



# **Year 10/11 Curriculum 2020-21**

***Year 9 Parents' meeting***

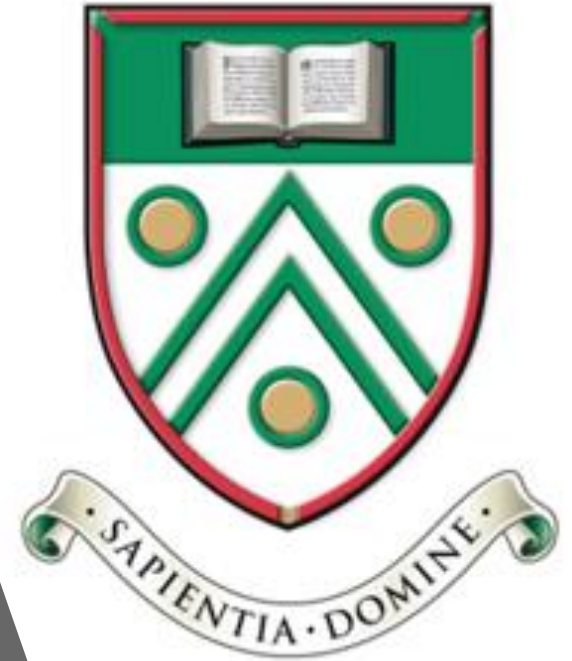
# Programme



<b>Introduction</b>	Mr John Constable <i>Headteacher</i>
<b>Year 10/11 curriculum outline</b>	Mr David Harding <i>Deputy Headteacher</i>
<b>Support for students Decision making</b>	Mr Ondrej Broz & Ms Charlotte Thompson, Phase Leaders
<b>Thinking further ahead</b>	Mr David Harding <i>Deputy Headteacher</i>
<b>Next steps</b>	Mr Ondrej Broz <i>Please Leader</i>
<b>Final comments</b>	Mr David Harding <i>Deputy Headteacher</i>

# Introduction

*Mr John Constable  
Headteacher*



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



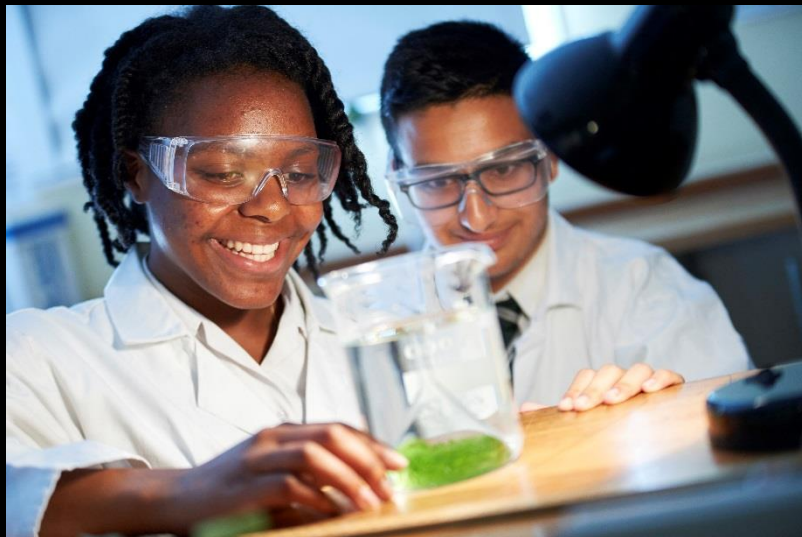
***Confident***  
***Well-rounded***

***Independent***

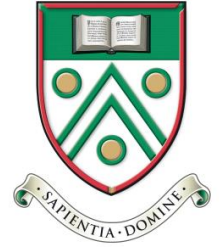
***Creative***

***Responsible***

***Caring***



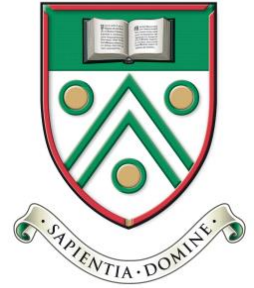
# GCSE Examination Reform



*Reformed exams were introduced over 3 years*

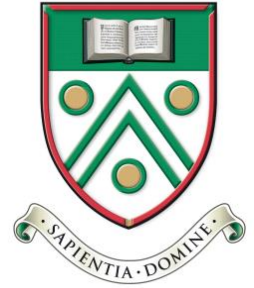
<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>
<b>September 2015</b>	<b>September 2016</b>	<b>September 2017</b>
<b><i>Last year's year Y13</i></b>	<b><i>Current year 13</i></b>	<b><i>Current year 12</i></b>
Mathematics English Language English Literature	Sciences History Geography Modern Languages Art Drama Religious Education PE Food & Nutrition Music Computing	Product Design Textiles Business Studies

# GCSE Examination Reform



- New GCSEs aimed to **raise standards** of knowledge & understanding, numeracy and literacy.
  - Volume of subject content has increased.
  - Demand of content has increased, with harder topics (including some former A Level material) being introduced.
- Non-practical courses **fully linear** - all assessments take place at the end of the course. More time spent on examinations.
- Different **grading system** - grades from 1 to 9, with 9 being the highest

# GCSE Examination Reform



- “Comparable outcomes” - broadly the same proportion of students achieve
  - **grade 4 and above** as previously achieved **grade C and above**
  - grade 7 and above as previously achieved an A and above
- Approximately the top 20% of those who get grade 7 or above will be awarded **grade 9**.
- **Grade 5** approximately equivalent to old borderline B/C grade – ie more challenging than old grade C.  
***Grade 5 becoming the new minimum expectation***

**‘Strong pass’  
= Grade 5+**



**‘Standard pass’  
= Grade 4**



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

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

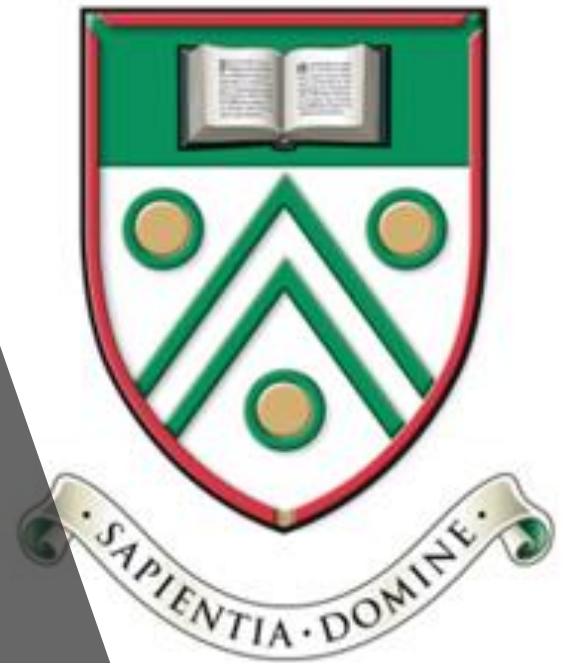
**AWARDING**  
4 and above = bottom of C and above



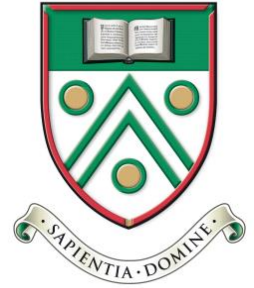
# Year 10/11 Curriculum

*Mr Harding*

*Deputy Headteacher*



# Our aims

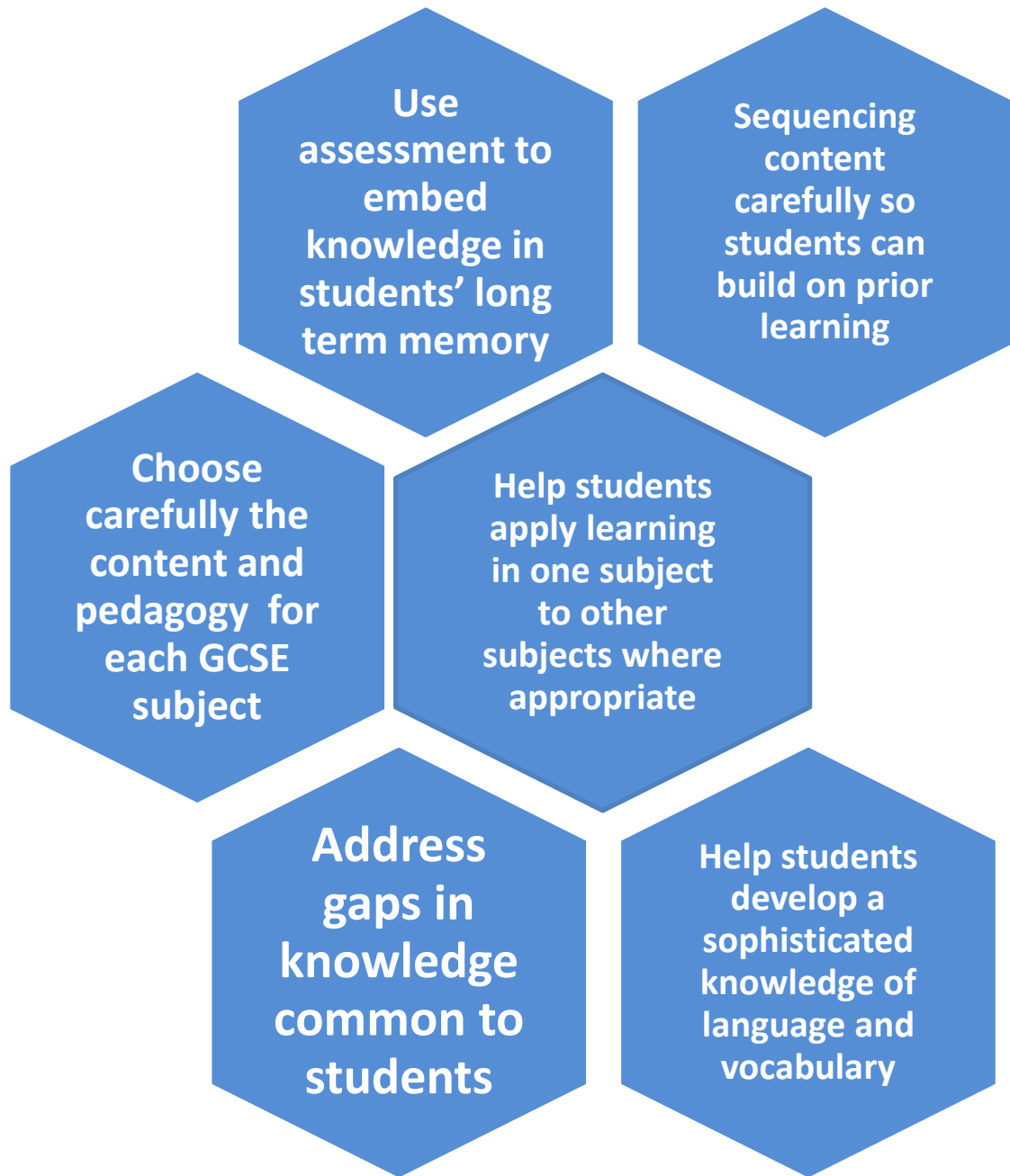


## *In Years 10 & 11 we aim to:*

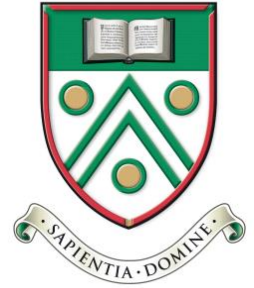
- provide an enjoyable, engaging and **challenging** academic curriculum, which is **broad and balanced** and develops students' subject-specific knowledge, skills and understanding;
- promote students' wider personal development, by:
  - preparing students for the opportunities, experiences and responsibilities they will face in the **future**;
  - providing a broad and enriching range of **opportunities beyond the classroom.**

# Curriculum aims unpacked

How do we  
develop  
subject specific  
knowledge,  
understanding  
and skills?



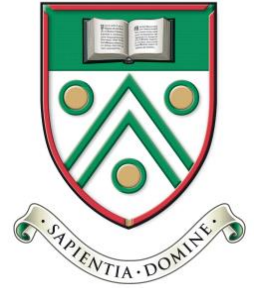
# Core Curriculum



- **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

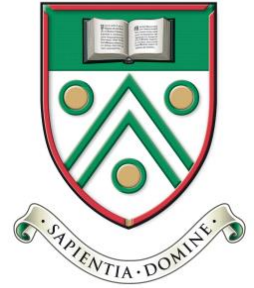
# Core Curriculum

## *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

# Optional GCSE subjects



Three subjects chosen\* from

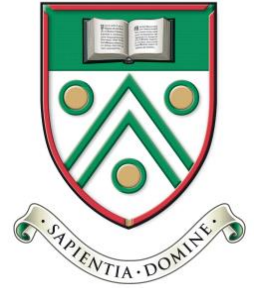
- Art
- Art Textiles
- Business Studies
- Computing
- Drama
- French
- Food & Nutrition
- Geography
- German
- History
- Music
- Religious Education
- Physical Education
- Product Design (Design Technology)

*\* Subject to sufficient numbers, and ensuring balance for the student*

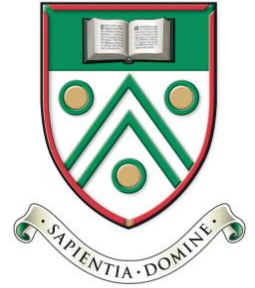
# How much time?

## *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



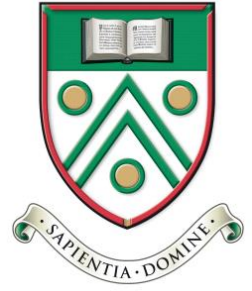
- “Twilight” lessons in Spanish or Mandarin
- One hour per week after school
- Can lead to nationally recognised AQA language qualification
- Further information in booklet
- Students can express interest on options form



# Support for students

*Ms Thompson*  
*Phase Leader*





School

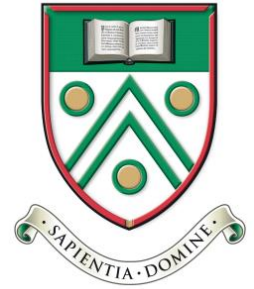


Parents



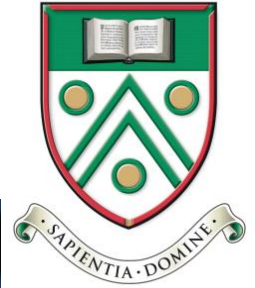
Students

# Choosing: *advice to students*



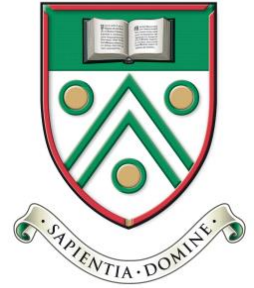
- Choose subjects you are **confident** with, and believe you will **enjoy**
- Consider the essential requirements of any **future study** or **career plans**
- Aim for a **balance** of subjects and workload
- Think of the ways you **like to work**
- **Talk to the teachers** of subjects you are considering

# Choosing: *try to avoid*



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

# Choosing: *try to avoid*



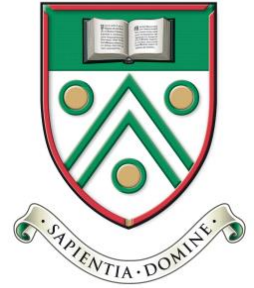
**“I’ve been told that subject is not useful for anything.”**

What do you want to do that for?

That won't lead anywhere....

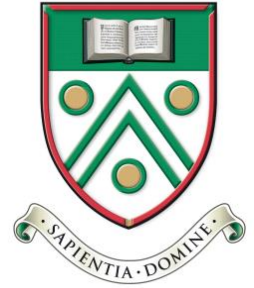
**All GCSE subjects are useful.**

# 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!
  
- **Can I choose something else instead of a language?**
  - No, we want all students to have a GCSE qualification in a modern language
  - We believe this is essential for a broad and balanced academic curriculum
  - Universities appreciate a wide-ranging field of study at GCSE

# Frequently asked questions

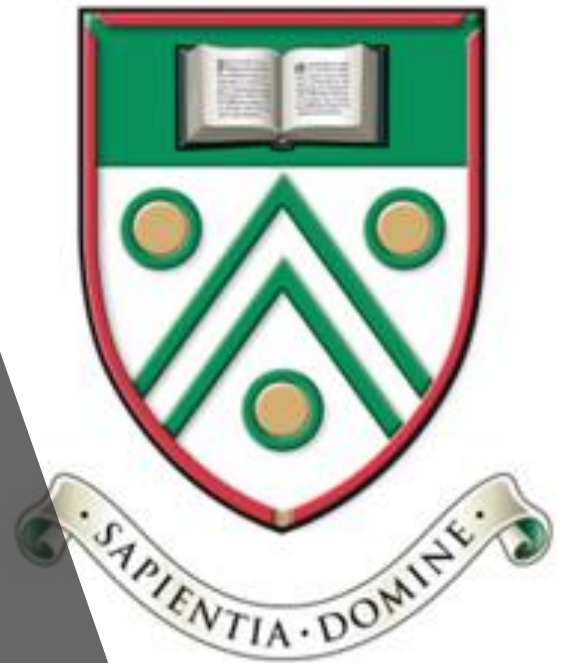


- **Can I change my mind about my options?**
  - Initial choices are used to make decisions about numbers of sets, staffing requirements and if subjects are viable
  - Changes can usually be accommodated until timetabling starts
  - Late change requests will be considered, but ***may not be possible***
- ***If a change is requested it should be for well thought out and substantive reasons***

# Decision making

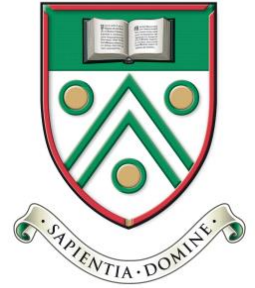
*Mr Broz*

*Phase Leader*





# Decisions to make



**Foreign language: French or German?**

**+**

**Option 1**

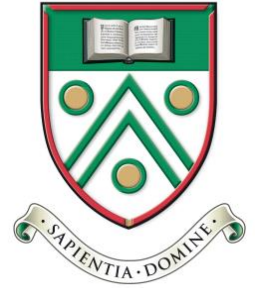
**Option 2**

**Option 3**

**+**

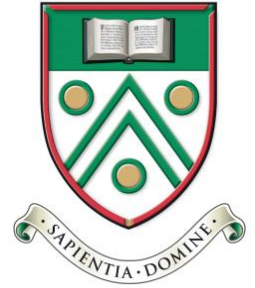
***Plus reserve choices.....***

# Mentoring support



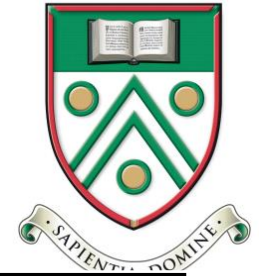
- Students discuss provisional choices with staff mentors
- 2-3 mentors per form group
- Students withdrawn from lessons to meet mentors for 10-min individual discussions
- Mentors must approve final choice of subjects

# Balance...



- Yes it's good to have a good balance of subjects but...
- It's also OK, for example, to take two languages 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.

# GCSE options - implications for A Level choices

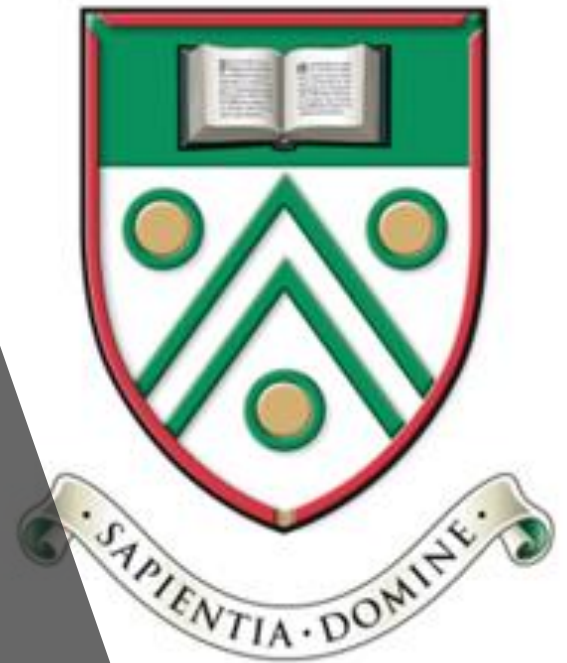


<b><u>Essential</u> to have taken GCSE:</b>	<b><u>Desirable/not essential</u> <u>but</u> clearly advantageous for A Level study.....</b>	
French	Art	Geography
German	Drama	History
	Religious Education	Music
	Product Design	Physical Education
	Textiles	Computing

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

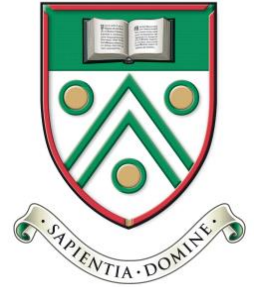
Thinking  
further ahead

Mr David Harding  
*Deputy Headteacher*



# Year 9:

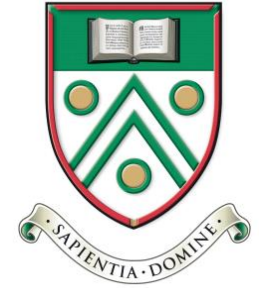
## Welcome to the world of careers!



- Revisit the key messages from *The Real Game* in Year 8
- Explore ‘Careers of the future’ and Labour Market Information
- ‘Options at 14’ and ‘Resources for Parents’ page in the careers section on the school website
- Look ahead to .....



# Slough Aspire: Careers Event 2020



- Event for Slough schools organised by **Learning to Work** (local education business partnership)
- **Presentations & exhibition:** employers, universities, voluntary groups, training providers & careers advisors
- **Fantastic opportunity** to gain information and insights or various education and career pathways
- LGS attending from **9.00 – 10.15am** on **Thursday 6 Feb** at **Lynch Hill Enterprise Academy, Slough** (Payment and consent through ParentPay.)

<http://www.lgs.slough.sch.uk/page/?title=Careers+%26+amp%3B+Higher+Education&pid=110>

Langley Grammar School

MENU

Home > Student Activities > Careers & Higher Education > Options at 14

### In this Section

- > Overview of our careers programme by year group
- > Careers News
- > Websites for all year groups
- > Quizzes and questionnaires
- > Work experience and volunteering
- Options at 14** >
- > Options at 16
- > Options at 18
- > Labour Market Information (LMI)
- > Resources for parents

### Options at 14

**plotr** Discover Your Future

See GCSE options explained, plus advice on how to make the best GCSE choices for you

**Studential.com**

Studential's guide tells you what you need to bear in mind when choosing your GCSE subjects

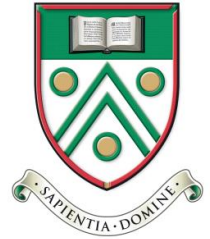
**Which? University**

How important are GCSE choices and grades when it comes to applying for university? Find out here.

14:32  
03/01/2017



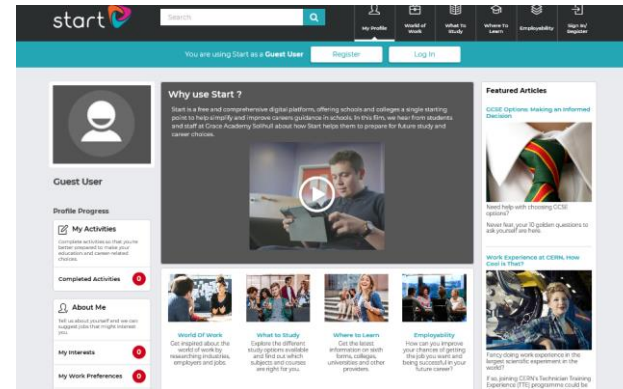
# Online tools: *UCAS, Target careers and Start*



[www.careerfinderucas.com](http://www.careerfinderucas.com)



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



- <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 possible careers and subjects they may wish to consider.

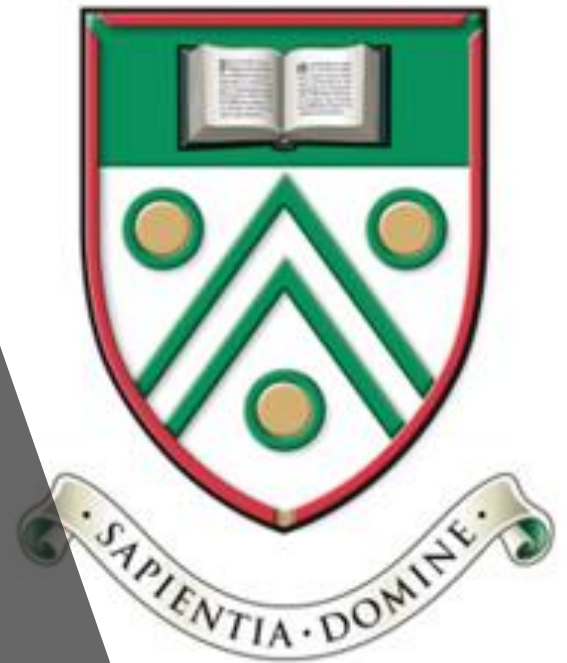
# Introduction to Careers and Options

- Each form group will have a one-hour introduction to careers education including resources available to them
- Takes place in PCS lessons wherever possible with Mr Devani, our Careers education and guidance adviser
- Supports the options process and complements students' visit to the Slough Aspire event

# Next steps

*Mr Broz*

*Phase Leader*



# Next steps



- |                           |   |
|---------------------------|---|
| 29 January                | Y10/11 curriculum & options – presentation to students  |
| 29 January to 27 February | Students research options<br>Departmental presentations for new subjects<br>Students make provisional choices, discuss with subject teachers, parents and tutor. They complete <b>Side A</b> of the <b>Options Form</b> in preparation for meeting with their mentor. |
| 28 February – 5 March     | Mentoring week – students meet with staff mentors to discuss options  |
| 6 March to 13 March       | Students meet with mentors a second time to confirm choices<br>They hand in <b>Options Form</b> with <b>Side B</b> completed and signed by parents and mentor.  |
| Monday 16 March           | <u>Final deadline</u> for return of Options Forms to tutors   |

## Year 9 Options programme

By February half term you should have researched your possible options, spoken to teachers, and thought about how they might link in to future careers. In preparation for your mentor meeting in the week beginning 20 February, you should complete all sections of **this side** of the form.

Options  
Form  
Side A



Name:		Form:	
Staff mentor:		Form tutor:	

### Possible options (*at least four including a modern language*)

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

### Possible higher education or careers?

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**Option Choice Form**  
Key Stage 4 2018 - 2020

**Option  
Form  
Side B**



Name:		Form:	
(a)	Modern Foreign Language		

Please complete Section (b) below

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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 twilight additional language options:

Spanish		Mandarin	
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Signed .....  
(Student)

Signed .....  
(Parent)

Signed .....  
(Mentor)

**Final comments**

**Mr Harding**

