

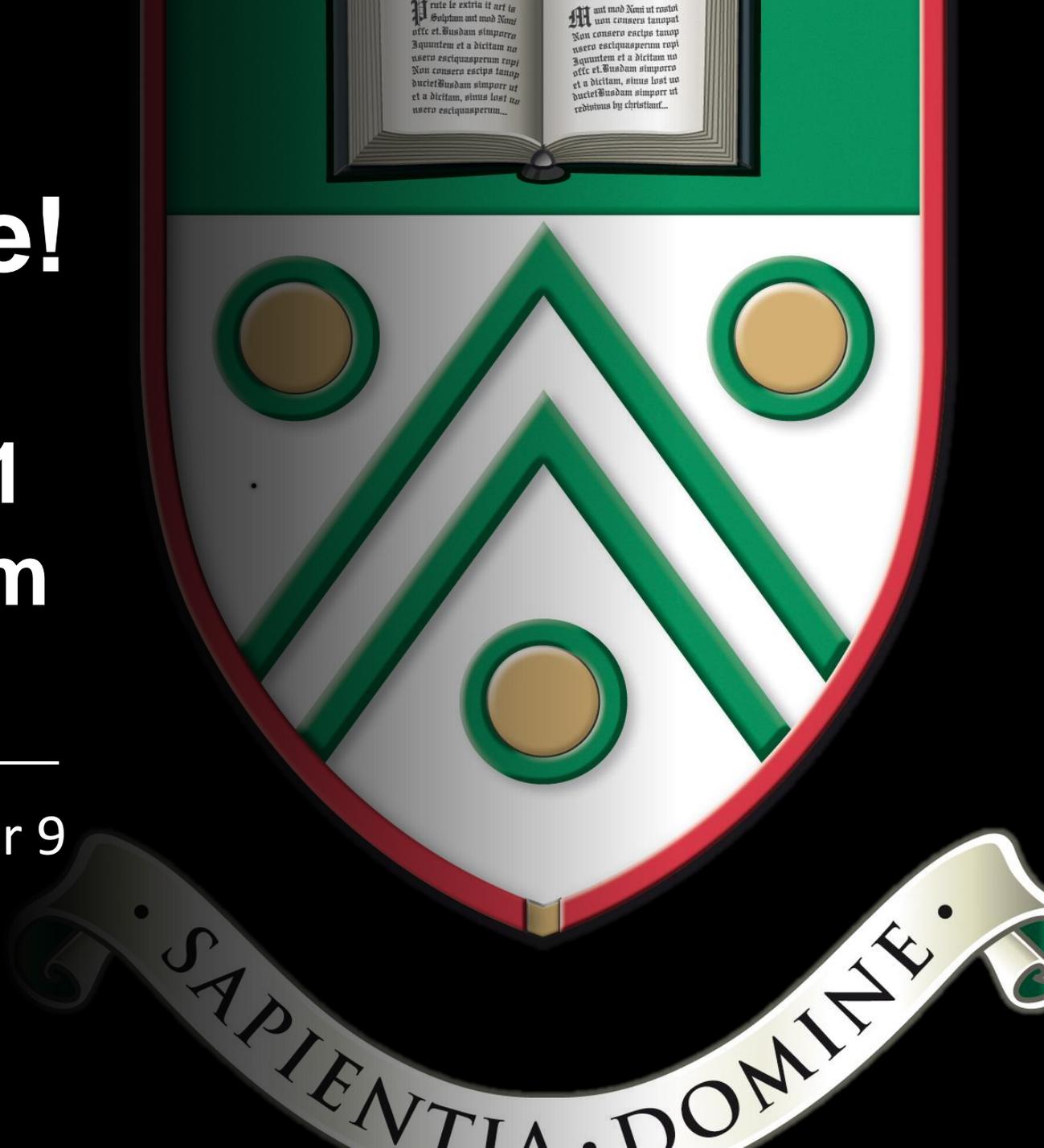
**Welcome!**

**Year 10/11  
Curriculum  
2022-23**

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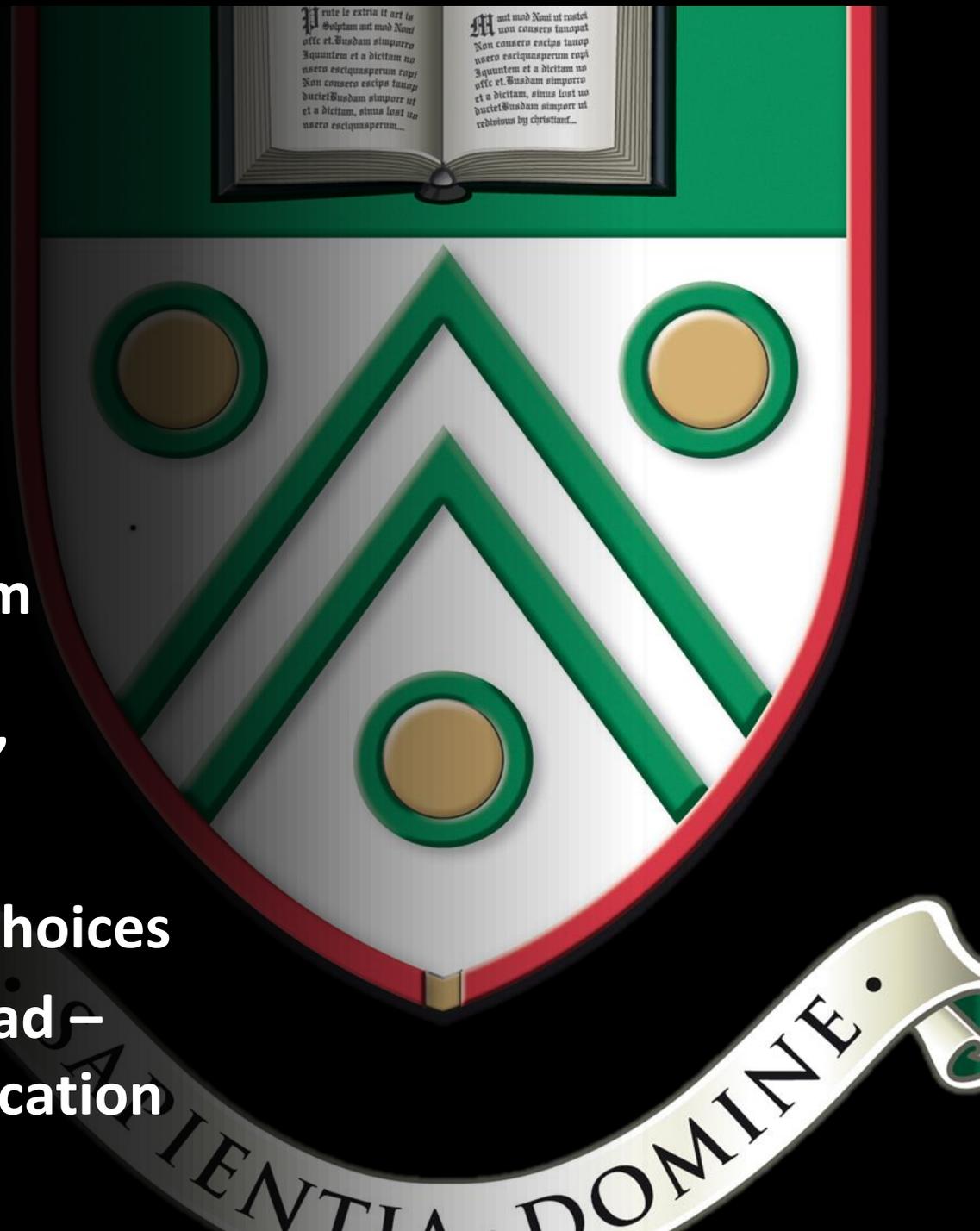
For parents of Year 9  
students

12 Jan 2022



# Aiming to cover....

- Context
- Year 10/11 curriculum outline
- Support for students' decision making
- Next steps – option choices
- Thinking further ahead – careers & higher education



# Introductions

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**John Constable**  
*Headteacher*

**David Harding**  
*Deputy Headteacher*

**Charlotte Thompson**  
*Yr 8/9 Phase leader*

**Ondrej Broz**  
*Yr 8/9 Phase leader*



# Questions?

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Please use the chat facility to ask questions which would be of *general interest* to all parents.



# Context

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**John Constable**  
*Headteacher*



**We support our students to become...**



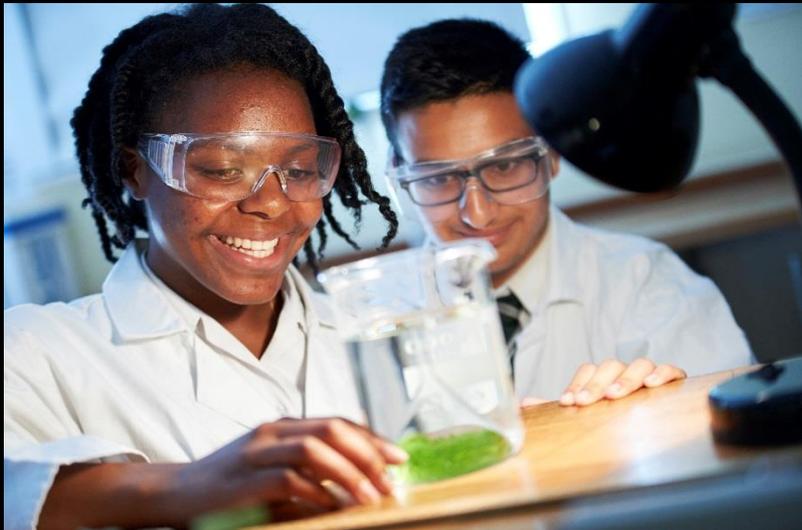
***Confident***  
***Well-rounded***

***Independent***

***Creative***

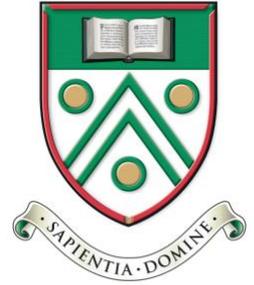
***Responsible***

***Caring***



# GCSE qualifications

## Key features



- GCSEs are **content-rich** qualifications
- They are **more demanding** than previously, including some content that used to be taught at A Level.
- Non-practical courses are **fully linear** - all assessments take place at the end of the course.
- Different **grading system** - grades from 1 to 9, with 9 being the highest

**Grade 9 awarded to approximately 20% of those achieving grade 7 or above.**

**'Strong pass' = Grade 5+**

**'Standard pass' = Grade 4**

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

# The Year 10/11 curriculum

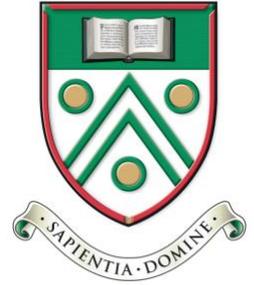
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David Harding

*Deputy Headteacher*



# Our aims



## *In Years 10 & 11 we aim to:*

- provide an **enjoyable, engaging and challenging** academic curriculum, which is **broad and balanced** and develops students' subject-specific knowledge, skills and understanding;
- promote students' **wider personal development**, to help them develop the skills, attributes and cultural awareness to thrive as individuals, citizens and members of communities in their adult lives.

## Curriculum statement of intent

### Curriculum goals

What we're aiming to achieve and why?

### Sequencing

Plan to teach the right things in the right order

### Assessment

Using assessment formatively and to embed knowledge in students' long term memory

## Developing subject specific knowledge, understanding and skills

### Starting points / gaps

what do our students know / not know?

### Cross curricular links –

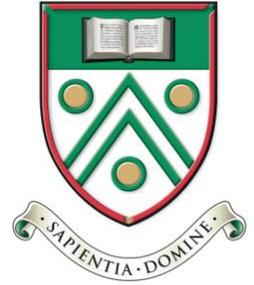
planning takes into account other disciplines

### Expression

Developing a sophisticated knowledge of language and tier 2 and 3 vocabulary

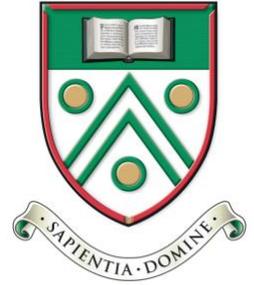
# Core Curriculum

## *Non-examined courses*



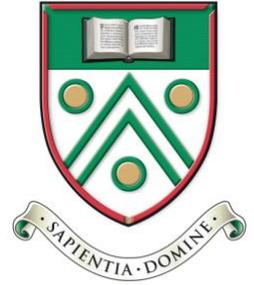
- **Physical Education**
  - 2 hours of core PE per week
- **Personal and Citizenship Studies (PCS)**
  - Key themes of Careers, Relationship and Sex Education, Citizenship with additional elements chosen by the school
- **Philosophy & Ethics**
  - Ethical themes examined from the perspectives of different religions

# Core Curriculum



- **English**
  - Two GCSEs - Language and Literature
- **Mathematics**
  - GCSE Mathematics
  - Certificate Level 2 Further Maths for more able students
- **Science**
  - Separate GCSEs in Biology, Chemistry, Physics
  - *A small students may ultimately be entered for GCSE Combined Science examinations*
- **A modern foreign language** – French or German

# Optional GCSE subjects



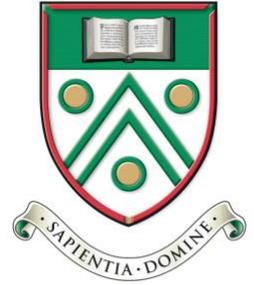
## Three subjects chosen\* from

- Art (2 pathways)\*\*
- Art Textiles\*\*
- Business Studies
- Computing
- Drama
- French
- Food & Nutrition
- Geography
- German
- History
- Music
- Religious Studies (2 pathways)
- Physical Education
- Product Design (Design Technology)

***\*Subject to sufficient numbers***

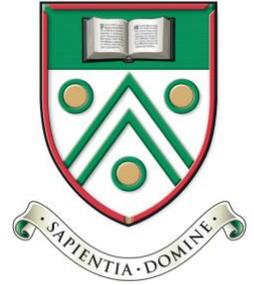
***\*\* Students may not choose both Art and Art Textiles as they both lead to the same qualification – GCSE Art***

# The alternative pathway



- Students study **one fewer** GCSE subject.
- The time gained is used to receive **additional teaching** in mathematics and English, and support in other GCSE subjects as appropriate.
- We will be in contact with you if we believe being on the 'alternative pathway' could be in your son or daughter's best interests.

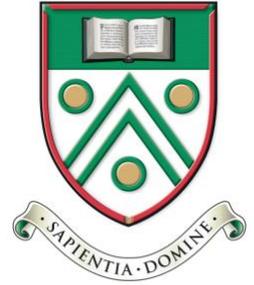
# How much time in Year 10?



## *In a week.....*

- English 4 hours
- Maths 3 hours
- Science 6 hours
- Modern language 2 hours
- Other GCSE options 3 x 2 hours
- PE 2 hours
- Philosophy & Ethics 1 hour
- PCS 1 hour

# Additional Language opportunity



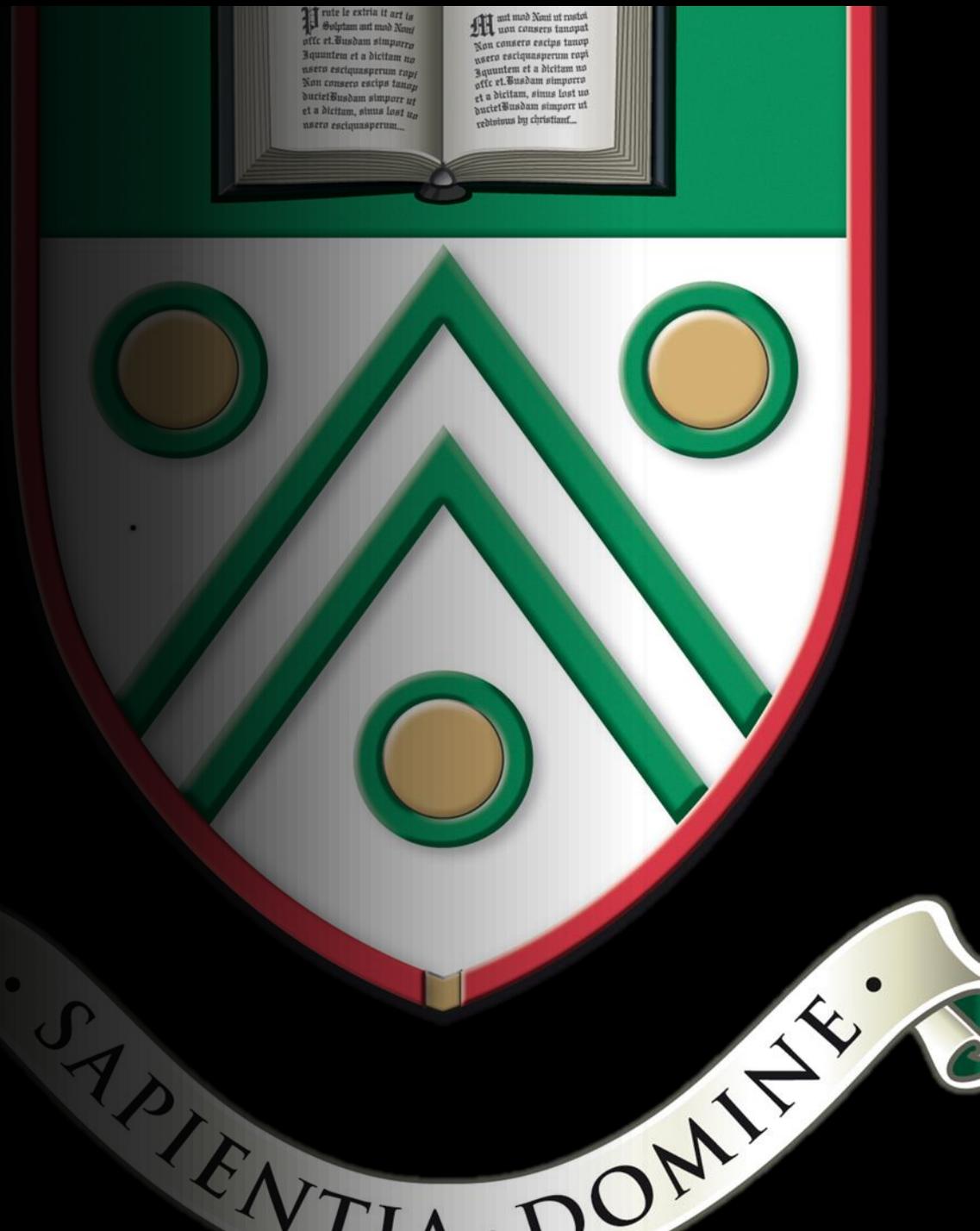
- “Twilight” lessons in Spanish or Mandarin
- One hour per week after school
- Can lead to nationally recognised language qualification
- Further information in booklet
- Students can express interest on options form

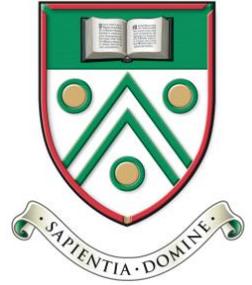
# Support for students

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**Charlotte Thompson**

*Yr 8/9 Phase leader*





School

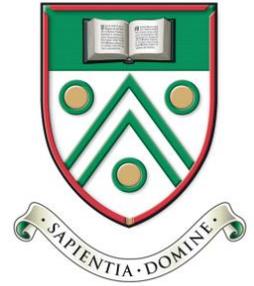


Parents

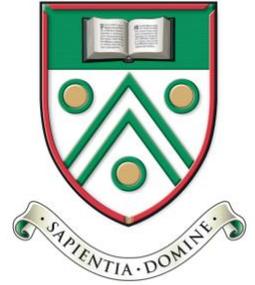


Students

# Choosing: *advice to students*



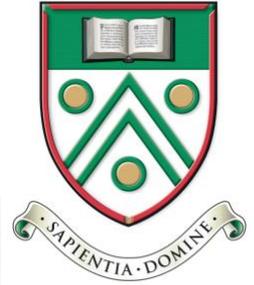
- Choose subjects you are **confident** with, and believe you will **enjoy**
- Consider the essential requirements of any **future study** or **career plans**
- Aim for a **balance** of subjects and workload
- Think of the ways you **like to work**
- **Talk to the teachers** of subjects you are considering



# Balance...

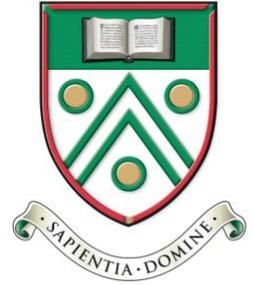
- Yes it's good to have a good balance of subjects but...
- It's also OK, for example, to take two practical subjects or both History and Geography, if you feel you have the **interest** and **capability** in the subjects.
- Remember – the aim is to gain the highest grade possible in a subject **you will enjoy**.
- Universities and employers want to see a **good range** of GCSEs – but grades also matter! So don't go for a “strong” subject against your better judgement.

# Choosing: *try to avoid*



**“My friend is doing the same subject”**  
**“It looks like an easy option”**

# Choosing: *try to avoid*



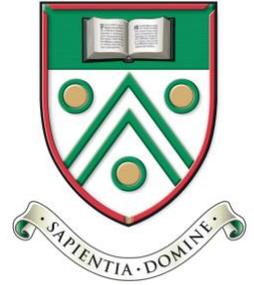
**“I’ve been told that subject is not useful for anything.”**

What do you want to do that for?

That won't lead anywhere....

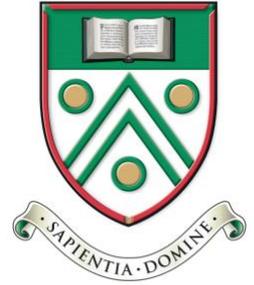
**All GCSE subjects are useful.**

# Frequently asked questions



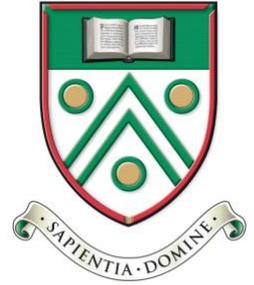
- **Can I do more than three options?**
  - No, the timetable does not have the space for this
  - Students are already taking enough GCSEs!
- **Do I have to continue with French or German?**
  - Yes, we want all students to have a GCSE qualification in a modern language
  - We believe this is necessary for a broad and balanced academic curriculum
  - Universities appreciate a wide-ranging field of study at GCSE

# Frequently asked questions



- **Can I choose a second language?**
- Students are free to choose a second modern foreign language (i.e. French or German)
- However, we would only advise this where a student has a particular interest in and aptitude for languages and has developed sufficient competence in the second language to be confident of success at GCSE.

# Frequently asked questions



- **Can I change my mind about my options?**
  - Initial choices are used to make decisions about numbers of sets, staffing requirements and if subjects are viable
  - Changes can **usually** be accommodated until timetabling starts in April.
  - Requests to change from April onwards will be considered, but ***may not be possible***
  - Changes requested at the start of Year 10 will only be agreed in **exceptional circumstances**
  - We **do not** consider requests to change subjects after the end of September in year 10.
  - **If a change is requested it should be for well thought out and substantive reasons**

# Making decisions

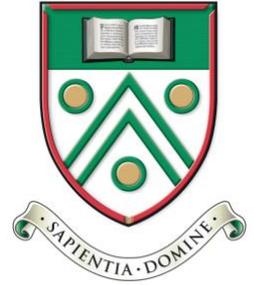
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Ondrej Broz

*Yr 8/9 Phase leader*



# Decisions to make



**Option 1**

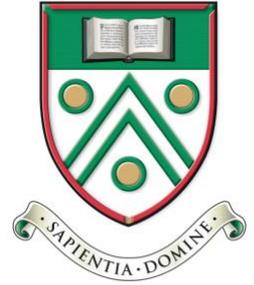
**Option 2**

**Option 3**

**+**

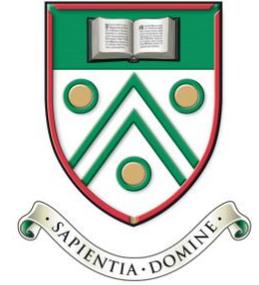
***Plus reserve choices.....***

# Mentoring support



- Teaching staff act as mentors and allocated to each student
- Students to meet mentors 1:1 or in small groups for discussion of choices
- Mentors must sign-off final choice of subjects

# GCSE options - implications for A Level choices



<b><u>Essential</u> to have taken GCSE:</b>	<b><u>Desirable/not essential</u> but clearly advantageous for A Level study.....</b>	
French	Art	Geography
German	Drama	History
	Religious Studies	Music
	Product Design (Design Technology)	Physical Education
		Computing

*Choose subjects you are **confident** with and  
believe you will **enjoy!***

# Next steps

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**Ondrej Broz**

*Yr 8/9 Phase leader*



# Timeline



<b>18 January</b>	<b>Y10/11 curriculum &amp; options – presentation to students</b>
<b>18 January – 6 February</b>	Students research options Departmental presentations for new subjects Students make provisional choices, discuss with subject teachers, parents and tutor. They complete Side A of the Options Form in preparation for meeting with mentor.
<b>7 – 11 February</b>	Mentoring week – students meet with staff mentors to discuss options
<b>[10 February]</b>	Year 9 PTC - further opportunity to discuss options with teachers
<b>14 – 18 February</b>	Students meet with mentors a second time to confirm choices and complete <b>Side B</b> of the <b>Options Form</b> . Students ensure that their Options Form is fully completed including the relevant signatures.
<b>2 March</b>	<u>Final deadline</u> for return of Options Forms. Students hand in to form tutors.

# Year 9 Options programme

Complete this side by 11<sup>th</sup> February.

Options Form

Side A



Name:		Form:	
Staff mentor:		Form tutor:	

## Possible options

Subject	Reasons for choosing it...	Mentor's comments

## Possible higher education or careers?

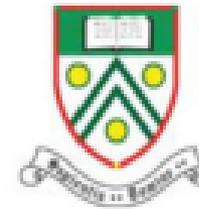
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# Option Choice Form

Key Stage 4

2022 - 2024

Option  
Form  
Side B



Name:		Form:	
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(b)	Option 1	
	Option 2	
	Option 3	

Alternative Choices  
(2 alternatives please)

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Please indicate with a tick in the relevant box below if you would like to take up one of the additional language options that run after school:

Spanish		Mandarin	
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Signed .....  
(Student)

Signed .....  
(Parent)

Signed .....  
(Mentor)

# Thinking further ahead

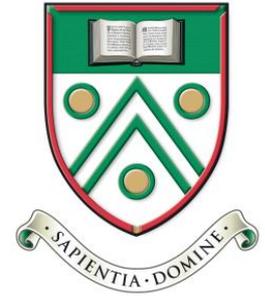
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**David Harding**

*Deputy Headteacher*



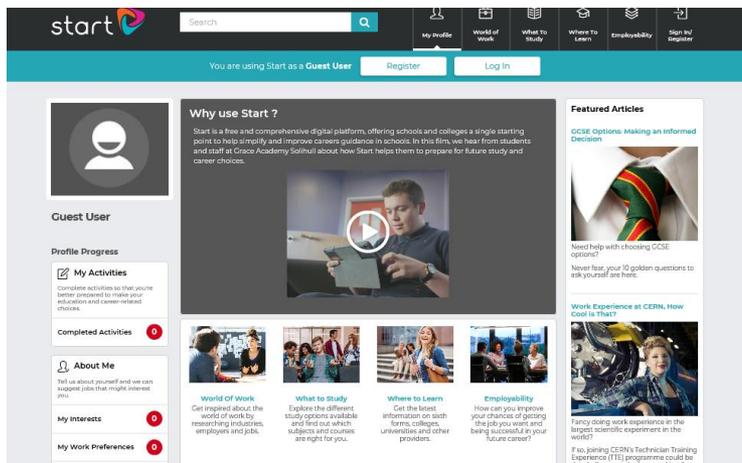
# Careers advice, information and guidance



- A wealth of resources on our careers section (under student activities) on our school website.
- ***‘Options at 14’ , ‘Websites for all year groups’ , ‘Resources for Parents’ and ‘Free Career Interest Questionnaires’*** are particularly useful.

The screenshot shows the Langley Grammar School website's careers section. At the top, there is a dark green header with the school's name and logo. Below it is a navigation menu with links for Home, Student Activities, and Options at 14. The main content area is divided into two columns. The left column, titled 'In this Section', lists various resources like 'Overview of our careers programme by year group', 'Websites for all year groups', 'Free Career Interest Questionnaires', and 'Work experience and volunteering'. The right column, titled 'Options at 14', features three resource cards: 'plotr Discover Your Future', 'Studential.com', and 'Which? University'. Each card includes a brief description of the resource. At the bottom, there is a footer with a dropdown menu for 'YEAR 9 - WELCOME TO CAREERS 2021V2' and a 'PPTX' link.

# Other free online tools: *Target careers and Start*



<https://www.startprofile.com/>

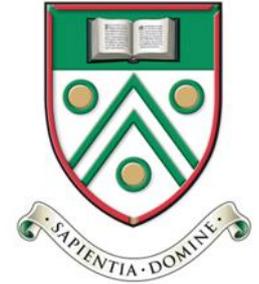
- Free online platform - students and parents can register to use the resources available
- Students can answer a few questions about themselves and their interests to generate information and links to potential careers and subjects to consider.



<https://targetcareers.co.uk/>

- Free online platform –
- Designed to help school leavers make decisions about their future. Explore options for careers, university or apprenticeships and get help applying successfully.

# Introduction to Careers and Options



- Each form group will have a one-hour introduction to careers education including resources available to them
- Takes place in PCS lessons with Mr Devani, our Careers education and guidance adviser
- Supports the options process alongside the use of other resources and opportunities available to student

# Final comments

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**David Harding**

*Deputy Headteacher*



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# Thank you for attending

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