



## **Sir Henry Floyd Grammar School**

# GCSE Opportunities 2020

*Working Together to Inspire, Challenge and Achieve*



# SIR HENRY FLOYD GRAMMAR SCHOOL

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## To all Year 9 students (and their parents/carers)

### Changes to GCSE

You may be aware that the education system has undergone a considerable amount of change. Modular courses have been replaced by linear, two year courses and 'coursework' or controlled assessment has been reduced; all subjects have had specification changes and some subjects have changed examination board as a result.

A further and very significant change is that GCSEs are no longer graded A\*-G. Grades are now in the form of a number from 9-1.

#### Two significant differences are:

- (a) Grade 9 represents the very top performer and is a higher pass than the old A\*.
- (b) Grade 4 is currently considered a 'standard pass' and Grade 5 is considered to be a 'strong pass'. Therefore, our students should aim a minimum of 5 and above in all areas. Obviously, their targets are much higher in general.

This will have implications for all of our students as they are competing with the cleverest students nationally for top university places which is why our advice to '**play to your strengths**' in the options booklet below is more important than ever.

### Making Choices

As Key Stage 3 comes to a close, you will embark on GCSE courses. In June, your timetable will change so that you will only be studying the compulsory subjects for Key Stage 4 and those subjects you have selected from a group of options. For most of you, this will be the first time that you have had some choice over what you study, so it is very important that you read this booklet carefully and then talk it over, both at home and with people at school who can advise you. Our advice is that you 'play to your strengths' to build a broad and balanced curriculum. Please pay very close attention to this. Compulsory subjects are:

<b>English</b>	This course leads to two separate GCSEs in <b>English Language</b> and <b>English Literature</b> . You will study English for 7 lessons a fortnight.
<b>Mathematics</b>	This course leads to a GCSE award in <b>mathematics</b> and for some students one in <b>Additional Mathematics</b> . You will study maths for 7 lessons a fortnight
<b>Sciences</b>	Science is taught as three individual GCSE subjects – biology, chemistry and physics. Computer science also counts as a science. You must opt for at least one of these four subjects.
<b>PE (core)</b>	This is a non-examined course. You will have 4 lessons a fortnight.
<b>Religious Studies</b>	There are two possibilities here: a half GCSE course will be studied by all, or, if chosen as an option, a full GCSE course. If you do the short course you will study RS for 2 hours a fortnight.
<b>PSHE+</b>	This is a non-examined course, covering <b>Careers Education, Sex and Relationships Education, Personal, Social and Health Education, Racial Awareness</b> and other topics: taught in assigned slots through the two years, not timetabled fortnightly.

Other subjects are **OPTION** subjects. In this group are art, business studies, dance, drama, music, geography, psychology, history and physical education (as a GCSE subject). It also includes the various **technologies** – food and graphic products and modern foreign languages – French, German and Spanish. You will study each option subject for 5 lessons a fortnight.

All of this will have been explained to you in the Options Talk to students - it is very important you understand exactly what choices are available to you before you actually make them! If you are unclear about anything please ask someone for help. The best people to give you this, in addition to your form tutor, are a teacher of the relevant subject and Miss Massey [Head of Year 8 and 9] or Mr Burge [Assistant Head teacher], or Dr Johnson [Deputy Head teacher]

## Subject Choices and the English Baccalaureate (Ebacc)

As you may be aware the DfE's ambition is for all students to study a group of subjects which they have called the 'English Baccalaureate' and produce a performance measure of how well students do at GCSE, in English and mathematics plus at least two sciences, a humanity and a MFL.

While we at Sir Henry Floyd Grammar School do not limit our students' choices, forcing them to take all of these, we do have to follow government stipulations on how progress is measured in schools which **means three Ebacc subjects will have to be taken by all students**. The new national Progress 8 and Attainment 8 measures against which all schools are now assessed, has made this unavoidable.

English Baccalaureate subjects are:

- sciences – biology, chemistry, physics, computer science (students must study at least one of these subjects in order that science is counted in the Ebacc qualification). We recommend that you opt for more than one science GCSE as this will open up opportunities for you in STEM career paths.
- humanities - history or geography
- a modern foreign language.

To make the selection process easier, we have separated sciences from the other Ebacc subjects (pg 24). Looking at choices patterns from previous year groups, this will have only minimal impact on a small number of students.

**You must think carefully** before making your choices, for two reasons.

The first is a practical matter. We have to ensure as early as possible that your timetable, and those of all other students, can actually be fitted into place, with all that this implies. To do this we need accurate information to work with. You should therefore regard your choices (including the reserve choices that we shall ask you to make) as being a commitment. We will be sure to discuss any problems with you in good time.

The second relates particularly to you and your strengths. Your current teachers know you well, and will be able to judge whether your choices are sensible in terms of what they know about you. You will know about their views from comments on your written work and during lessons, from half-term grades and so on. They will raise concerns if they think that your choices are ill-advised, and we shall be guided by this in ensuring that you do not make inappropriate choices.

### So how should you choose your options subjects?

Subjects differ. You will already know where your talents lie and where you enjoy using them in your Year 9 timetable, but think also about these points:

- Some subjects give you opportunities to follow your own independent learning path, while others involve more direction from the teacher.
- Some subjects require you to work as one of a group or team (dance, drama, music and PE are good examples); while in others you spend most of your time working individually.
- All subjects involve you in solving problems, but what sort? In some subjects, such as the sciences, you **analyse** - you look at evidence or results, and find patterns or underlying causes. In others you **build** - putting together ideas to construct a piece of artwork, a musical composition or a usable product. Again, some subjects are much more centred on the written word, or involve calculations, while others need practical skills. How do you prefer to learn, and how can you best use your skills?
- Some subjects must be chosen if you have a particular A-level course in mind. For example, you cannot study A-level French without the GCSE background. If you are thinking of studying biology in the sixth form and beyond we recommend strongly that you take chemistry as one of your option choices. Do not assume that this is always true - you will see that each subject page gives you information on this point. Remember that to study any subject at A-level requires commitment and self-motivation, which you must demonstrate through your work in Key Stage 4.
- If you study some subjects, you will be asked to contribute to the materials that you use, or to pay for the article that you produce. Please think about this when making your choices - the information that you need on this is included. We have also given some idea of other costs, such as theatre visits, trips, revision guides and so on, which are not essential but which will support your learning.

- Some subjects have an internal assessment component, so that your GCSE grade depends partly on the final exams and partly on work that you do during the course. You will read later on that the marks awarded in each vary widely from subject to subject. Which will suit you best? Do you perform better in examinations, or does the idea of assessment based on a steady effort through the course appeal more? Internal assessment may entail one, or a few, major projects, or a series of smaller pieces of work. Do you work well to long-term deadlines, or do you prefer a "little-and-often" approach?

**Take care also to choose those that you are good at and that you enjoy.**

You will understand that it will be impossible for the school to match everyone's wishes perfectly. However, we do our very best!

**Where can you get advice?**

Discuss your choices at home and with your teachers. Look back at the help that you have been given through your PSHE+ programme. There are reference books in the school library, which may help you with your decisions about GCSE and beyond. The internet is also a good resource when planning the future:

[www.ucas.ac.uk/students/coursesearch](http://www.ucas.ac.uk/students/coursesearch) is recommended. Miss Bahra is responsible for careers advice in school.

Enjoy making your choices!

**To Parents/Carers:**

We hope that you too will find this brochure to be informative and helpful. The process of selecting GCSE courses, preparing for Year 9 examinations and starting GCSE courses has been summarised in the table below. The events to which parents are invited are highlighted in bold.

The first GCSE Opportunities evening this term will cover the information contained in this booklet. If you have already been through the process with another child and/or are already confident that your child is able to make a well-informed choice, you may decide it is not necessary to attend this evening. If however you would welcome clarification and an opportunity to ask questions you are warmly invited to this event.

**PROPOSED SCHEDULE FOR YEAR 9**

DATE	EVENT	AIMS/OUTLINE CONTENT
Wed 12 <sup>th</sup> February 6pm	<b>GCSE Opportunities evening for parents/carers</b>	<ul style="list-style-type: none"> <li>• Explanation of the GCSE options process</li> </ul>
Thurs 13 <sup>th</sup> February	Assembly	<ul style="list-style-type: none"> <li>• Launch of GCSE Options process</li> <li>• GCSE Options booklet given out to students</li> </ul>
Mon 24 <sup>th</sup> February	Deadline for options form. Please note that late return of the form may result in options not being available.	<ul style="list-style-type: none"> <li>• Initial analysis of choices</li> <li>• Initial staffing requirements/timetabling</li> <li>• Students required to reselect</li> </ul>
W/C 1 <sup>st</sup> June	GCSE courses start	<ul style="list-style-type: none"> <li>• Students start 'Year 10' timetable in new teaching groups</li> </ul>

When your son/daughter has completed the Year 9 Subject Choices form, please help us by checking that it is complete and then sign it to show that you are aware of the choices made. **Please ensure that it is returned promptly to Reception by Monday 24<sup>th</sup> February 2020 at the latest.**

If you have any queries or concerns, please contact your son/daughter's Year 9 tutor in the first instance so that you can discuss the matter.

Miss K Massey Head of Year 8 and 9

# COMPUTER SCIENCE

Computing is of enormous importance to the economy, and the role of computer science, as a discipline itself and as an 'underpinning' subject across science and engineering, is growing rapidly. As well as professional software engineers, increasingly scientists and technology workers are finding programming skills useful in their day to day work.

Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the mobile and web related industries, but there is virtually no area of the workplace that has remained untouched by the technological advances brought about through the internet.

Students studying this course will gain an understanding of the fundamental concepts around creating software applications and have opportunities to work collaboratively. We will learn the Python programming language, one of the most popular programming languages used in industry, and also study the theory of how computers work. Topics will include hardware, software, networking, data representation and binary logic. We will also cover the legal, ethical, moral and environmental impacts of computer technology. With cyber security likely to be one of the key growth areas in the coming years, we will also look at the aspects of program design and network security that keep our online activities safe and secure.

Computational thinking underpins much of computer science and provides students with a set of problem-solving techniques that are broadly applicable across many subjects and areas of life.



## COURSEWORK

### Programming project

There is no longer a non-exam assessment component, however, the development of programming skills is a key feature of the course. These will be tested theoretically through Paper 2, part B of the examination and also practically through the delivery of a programming project during which all students will have the opportunity to undertake a substantial project using a high level programming language. The programming tasks will allow the students to develop their skills in analysing a problem, and then designing, developing, testing and evaluating a solution. The programming tasks will be set by the school and will not be assessed or moderated by the exam board, which will allow students a considerable amount of freedom in the project that they complete.

## THE FUTURE

The course will provide a solid foundation for future study of computer science, for example at 'A' level or degree level. The problem solving techniques and programming principles that are part of this course are broadly applicable across many areas of further study or in the workplace. The course is a sound preparatory basis of study and has been developed in collaboration with industry partners including Microsoft, Google and Cisco. In addition, it provides the knowledge, skills and understanding of the digital world that a growing number of employers are demanding.

## EXAMINATION STRUCTURE

OCR Computing (syllabus J277)

**Programming project:** A non-assessed project that will allow the students to develop key problem solving skills and to understand core programming principles.

**Written Papers (100%):** Two 1½ hour papers, one covering Computer Systems, the other Computational Thinking, Programming and Algorithms. Paper 2 consists of two sections, part A which focuses on the knowledge and understanding of the core concepts of algorithms and programming, and part B which will focus on problem solving and the ability to define, write, test and refine programs.

For further information, please speak to the Subject Leader for Computer Science (Mr Spencer)

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8
O	9



# DESIGN FACULTY: DESIGN & TECHNOLOGY

If you are curious about and enjoy being inspired by exciting and unusual product designs in our world then Design & Technology could be for you! Design & Technology is very much a creative and problem-solving process which uses a variety of media and technology to communicate ideas/concepts. The skills used in this course complement many subjects, but especially maths, science, art and business studies.

GCSE Design & Technology studies three dimensional design, using creative, technical and practical skills; this is achieved through a series of investigations with designing and making activities. During the course, you will be able to explore the use of new materials and machinery in your designs, for example, model making using the laser cutter, 3-D printer, sublimation printing, vacuum former and/or some electronics. An ability to sketch and communicate along with sound maths and science skills are important as they occur naturally within the design process and are assessed in the NEA. You will be encouraged to explore your own projects and can eventually specialise in a design area of your choice.

During the course, a variety of tasks and projects will be set in order to help you develop different skills and strengths and these will cover:

- developing concepts and producing models
- sketching and prototyping ideas, physically and digitally
- understanding and selecting different materials
- testing and evaluating designs
- good communication and teamwork skills
- latest technology in modern and smart materials.



## NON-EXAMINED ASSESSMENT (NEA)

During Year 11, you will produce one major project that will last one and a half terms and which constitutes 50% of your final GCSE mark. The practical outcome of the project will include a range of practice prototypes and a final 'best' prototype, supported by visual and written evidence of your design process. However, your actual creativity through designing, development, problem solving and prototyping attracts the most marks in the project.

Each year, the examination board will set three broad contexts/themes, against one of which you will respond in order to design and prototype an appropriate design concept of your own choosing.

## THE FUTURE

If you are considering a design career such as architecture, product design, interior design, engineering, industrial design, the experience of using CAD software will be important as well as traditional techniques of diagrammatic drawing. To study Product Design at A-level you must achieve at least grade 6 in GCSE Design & Technology. In addition, it is desirable to have at least GCSE grade 6 in mathematics and sciences.

## EXAMINATION STRUCTURE

OCR Design & Technology

Non Examined Assessment (50%): One "design and make" piece of 'coursework' completed in about 45 hours.

Written Paper (50%): One 2 hour paper based on theory covered in the course.

For further information please see the graphics teachers (Mrs Adkins or Mrs Ormston).



KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8
O	9

# DESIGN FACULTY: FOOD PREPARATION AND NUTRITION

This GCSE option is about using food as a material and using your creativity to plan, prepare, cook and present food products. During the course, you will have the opportunity to build on existing skills and learn new practical skills by working with food ingredients and different pieces of equipment. Practical work will include scientific experimental and investigative activities as well as developing cooking skills. To do this subject you must enjoy practical food preparation as approximately half of the lessons are of a practical nature. There is an expectation you will cook regularly at home taking photos to build up a portfolio.

**EXAM:** Paper 1: Food preparation and nutrition (50%)

## Subject content – what is covered?

Food preparation skill – these cover the five sections:

- Food, nutrition and health
- Food science
- Food safety
- Food choice
- Food provenance

## NON EXAM ASSESSMENT: (NEA) (50%)

### What is assessed?

#### Task 1: Food investigation (15%)

Students' understanding of the working characteristics, functional and chemical properties of ingredients.

**Practical investigations are a compulsory element of this NEA task.**

#### Task 2: Food preparation assessment (35%)

Students' knowledge, skills and understanding in relation to the **planning, preparation, cooking, presentation of food** and **application of nutrition** related to the chosen task.

Students will **prepare, cook and present** a final menu of **three dishes** within three hours, planning in advance how this will be achieved.

### How it is assessed

- **Task 1:** Electronic report **(1,500–2,000 words)** including photographic evidence of the practical investigation (15% of GCSE)
- **Task 2:** Electronic portfolio including photographic evidence. Photographic evidence of the practical dishes must be included. (35% of GCSE) **24% of the GCSE is judged on your practical skills for this NEA.**

Following on from the taste of the GCSE Food preparation and nutrition in Year 9 we continue to ask you to help resource your **NEA** by buying some of your ingredients, however some are supplied. You should speak to Mrs Malone if you are concerned about what this may involve.

## THE FUTURE

A GCSE in Food Preparation and Nutrition will help you to improve your time management, organisation, communication skills, analysing skills, leadership and teamwork. These are fundamental to many careers and are valued by employers. Possible careers paths include; food technologist, food designer or nutritionist. Other possible career paths include social work, teaching or medicine.

## EXAMINATION STRUCTURE

### What's assessed?

Theoretical knowledge of food preparation and nutrition from subject content.

### How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks

### Questions

- Multiple choice questions (20 marks)
- Five questions each with a number of sub questions (80 marks)

For further information please see the food teacher (Mrs Malone).

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8/9
O	9



# ENGLISH LANGUAGE AND LITERATURE



All students will study both Language and Literature and we will be studying Edexcel's new syllabus from September 2015 onwards. In Language and Literature all assessment is by examination at the end of Year 11.

## THE FUTURE

To study English Literature or Language at A level you will need a minimum of grade 6 in both GCSE Language and Literature.

## EXAMINATION STRUCTURE

### ENGLISH LANGUAGE

#### Component 1: Fiction and Imaginative Writing (1 hour and 45 minutes and 40% of total GCSE)

- Study selections from a range of prose fiction.
- Develop skills to analyse and evaluate 19<sup>th</sup>-century fiction extracts.
- Develop imaginative writing skills to engage the reader.
- Use spelling, punctuation and grammar accurately.

#### Component 2: Non-fiction and Transactional Writing (2 hours and 5 minutes and 60% of total GCSE)

- Study a range of 20<sup>th</sup> and 21<sup>st</sup> century non-fiction texts (including literary non-fiction).
- Develop skills to analyse, evaluate and compare non-fiction extracts.
- Develop transactional writing skills for a variety of forms, purposes and audiences.
- Use spelling, punctuation and grammar accurately.

### ENGLISH LITERATURE

#### Component 1: (1 hour and 45 minutes: 50% of total GCSE)

- Study a Shakespeare play and a post-1914 British play or novel.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop skills to maintain a critical style and informed personal response.

#### Component 2: (2 hours and 15 minutes: 50% of total GCSE)

- Study a 19<sup>th</sup>-century novel and poetry from a poetry anthology provided by Edexcel.
- Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects.
- Develop comparison skills.

**NOTE THAT BOTH EXAMS ARE CLOSED BOOK. YOU WILL NOT BE ALLOWED YOUR TEXTS WITH YOU.**

A GCSE grade 5 or better, in English Language, is usually essential for entrance to any university course, and is a prerequisite of joining the Sixth Form at Sir Henry Floyd Grammar School. For further information please speak to the Faculty Leader for English (Mr Kendall)

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8
O	9

# GEOGRAPHY

Geography is a popular academic subject that is particularly highly valued by universities and employers. At GCSE level Geographers gain crucial skills in data analysis and interpretation, as well as developing ways to present arguments, and critically evaluate key issues.

At A-level, Geography leads on to and incorporates many links to a range of subjects in both natural and social sciences.

SHFGS Geography aims to inspire students to become global citizens by exploring their place in the world, evaluating their values and responsibilities to other people and to the environment. The syllabus we follow aims to do this through exploration of a range of human, physical, and environmental Geography topics.



## WHY CHOOSE GEOGRAPHY?

- Are you curious about global places, lifestyles, landscapes and travel?
- Do you want to explore new ideas and concepts to help you make sense of our ever changing world?
- Do you enjoy finding solutions to problems that affect both communities and the environment?
- Do you enjoy working outside the classroom to gather evidence from the real world?
- Do you enjoy debates and arguing your opinion?

Our modern and engaging approach to Geography covers key ideas and issues such as climate change, globalisation, natural disasters, economic progress, urban regeneration and management of world resources.



Geographers learn to use varied resources including maps, graphs and raw data as well as technologies such as GIS, to obtain, present and analyse information.

At the start of Year 11, students are encouraged to participate in a residential field trip to Snowdonia, in North Wales to collect data for their skills paper – note with the new exam syllabus there is no longer a controlled assessment or coursework requirement outside of examination. This trip combines our Geographical study with group activities such as mountain and coastal activities such as climbing, kayaking, and canyoning.

We are in the process of developing further exciting field trip possibilities and will be informing our Geography GCSE students of these in due course.

GCSE Geography will provide a good set of transferable skills; ideal for careers in business management, environmental and geotechnical engineering as well as the more traditional areas of biological and environmental sciences, urban planning, logistics, hazard assessment, meteorology, and international development. Employers from a wide range of sectors have already realised that Geography is playing an increasingly significant role in the workplace, and that as our economy becomes more globalised and reliant on geo-spatial data, Geographers will soon be in more demand than ever before.

## EXAMINATION STRUCTURE (All exams completed at the end of Year 11; there is no controlled assessment)

Paper 1: Living with the physical environment (1½ hours, 35% of GCSE)

- The challenge of natural hazards, Physical landscapes in the UK, The living world, Geographical skills

Paper 2: Challenges in the human environment (1½ hours, 35% of GCSE)

- Urban issues and challenges, The changing economic world, The challenge of resource management, Geographical skills

Paper 3: Geographical Application (1 hour, 30% of GCSE)

- Students examined on an "Issue Evaluation", Fieldwork, and Geographical Skills

Exam Board : AQA (Syllabus 8035)

For further information please speak to the Subject Leader for Geography (Mr Williams), or our 6<sup>th</sup> form Geography ambassadors.

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8
O	9

# HISTORY



## What you will gain by studying History

- You will have a better understanding of the world today.
- You will learn not to take things at face value, but always to question, criticise and evaluate.
- You will learn to detect bias, distortion and lies.
- You will develop the ability to reason and argue logically and sensibly.

## What you will study

- Britain: Power and the people: c1170 to the present day
- Elizabethan England, c1568–1603
- Russia, 1894–1945: Tsardom and communism
- Conflict and tension between East and West, 1945–1972

## What work you will do

- You'll develop the skills you've learned in Key Stage 3, investigating causes and analysing sources.
- You'll read, take notes, write essays and present newspapers and posters.
- You'll use the internet to research topics and present work.
- You'll look at film and discuss and debate important issues.
- You'll visit Cold War sites in Berlin.
- You'll hear talks from visiting speakers.
- You'll visit an Elizabethan historic site.

## What you need to be successful at GCSE History

- You need to be interested in the world in which you live and to want to find out more about it.
- You need an open mind. You'll be more successful if you can rid yourself of narrow attitudes.
- You need to be able to express yourself clearly on paper.
- You don't have to memorise lists of dates, but you do have to know the key ideas and events.
- You will need to keep a detailed folder up to date and be well organised.

We recommend that students subscribe to a History magazine. The trips mentioned above are found useful by all students who participate - last year the Berlin visit cost each student about £450. There is likely to be a trip to an Elizabethan historic site - £30 approximately.

## THE FUTURE

To study History at A-level, GCSE History is not a prerequisite, but the subject requires its students to be able to write fluently and to be prepared to read widely.

## EXAMINATION STRUCTURE

AQA GCSE History (8145)

- Two written papers (100% of course; there is no controlled assessment)
- 2 hours per paper
- Questions will be set on historical interpretations, source analysis, causes and consequences, judgement and significance and the historical environment and range from 4 to 16 mark questions

For further information please speak to the Subject Leader for History (Mrs Pilkington).

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8
O	9

# MATHEMATICS

From the start of Year 9 you began to study the GCSE maths syllabus. In Year 10 and 11, you will continue to build on the knowledge and skills you have acquired so far and will be asked to solve longer and harder problems, drawing on all the techniques and knowledge you have learnt in lessons. Practice of questions is vital to consolidate your learning, which will increase your confidence in skills and develop perseverance.

We teach Mathematics in sets so that you can work at an appropriate pace with others of similar ability. All sets cover the higher mathematics GCSE. The top set will also cover a further maths course, which provides an introduction to some topics from A level maths.

Calculators are of course vital and should be brought to all maths lessons. You will need to develop non-calculator skills for one of the GCSE papers, but for the other 2 calculators are allowed.

There are four strands to the course:

## **MA1 Using and Applying Mathematics**

In Key Stage 3, you have been building up your investigational skills. When time is allocated to this in lessons you will need to utilise this wisely. You should not then get into difficulties in Year 11 coping with revision.

## **MA2 Arithmetic and Algebra**

You will need to consolidate your skills in mental arithmetic. Also, you will need to develop a logical and systematic way of laying out your working. A particular part of a question may score five marks, of which only one of these will be for the answer itself. You will meet a few advanced areas in arithmetic's, and much more in algebra. Some GCSE questions are marked with an asterisk – this indicates that extra marks are available for a well written and explained solution.

## **MA3 Shape and Space**

You will meet more advanced concepts in calculating angles, areas and volumes, trigonometry, and transformations. You will need to develop your understanding of diagrams and to be able to draw clearly.

## **MA4 Data Handling**

You will meet more advanced concepts and techniques in statistics and probability. You will need to be able to analyse data and draw valid conclusions.

## **Mathematics qualifications**

All students will study the AQA linear mathematics GCSE and will sit this at the end of Year 11.

In order to prepare for possible study of mathematics in the sixth form all students in set 1 will be taught some topics from the AQA level 2 certificate in further mathematics course. This qualification is also taken at the end of year 11.

## **THE FUTURE**

If you want to take A-level maths in future, you should aim to achieve a GCSE level 7 or above, and also ensure that your algebra skills are strong. Ask your teacher for advice about this, as they will be able to direct you to resources to prepare, and also give you further information on which aspects of the GCSE course will be required for the A level.

The higher your study of science, technology or related subjects, the more mathematics tends to be needed. Almost all other subjects require some aspect of mathematics. An understanding of statistics is widely needed by managers, social scientists and in the medical profession, to name only a few areas. A GCSE grade 5 or better is usually essential for entrance to any university course, and is a prerequisite of joining the Sixth Form at Sir Henry Floyd Grammar School.

**(continued)**

## **EXAMINATION STRUCTURE - MATHEMATICS**

AQA Mathematics (syllabus 8300)

You will sit three written papers – each one will be 1½ hours. The first will be a non-calculator paper and the other two will be calculator. The complete syllabus will be tested across the three examinations but it will not be possible to predict in advance which topics will be tested on a particular paper.

## **EXAMINATION STRUCTURE – FURTHER MATHEMATICS (Level 2)**

AQA Further Mathematics (Level 2 certificate 8365)

You will sit two written papers – each one will be 1¾ hours. One will be a calculator paper and the other will be non-calculator. The complete syllabus will be tested across the two examinations but it will not be possible to predict in advance which topics will be tested on a particular paper.

For further information please speak to the Faculty Leader for Mathematics (Miss Gowers).

<b>KS3 Teacher Assessed Level</b>	<b>Average Expected Progress GCSE Grade</b>
B	5
W	6
E	7
A	8
O	9

# MODERN FOREIGN LANGUAGES (MFL)

## FRENCH, GERMAN & SPANISH

Do you like meeting new people and being able to communicate with them?  
Do you want to be able to interact with inhabitants of our near neighbours in Europe?

You have been lucky enough to learn two of French, German and Spanish so far in school, and everyone has the opportunity to continue their study in Year 10 and Year 11. Progress permitting, you have the chance to continue with the two languages you have studied in Key Stage 3. To do this you will need to have demonstrated a commitment to work - our advice will be based on half-term effort codes.

You will have the opportunity to study many different topics, such as school and careers, family, health and fitness, life at home, and leisure activities. You have practised many of these topics in Key Stage 3, and in Key Stage 4 you will be able to extend your vocabulary, express your opinions and talk and write at greater length on these subjects.

The aims of the courses in all languages are to:

- develop your ability to understand and use the language effectively for communication
- develop your ability to use the language both creatively and imaginatively
- develop your understanding of the grammar of the language of your choice
- offer insights into the culture and civilisation of French or Spanish speaking countries
- encourage a positive attitude towards foreign language learning, and to foreign speakers
- develop specific language skills: listening, speaking, reading and writing
- promote skills such as ICT use, which can be applied to other areas.

During the course you will be encouraged to visit the relevant country, to see for yourself how useful it is to be able to speak another language. Having friends in other countries makes learning fun and worthwhile. Whatever your career choice, language skills will always be an asset.



## THE FUTURE

To study at A-level you will need a grade 6 or better at GCSE in the relevant language.

## EXAMINATION STRUCTURE

AQA French Syllabus 8658  
AQA German Syllabus 8668  
AQA Spanish Syllabus 8698

Listening (25%) 50 minutes. Questions to show comprehension of spoken language.  
Speaking (25%) 10 – 12 minutes . Role play, photo card, conversation.  
Reading (25%) 1 hour. Tests to show comprehension of written language with translation into English.  
Writing (25%) 1 hour 15 minutes. 2 pieces of writing and translation into the language.

For further information please speak to the Faculty Leader for Modern Foreign Languages (Mr Maddocks)

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	4-5
W	5-6
E	7
A	8
O	9

# PERFORMING ARTS DANCE

## What is GCSE Dance all about?

GCSE Dance is about exploring your skills as a performer, choreographer and a critic. Through performance you will develop skills as a solo performer and as part of a group, develop your physical and expressive skills in relation to both. As a choreographer you will learn how to manipulate existing material using choreographic devices and you will choreograph dances from scratch based on a range of stimuli. This will include creating your own piece based on a stimulus set by AQA. As a critic you will learn dance terminology and understand how to analyse and write about professional dance works, reflecting on the use of choreography, set design, costume, lighting, props and subject matter.

## Will I enjoy this course?

You will enjoy this course if you enjoy dancing, performing and being creative. Dancing outside of school is not an essential requirement for GCSE Dance. You should enjoy working with others as being part of a team is an integral part of the course. You should also be a kinaesthetic learner who is creative and enjoys learning by doing.

## How is it assessed?

GCSE Dance is one of the most practical GCSE options - 60% of the assessment is practical. The practical work is assessed through DVD recordings. The written component is a 40% written examination at the end of Year 11.

## Department Expectations

All students are required to rehearse for performances outside normal lesson time; lunchtimes and after schools are allocated for this purpose. Students are given the opportunity to go and watch professional companies perform twice a year. It is also expected that as a GCSE student that you will be keen to get involved with our extra-curricular activities, including Rock Challenge and the Dance Showcases.

## THE FUTURE

There are many things you can go on to do with a GCSE in Dance. If you are unsure about what to do next, the best thing to do is to speak to your dance teacher! You could go on to take A Level Dance. If you are not interested in a career in the arts and simply enjoy the subject, then this is another good reason to take dance for GCSE as it will teach you many skills that will be useful no matter what career you choose, for example, communication skills, team working, presentation skills, analytical skills, how to write an effective essay and how to explore ideas from a starting point.

## EXAMINATION STRUCTURE

AQA Dance (syllabus draft 8236)

### Component 1: Performance and choreography (60%)

- Performance: (30%)
  - Set phrases through a solo performance
  - Duet/trio performance
- Choreography: (30%)
  - Solo or group choreography

Internally marked and externally moderated by AQA.

### Component 2: Dance appreciation (40%)

- 1½ hour written examination
- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

For further information please speak to the Subject Leader for Dance (Mrs Durose).

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8
O	9

# PERFORMING ARTS

## DRAMA

GCSE drama will allow you to develop your skills as an actor, designer and director. By studying a wide range of dramatic genres and styles, you will learn how drama is devised, written and performed. This process will stretch your acting ability and challenge you to rehearse practical work to a production standard. You will have the opportunity to share your own devised work and explore several published plays both practically and academically, giving you an intellectual appreciation of literary technique and dramatic form. To take GCSE drama you will have demonstrated a mature and insightful interest throughout Year 9.

### Should I choose this course?

Drama is an enjoyable but demanding subject requiring a great deal of energy and focus. You will enjoy this course if you communicate effectively as part of a team with a high degree of creativity and imagination. You do not need to have studied drama outside of school, however you should harbour a genuine interest in the nature of performance. Ideally, you should seek to take part in extra-curricular drama activities throughout the school year.

### Topics Covered

Devising: Learning how to devise in the style of multiple theatre practitioners and professional companies  
 Performing: Learning how to approach a script and perform it to a production standard  
 Evaluating: Learning how to evaluate live theatre productions

Live theatre productions form an essential part of the course and you will attend a range of theatre performances, usually in London or Oxford.

### The Future

Drama students always enjoy performing and many will aspire to be professional actors and performers. Those who achieve a grade 6 at GCSE will be able to continue to study drama at A-Level. Typically, half the number of our A-Level students go on to study at drama school or university. However, the skills learnt during the course are highly applicable to related areas such as English, Law, Psychology, History and a multitude of professions involving public relations.

## EXAMINATION STRUCTURE:

We follow the Eduqas Drama specification (601/8291/X)

- Component 1 (40%):** A **devised** practical performance. Students are required to create an original piece of drama using the techniques of a practitioner or professional theatre company. The performance is accompanied by a written piece of coursework.
- Component 2 (20%):** A **scripted** practical performance of a published text. This will be performed to a visiting examiner and accompanied by a short written statement.
- Component 3 (40%):** A **written** exam. Short answer questions on a set text, which is explored practically. This is followed by a live theatre evaluation.

For further information please speak to the Subject Leader for Drama (Mr Langley).

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	3
W	4/5
E	6
A	7/8
O	9

# PERFORMING ARTS MUSIC

The music GCSE course will enable you to develop your performing, composition and listening skills. By studying a wide range of music you will learn how music is created, developed and performed. You will be assessed on your ability to listen to music that you have studied and describe what you hear; your ability to perform on your own and in a group; and your ability to compose music in different styles. You will also learn how to use music software to record, develop and notate your ideas. To take music GCSE you must have demonstrated an aptitude for the subject and an interest in music.

## Skills and abilities required

To complete this course successfully, you must be competent on an instrument (this includes voice). Preferably, you should be grade 3 standard at the start of the course, however you can discuss your ability with your teacher. Ideally, you should also attend instrumental lessons on a regular basis, either in or outside of school.

It is not essential that you are able to read musical notation, but it would be a definite advantage for analysis and composition tasks. This is something that is revisited at the start of the course.

## Topics Covered

Performance: Learning to perform in a variety of styles on your instrument

Composition: Learning to create and develop ideas in a style relating to two of the Areas of Study

Listening: Learning how to describe music and analyse by musical element

The set works are divided into four Areas of Study:

- Instrumental Music 1700-1812 (Bach, Beethoven)
- Vocal music (Purcell, Queen)
- Music for Stage and Screen (Schwartz, Williams)
- Fusions (Afro Celt Sound System, Esperanza Spalding)

## The Future

If you enjoy this subject and gain a grade 6 or higher at GCSE you can continue to study Music at A-level.

A high proportion 6<sup>th</sup> form music students continue to study music at a higher level, with a number going to study music at university or at a music conservatoire. At this level you can specialise in performance or composition or you can pursue the subject as an academic degree studying music history.

Students may also choose to study this course in 6<sup>th</sup> form to complement a wide range of subjects including mathematics and science.

## Examination Structure

Edexcel Music (Syllabus 1MU0)

Controlled Assessment (60%): One Solo Performance & one Ensemble Performance lasting a combined duration of four minutes (Grade 4 standard or higher) – 30%

Two Compositions lasting a combined duration of at least three minutes (one in Year 10 and one in Year 11) - 30%

Listening Exam (40%): One examination with six listening questions on the set works, a short dictation activity, a musical elements question and a comparison essay.

For further information speak to the Subject Leader for Music (Miss Bahra).

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	3
W	4/5
E	6
A	7/8
O	9

# PHYSICAL EDUCATION

This is a course for the committed student, the team player, the all-rounder. Note that this does not say “the expert sports person” – although ability is both required and assessed.

Teaching is mostly spent on the theoretical part of the course, with students pursuing their practical sports in extra-curricular time and during one of the five timetabled lessons a fortnight.

## Why choose PE?

- GCSE PE follows on from the Key Stage 3 Physical Education programme of study by providing students with the knowledge to lead a healthy and active lifestyle.
- This GCSE Physical Education specification is designed to enable students to enjoy and understand the benefits of living a healthy and active lifestyle; to provide a route to further study, such as A-levels as well as to related career opportunities.

## Written Examinations (60%)

Content:

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences on sport
- Sports psychology
- Health, fitness and well-being

## Non-examined Assessment (40%)

- **Practical activity assessment** – performance in physical education. A variety of activities will be assessed. The student’s best 3 activity marks will be used towards their final grade. Students must use at least one team activity mark and one individual activity mark.
- **Evaluating and analysing performance** – to evaluate the strengths and weaknesses of a performer and produce an action plan which aims to improve the quality and effectiveness of the performance.

## THE FUTURE

The course is an ideal base A-level physical education and for those considering a career in sport, sports management, sports therapy, leisure, medicine, physiotherapy, emergency services and the armed forces.

## EXAMINATION STRUCTURE

Written Paper (60%): Two written examination papers (1hr 15mins each).

Non-examined Assessment (40%): Three practical assessments, with at least one team and one individual activity. One piece of researched written work on analysing and evaluating performance.

For further information please speak to the Faculty Leader for Physical Education (Mrs Selby).

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	3/4
W	4/5
E	5/6
A	7/8
O	9

NB The above teacher assessed level is based on practical ability only and the GCSE PE examination is 60% theory

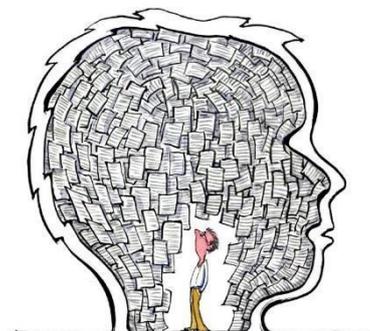
# PHILOSOPHY & RELIGION

All students are required to study at least the short course in philosophy and religion. Those students wishing to study the full GCSE course should select philosophy and religion as one of their option choices.

## What will you learn?

The course provides the opportunity to develop knowledge and understanding of religious and nonreligious beliefs such as atheism and humanism, as well as the thematic study of philosophical and ethical responses to fundamental questions of life.

1. **Study of Religion**
  - Christian Beliefs, Teachings and Practices
  - Buddhist Beliefs, Teachings and Practices
2. **Religious, Philosophical and Ethical Studies in the Modern World**
  - Issues of Relationships
  - Issues of Life and Death
  - Issues of Human Rights
  - Good and Evil



## What skills will you gain and develop?

GCSE philosophy and religion gives you the opportunity to reflect upon difficult philosophical and moral dilemmas, and equips you with a fluency in the subject to enable you to engage in these questions at a high level. You need to be able to **discuss**, **consider** all points of view and **justify** your position in each debate, presentation or written piece of work you do. You will use and develop skills of **analysis**, **empathy**, **evaluation** and **expression** throughout the course; skills which are highly transferable and indeed invaluable for life.

## THE FUTURE

The course is an excellent preparation for those considering A-Level philosophy and ethics for which a GCSE grade 6 in English and/or English Literature is required. The skills developed throughout the course will also serve to support many other A level subjects such as history, politics, psychology, biology, physics and English Literature.

## EXAMINATION STRUCTURE

- Eduqas full course route A
- There is no coursework element.
- There are three written papers taken at the end of Year 11

For further information please speak to the Subject Leader for Religious Studies (Mr Williams)

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8/9
O	9

# PSYCHOLOGY

GCSE psychology students engage in the scientific study of the human mind and behaviour. They examine the work of psychologists who have conducted experiments and other types of research to investigate why we behave the way we do. Students will be expected to learn how to analyse, interpret and apply the findings of psychological studies and concepts.

## Skills and Abilities Required

An interest in both people and science is important for this course. You will also need excellent time management and revision skills as psychology has a lot of factual information that you will need to remember. An ability to write clearly and to communicate your ideas effectively will also be of benefit.

## What will you learn?

You will follow the AQA examination board specification, comprising eight compulsory topics:

- Memory
- Perception
- Development
- Research methods
- Social influence
- Language, thought and communication
- The brain and neuropsychology
- Psychological problems

## What skills will you gain and develop?

GCSE psychology gives you the opportunity to explore how people's behaviour links to their environment and biological makeup, considering questions such as why do we forget some things yet remember others and how do psychological disorders develop? The course will equip you with a fluency in the subject to enable you to engage in these questions at a high level. You need to be able to **discuss** and **consider** conflicting points of view and **justify** your position in class debates, presentations and written work. You will use and develop skills of **analysis**, **empathy**, **evaluation** and **expression** throughout the course. These skills are highly transferable and indeed invaluable for life.

## THE FUTURE

The course is an excellent preparation for those considering A-Level psychology and the critical thinking and essay-writing skills developed throughout the course will also serve to support many other A level subjects.

## EXAMINATION STRUCTURE

### AQA GCSE Psychology 8182

- There is no coursework element
- There are two written papers sat at the end of Year 11
- Each paper comprises multiple choice, short answer and extended writing and is 1 hour 45 minutes in duration

For further information please speak to the Second in Faculty for Social Science (Mrs Harkin)

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5
W	6
E	7
A	8/9
O	9

# SCIENCES

## BIOLOGY, CHEMISTRY and PHYSICS

In KS4 you will continue your study of science. The courses you choose to follow will either lead you to three separate GCSE grades in Biology, Chemistry and Physics or you may opt to choose just one or two from the three. All students must continue to study at least one of the separate science subjects to GCSE level.

### What will I study in Science?

Whether you choose three traditional sciences or two sciences or one, you will attend separate lessons in the sciences you have chosen and be taught by subject specialists. All sciences support each other in that many ideas and principles are common. In all science subjects a *hypothesis* may be tested by *experiments* and the results *analysed* before drawing a *conclusion*.

**Biology** is the study of living things, how they work and how they interact.

**Chemistry** is the study of materials and how one substance may be changed into another.

**Physics** is the study of the Universe, Energy, Forces and Motion.

If you have questions about which topics are covered in each science, ask your science teacher!

## THE FUTURE

Science lessons develop your problem-solving abilities and help you to think clearly and logically. You will apply your mathematical skills in a wide variety of scientific situations and learn to draw conclusions from scientific evidence. The GCSE is recognised by all employers and institutions of higher education and, for many careers, a GCSE in a science subject is essential.

Studying the three separate sciences to GCSE provides the best foundation for taking a science A-level. Those students who opt for two sciences may still opt for science subjects at A-level, but only in the subject(s) they have taken at GCSE. The minimum entry requirement for all A-level science courses is a grade 6 at GCSE.

6<sup>th</sup> form level study in science subjects is essential for careers or further study in a wide range of scientific disciplines, ranging from Astronomy to Zoology. Because it shows a student has good powers of logical analysis, a science A-level is highly regarded in many other disciplines, for example, Law. A recent survey of employers who recruited people with A-level qualifications showed that 91% rated an A-level in a science subject as desirable.

Students wishing to study a science at degree-level would normally have achieved high grades in at least two science A-level subjects as well as a mathematics A-level. This is the standard entry requirement for nearly all science degree courses.

## EXAMINATION STRUCTURE

AQA Biology (syllabus 8461)

AQA Chemistry (syllabus 8462)

AQA Physics (syllabus 8463)

Written Papers:

There are two papers for each separate science subject. These will all be taken at the end of Year 11.

For further information please speak to the Science Subject Leaders for Biology, Chemistry and Physics (Dr Gallienne, Ms Gethins, Mrs Davis, respectively)

KS3 Teacher Assessed Level	Average Expected Progress GCSE Grade
B	5/6
W	6
E	7
A	8
O	9



## Please retain this copy for your records YEAR 9 GCSE SUBJECT CHOICES 2020

**NAME**

**FORM**

The compulsory GCSE subjects are English Language, English Literature, Mathematics, a Science and Religious Studies, half course. Non-examined courses in PE and PSHE+ are also followed.

### Modern Foreign Languages

You may choose to study either **none, one** or **two** languages.

### Instructions

It is crucial that you follow the choices instructions in the order laid out below; otherwise, you may make a mistake and you may not get the subjects that you prefer. **Highlight** the subjects that you want to take in each column (apart from the Compulsory Subjects column)

1. Choose your science options first – you must study **at least one science**. If you choose one science, then choose **five** other subjects: at least two more from EBacc and three from Open group.
2. If you choose two sciences, then you are limited to **four** other subjects: at least one more from EBacc and three from the Open group.
3. If you choose three sciences, you can choose your remaining three subjects from EBacc or Open group.
4. If you choose four sciences, you can choose your remaining two subjects from Ebacc or Open group.

(\* Of the six 'choice' subjects, the minimum is three subjects chosen from between the sciences and Ebacc)

<b>Compulsory Subjects</b>	<b>Sciences – choose at least one</b> from the following:	<b>EBacc</b>	<b>Open group</b>
English language English literature Mathematics RS (short course) Core PE PSHE+	Biology Chemistry Computer Science Physics	Geography History French German Spanish	Art Dance Drama History French German Spanish Food Prep. & Nutrition Geography Graphic Design Music P.E. RS – full course Psychology

It may not be possible for us to meet all your choices, because of this you must also make a reserve choice.

**RESERVE SUBJECT CHOICE** \_\_\_\_\_

**PLEASE NOTE** Although we will seek to do our best for all students, it may not be possible for all combinations of subjects to be followed, nor can we run groups above or below a cost effective size. Students whose choices are affected by this will be advised individually. Students whose choices are thought inappropriate to their strengths will be advised to reconsider.

**FOR PARENTS** I have read the GCSE Opportunities booklet and agree to my son's / daughter's choices identified above. I have kept a record of these choices. Subject choice confirmation or amendment will be confirmed to you in writing as soon as possible after the deadline for the return of all forms. Delay in returning the form may result in your son or daughter not being able to study the subjects of his/her choice.

Signature

Date

**Please return to Reception by Monday 24<sup>th</sup> February 2020**

**YEAR 9 GCSE SUBJECT CHOICES 2020****NAME****FORM**

The compulsory GCSE subjects are English Language, English Literature, Mathematics, a Science and Religious Studies, half course. Non-examined courses in PE and PSHE+ are also followed.

**Modern Foreign Languages**

You may choose to study either **none**, **one** or **two** languages.

**Instructions**

It is crucial that you follow the choices instructions in the order laid out below; otherwise, you may make a mistake and you may not get the subjects that you prefer. **Highlight** the subjects that you want to take in each column (apart from the Compulsory Subjects column)

5. Choose your science options first – you must study **at least one science**. If you choose one science, then choose **five** other subjects: two more from EBacc and three from Open group.
6. If you choose two sciences, then you are limited to **four** other subjects: one more from EBacc and three from the Open group.
7. If you choose three sciences, you can choose your remaining three subjects from EBacc or Open group.
8. If you choose four sciences, you can choose your remaining two subjects from Ebacc or Open group.

(\* Of the six 'choice' subjects, the minimum is three subjects chosen from between the sciences and Ebacc)

<b>Compulsory Subjects</b>	<b>Sciences – choose at least one from the following:</b>	<b>EBacc</b>	<b>Open group</b>
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It may not be possible for us to meet all your choices, because of this you must also make a reserve choice.

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