

HECKMONDWIKE GRAMMAR SCHOOL

OPTIONS BOOKLET



Year 8



Dear Student

Year 8 is an exciting and important year in your school career. This year you will make some decisions about the subjects you will study at GCSE level from September 2023.

The decisions you make could affect your future, so you must make your choices carefully and from an informed position. We will do all we can to help you with this so that you make **the right choices for you**.

This booklet is intended to guide you through the options choice process and to give you some of the information you will need to help you to decide what to do.

You should also consider any advice you get from others, such as:

Your form tutor, including the content of careers sessions we will and have provided

Your subject teachers

Careers staff

Parents, older brothers and sisters, and friends of the family

Other materials published by subject departments, and on careers websites.

You will find that you do not have *complete* freedom to choose all your subjects. Some subjects are compulsory and for some you have an element of choice. However, there is sufficient choice available for you to personalise your curriculum to suit your strengths, your aspirations and your interests.

We need to know your options choices now so that we can begin the lengthy planning process to make sure we have the staff and resources in place to teach the courses that you choose by September. We will do our best to accommodate everyone's choices, although it is important to point out that **very occasionally, we cannot provide the exact combination of subjects that you have chosen**. This is caused by the practicalities of staffing, rooming and scheduling the timetable, and if it happens, we will tell you about it and ask you to consider an alternative combination.

The Framework of choices

Your subject choices will lead you to GCSE qualifications at the end of Year 11 and will be made up of two parts, or elements:

1. The compulsory element
2. A further choice element (four subjects)

Each of these elements is described in further detail on the following pages.



1. Compulsory element:

All students in years 9 to 11 follow courses which will lead to GCSE qualifications in:

- English Language
- English Literature
- Mathematics*
- Biology
- Chemistry
- Physics

*Depending on which set they are in, students may take an extra qualification in either
FSMQ – Additional Mathematics or
GCSE – Further Mathematics

There are also compulsory non-examined courses in Games, Religious Education & PSHE

2. Further choice element:

Pupils have **FOUR** further subject choices from:

- Art and Design*
- Business
- Computer Science
- Drama
- Food Preparation and Nutrition*
- French* ♦
- Geography*
- DT Graphics**
- History*
- Music*
- Physical Education
- Religious Education
- DT Resistant Materials**
- Spanish*♦

* It is likely that you will need to choose this subject if you wish to study this subject at A-level.

♦ If choosing French or Spanish, pupils **must** already have been studying the same language in year 8.

* Due to the large amount of controlled assessment (coursework) for these subjects, pupils can only choose **one** of these subjects.

Reserve Choice

Students are asked to make a reserve choice and whilst we will do everything we can to allocate all students to the subjects of their first choice, this is not always possible. Some subjects have limited numbers of places available. If these are oversubscribed, priority will be given on the grounds of aptitude and attitude to learning, which may be evidenced by prior performance in that subject or a related subject(s).

Please read all the information contained in this booklet, be proactive and speak to all your teachers, then take time to reflect honestly on your interest for and ability in each subject, alongside any future aspirations, and make an informed, personal choice.



Further Choice Subjects:

Art and Design

Introduction

GCSE Art allows you to express yourself creatively in a visual way, through the use of drawing, painting, printing, textile and photographic/digital materials. You will select themes as starting points for your work that you are expected to research and investigate, developing your own personal ideas that express your own thoughts and opinions about the world around you.

What will it be like?

Initially you will spend some time developing your skills and learning about how to meet the subject assessment objectives to a high standard. You will need to research and investigate themes by doing drawing, painting and photographic work based on items and imagery related to your project topic. You will also need to investigate the work of other artists and designers to help you develop your own creative processes and produce personal ideas for your own original artwork.

As you do all of these things you will also be expected to develop a variety of skills, such as,

- The ability to develop ideas through investigations informed by research into the work of others.
- The ability to refine your ideas through experimentation and selecting appropriate materials, techniques and processes.
- The ability to record your ideas, observations and experiences in visual and other forms that are relevant to your intentions.
- The ability to create a personal, meaningful, informed and resolved response to a starting point that makes connections between different elements of the research and preparatory work.

All students are expected to develop their drawing skills as they progress through the course but in addition to this, the specific practical skills that you develop the most will depend on how you end up tackling the course. Whether you intend to try a little of everything as you produce your project work or concentrate on a more specific area such as working with 3D materials because that is what you particularly enjoy or are best at.

Assessment

The assessment of the course is divided into **two** distinct components, the **Portfolio of Work** and the **Externally Set Task (Exam)**.

The **Portfolio of work** is selected from the project work that you do throughout the course. This comprises of two separate units or projects. A project should consist of the research and investigation work (preparation), done in sketchbooks or on study sheets and a project final piece or outcome. The Portfolio of work is displayed for final assessment at the end of the course; this accounts for **60%** of your eventual grade.

The **Externally Set Task** is like a further Coursework project but this time the theme is set by the examining board (AQA) and it has to be completed within a strict time period (like any other type of exam). Once the starting point has been given to students, they are allowed a period of preparation time to research and investigate the topic, producing studies, investigating the work of related artists and creating ideas for possible development. The student then has to undertake a 10-hour period of sustained and focussed study (broken into shorter blocks of time). This work is then assessed at the same time as the portfolio work but is marked separately and accounts for the remaining **40%** of the final grade.



Business

Introduction

GCSE Business is an examination of the business world. If you choose to study Business you will look at real businesses and see how they operate. You will examine what it takes to set up a business and make it a success. You will discover the factors which determine whether a new product or an entrepreneur succeeds or fails. You will examine how a business develops beyond the start-up phase and how business decisions are taken in terms of marketing, operations, human resources and finance.

What will it be like?

Business examines the key areas that affect all businesses:

- **Enterprise and entrepreneurship**
- **Spotting a business opportunity**
- **Putting a business idea into practice**
- **Making the business effective**
- **Understanding external influences on business**
- **Growing the business**
- **Making marketing decisions**
- **Making operational decisions**
- **Making financial decisions**
- **Making human resource decisions**

You will enjoy this course if you want to study a subject that:

- Is relevant to the world you live in, and to your future.
- Focuses on the world of business through researching real case studies and visits to firms in London / Yorkshire.
- Gives you the opportunity to investigate how real businesses work.
- Sets you up for a future career in Business or Finance.

Assessment

There are two exams, both comprising of calculations, multiple-choice, short answer and extended writing questions.

Two thirds of the questions are based on business contexts (case studies) given in the papers.

Both exams are 1 hour and 45 minutes and each is 50% of the qualification.

They are sat at the end of Year 11.



Computer Science

Introduction

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. 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.

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What will it be like?

Paper 1:

Computational Thinking & Problem Solving

What is assessed

- Fundamentals of algorithms
- Programming

Questions

A mix of multiple choice, short answer and longer answer questions assessing programming, practical problem solving and computational thinking skills

How it is assessed

- Written exam: 2 Hours
- Total: 90 marks
- 50% of GCSE

Paper2:

Computing Concepts

What is assessed

- Fundamentals of data Representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and SQL
- Ethical, legal and environmental impacts of digital technology

Questions

A mix of multiple choice, short answer and longer answer and extended questions assessing SQL programming skills and theoretical knowledge.

Assessment

There are two exams, both comprising of calculations, multiple-choice, short answer and extended writing questions.

Two thirds of the questions are based on business contexts (case studies) given in the papers.

Both exams are 1 hour and 30 minutes and each is 50% of the qualification.



Drama

Introduction

GCSE Drama offers students the opportunity to practically explore performance texts and devised theatre. Not only will you explore and study published plays, you will also have the chance to create a completely original piece of theatre for a target audience. GCSE Drama will extend your performance skills, as well as developing your ability to critically analyse and evaluate live theatre and to textually analyse and explore both classical and contemporary texts. In addition, you will develop important wider skills such as verbal and written communication, interpersonal skills, problem-solving, creativity and resilience.

What will it be like?

This course is open to all pupils who have a genuine passion and commitment to drama and theatre. During Year 9, you will focus on developing the core skills needed for GCSE. This will include creating and performing devised pieces of theatre, developing vocal, physical and characterisation skills and an introduction to our set text; *The Crucible*. You will study Drama as a performer, director and designer in order to prepare you for GCSE study. During Year 10 and 11, you will formally begin the course, using the skills you developed in Year 9. You will learn and develop the appropriate skills used in creating, performing and evaluating drama.

The Autumn term in Year 10 will include a mock devising brief, which will consist of creating both a performance and completing a portfolio.

In the first half of spring term, students will revisit '*The Crucible*' by Arthur Miller as their set text. The text will be studied from the point of view of a performer, director and designer.

From February until June, students will focus on Component 1: Devising. They will respond to a range of stimuli and then create an original, innovative performance for a specific target audience, in addition to creating their portfolio to document and reflect on their process and performance.

In Year 11, students will complete Component 2: Performance from Text, which will involve 2 performances to an external examiner. They will also prepare for Component 3, which will include revision of *The Crucible* and Live Theatre.

Assessment

Component 1: Devising (40% of the qualification)

- You will create, develop and perform a devised piece from a stimulus (15 marks).
- You will produce a portfolio to evidence your creating process. This can be written / typed evidence up to 2000 words OR recorded evidence between 8-10 minutes (45 marks).
- This unit is a combination of practical and written.

Component 2: Performance from Text (20% of the qualification)

- You will perform in two key extracts from a performance text to an external examiner.
- This unit is entirely practical with the exception of a 200-word written intention for both extracts performed.

Component 3: Theatre Makers in Practice (40% of the qualification)

- You will practically explore and study *The Crucible* by Arthur Miller in preparation for your written examination.
- Section A of the exam consists of six questions about one extract from the chosen text.



Food Preparation & Nutrition

Introduction

This course embraces and emphasises understanding of and enjoyment of different cuisines. There will be significant focus on developing high level cooking skills. Students will develop knowledge and understanding of the functional properties and chemical processes as well as the nutritional content of food and drink.

What will it be like?

This is a GCSE course with a strong practical focus. You will master a variety of technical skills and become proficient in the kitchen. In addition, you will develop an in-depth knowledge of food science, food safety, food choice, nutrition and health.

You will also develop transferable skills such as:

- Analysis
- Evaluation
- Communication skills
- Working independently
- Time management
- The ability to interpret information and data

Food Preparation and Nutrition will allow students to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You will learn about food from around the world, through the study of British and international culinary traditions as well as developing an understanding of where food comes from and the challenges regarding food security.

You will master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course that will allow you to demonstrate your practical skills and make connections between theory and practice.

Food Preparation and Nutrition also helps you to learn how to work independently and manage your time – skills valued by both higher education institutions and employers alike.

Assessment

Assessment will be in the form of a written paper (50%) and controlled assessment tasks (50%). The controlled assessment will involve two components; a food investigation task in which students will write a report on the working characteristics, function and chemical properties of ingredients. The second task is a food preparation assessment where students will plan, prepare, develop and present a themed menu of three dishes in three hours.

Both controlled assessment tasks are set by the exam board and can only be completed in Year 11.



French

Introduction

We concentrate on developing the skills students have been acquiring over the last two years in their French lessons. The course focuses on developing students' communication and comprehension skills and prepares them to use the language for practical communication and to continue with further study of the language

What will it be like?

LISTENING: The basic skill is being able to understand what people say to you, so you'll continue to hear lots of spoken French from your teacher and the audio and video recordings of French native speakers.

SPEAKING: You learn to speak by speaking! You develop your confidence by imitating the French you hear. You learn to talk more about yourself, your family, your interests, your plans; and you role-play situations you might meet in France, and you get to express your opinions about situations.

READING: You develop your ability to write what you want to. You will learn to adapt the language you have learned to write essays on a variety of topics and you will also develop your ability to translate text from English into French accurately.

WRITING: You develop your ability to write what you want to do. You will learn to adapt the language you have learned to write essays on a variety of topics and you will also develop your ability to translate text from English into French accurately.

Assessment

Students are entered for GCSE with the AQA examinations board.

The GCSE course is assessed through listening, speaking reading and writing components. The four skills are weighted equally at 25% and are tested by external examinations at the end of the course



Geography

Introduction

Geography is the study of the earth's form – its physical features, climate, population and economic activities. It includes such topics as the formation of landforms, natural hazards, population and settlement and tourism.

What will it be like?

Geography is a good subject choice for people considering a career or university course in a variety of fields and is also a stimulating way of extending the knowledge and understanding of those students whose main interests lie elsewhere.

Geographers work in almost every field of employment. The subject contains all the skills that employers find most important, including: Communication skills, decision making, problem solving, data analysis, teamwork and flexibility.

Areas of study will include

- **Living with the physical environment.**

The aims of this unit are to develop an understanding of the processes and forms associated with tectonic, geomorphological, biological and meteorological processes in different environments, and the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere. Topics include: **The challenge of natural hazards, Physical landscapes in the UK and the living world.**

- **Challenges in the human environment.**

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. The aims of this unit are to develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments. Topics include **Urban issues and challenges, The changing economic world and the challenge of resource management**

Assessment

Assessment is in the form of three examinations

- Paper 1 Living with the physical environment. Written Paper: 1 hour 30 minutes. (35% of the total marks)
- Paper 2 Challenges in the human environment. Written Paper: 1 hour 30 minutes. (35% of the total marks)
- Paper 3 Geographical applications. Written Paper: 1 hour (30% of the total marks) where pupils are assessed on Issue evaluation, Fieldwork, and Geographical skills.



Design Technology: Graphics

Introduction

This GCSE follows the OCR specification for Design & Technology and builds upon the Design & Technology subjects studied at Key Stage 3 in Years 7 and 8. As part of this GCSE, students will develop their knowledge and understanding of the 'core' Design and Technology principles with further focus on the 'specialist' area of Graphics. They will also complete a controlled assessment project that is worth 50% of their GCSE.

What will it be like?

In year 9 and 10 students will complete a range of mini projects that have been designed to develop their knowledge and understanding of the principles, materials and manufacturing techniques commonly associated with the Design & Technology industries. Projects will include a range of design and make activities based on the 'core' and 'specialist' areas:

Core Design & Technology Principles	Specialist Graphics Principles (papers and boards/polymers)
New and emerging technologies	Selection of materials and components
Energy storage and generation	Forces and stresses
Modern and smart materials	Ecological and social footprint
Systems approach to designing	Scales of production
Mechanical devices	Sources and origins of materials
Materials and their working properties	Using and working with materials
	Stock forms, types and sizes
	Specialist techniques
	Surface treatment and finishes

In Year 11, all students will complete a major project as part of controlled assessment that is worth 50% of the final GCSE grade. The project will require students to follow an iterative design process in order to produce a final concept prototype in response to the design challenge. As part of their projects, students will be required to:

- Conduct research using appropriate sources of knowledge including product analysis
- Generate and develop appropriate design ideas
- Evaluate the success of their design against the consumers' needs

Career pathways

Many of our Design & Technology students go on to study A-Level Product Design to prepare for potential careers in Advertising, Architecture, CAD, Engineering, Graphic Design, Product Design, Media Design, UX/ UI (User Experience & User Interaction), Manufacturing and Textiles.

- Final exam = 50% of GCSE
- Controlled assessment coursework = 50% of GCSE

Assessment

The controlled assessment coursework is a single design and make project based on a design challenge set by the examination board. The challenge provides students with an area of focus (i.e. security of personal belongings) and give them the flexibility and freedom to develop a design of their own choice. Students will be timetabled in a Graphics room for their practical sessions however they are free to explore and use any material in their final prototype.



History

Introduction

GCSE History students must take assessments in both of the following papers in the same series:

- Paper 1: Understanding the modern world
- Paper 2: Shaping the nation

What will it be like?

You will develop an in-depth knowledge of a period of international conflict and tension between the two world wars incorporating a study of the Treaty of Versailles, League of Nations and the Origins and Outbreak of the Second World War. In addition to this you will study the history of Germany over a 50-year period which saw a transition from Kaiser Wilhelm and the First World War, to the rise of the Nazi party and life in Nazi Germany up to 1945. You will also follow a thematic study of Power and the People, in order to gain an understanding of the development of the relationship between the citizen and the state in Britain over a long period of time, considering themes such as war, religion, the government and economy. Students will also complete an in-depth study of Norman England, including the Conquest, how they established control and life under the Normans.

Whilst studying GCSE history, you will develop the ability to analyse, interpret, judge and evaluate a wide range of sources, written, pictorial, film and others. You will learn to evaluate historical sources against the context in which it was created.

Areas of study will include:

- Conflict and tension, 1918 – 1939
- Germany 1890 - 1945: Democracy and Dictatorship
- Britain: Power and the people: c1170 to the present day
- Norman England, c1066 - c1100

Assessment

Paper 1: Understanding the Modern World

Written Exam: 2 hours

84 Marks (including 4 marks for spelling, punctuation and grammar)

50% of GCSE

Paper 2: Shaping the Nation

Written exam: 2 hours

84 Marks (including 4 marks for spelling, punctuation and grammar)

50% of GCSE



Music

Introduction

As you may know we have an enviable and rich variety of music taking place at HGS. So, if performing or composing is your thing, GCSE Music is the obvious direction to choose. Whether you are a traditional clarinettist, a singer or a rock guitarist or if you wish to develop some music technology skills this course is available to you.

What will it be like?

Edexcel GCSE music focuses on the three primary activities you will have become familiar with - **Performing, Composing** and **Appraising**. You will be required to **perform** both solo and in an ensemble, and **compose** two pieces. You will also learn about **four areas of study** – **Instrumental Music, Vocal Music, Fusions** and **Music for Stage and Screen** culminating in a listening and appraising exam. These key aspects will be studied throughout all parts of the course and will form the basis of your coursework and examinations. During year 9 we will particularly focus on integrating and developing performing, composing and appraising skills, along with increasing student's understanding of music theory and composition.

Whilst the course naturally attracts instrumentalists and vocalists, and previous theoretical knowledge is an advantage, no previous music exam grades are required. You should however be performing at the equivalent of ABRSM grade 2 or higher as you start the course or regularly achieving grade 7, 8 or 9 performing grades in your year 8 lessons.

Assessment

Performing music (30%)

During the course you will have to record **TWO** performances – one '**solo**' and one as part of an '**ensemble**'. In some cases, these may have been prepared for a concert or show. There will be numerous performance opportunities across both years which will all be recorded and you pick the best ones to submit. The total time of the two performances combined is four minutes of music equivalent to ABRSM grade 4 standard or higher. You can play alongside any musician (*e.g. staff, students, friends etc*) or if you perform out of school (*e.g. stage school, rock group, local choir etc*) these could also be used. Performances do not have to be in public and there are no sight-reading tests or scales. Remember we have an excellent peripatetic instrumental staff to help you and a wide range of regular ensemble opportunities available to join.

Composing music (30%)

During the course you will have to compose **TWO** pieces of a combined duration of three minutes. One composition is a free choice and the other is in response to a brief set by the exam board which relates to the areas of study. Whether you compose a string quartet, a rock song or a film score with beats and samples this part of the course is very free to explore your style and creativity. Compositions are mainly completed in school time. You may use music technology software such as Sibelius or Cubase - or you could create and record your piece using the recording studio - or maybe you could just simply use good old-fashioned pencil and paper!

Appraising music (40% externally marked)

This is the only examination part of the course and is taken at the end of Year 11. The 1-hour 45m exam draws on music taken from the eight set works, plus one unfamiliar piece. The eight set works link to each of the four Areas of Study mentioned above and includes pieces by **Bach** and **Beethoven**, music from the show **Wicked** and the film **Star Wars**, pop music by **Queen** and two fusion pieces with mixtures of **Jazz, Samba, African drumming** and **sampling** in them. The test covers breadth as well as depth of knowledge and builds upon much of the work you have already been developing in years 7 and 8.



Physical Education

Introduction

The AQA PE course covers the key scientific and socio-cultural aspects of sport and physical education. Students will learn to apply theory to a range of different sports and physical activities. The course has a straightforward assessment structure and has been updated to include current technological advances and issues in modern sport on the world stage.

What will it be like?

Pupils learn to evaluate and improve practical performance, as well as studying the effects of physical activity on the human body and the position of sport and physical activity within society. This new specification provides a thorough study of all the key components of Physical Education and Sports Science including sports psychology, diet, nutrition, training, fitness, injury rehabilitation and biomechanics. The focus in Year one is on practical performance and analysis. Year 2 and 3 will cover the theoretical aspects.

The new GCSE forms part of a linear progression to A' level and degree level study.

The course is split into three modules:

Component 1

- The human body and movement in Physical activity and sport
- Applied Anatomy, physiology, movement analysis and physical training

Component 2

- Socio –Cultural influences and well-being in Physical activity and sport
- Sports psychology, socio-cultural influences, health, fitness and well-being.

Component 3

- Performance and analysis in Physical Education
- Performance in three activities
- Analysing and evaluating performance in one sport

Assessment

Component 1 : 75 minute paper : 30%

Component 2 : 75 minute paper : 30%

Component 3 : Non-exam assessment : 40%



Religious Education

Introduction

The Year 8 Religious Education syllabus should have provided students with valuable insight into the ways in which people's beliefs can affect how they conduct themselves on a day-to-day basis. Students should now understand, in particular, that what one person/group might consider immoral, another might consider the best course of action due to how the people/groups determine what is right and what is wrong.

GCSE Religious Education builds on this strong foundation; students will examine how Christian, Muslim and atheist/Humanist beliefs affect people's lives, and will investigate how the ethical outlooks of these groups influences their real-life decisions and actions. They will compare and contrast beliefs and views, debating the benefits and drawbacks of each, ultimately gaining more understanding of themselves and those around them.

What will it be like?

Edexcel Religious Studies Specification B

Paper 1 – Religion and Ethics - Christianity

- **Belief in God** – Students will learn about the Trinity, person of Jesus, creation, science and the universe, evolution, and the problem of evil and suffering.
- **Marriage and the Family** – Students will learn about marriage, sexual relationships, divorce, the importance of family, cohabitation, and contraception
- **Living the Religious Life** – Students will learn about worship, prayer, pilgrimage, charity, the world-wide Church, and the future of the Church
- **Matters of Life and Death** – Students will learn about the sanctity of life, abortion, euthanasia, life after death, the paranormal, and gender prejudice and discrimination

Paper 2 – Religion, Peace and Conflict - Islam

- **Belief in God** - Students will learn about the nature of God, key beliefs, the problem of evil and suffering, and human responses to the problem of evil
- **Crime and Punishment** – Students will learn about beliefs about life after death, causes of crime, the aims of punishment, justice, reconciliation, and capital punishment
- **Living the Religious Life** - Students will learn about holy books, pilgrimage, charity, prayer, and festivals
- **Peace and Conflict** – Students will learn about the sanctity of life, causes of conflict, Just War, holy war, pacifism, and terrorism

Assessment

The course is assessed by 2 X 105-minute examinations at the end of Year 11.



Design Technology: Resistant Materials

Introduction

This GCSE follows the OCR specification for Design & Technology and builds upon the Design & Technology subjects studied at Key Stage 3 in Years 7, 8 and 9.

As part of this GCSE, students will develop their knowledge and understanding of the 'core' Design and Technology principles with further focus on the 'specialist' area of Resistant Materials. They will also complete a controlled assessment project that is worth 50% of their GCSE.

What will it be like?

In year 9 and 10 students will complete a range of mini projects that have been designed to develop their knowledge and understanding of the principles, materials and manufacturing techniques commonly associated with the Design & Technology industries. Projects will include a range of design and make activities based on the 'core' and 'specialist' areas:

Core Design & Technology Principles	Specialist Resistant Materials Principles (timber/ metal-based materials/polymers)
New and emerging technologies Energy storage and generation Modern and smart materials Systems approach to designing Mechanical devices Materials and their working properties	Selection of materials and components Forces and stresses Ecological and social footprint Scales of production Sources and origins of materials Using and working with materials Stock forms, types and sizes Specialist techniques Surface treatment and finishes

In Year 11, all students will complete a major project as part of controlled assessment that is worth 50% of the final GCSE grade. The project will require students to follow an iterative design process in order to produce a final concept prototype in response to the design challenge. As part of their projects, students will be required to:

- Conduct research using appropriate sources of knowledge including product analysis
- Generate and develop appropriate design ideas
- Evaluate the success of their design against the consumers' needs

Career pathways

Many of our Design & Technology students go on to study A-Level Product Design to prepare for potential careers in Advertising, Architecture, CAD, Engineering, Graphic Design, Product Design, Media Design, UX/ UI (User Experience & User Interaction), Manufacturing and Textiles.

Assessment

- Final exam = 50% of GCSE
- Controlled assessment coursework = 50% of GCSE

The controlled assessment coursework is a single design and make project based on a design challenge set by the examination board. The challenge provides students with an area of focus (i.e. security of personal belongings) and give them the flexibility and freedom to develop a design of their own choice. Students will be timetabled in a Resistant Materials workshop for their practical sessions however they are free to explore and use any material in their final prototype.



Spanish

Introduction

We concentrate on developing the skills students have been acquiring over the last two years in their Spanish lessons. The course focuses on developing students' communication and comprehension skills and prepares them to use the language for practical communication and to continue with further study of the language

What will it be like?

LISTENING: The basic skill is being able to understand what people say to you, so you'll continue to hear lots of spoken Spanish from your teacher and the audio and video recordings of Spanish native speakers.

SPEAKING: You learn to speak by speaking! You develop your confidence by imitating the Spanish you hear. You learn to talk more about yourself, your family, your interests, your plans; and you role-play situations you might meet in Spain, and you get to express your opinions about situations.

READING: You develop your ability to write what you want to. You will learn to adapt the language you have learned to write essays on a variety of topics and you will also develop your ability to translate text from English into Spanish accurately.

WRITING: You develop your ability to write what you want to do. You will learn to adapt the language you have learned to write essays on a variety of topics and you will also develop your ability to translate text from English into Spanish accurately.

Assessment

Students are entered for GCSE with the AQA examinations board.

The GCSE course is assessed through listening, speaking reading and writing components. The four skills are weighted equally at 25% and are tested by external examinations at the end of the course



Compulsory Choice Subjects

English Language

Introduction

GCSE/Key Stage 4 courses in English Language and English Literature (AQA) will be offered. We expect all our students will enter for both subjects. There are eight parallel teaching groups: students are not set by ability.

What will it be like?

This course aims to develop skills and abilities in the following areas:

(i) **Spoken Language**

To develop students' ability to:

- Use the vocabulary and grammar of Standard English.
- Formulate, clarify and express ideas.
- Adapt speech to a widening range of circumstances and demands.
- Listen, understand and respond appropriately to others.

(ii) **Reading**

To develop students' ability to:

- Read accurately, fluently and with understanding.
- Understand and respond to the texts they read.
- Read, analyse and evaluate a wide range of texts, including literature from the English literary heritage and from other cultures and traditions.

(iii) **Writing**

To develop students' effective use of:

compositional skills – developing ideas and communicating meaning to a reader using a wide-ranging vocabulary and an effective style, organising and structuring sentences grammatically and whole texts coherently.

A widening variety of forms for different purposes.

Non-examination Assessment: Spoken

Presenting / responding to questions and feedback / use of Standard English

Examinations will involve work based on the following Units:

Paper 1: Explorations in Creative Reading and Writing is a 1 hour 45 minutes written examination worth 80 marks (50% of GCSE)

- **Section A: Reading** : One literature fiction text
- **Section B: Writing** : Descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives is a 1 hour 45 minutes written examination worth 80 marks (50% of GCSE)

- **Section A: Reading** : One non-fiction text and one literary non-fiction text
- **Section B: Writing** : Writing to present a viewpoint



English Literature

Introduction

English Literature is taught in the same groups and lessons as English Language. It is expected that all students will sit the GCSE examinations in both subjects.

What will it be like?

This course aims to enable students to develop:

- The ability to read, understand and respond to a wide range of literary texts, and to appreciate the ways in which authors achieve their effects.
- Awareness of social, historical and cultural contexts and influences in the study of literature.
- The ability to construct and convey meaning in speech and writing, matching style to audience and purpose.

Students will study:

- A Modern prose or drama text
- A 19th century novel
- Poetry – an anthology and unseen poetry
- Shakespeare

Assessment by final examination will involve work based on the following units:

Paper 1: Shakespeare and the 19th-century novel. Assessed by a 1 hour 45 minutes written examination worth 64 marks (40% of GCSE)

- **Section A : Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.
- **Section B : The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2 : Modern texts and poetry. Assessed by a 2 hour 15 minutes written examination worth 96 marks (60% of GCSE)

- **Section A: Modern Texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.
- **Section B: Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.
- **Section C: Unseen Poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



Mathematics

Introduction

In Years 9, 10 and 11 we prepare our students for Mathematics Higher GCSE with the AQA examination board.

What will it be like?

Mathematics builds on knowledge learnt in years 7 and 8. Students will study the following elements:

Number	Ratio, Proportion and Rates of Change	Statistics
Algebra	Geometry and Measures	Probability

The structure involves three assessment objectives:

Assessment Objective	What it is	What this means	% of marks in the exam
A01	Recall and use knowledge of mathematics taught	Standard questions testing your knowledge of each topic	40
A02	Select and apply mathematical methods in a range of contexts	Deciding which method you need to use to get to the correct solution to a problem in context	30
A03	Interpret and analyse problems and generate strategies to solve them.	Solve problems by deciding how and explaining why	30

Therefore, we place a big emphasis on students' being analytical in their approach to studying mathematics and being fluent in explaining their methods and reasoning. Appropriate use of a calculator is also important.

Assessment

Students sit three examinations at the end of Year 11, each 1 ½ hours long. They carry equal weighting for the final mark. Two are calculator papers and the other is a non-calculator paper. It is our intention that all our students are entered for Higher tier. The grades available are 4 to 9, with 9 being the highest.

Extra Qualifications in Mathematics

For some students, we also offer extra qualifications at the end of year 11. Decisions about who takes these exams will be made at the beginning of year 11.

OCR Level 3 FSMQ Additional Mathematics. The grades available here are A to E, all of which are pass grades. UCAS points are awarded according to the grade achieved.

AQA Level 2 Further Mathematics. The grades available here are 9 to 5.



Biology

Introduction

All students take three separate science GCSEs. In biology we follow the Edexcel GCSE (9-1) specification. This two-year course is a thorough, high-level, traditional biology course, well-suited to the students at Heckmondwike Grammar School.

What will it be like?

The course includes a comprehensive coverage of modern biology, including biochemistry, cell biology, human physiology, plant biology, genetics, ecology, evolution and biotechnology. All of these topics lend themselves to practical work, and students will experience a wide range of practical activities.

The GCSE course also places great weight on working scientifically, which is assessed by questions in the terminal exams. Lessons therefore include interesting and adventurous investigative work, aimed at developing the skills of scientific enquiry. Biology is a quantitative science and 10% of the exam marks will be for maths and data analysis questions.

Assessment

Assessment is in the form of two exam papers (1hour 45min each) at the end of the GCSE course in Y11. The two papers test the following topics:

Paper 1

Overarching concepts in biology
Cells and control
Genetics
Natural selection and genetic modification
Health, disease and medicines

Paper 2

Overarching concepts in biology
Plant structures and their functions
coordination, control and homeostasis
Exchange and transport in animals
Ecosystems and material cycles

Students will be awarded grades on the 9-1 scale. We expect most of our students to achieve grades 7, 8 or 9.



Chemistry

Introduction

All students do GCSE Chemistry and we follow the **AQA GCSE Chemistry 8462** specification. This is a linear qualification and students will sit all their examinations at the end of the course. The qualification provides an excellent grounding in Chemistry and is an ideal preparation for further study at A-Level.

What will it be like?

The specification covers the following topics:

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

'Working Scientifically'

An important emphasis of the specification is to develop an appreciation of the methods of scientific enquiry and the vital application of science and technology in our society. Teaching methods will encourage students to research and discuss the important scientific questions of today, and will develop their abilities to present their arguments cogently and debate these issues in an informed and accurate way.

Assessment

The GCSE grade depends on the performance of the student in two examinations at the end of the course. Both papers are 1 hour 45 minutes long and consist of multiple choice, structured, closed short answer and open response questions. Paper 1 covers topics 1-5 and paper 2 covers topics 6-10.

Practical Work

Students are expected to carry out eight required practical activities through the course which develop the use of a range of apparatus and experimental techniques.



Physics

Introduction

All students take a separate GCSE in Physics. This provides a thorough grounding in this subject, and prepares students for further study at A-level.

What will it be like?

We will follow the **AQA GCSE Physics 8463** specification. The specification covers the following content:

- Forces
- Energy
- Waves
- Electricity
- Magnetism and electromagnetism
- Particle model of matter
- Atomic structure
- Space physics

Assessment

This is a linear course assessed by two written exams taken at the end of Year 11. There is no assessed coursework.

Paper 1: What's assessed

Energy
Electricity
Particle model of matter
Atomic structure

How it's assessed

Written exam: 1 hour 45 minutes
100 marks
50% of GCSE

Paper 2: What's assessed

Forces
Waves
Magnetism and electromagnetism
Space physics

How it's assessed

Written exam: 1 hour 45 minutes
100 marks
50% of GCSE

Practical Work

Students are expected to carry out required practical activities through the course which develop the use of a range of apparatus and experimental techniques.

