



# Welcome!

## Years 10 & 11 Curriculum 2024-26

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For parents of Year 9  
students

10 Jan 2024



# 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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**David Harding**

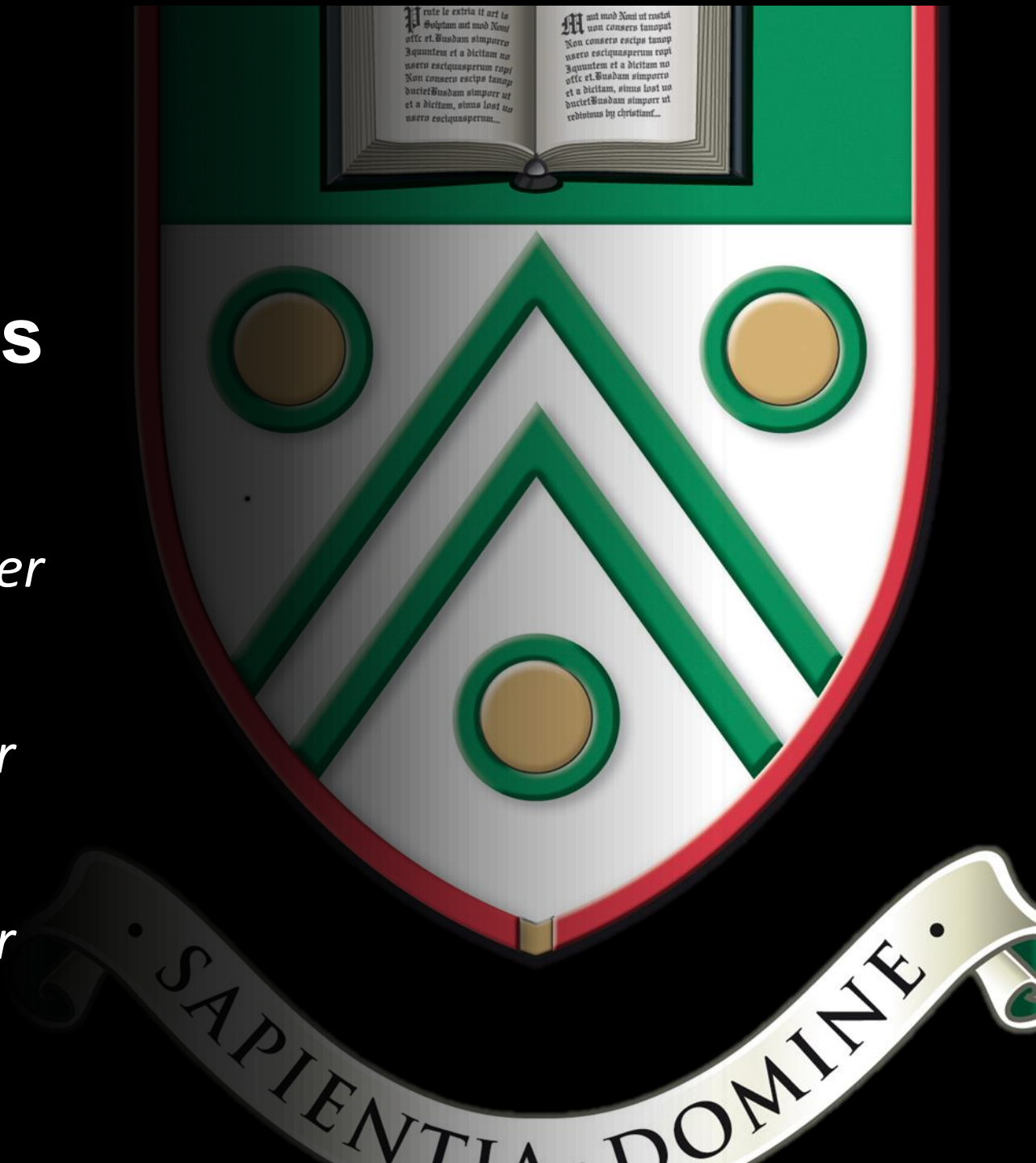
*Deputy Headteacher*

**Sophie Howard**

*Yr 8/9 Phase leader*

**Stacy Mason**

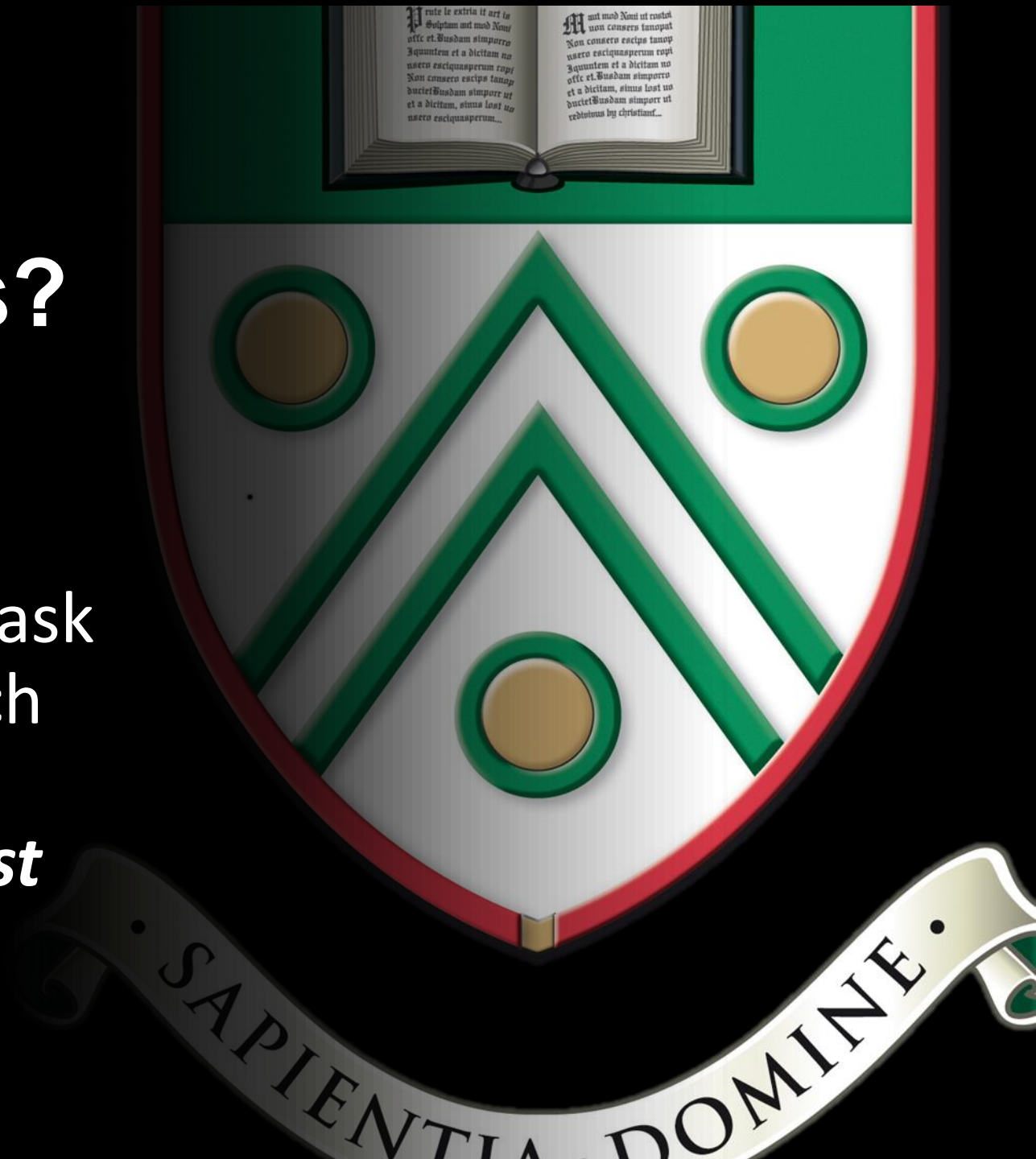
*Yr 8/9 Phase leader*



# Questions?

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



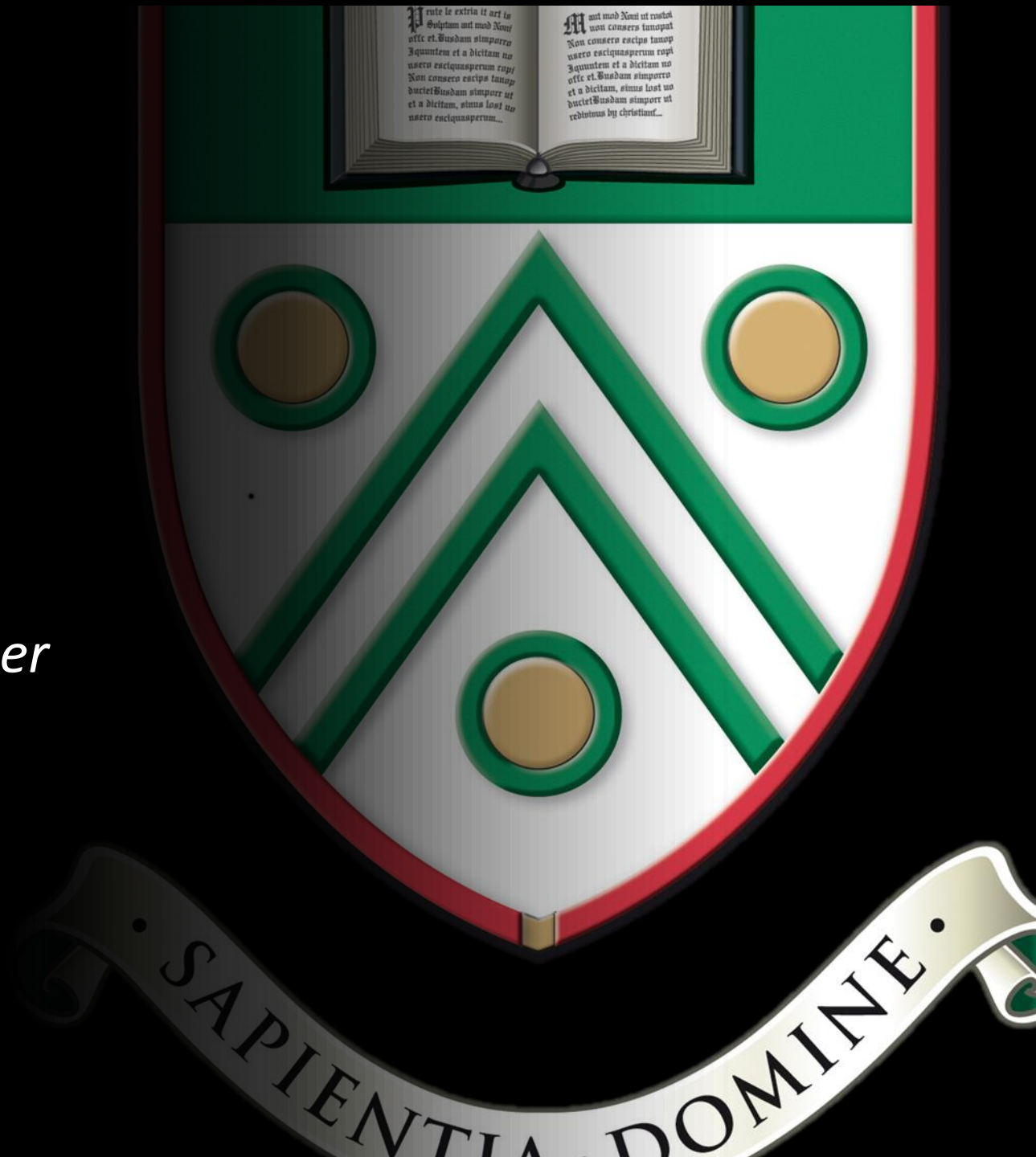


# Context

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**David Harding**

*Deputy Headteacher*



# We support our students to become...



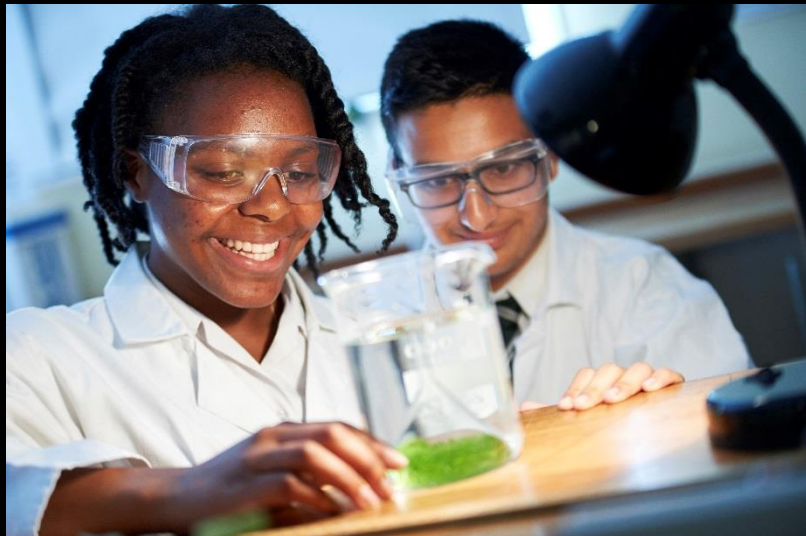
*Confident*  
*Well-rounded*

*Independent*

*Creative*

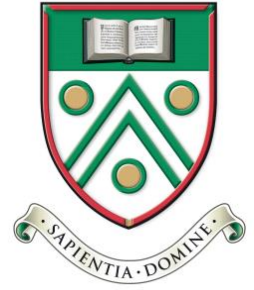
*Responsible*

*Caring*



# GCSE qualifications

## Key features



- GCSEs are **content-rich** qualifications
- 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	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)

5 and above = top of C and above

AWARDING

4 and above = bottom of C and above

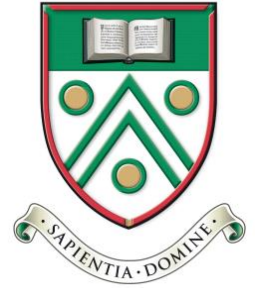


# The Year 10 & 11 curriculum

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# 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 aim #1

Developing  
subject  
specific  
knowledge,  
understanding  
and skills

### Starting points / gaps

What do our  
students  
know / not  
know?

**Sequencing**  
Teaching the  
right things  
in the right  
order

### Assessment

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

### Ambitious Curriculum goals

What we're  
aiming to  
achieve and  
why?

### Cross curricular links

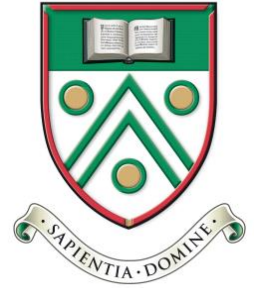
Planning  
takes into  
account other  
disciplines

### Expression

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

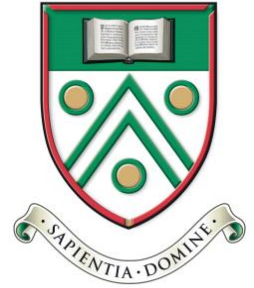
# Core Curriculum

## *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, Health and Wellbeing with additional elements
- **Philosophy & Ethics**
  - Ethical themes examined from the perspectives of different religions

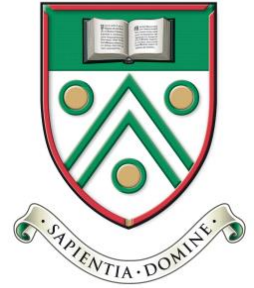
# Core Curriculum



- **English**
  - Two GCSEs - Language and Literature
- **Mathematics**
  - GCSE Mathematics
  - Certificate Level 2 Further Maths for more able mathematicians
- **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



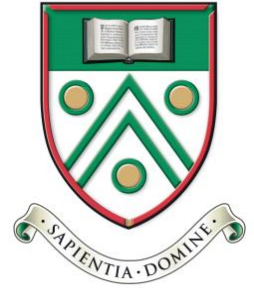
## Three subjects chosen\* from

- 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 and staffing capacity***

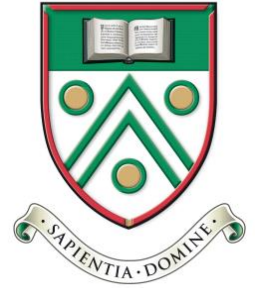
***\*\* Students may not choose both Art and Art Textiles as they both lead to the same qualification – GCSE Art***

# The alternative pathway



- Students study **one fewer** GCSE subject.
- The time gained is used to receive **additional teaching** in mathematics, science 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      |

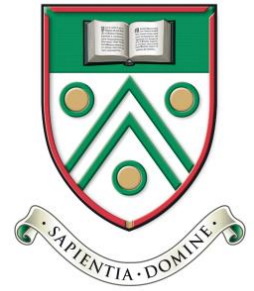
# Support for students

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**Stacy Mason**

*Yr 8/9 Phase leader*





School



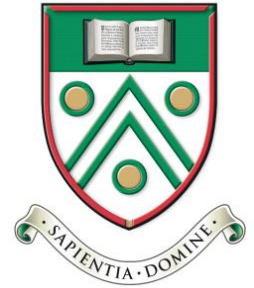
Parents



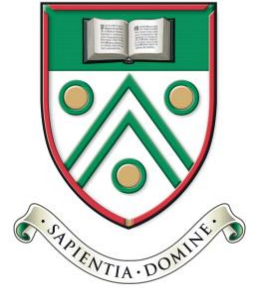
Students



# Choosing: *advice to students*



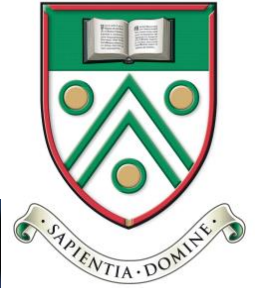
- Choose subjects you are **confident** with, and believe you will **enjoy**
- Consider the essential requirements of any **future study** or **career plans**
- Aim for a **balance** of subjects and workload
- Think of the ways you **like to work**
- **Talk to the teachers** of subjects you are considering



# Balance...

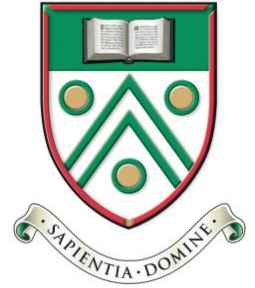
- Yes it's good to have a good balance of subjects but...
- It's also OK, for example, to take two practical subjects or both history and geography, if you feel you have the **interest** and **capability** in the subjects.
- Remember – the aim is to gain the highest grade possible in a subject **you 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*



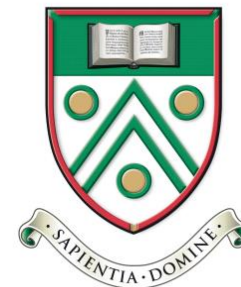
**“I’ve been told that  
subject is not useful for  
anything.”**

What do you want  
to do that for?

That won’t lead  
anywhere....

**All GCSE subjects are useful.**

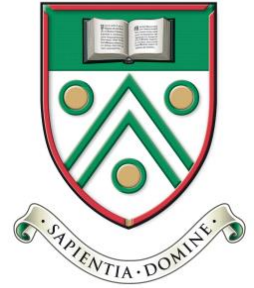
# Frequently asked questions



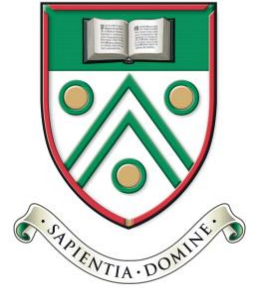
- **Can I do more than three options?**
  - No, the timetable does not have the space for this
  - Students are already taking enough GCSEs!
- **Do I have to continue with French or German?**
  - Yes, we want all students to have a GCSE qualification in a modern language
  - We believe this is necessary 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**

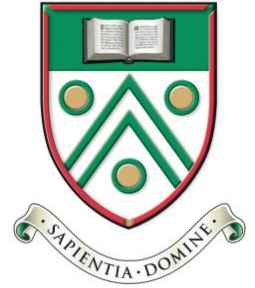
# Making decisions

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Sophie Howard  
*Yr 8/9 Phase leader*



# Decisions to make



**Option 1**

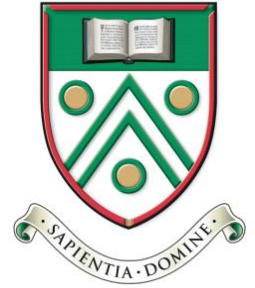
**Option 2**

**Option 3**

**+**

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

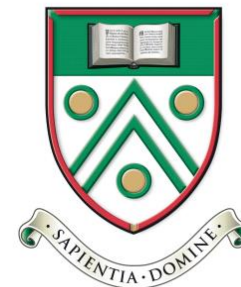
# Mentoring support



- 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 and parents must sign-off final choice of subjects



# GCSE options - implications for A Level choices at *our* Sixth Form



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

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

# Next steps

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Sophie Howard

*Yr 8/9 Phase leader*



# Timeline

12 January	Y10/11 curriculum & options – presentation to students
12 – 26 January	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.
29 January – 9 February	First mentoring fortnight – students meet with staff mentors to discuss options
19 February – 1 March	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.
[21 February]	Year 9 PTC - further opportunity to discuss options with teachers
4 March	<u>Final deadline</u> for return of Options Forms. Students hand in to form tutors.

## Year 9 Options programme

Complete this side by 3 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  
2023 - 2025

**Option  
Form  
Side B**



Name:		Form:	
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Please note, you have a free choice of subjects with one exception – you may not choose more than one Art GCSE course. We offer two pathways with Art: photography, fine art along with GCSE Art Textiles, which also leads to a GCSE in Art.  
Students opting for a GCSE Art course need to specify below which of the pathways they wish to take.  
Students opting for GCSE Religious Studies need to specify whether they wish to study Christianity with Hinduism or the Christianity with Islam.

(b)	Option 1	
	Option 2	
	Option 3	

Alternative Choices  
(Provide 2 alternatives please)

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Signed \_\_\_\_\_  
(Student)

Signed .....  
(Parent)

Signed .....  
(Mentor)

**When you have completed this form hand it in to your tutor.**

**Deadline: Friday 3 March**

# Thinking further ahead

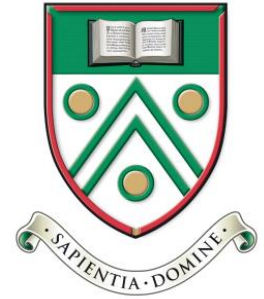
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**David Harding**

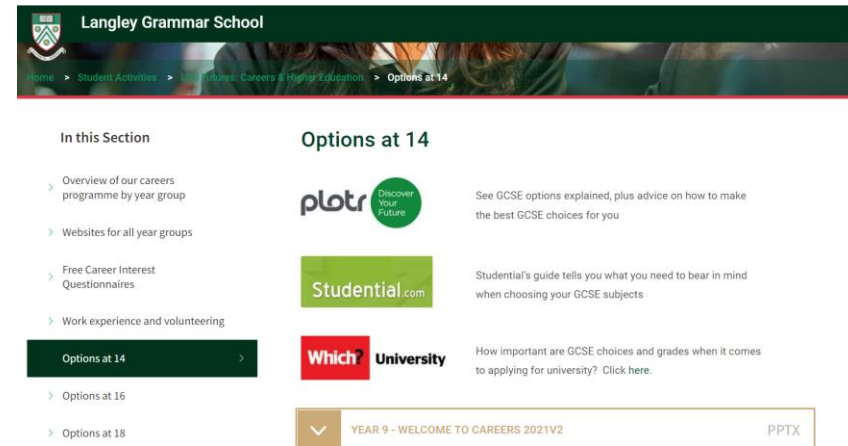
*Deputy Headteacher*



# Careers advice, information and guidance



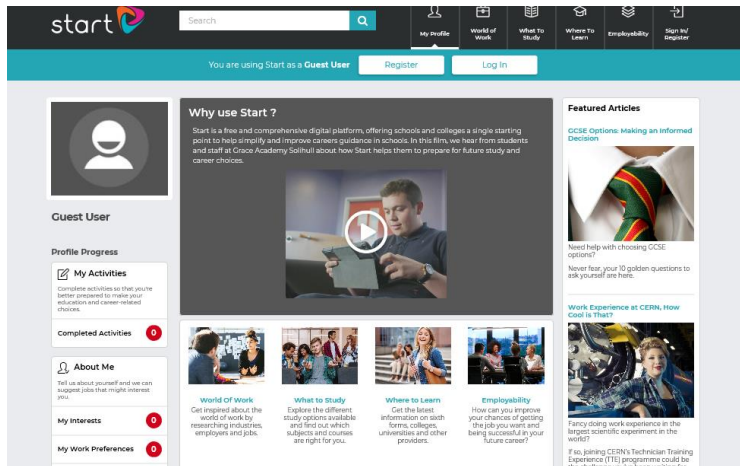
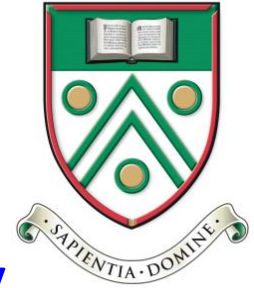
- A wealth of resources on our careers section (under student activities) on our school website.
- Students all have access to ‘Unifrog’ – a web-based platform with lots of information about choosing GCSE options.
- ***Pages ‘Options at 14’ , ‘Websites for all year groups’ , ‘Resources for Parents’ and ‘Free Career Interest Questionnaires’ are particularly useful.***





# Other free online tools:

## *Target careers and Start*



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

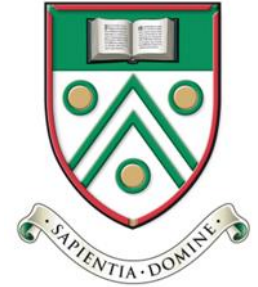
- Free online platform - students and parents can register to use the resources available
- Students can answer a few questions about themselves and their interests to generate information and links to potential careers and subjects to consider.



<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*



Thank you for  
attending

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