plausibility
- Manipulate and process data and other information, sequence instructions, model situations and explore ideas
- Communicate data and information in a form fit for purpose and audience
- Adopt safe, secure and responsible practice when using ICT
- Develop appropriate and effective ICT-based solutions in a range of
- Contexts
- Evaluate their own and others' use of ICT

GCSE MUSIC

Unit 1. Listening to and Appraising Music: During the course, students will learn about music language, devices and techniques through listening to a wide range of music from the following three strands: 1. The Western Classical Tradition; 2. Popular Music of the 20th & 21st Centuries; 3. World Music (India, Africa and Caribbean). Through these strands the following Areas of Study will be explored: 1. Rhythm & Metre; 2. Harmony & Tonality; 3. Texture & Melody; 4. Timbre & Dynamics; 5. Structure and Form.
Assessment for Unit 1 is by a 1 hour terminal examination.

Unit 2. Composing and Appraising Music: Students will compose one piece of music exploring two or more of the five Areas of Study and linked to one of the three strands mentioned in Unit 1. The composition will be completed in school under supervised time (up to 20 hours). Students will then appraise the process and the outcome of the composition during 2 hours of controlled time.
Assessment of Unit 2 is done by sending the work to the examination board where it is marked by examiners.

Unit 3. Performing Music: Students will perform one individual performance and one group performance. Students are prepared for this unit by their instrumental / vocal teachers.
Assessment of Unit 3 is done internally and recordings of the performances are sent to the examination board for moderation.

Unit 4. Composing Music: Students will compose one piece of music exploring two or more of the Areas of Study mentioned in Unit 1. The composition will be completed in school in controlled time (up to 25 hours).
Assessment of Unit 4 is done internally and the work is sent to the examination board for moderation.