KS4 INFORMATION EVENING
4TH MARCH 2020

Guidance for parents and carers

AIMS

1. To outline the reform of GCSE qualifications
2. To present guidance for parents and carers about progression routes
3. To provide an overview of our Core offer by subject leaders
4. To offer guidance about the process and provide any necessary support

GCSE REFORMS – 2017 TO 2019

- New grading system with 9 to 1 replacing A* to G
- Removal of early entry opportunities and no taking exams more than once
- New and more challenging content
- Removal of controlled assessment for non-practical subjects
- Written examination element in all subjects but art, with various weighting depending on course
- A return to linear examinations with maths, science and MFL offering tiered papers (“higher” grades 9 to 4 / “foundation” 5 to 1)

GRADE REFORMS

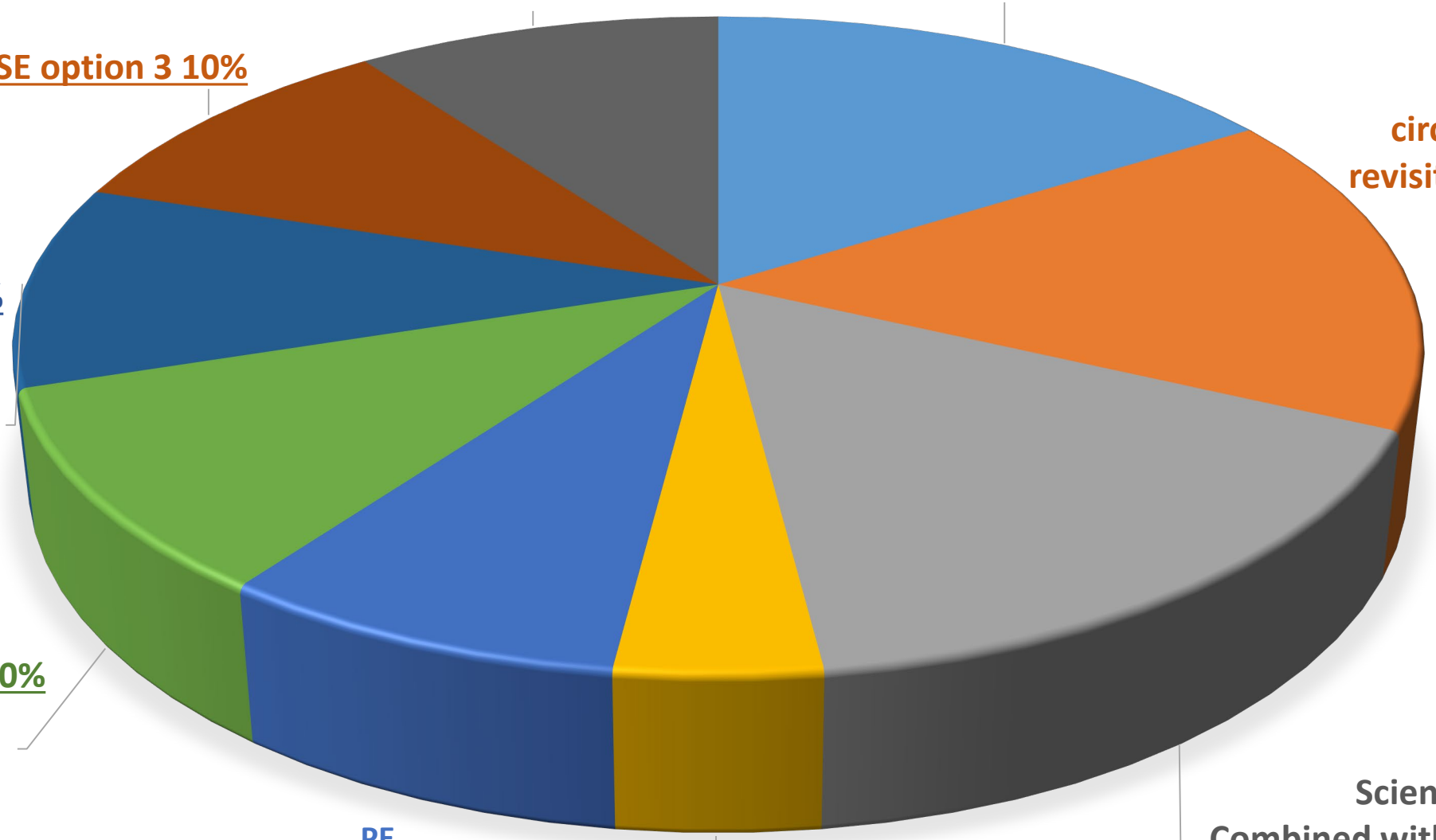
Old grades	New grades
A*	9
	8
A	7
B	6
	5 STRONG PASS
C	4 STANDARD PASS
D	3
E	2
F	
G	1
U	U

GCSE grading	Vocational grading
9	Level 2 Distinction *
8	Level 2 Distinction
7	
6	Level 2 Merit
5 STRONG PASS	Level 2 Pass
4 STANDARD PASS	
3	Level 1 Distinction
2	Level 1 Merit
1	Level 1 Pass
U	

SUBJECTS OFFERED

Core	Compulsory option subjects (minimum one)	Wider option subjects
English language	Computer Science	Art
English literature	Geography	Citizenship
Mathematics	French	D&T: Graphics
Science	History	D&T: Resistant Materials
Personal, Political & Philosophical studies	Latin	Drama
Physical education	Spanish	Hospitality & Catering L2 award
	Turkish	Creative iMedia & Film*
		Music
		PE & Sport L2 award*
		Photography
		Religious Studies
		Textiles

YEAR 9 CURRICULUM



GCSE option 4 10%

English 16%
KS3 content

GCSE option 3 10%

maths 16%
circular curriculum
revisiting and extending
topics

GCSE option 2 10%

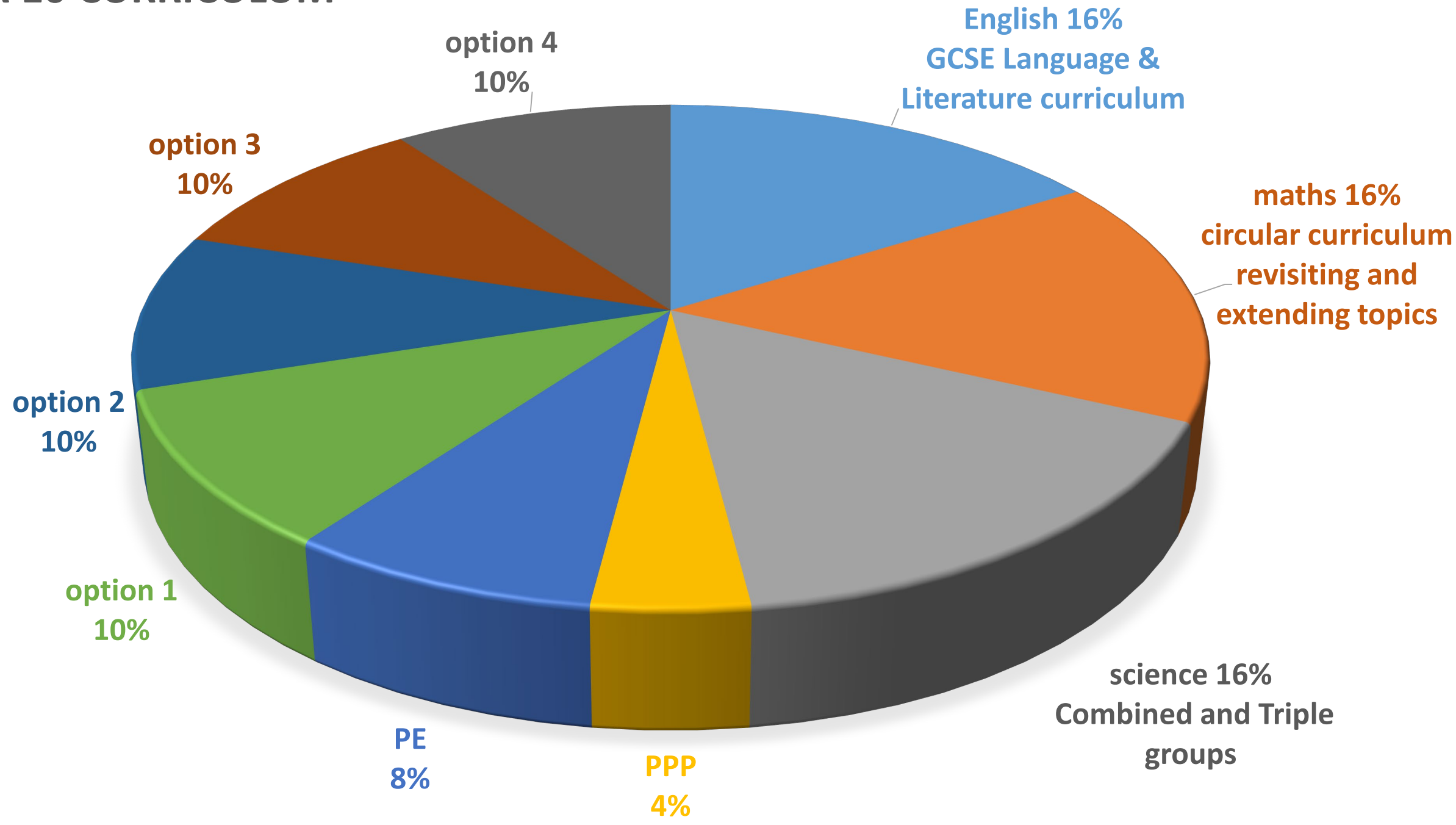
GCSE option 1 10%

PE
8%

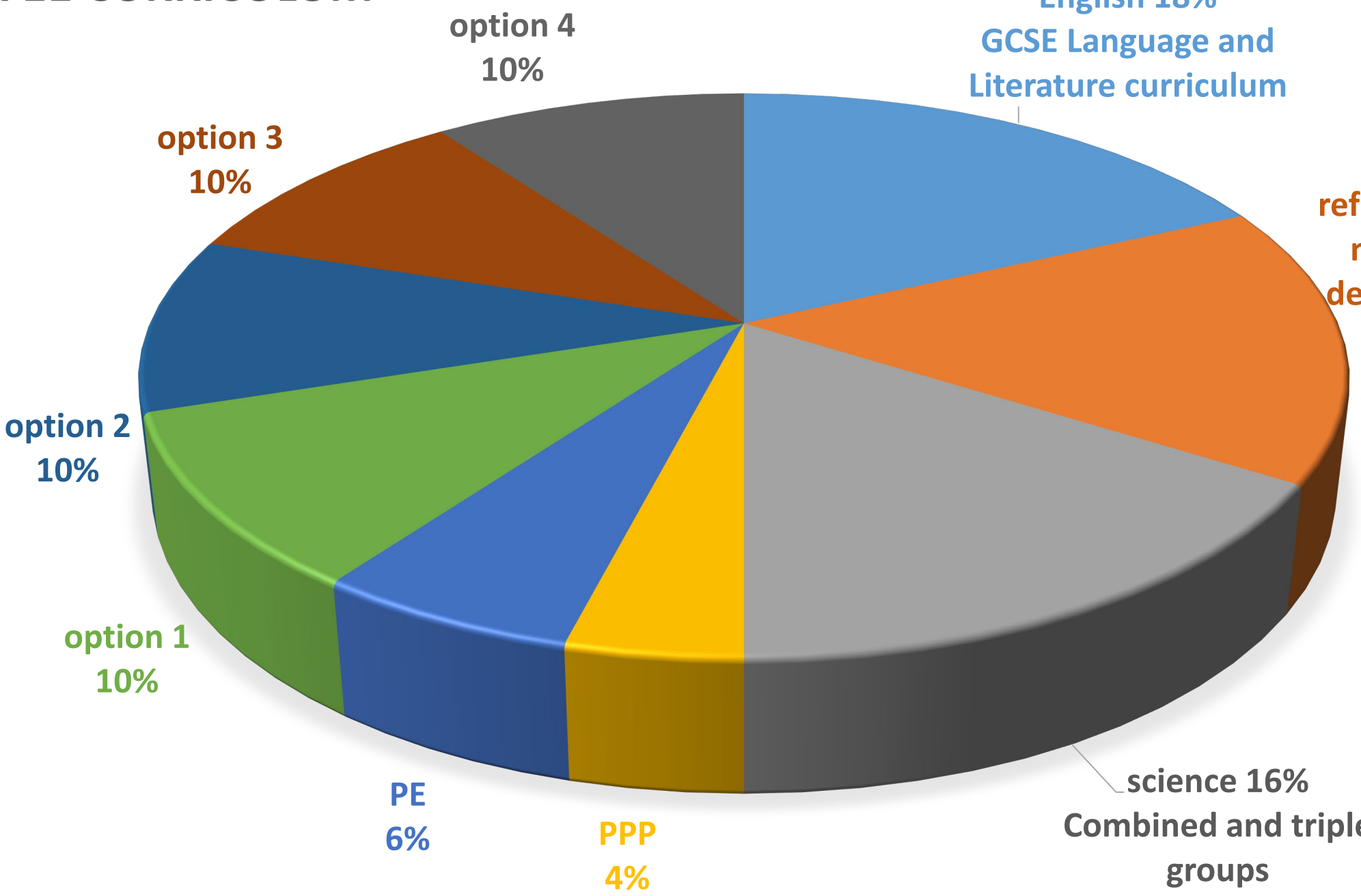
PPP
4%

Science 16%
Combined with Triple pathway
determined at the end of Year 9.

YEAR 10 CURRICULUM



YEAR 11 CURRICULUM



MAKING INFORMED CHOICES

1. Do chosen subjects link to your potential post 16 plans, post 18 plans and possible career choices?
2. Before making decisions, do plenty of research making sure that you have a wide knowledge of entry requirements for a range of potential 6th form courses
3. Consider your strengths and what do you enjoy doing
4. Keep your options open and choose a broad range of subjects
5. Don’t make choices based on friendships
6. Don’t make choices based on specific teachers

CHOOSING OPTION SUBJECTS

You must choose ***at least one*** subject highlighted in green in any of the blocks

		Block 3	Block 4
History		History	History
Geography	Geography	Geography	Geography
French	Computer Science		French
Spanish	Spanish	French	Spanish
	Turkish	Latin	Computer Science
Art and Design: Textiles specialism	Drama	Photography	Art
Drama	PE & Sport*	Hospitality and Catering	Drama
Art	Photography		Design & Technology: Resistant Materials
Music	Citizenship	iMedia & Film*	Design & Technology: Graphics
Photography	Design & Technology: Resistant Materials	Drama	Religious Studies
Citizenship		Music	Music

Write your chosen subjects in the boxes below. Choose ***one*** subject from each option block and cho

Due to the nature of the courses being similar, students may not choose:

- Design and Technology: Graphics Specialism ***and*** Resistant Materials Specialism.
- Art ***and*** Art and Design: Textiles Specialism.
- *choice of pathways from Year 10 – see Options Subject Information Booklet

Choose a different subject in each block (making sure that you don't choose graphics & resistant materials or art & textiles) and put into the blank options boxes below

Block 1 choice	Block 2 choice	Block 3 choice	Block 4 choice
Spanish	Computer Science	Drama	Religious Studies

Please choose three back-up options and write them in the boxes below.

i. These will be used if for any reason one of your first-choice subjects does not run or is oversubscribed
ii. You should place them in order of how much you would like to do them
iii. They can be from any block

1st	History	2nd	Photography	3rd	Citizenship

Name:		Tutor group:	

We will do our utmost to fit all students into their preferred choices, but this cannot be guaranteed. This is why we ask students to provide three back-up choices, in rank order, and not subjects chosen in the four boxes. Where we are unable to allocate a first choice, we will work down the rank order list and allocate to the first available subject. The reasons a student may not get their first choice include:

- **Insufficient numbers for the class to run** – too few students have opted for the subject. If the subject is being run in another block we will look to move block choices to accommodate. If it is not, then we will use the back-up choices.
- **Oversubscription** – too many students have opted for the subject. The number of spaces in each subject is decided using the maximum class sizes set by the head teacher and governors. Practical and computing subjects will have smaller class sizes than other subjects. When there are too many students opting for the number of spaces available, students with an EHCP are allocated first and then remaining students are randomly selected from all those who requested the subject. Where students are not selected, we will use their back-up choices. All students have an equal right to be selected and we do not use attainment or behaviour to decide. The random selection process is overseen by two senior members of staff to ensure fairness.
- **Unforeseen staffing changes** - rarely, a staffing change may mean that a subject has to be withdrawn from the option blocks. If this happens we will use back-up choices.
- **Late return of options form** - if we do not receive an options form by the deadline published (3rd April 2020), a first choice cannot be considered if it is for an oversubscribed subject and back-up choices will be used. (See page 6 of guidance booklet)

PROCESS AND KEY DATES

- Week beginning 3rd February - heads of subject present at Year 8 assemblies
- Week beginning 24th February - 1:1 guidance meeting with Leadership Team for all students
- 28th February - Creative Day careers carousel
- 4th March - Year 8 options evening
- 4th March onwards - drop-in sessions for parents and carers requiring support (please contact Lucy.Bryant@sns.hackney.sch.uk to arrange a meeting or telephone conversation)
- 25th March - Year 8 parents' evening
- 3rd April - deadline for completion of ***both*** online and paper option forms (return paper copy to Jenny Diprose)
- June - Letters sent home with confirmed options

Science

Progression to Science A levels

Pupils may do Science A levels at Stoke Newington School (or other Sixth Form providers) if they to Triple Sciences (Higher) or Combined Sciences (Higher). Pupils will not be at a disadvantage in doing Science A levels if they have done Combined Science rather than Triple.

Year 9	Year 10	Year 11	GCSEs
Science (9 hours a fortnight) **Pupils taught in mixed ability classes**	**Combined Science (9 hours a fortnight)**	**Combined Science (9 hours a fortnight)**	**Combined Science worth 2GCSEs Higher or Foundation**
	Triple Science (9 hours a fortnight)	**Triple Science (9 hours a fortnight)**	**Biology, Chemistry, Physics worth 3 GCSEs We will offer this at Higher only**

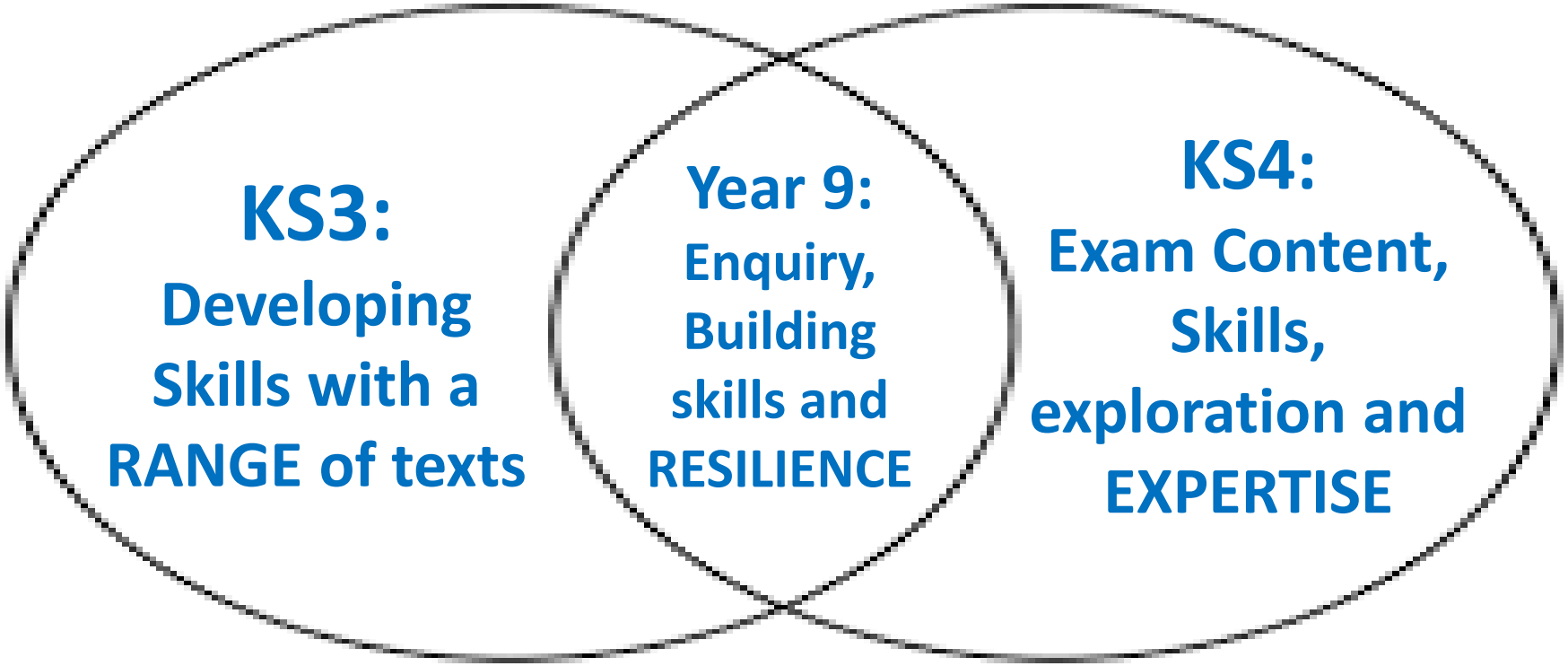
Who should be doing Triple then?

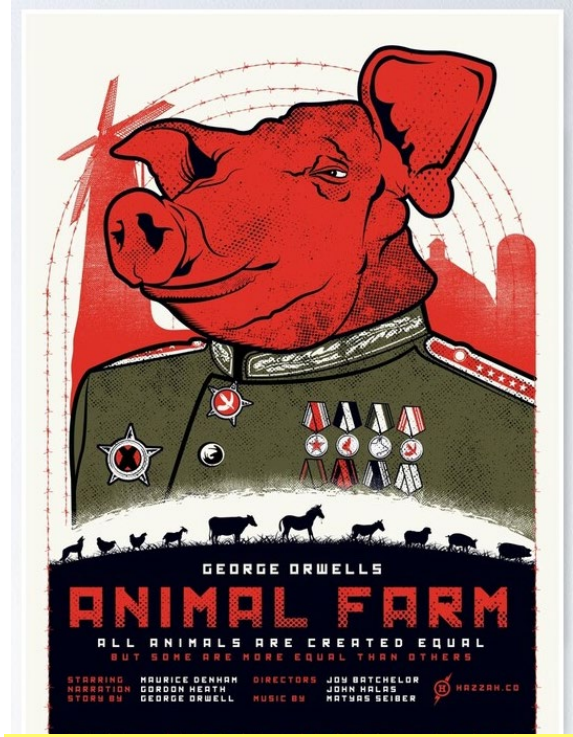
Triple Science covers more content than Combined Science in the same amount of teaching time. We will be selecting the highest ability pupils only for Triple – we will cap this number at 60 pupils. We will only offer Triple at Higher tier.

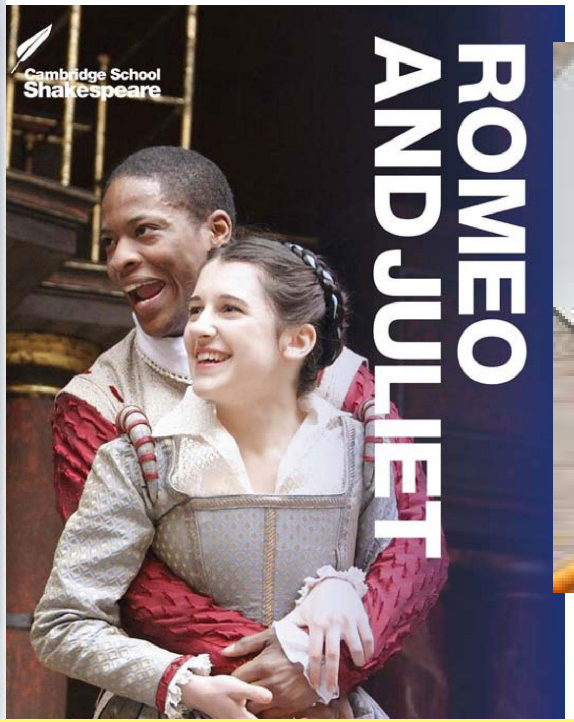
How will this work?

In year 9, pupils will sit graded assessments. The outcome of these assessments will determine whether a pupil follows the Triple Science pathway or the Combined Science pathway in years 10 and 11. There will be two Triple classes in year 10 – one on the A band and one on the B band. Each Triple class will have a maximum of 30 pupils in it. The top 30 pupils in each band (based on an average of those assessments) will be offered Triple Science by letter to the parents and pupils. Parents and pupils who are chosen may accept Triple, or, alternatively opt out of Triple (in which case we may consider the “next best” pupils from their assessment grades).

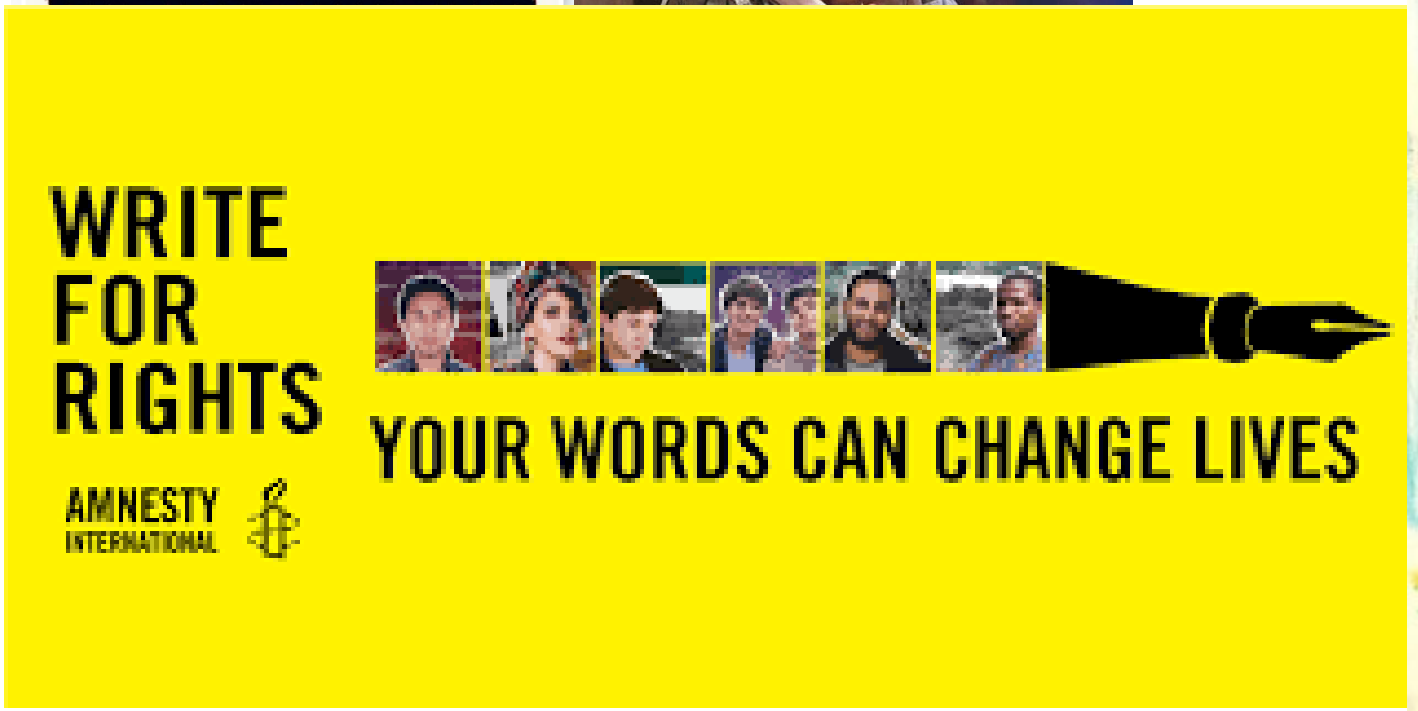
Welcome to Year 9 English at SNS




GEORGE ORWELL'S
ANIMAL FARM
ALL ANIMALS ARE CREATED EQUAL
BUT SOME ARE MORE EQUAL THAN OTHERS


Cambridge School Shakespeare
ROMEO AND JULIET

Creative writing


WRITE FOR RIGHTS
YOUR WORDS CAN CHANGE LIVES
AMNESTY INTERNATIONAL

UTOPIA

DYSTOPIA

English Language (8700)
and
English Literature (8702)

Exam board:

English Language

To succeed in Language, pupils need to:

- ✓ Read texts and questions very carefully
- ✓ Respond to the 'EBIs' from their teacher
- ✓ Ensure ALL homework is completed to a high standard
- ✓ Read a range of text types to help develop their vocabulary and resilience to unseen texts
- ✓ Be able to write accurately and engagingly.

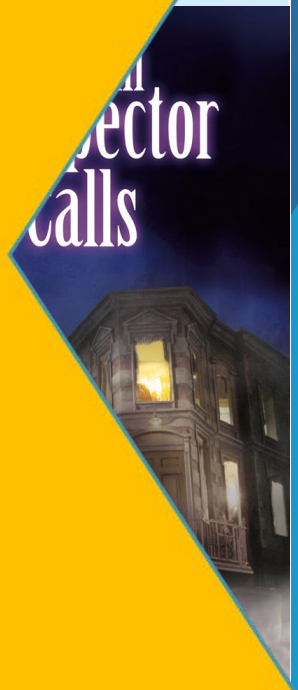
English Literature

Paper 1:Shakes… …n Texts and …

- ✓ Know the content of the set texts
- ✓ Consider the writers' purpose
- ✓ Know the social/historical contexts of the set texts
- ✓ Be able to say how the language and structure of the texts adds to their meanings
- ✓ Know the themes of the set texts- including thematic links for the Poetry unit
- ✓ KNOW KEY QUOTES

Se…

Sha…



…ekyll and Hyde.

and one qu…
comparing …
with a second unseen poem.

Effective Preparation

Go to lessons prepared to try your very best

Be positive!

Exam board Sample Materials:

http://www.aqa.org.uk/subjects/english/gcse

Where to find appropriate texts to read:

https://www.bl.uk/romantics-and-victorians (good for articles on literary context and also developing reading skills for 19th Century texts)

http://www.bl.uk/learning/langlit/texts/context.html

Where to find examples of style models/ journalistic writing:

https://www.theguardian.com/uk/commentisfree

http://www.huffingtonpost.co.uk/

Revision for Literature

http://www.sparknotes.com/

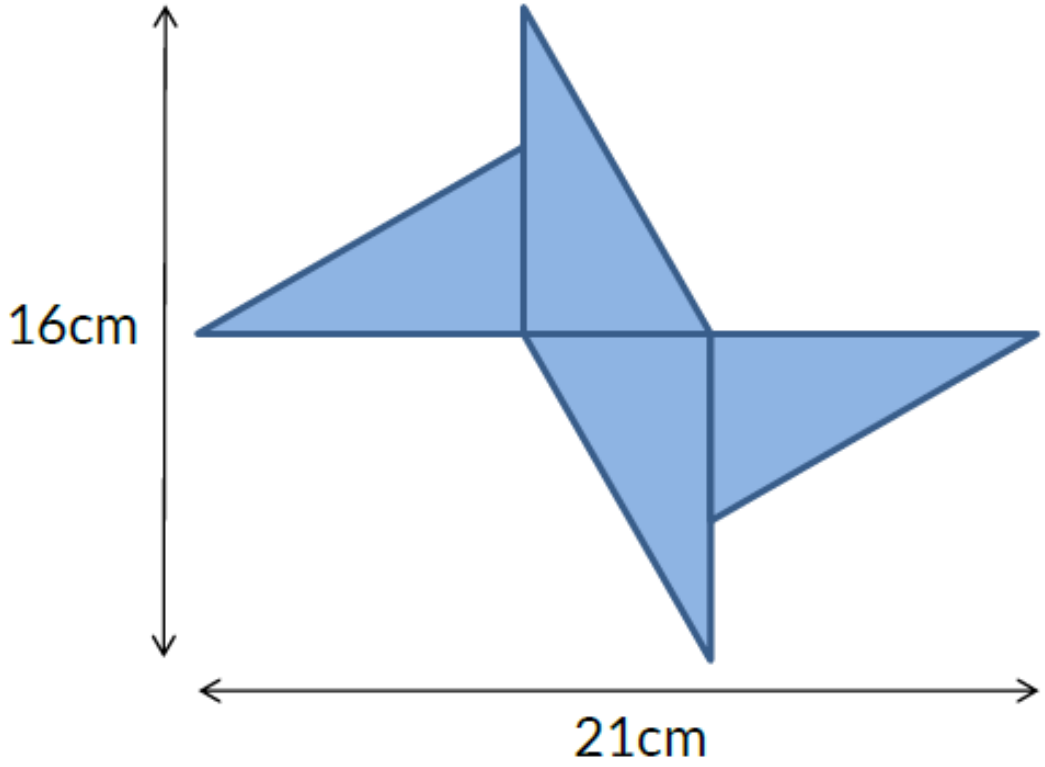
http://www.bbc.co.uk/schools/gcsebitesize/english_literature/

School Website- Revision resources for Literature

https://www.stokenewingtonschool.co.uk/news/keystage-4-revison-support

Maths – GCSE information

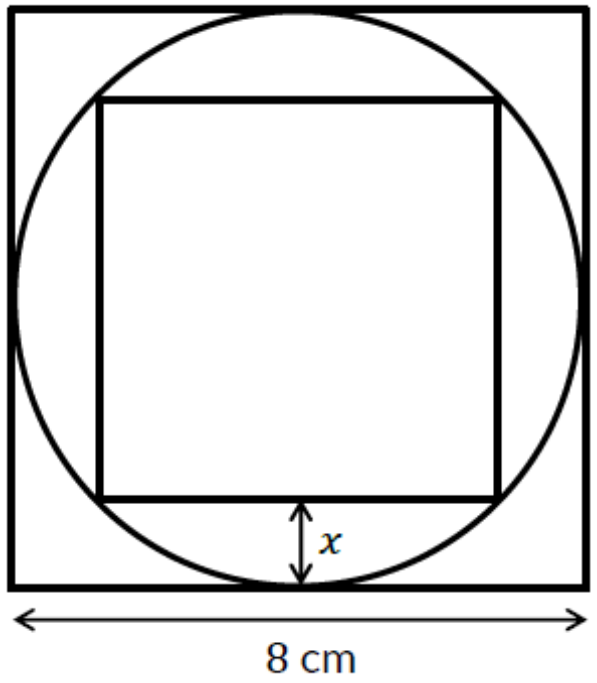
A logo is made up of four congruent triangles.



Find the area of one of the triangles.

The diagram shows a square inside a circle

The circle is inside an outer square.



The length of the outer square is 8cm.

Find the distance marked x

Maths – GCSE information

40 children take part in a school show.

The ratio of boys to girls in the show is 3 : 5

$\frac{3}{5}$ of the children are dancers.

There are 4 more singers than actors.

There are twice as many boys who are singers as boys who are actors.

There are 21 girls who are dancers in the show.

How many girls are singers?

Maths - Scheme of work

			Y7	Y8	Y8	Y8	Y9	Y10	Y9	Y10	Y10	Y9	Y10
				5-6	3-4	1-2	5-6	5-6	3-4	4	3	1-2	1-2
1	**Number - Powers and roots**												
1	find the prime factorisation of a number	Key words: integer, add,											
2	use prime factorisation and venn diagrams to find HCF and LCM												

			Y7	Y8	Y8	Y8	Y9	Y10	Y9	Y10	Y10	Y9	Y10
				5-6	3-4	1-2	5-6	5-6	3-4	4	3	1-2	1-2
2	**Algebra - Sequences, functions and graphs**												
1	identify types of sequences - including oscillating, geometric, quadratic, Fibonacci, iterative	Key words: position - to - term rule, linear											
2	find nth term rule for a linear sequence												
3	use nth term rule to generate terms, to decide if a term is in the sequence and to find the first term greater than/less than a given number												

			Y7	Y8	Y8	Y8	Y9	Y10	Y9	Y10	Y10	Y9	Y10
				5-6	3-4	1-2	5-6	5-6	3-4	4	3	1-2	1-2
3	**Proportion - ratio and decimals**												
1	simplify ratios, including ratios expressed in different units and with more than two 'parts'	Key words: Proportion, ratio, 'parts' simplify, fraction, numerator, denominator, divide, share, quantity, amount, percentage, scale, hundredth, equivalent, respectively											
2	***divide a quantity into two or more parts in a given ratio***												
3	use the unitary method to solve problems involving ratio and direct proportion e.g. "best buys"												
4	***scale up or down quantities using proportional reasoning e.g. recipes***												
5	round positive numbers to any given power of 10 and decimals to the nearest whole number of one or two decimal places												
6	apply exchange rates to convert between currencies												
7	use related calculations to multiply decimals without a calculator (mental and written calculations)												
8	to divide by decimals by transforming to division by an integer												
9	round to a given number of significant figures												
10	use rounding to make estimates and to give solutions to an appropriate degree of accuracy												
11	interpret the language of ratio to solve a range of problems												
12	solve problems involving two ratio relationships within a question - 3 part ratios												
13	more challenging problem solving using ratio and proportion												
14	use standard index form to make sensible estimates for calculations involving multiplication and/or division												
15	use inequality notation to specify simple error intervals due to truncation or rounding												
16	***apply and interpret limits of accuracy including upper and lower bounds***												
17	use the relationships between lengths, area and volumes in similar figures												

Maths – GCSE information

Course structure

- 5 year GCSE covering number, algebra, geometry and data
- Increased focus on ratio and proportion
- Low threshold, high ceiling questions
- Multiple representations
- Group problem solving activities every half term

Assessment

- Y9, Y10, Y11 – mock GCSE papers
- Foundation/Higher entry
- GCSE – three 1.5 hour papers (1 non-calculator, 2 calculator)

Useful websites

- www.mathskitchen.com
- www.hegartymaths.com
- www.corbettmaths.com