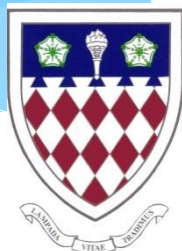


Year 9 Options Information Evening

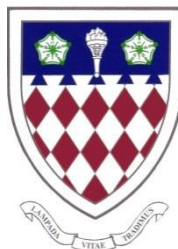
Tuesday 22nd January 2019



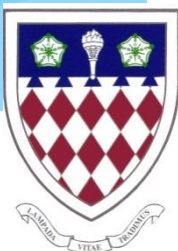
The Year 10 and 11 Curriculum

The standard core curriculum at Spalding High School comprises:

- Core subjects: English Language, English Literature, Mathematics, Science
- A modern foreign language: French
- A Humanity: Geography or History
- Religious Studies
- 2 other subjects from the option choices



Science



How it is organised in Y9?

- **Biology Topics**

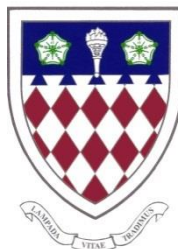
- Variation
- Inheritance
- Communicable diseases
- Non-communicable diseases

- **Chemistry Topics**

- States of Matter
- Periodic Table and Atomic Structure
- Rates of Reaction
- Earth Science

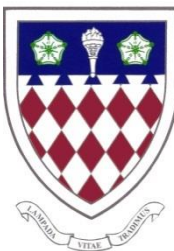
- **Physics Topics**

- Pressure and Moments
- Particles
- Hot to Cold
- Energy



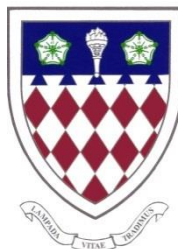
Challenge and Progress

- **GCSE is Challenging**
- **3 years to master the skills**
- **A choice - Combined Science or Separate Sciences**



The Two Courses

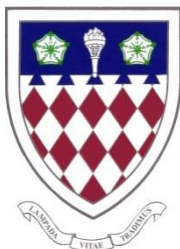
- Most of the country follow the Combined Science course
- Both courses allow progression to A Level courses
- Full range of grades achievable
- Challenge of content the same



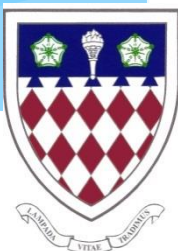
So What is the Difference?

Combined Science

- Less content for each subject
- Two grades not three (7-7, 7-6,...)
- Shorter examinations



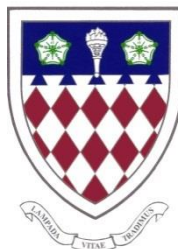
GCSE English



Content

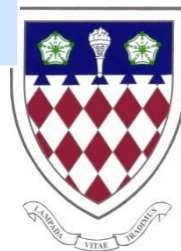
English Literature

Paper 1 (40%)	Paper 2 (60%)
Section A: Shakespeare	Section A: Modern Texts
Section B: 19 th Century Prose	Anthology Poetry
	Unseen Poetry
Total exam time: 1 hr 45 mins	Total exam time: 2 hrs 15 mins



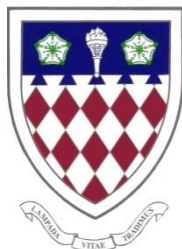
Content

English Language		
Paper 1 (50%)	Paper 2 (50%)	Spoken Language (0%)
Section A: Reading	Section A: Reading	
Section B: Writing	Section B: Writing	
Total exam time: 1 hr 45 mins	Total exam time: 1 hr 45 mins	Marked by teacher/ separate endorsement



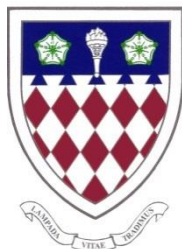
Aims and learning outcomes

- Read a wide range of texts, fluently and with good understanding
- Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
- Write accurately, effectively and analytically about their reading and in the creation of their own writing, using Standard English.
- Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.



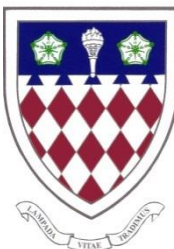
Closed Book

- All assessments are closed book: any stimulus materials required will be provided as part of the assessment.
- Closed book examinations require a different approach to learning than in past but students are well supported by staff, clinic, revision lectures closer to the time of exams etc.
- Cheaply purchase own copies of texts studied so they can annotate them.
- Revisit texts studied - not just in class - in order to improve familiarity and therefore learning of quotes for the exams.



How can I help my child?

- The students will be expected to engage with a variety of texts – newspaper articles, travel literature, autobiographies.
- Reading widely with your child and discussing what you have read will be valuable – even just using a local newspaper.
- Past papers, mark schemes and examiners' reports are available on the AQA website and from the English Department.
- There are tutorials available on YouTube dealing with the different kinds of questions and how to approach them e.g. Mr Bruff.
- Revision guides are made available to purchase through the school.
- Students can access a weekly GSCE English clinic.

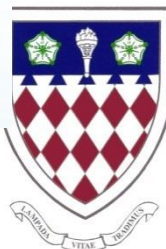
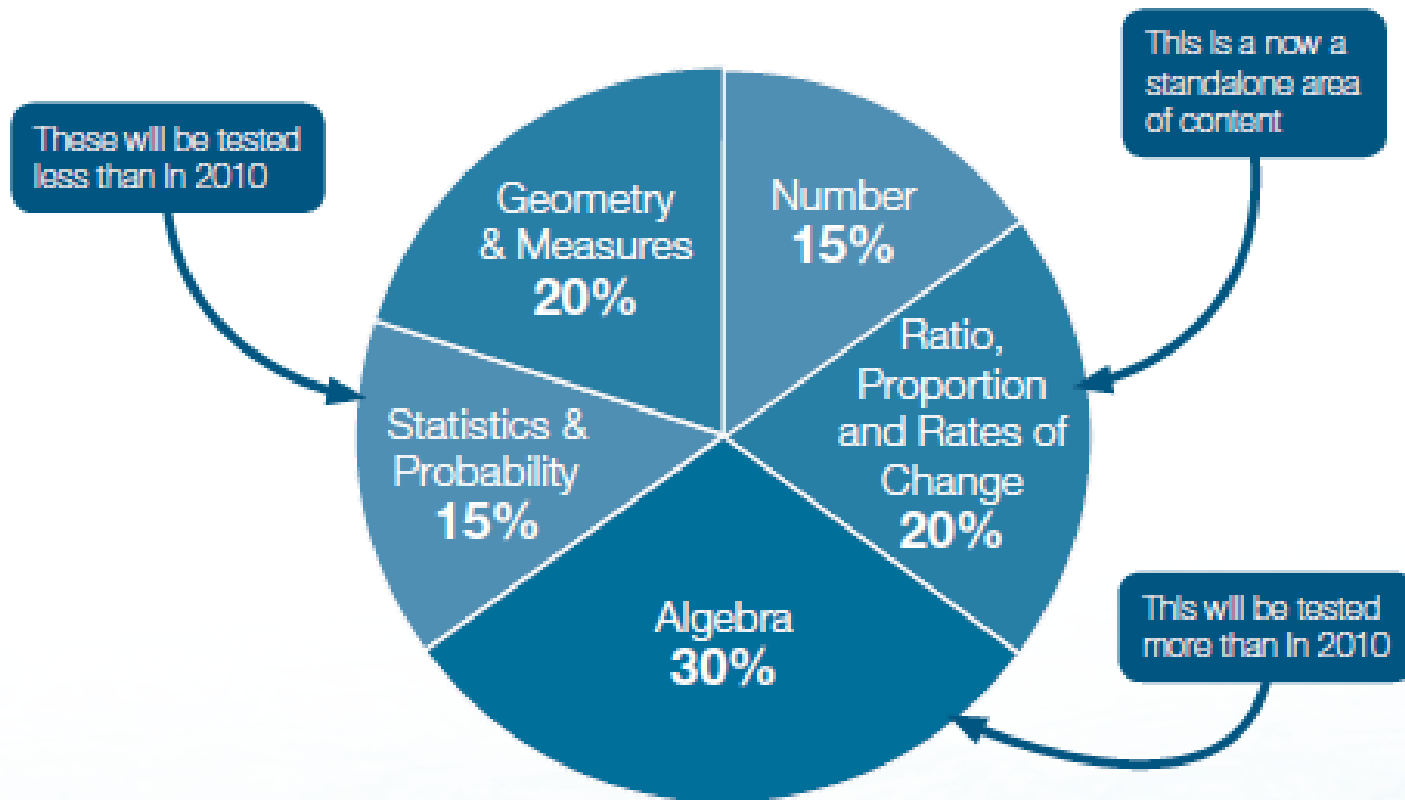


GCSE Mathematics 2017



Content

Higher

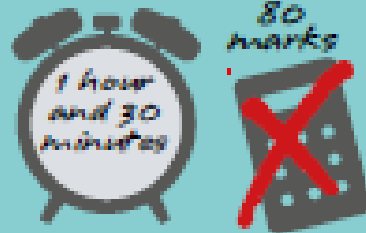


Examination Papers

Foundation
(grades 1-5)

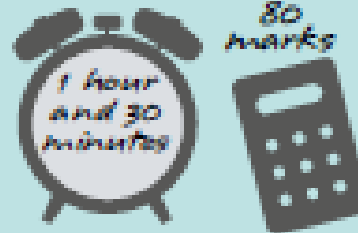
Paper 1
Non-calculator

33.3% weighting



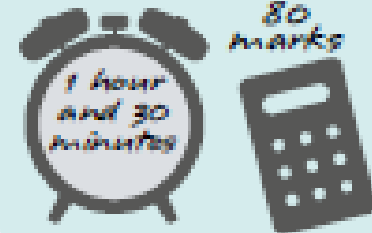
Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

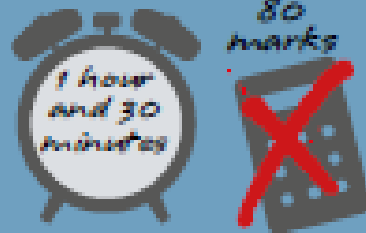
33.3% weighting



Higher
(grades 4-9)

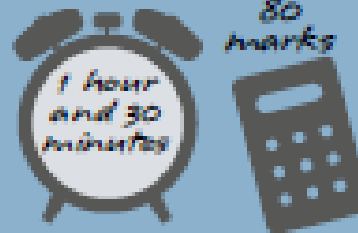
Paper 1
Non-calculator

33.3% weighting



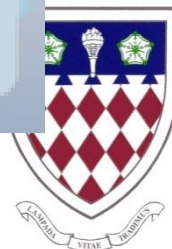
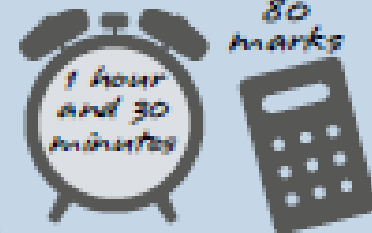
Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



Assessment Objectives

AO1 Questions that test students' memory of the content they learned in class

AO2 Questions that present a scenario and ask students to apply the correct maths

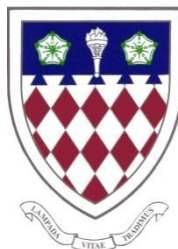
AO3 Questions that present a problem and leave the student to solve it

Unlike AO1 and AO2, AO3 questions will often leave the students with no hints or tips on how to solve the problem. They will often be open-ended and leave the students to develop their own method of answering the question.

AO1

Chelsea won the Premier League Championship in 2009/10. They played 38 games and won 27 of them. What percentage of the games they played in the league did they win?

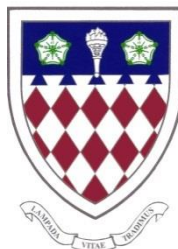
(This is a simple AO1 question. Although the information is set in a context, students just need to recall and use the correct formula in order to gain a mark.)



AO2

In the football season 2009/10, Chelsea played some games away from their home ground. Of these away games, they drew 4 games, lost one more than they drew and won twice as many as they lost. How many matches did they play away from home?

(This is an example of an AO2 question. The students have to select and apply the correct method in the context to find the appropriate solution.)



A03

In the season 2009/10, Chelsea played 38 matches.

They drew 5 of their games, lost 3/19 of their games and won the rest. If they gained 3 points for a win, 1 point for a draw and 0 points for a loss, how many points did they have at the end of the season?

(This is an example of an A03 question. The students will have to interpret and analyse the problem and generate a strategy to solve it. Quite often in these questions, there will be more than one way of finding an answer that is correct.)

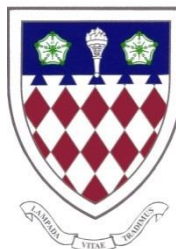
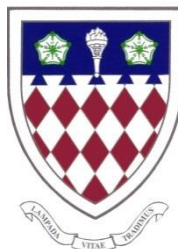
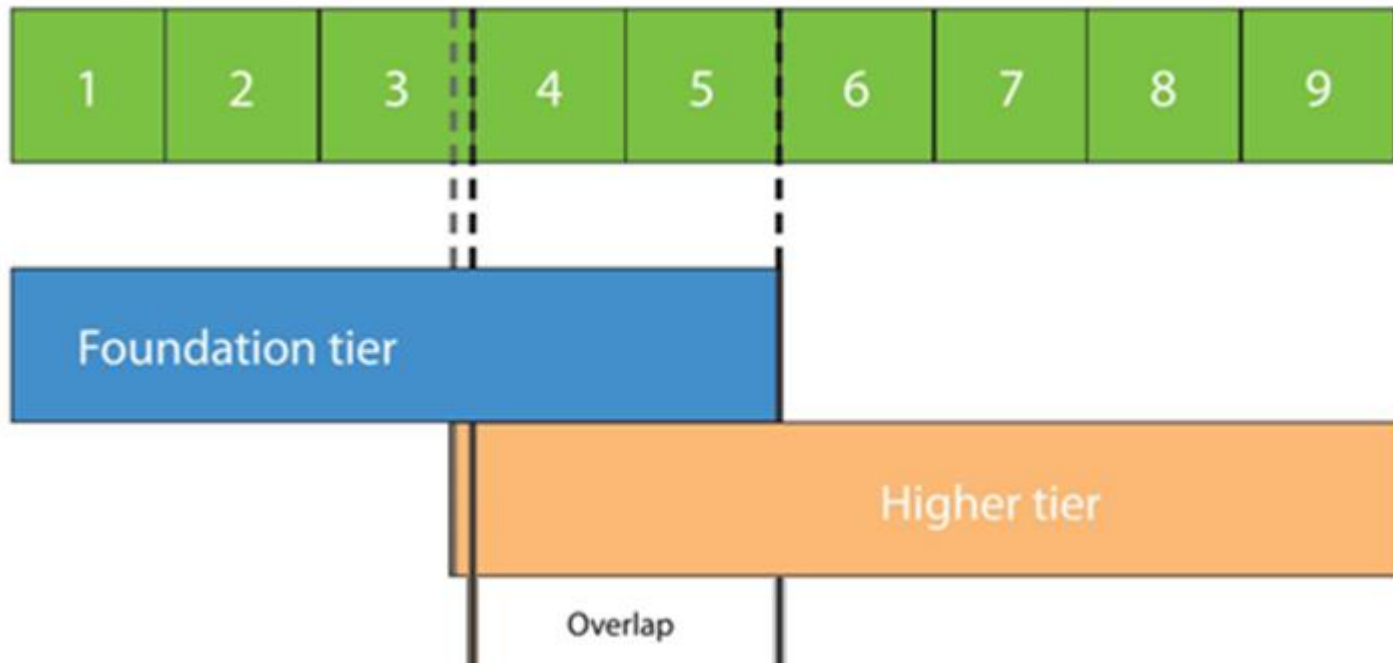
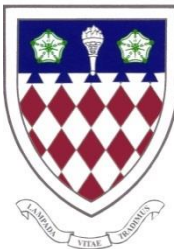


Illustration of grades and tiering in the new GCSE mathematics



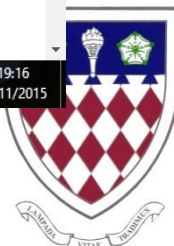
Need More Challenge?

AQA GCSE Further mathematics for those aiming for grade 8 or 9.



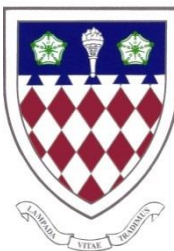
MyMaths Website

The screenshot shows a web browser window with the address bar displaying `www.mymaths.co.uk/parent.html`. The browser's address bar includes navigation icons (back, forward, refresh, home) and a search icon. Below the address bar is a bookmarks bar with folders for 'Apps', 'History', 'Banking', 'Broadband', 'Media', 'Medical', 'Phone', 'School', 'Tools', 'Travel', 'Downloads', 'Utilities', 'Print', 'Shopping', and 'Other bookmarks'. The website header features the MyMaths logo with the tagline 'Bringing maths alive' and a login form with fields for 'Username' and 'Password', and a 'Go' button. A navigation menu below the header includes links for 'Home', 'Primary', 'Secondary', 'Parents' (highlighted), 'Subscribe', 'Help', and 'News'. The main content area is titled 'Parents' and contains the text: 'The MyMaths resources are available 24 hours a day, 7 days a week from school or from home.' To the right of this text is an illustration of a woman and a child sitting at a desk with a computer. Below this are three columns of information, each with an icon of stacked blocks: 'Fully interactive' (describing the online learning solution), 'Login at home' (describing homework access), and 'Check their progress' (describing parental monitoring). The Windows taskbar at the bottom shows the system tray with the date '01/11/2015' and time '19:16', and several application icons.



Help!

- Homework books
- MyMaths website
- Talk to your teachers for support
- Mathematics Clinic every Thursday
- Revision guides available



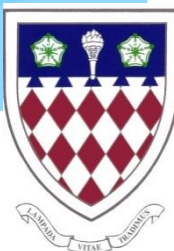
Finally?

What can you do to support your daughter in maths?

1. Encourage your daughter whenever possible. **Revision** prior to every assessment is a vital part of developing skills for the final examination series.
2. Developing the ability of “**working out what to do when you don’t know what to do**” takes time, perseverance and practice, practice practice. Encourage your daughter to “**stick with it**” and ask for help if necessary. Where there is a will there is a way etc
3. Make the most of technology available to us today; graphing tools, mymaths and numeracy apps to boost confidence and speed up calculations.
4. Homework is a vitally important part of developing skills independently, it provides consolidation and enrichment opportunities. So your continued support with a quiet place to work, preferably in a social media free-zone to aid concentration and encouragement when questions are tough is always appreciated.

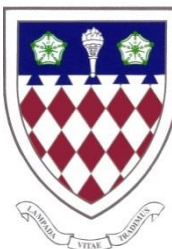
Religious Studies GCSE

- *Examined through three examination papers sat at the end of year 11
- *Religions studied – Christianity and Sikhism
- *Graded 1-9



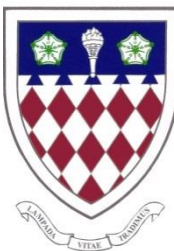
Students start their GCSE course in year 9 (board is Eduqas)

- In year 9 they study the beliefs and practices of Sikhism
- In year 11 they will sit a Sikhism paper of 1 hour which equates to 25% of the total marks



Year 9

- **Some of the topics studied include**
 - **Beliefs about God**
 - **Sikh teachings about equality**
 - **Beliefs about life after death – the Sikh belief in reincarnation**
 - **Worship in the home and local gurdwara**
 - **Sikh festivals and places of pilgrimage**



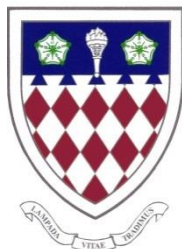
Therefore organisation and a good work ethic are vital in year 9

Course content is challenging with lots of specialist language used.

Students are not just examined on factual knowledge.
In the new GCSE courses, the amount of marks available for the skill of evaluation has been increased to 50% of the marks.

Evaluation questions are now worth 15 marks

E.g. “Going on pilgrimage to Amritsar should not be a priority for Sikhs”. Discuss 15



In Year 10 – students study for their Christianity Beliefs and Practices Paper

This paper is also 1 hour and worth 25% of the marks

Some of the topics studied for this paper include:-

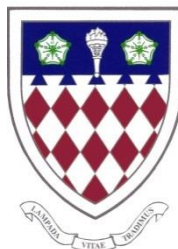
Christian beliefs about God and the person of Christ

Life after death

How and why Christians might worship differently

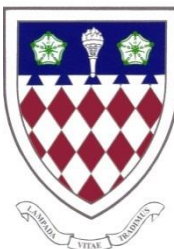
Places of pilgrimage and festivals

Whether or not Britain can still be classed as a Christian country

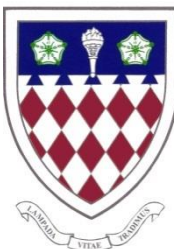


Walsingham Trip

Students will visit Walsingham in year 10, a well known place of pilgrimage associated with claims of miracles

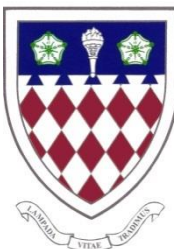


**3rd paper is an issues based paper
worth 50% of the marks
2 hours long**



Students will explore Christian and Sikh perspectives on these issues

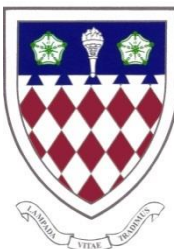
- A range of moral/religious issues will be studied e.g.
- Abortion
- Euthanasia
- Sex and relationships
- Crime and punishment, including the death penalty
- The problem of evil and suffering



Overview

- Year 11
- Christianity – 1 hour 25% of marks
- Sikhism paper – 1 hour 25% of marks
- Issues based paper – 2 hours (from Christianity and Sikhism) 50% of marks

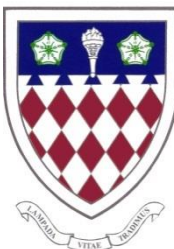
The course content is challenging but hopefully thought provoking and enjoyable too!



Results 2018

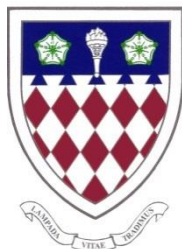
The results in 2018 exceeded our expectations

- **32% of students achieved a grade 9**
- **24 % of students achieved a grade 8**
- **23% of students achieved a grade 7**



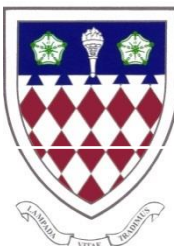
Non-examination subjects

- **Cross curricular ICT**
- **Careers Education**
- **Citizenship taught via Religious Studies, PSHCE and across the curriculum**
- **PSHCE (personal, social, health and careers education)**
- **Physical Education**



Option Choices

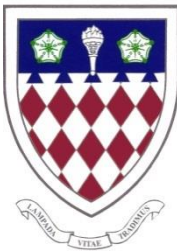
- **Geography**
- **History**
- **German**
- **Spanish**
- **Latin**
- **Music**
- **Art and Design**
- **Drama**
- **Business**
- **Computer Science**
- **Food and Nutrition**
- **Textiles Technology**
- **Design and Technology**



How do I decide which option subjects to choose?

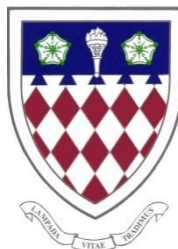
- Choose subjects that you are good at and that you enjoy.
- Consider the non-examination assessment (coursework) demands.
- Think about any career ideas that you might have.
- Talk to your teachers.

REMEMBER – a wide range of subjects at this stage will leave your options open for the future



Who can help me in making my option choices?

- Subject Teachers
- Information in your options booklet
- Use the websites listed in the booklet
- Y10 and Y11 students at the options fair
- Your Form Tutor, Pastoral support or Head of Year
- Mrs Jacqui Gilman, careers service
- Parents and older siblings



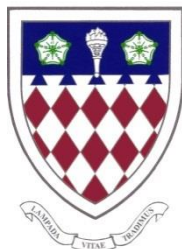
Completing the form

- Complete your name and form on the preferences sheet included with your brochure
- Tick either Geography or History as your compulsory humanity

You then have a choice of two further subjects

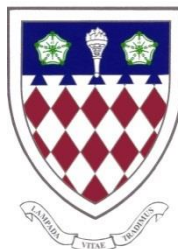
- Tick the two subjects you would like to take and put R next to your reserve choice

The form must be signed and dated and returned to your form tutor no later than **Tuesday 5th March 2019**

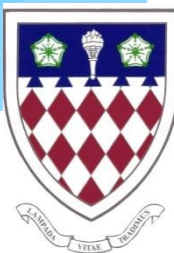


Timetable of events

- **Subject Talks** – Beginning Wednesday 23rd January in lessons
- **Options Fair** – Monday 28th January at 12.45pm in the Hall
- **Parents' Meeting** – Wednesday 6th February at 4.20pm
- **Deadline for Options Forms** – Tuesday 5th March 2019



SHS Assessment & Monitoring



New	Old
9	A*
8	
7	
6	B
5	
4	
3	D
2	
1	

A*

A

B

C

D

E

F

G

Subject	Projected Grade	GCSE Estimate	Aspirational Target	Effort Grade
English Language	8	7	9	E
English Literature	7	7	8	E
Mathematics	6	7	7	E
Biology	6	6	6	E
Chemistry	5	6	6	E
Physics	8	6	6	E
Business Studies	5	7	7	E
Food & Nutrition	6	7	8	E
French	6	7	7	E
Physical Education				E
Geography	5	6	6	AE
Religious Studies	7	7	7	E

Projected Grade

*“Based on the work you have produced that I have seen and marked, assessments and tests, the effort you make, the extra work you put into this course and from what I know about you, **if you continue as you are**, the most likely grade you will achieve at the end of the course, at this point in time, is....”*

