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# Welcome!

### Year 10/11 Curriculum 2023-24

For parents of Year 9 students

11 Jan 2023

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# Aiming to cover....

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

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#### Introductions

John Constable

Headteacher

David Harding Deputy Headteacher

Charlotte Reid (nee Thompson) Yr 8/9 Phase leader

Alex Badshah Yr 8/9 Phase leader

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# **Questions?**

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



#### John Constable Headteacher



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#### We support our students to become...





Confident Well-rounded

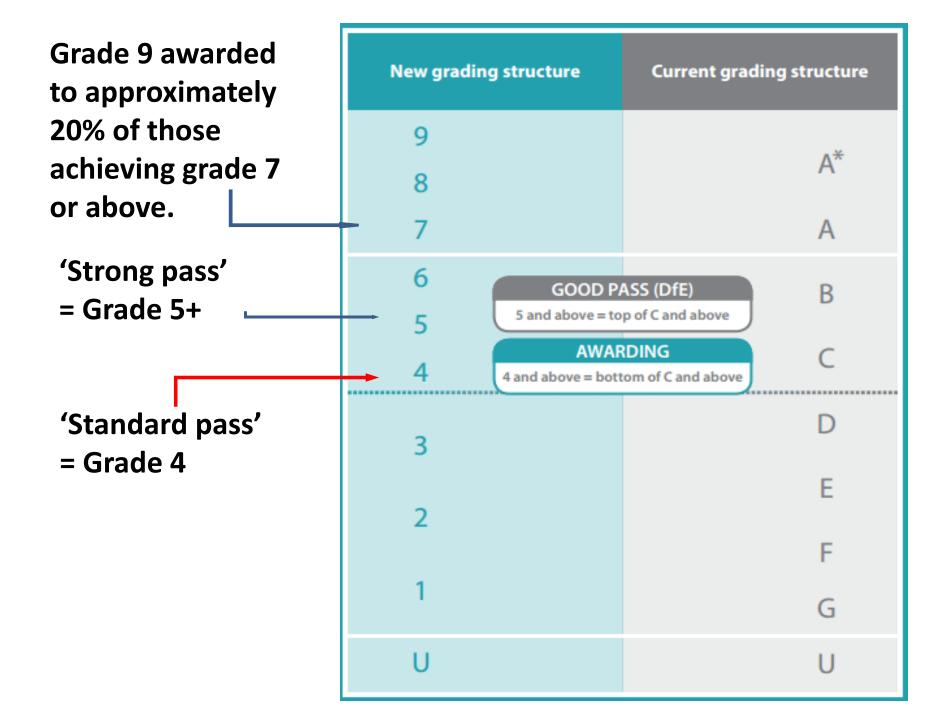
Independent Creative

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



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# The Year 10/11 curriculum

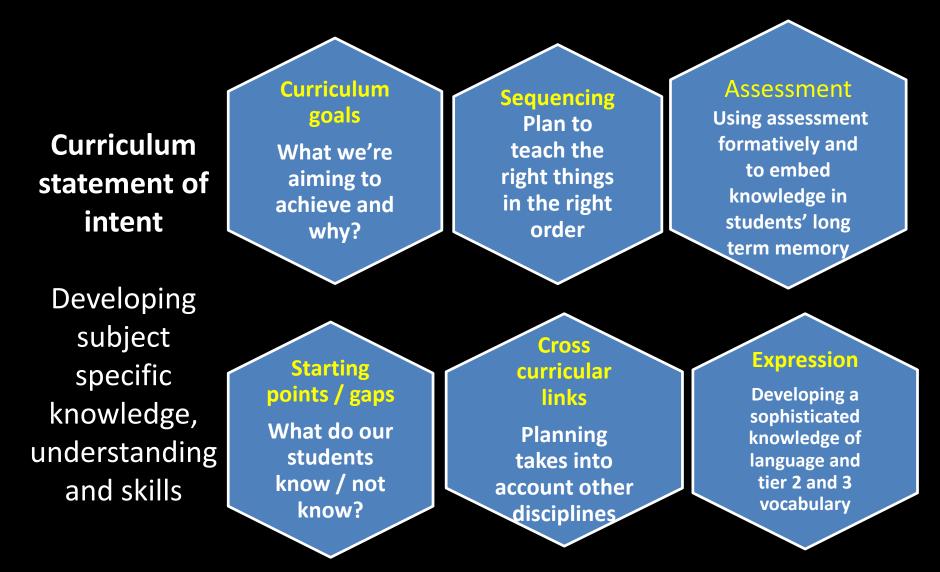
#### **David Harding** *Deputy Headteacher*

## **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.



### **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 <u>and</u> 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

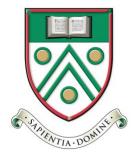
- German
- History
- Music
- Religious Studies (2 pathways)
- Physical Education
- Product Design (Design Technology)

\*Subject to sufficient numbers and staffing capacity

\*\* Students may <u>not</u> 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
- Maths
- Science
- Modern language
- Other GCSE options
- PE
- Philosophy & Ethics
- PCS

- 4 hours
- 3 hours
- 6 hours
- 2 hours
- 3 x 2 hours
- 2 hours
- 1 hour
- 1 hour

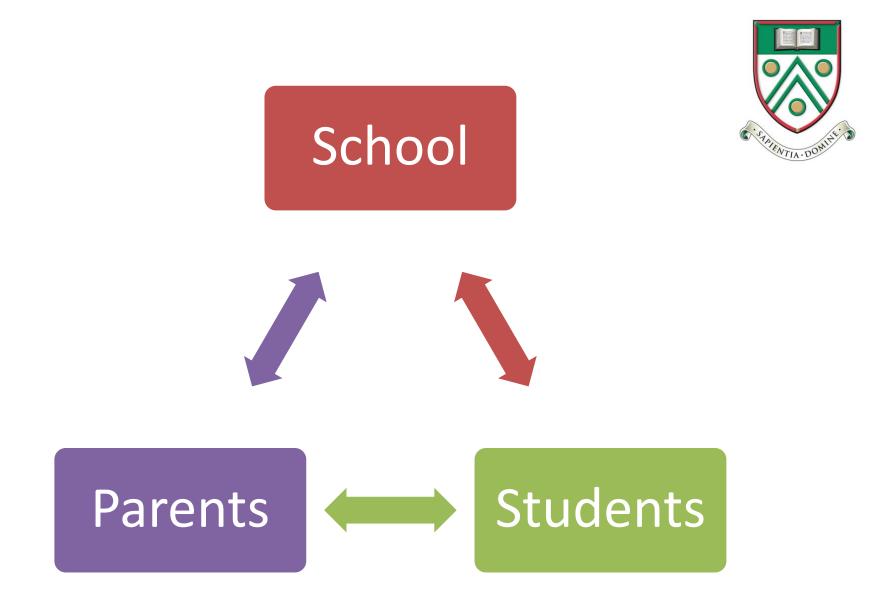


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# Support for students

#### Charlotte Reid Yr 8/9 Phase leader





# Choosing: advice to students



- Choose subjects you are confident with, and believe you will enjoy
- Consider the <u>essential</u> 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.

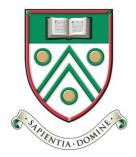
## Choosing: try to avoid





"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**



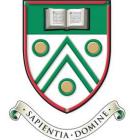
- Can I do more than three options?
  - No, the timetable does not have the space for this
  - Students are already taking enough GCSEs!
- Do I have to continue with French or German?
  - Yes, we want all students to have a GCSE qualification in a modern language
  - We believe this is necessary for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

#### **Alex Badshah** Yr 8/9 Phase leader



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### **Decisions to make**



Option 1 Option 2 Option 3

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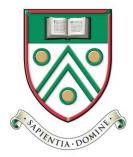
Plus reserve choices.....

## **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



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

Choose subjects you are **confident** with <u>and</u> believe you will **enjoy**!

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#### Next steps

#### Alex Badshah Yr 8/9 Phase leader

## Timeline



12 January	Y10/11 curriculum & options – presentation to students
12 January – 3 February	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.
6 – 10 February	Mentoring week – students meet with staff mentors to discuss options
[6 February]	Year 9 PTC - further opportunity to discuss options with teachers
20 – 28 February	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.
3 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?

2020 2	ge 4 025		Form Side B	CARLING - BURNER
Name:		Form:		
Art GCSE co which also le Students opti Students opti	you have a free choice of si urse. We offer two pathway ads to a GCSE in Art. ing for a GCSE Art course r ing for GCSE Religious Stu the Christianity with Islam.	vs with Art: photography need to specify below wi	y, fine art along hich of the path	with GCSE Art Textiles, ways they wish to take.
4.5	Option 2			
(b)	Option 2			
Alternative (	Option 3			
	Choices Iternatives please)			
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(Provide 2,a	Choices Iternatives please) (St	udent)		
(Provide 2,a	Choices Iternatives please) (St	-		

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# Thinking further ahead

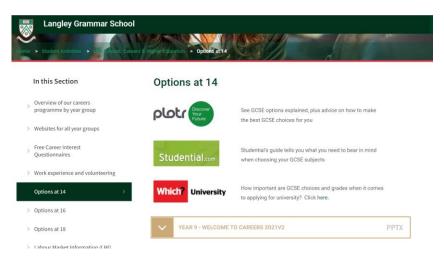
#### David Harding

Deputy Headteacher



# Careers advice, information and guidance

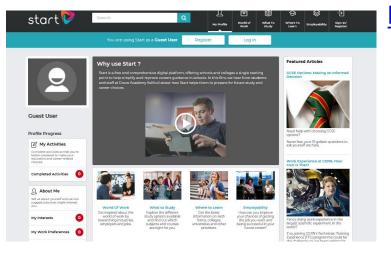
- A wealth of resources on our careers section (under student activities) on our school website.
- Students all have access to 'Unifrog' – a web-based platform with lots of information about choosing GCSE options.
- Pages 'Options at 14', 'Websites for all year groups', 'Resources for Parents' and 'Free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



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#### 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

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#### **Final comments**

David Harding Deputy Headteacher



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# Thank you for attending