



Year 9 Subject Leader Comments – Term 3

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Art	As part of their Year 9 assessment in Art, students have been developing their skills of observation through the study of musical instruments and still life to produce a technical drawing from a primary source. Using measurement, proportion and pencil techniques, students completed a technical study which has enabled the development of their ideas relating to the project Abstract Art. All Art students in Key Stage 3 are assessed by their continuous progress which reflects the skills learnt during Year 9.
Computer Science	At the start of year 9 students learnt about the topic of Game Theory, this concerns interactions between rational agents in logical games. It can be applied to areas such as business and maths. Then students studied advanced Python programming concepts such as while loops, lists and random numbers, they then used this Python knowledge to work in groups to develop their own game.
Design Engineering	This term, students have been finalising their Drawer Alarm project which uses a sensor as an analogue input (LDR) to measure the light levels in a drawer. This is then monitored using a microcontroller and a program to determine when to trigger the output (buzzer), informing the user the drawer has been opened. This project is used reinforce the students' knowledge on programming, inputs, processes and outputs as well as circuit building and testing. Students have then started designing and making an Egg Timer circuit using a 555 timer IC in the mono-stable configuration to develop time delays, learning all the associated calculations. All these tasks are being assessed in line with the Design Engineering department's marking policy.
Drama	This mid-year report comments on the students' work completed so far in Year 9. It will report on the students' work in Term 1 (Live Theatre), Term 2 (Script Writing) and Term 3 (Physical Theatre). The teacher will comment on your child's work ethic and ability to collaborate with others in the practical work.
English	Students have completed their study of Miller's modern tragedy, 'A View From the Bridge'. To consolidate their understanding, they responded under timed conditions to an extract-based essay question exploring the presentation of character in a specific extract from the play. We have now embarked on our student of



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	Orwell's 'Animal Farm', with a strong focus on how an understanding of relevant historical context influences interpretations of the writer's craft.
EPR	EPR stands for: 'Ethics, Philosophy, and Religion.' It is via EPR that Religious Education is delivered. The format of the exam in 'Ethics, Philosophy, & Religion' was as follows. Section A required extended analytical writing: the students had to answer one question; in this question students had to explain in detail whilst deploying evidence or examples; the total marks for this section was 10. Section B required discursive/evaluative writing: the students had to answer one question each divided into three parts; in each question students had to explain the arguments for and against a point of view then reach their own justified conclusion; the total marks for this section were 12.
French	In Term 3, Year 9 students have studied the topics of 'Weather', 'Transport' 'Accommodation' and 'Destinations' as part of the Travel and Tourism theme. The grammar focus has been on revising and using the present and future tenses. The assessment consisted of one paper on the topics covered in Terms 1 and 2, where reading comprehension and translating skills were assessed.
Geography	Year 9 Geography focuses on key geographical concepts and processes to consolidate studying Geography at Key Stage 3, but also to act as a preface to GCSE Geography, should students choose this route. Having completed units on 'The Geographies of Technology' and 'Weather and Climate' earlier this year, Year 9 are now studying 'Why are tsunamis so dangerous?' The grade is based on the most recently completed end of unit assessment on 'Weather and Climate'.
German	In Term 1 and Term 2 students have learned discussing past holidays and describing where they live. Grammatical topics covered are perfect tense, using the accusative and dative case and modal verbs. The exam assessed students listening, reading and writing skills as well as their knowledge of the perfect tense. For the overall assessment score all skills were equally valued at 25%.
History	In terms 1 and 2, Year 9 students investigated the causes and key events of the Second World War and completed a case study regarding the reasons why the Holocaust occurred, including an exploration of wider anti-Semitism throughout European history. More recently, students have begun their study of the USA between 1920 and 1973, which focuses on both opportunity and inequality in American society. This



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	<p>topic is one of the GCSE modules, which students will finish at the start of Year 10 if picked as an option. Most recently, students have learned about the causes of the Boom during the 1920s, which led to a period of great prosperity for many Americans. Through practise in the classroom, students have developed their understanding of source analysis, the evaluation of causation, and the ability to explain the significance of change. The judgements in this report are based on a consideration of classwork, regular knowledge tests, and exam style assessments.</p>
Maths	<p>Details of the Year 9 curriculum and supporting material such as revision materials can be found on the department website https://mathematics.bourne-grammar.lincs.sch.uk. Topics that have been covered this term include area, volume, estimation, and measures. Students are expected to spend time at home ensuring they have learned the material covered in the lessons prior to an end of topic assessment. Each two topics the students are assessed in a single paper covering both topics. Mathematics support is offered at the start of every lunchtime for those students keen to improve. The mid-year examination was designed to determine whether students can select the combined course of Further Maths and Statistics next year and the outcome of this will be sent by letter shortly after the reports.</p>
Music	<p>During terms 1 & 2 students worked on their knowledge of the musical elements. This was done using the topics of Film Music and Song Writing. This term, the students have started a project on Ground Bass music, where they have learned about the key features of the Baroque period and learned to play and record the famous piece Pachelbel's Canon on GarageBand. Moving further into the project the students will then use the skills gained to compose their own piece of Ground Bass music and then orchestrate it on GarageBand. In addition, there are some further performing skills lessons, where the students get to refine their skills on the guitar and ukulele.</p>
Physical Education	<p>Students have been continuing to follow a carousel of 8 different activities, each for 6 lessons in duration; this will continue until Easter. The engagement levels provided reflect the activities currently being undertaken. With the forthcoming GCSE Options process almost upon us, the teacher comment offers further guidance on the suitability of your son/daughter to follow the subject at GCSE level. In brief, the GCSE course consists of 3 elements: Practical (3 assessed sports - 30%); Written NEA (Non-Examined Assessment - Analysis task, 10%); Theory 60%. An in-depth explanation about the structure of the course will be provided in the Year 9 Options booklet. The theory covers a range of topics linked to sport</p>



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	<p>but there is some significant science content linked to biology and the systems of the body (Skeletal, muscular, respiratory, circulatory) in the Year 11 content. Both Year 10 and 11 theory work is continually related back to sport.</p> <p>As none of the theoretical content has been taught in-depth during Years 7-9, the guidance included in the report is based on the PE Departments' knowledge of your son/daughter as a sports performer in activities we are aware of. It does not take into account their ability in sporting activities such as skiing, horse riding, golf, dance and many others that can be assessed that the Department are not aware of. It is therefore strongly advised that your son/daughter speak with a member of the PE Department for additional guidance if unsure of their suitability and whether specific sports can be assessed.</p> <p>Please remember:</p> <ul style="list-style-type: none">• This report is based on practical ability alone• No account is taken of students' science (biology in particular) ability grades• External sports may not be considered, as staff are not aware• Not all activities are allowed by the examination board (AQA)
Science - Biology	Students have been studying cells and division, cell transport and enzymes. The attainment score and grade are the student's average of their GCSE end of topic tests completed thus far.
Science - Chemistry	Students have been studying the first two GCSE topics - Fundamental Ideas in Chemistry and Introduction to Bonding. The attainment percentage shown is the average score from the end of topic tests taken so far this year.
Science - Physics	The attainment grade for Term 3 is based on a student's average score in the two end-of-topic tests completed so far this year (on the topics of Physics Skills and Energy Transfers).
Spanish	In Term 3 students have continued to study the topic of School, covering aspects such as school rules, extra-curricular activities and achievements. They have started with the topic of family and friends. Our



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	grammar focus has been on infinitive expressions, 'desde hace' , direct object pronouns, three tenses together, possessive adjectives and adjectival agreement.