



Year 8 Curriculum and Options Choices:
Information Evening
Tuesday 3rd October

Mr Wharton – Deputy Head
(Mrs Brunning – Assistant Headteacher
Mr Peachment - Head of Achievement)

Our overarching aims:

- To ensure that pupils follow a tailored pathway through KS4, appropriate to their interests and abilities
- To ensure that pupils continue to follow a broad and balanced curriculum so that they have the base from which to specialise later in life

The National Context

- GCSEs are linear with terminal exams
- 'Rote' learning is an expectation
- SPAG (spelling, punctuation and grammar) marks are included in the majority of subjects
- No coursework – some Controlled Assessment remains
- No national curriculum levels
- Significant emphasis on Mathematics and English
- GCSE grading system from 2017: 9-1 replaces A*-G for all subjects



The GCSE Grading System

- Grades 9 to 1 (high to low)
- The Government has established that a grade 4 is a 'standard pass' and a grade 5 a 'good pass'
- Most Post 16 providers ask for a number of minimum 'standard passes' - but dangerous to aim for, and 'settle' for, a grade 4

What the pupils told me....

Year 9 feels a little bit different because we are starting our GCSEs

The beginning of Year 9 'was good but, you know, seen better'

Year 9 'feels unique like you are on a treacherous sea trying to stay afloat from the challenges to come ahead

'The work feels harder and more thoughtful'

The beginning of Year 9 'is alright if you just get your head down and work'

'I think the leaflet you provided to us explained everything about choosing options'



Year 9 onwards:

Core for all pupils:

- Mathematics
- English/English Literature
- Science
- ICT
- PE



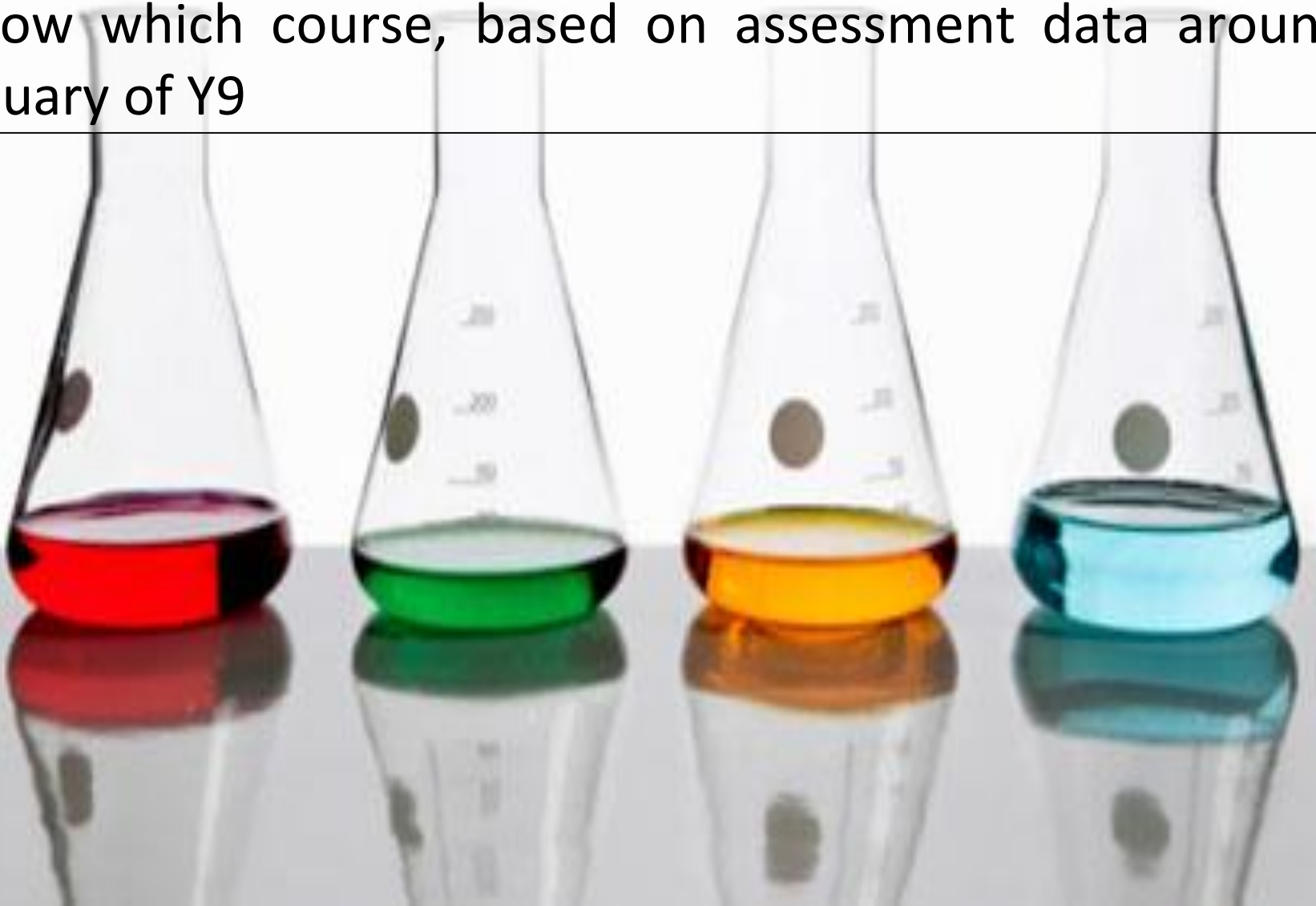
Mathematics: Linear study with an increasing emphasis on functionality



English and Literature: 100%

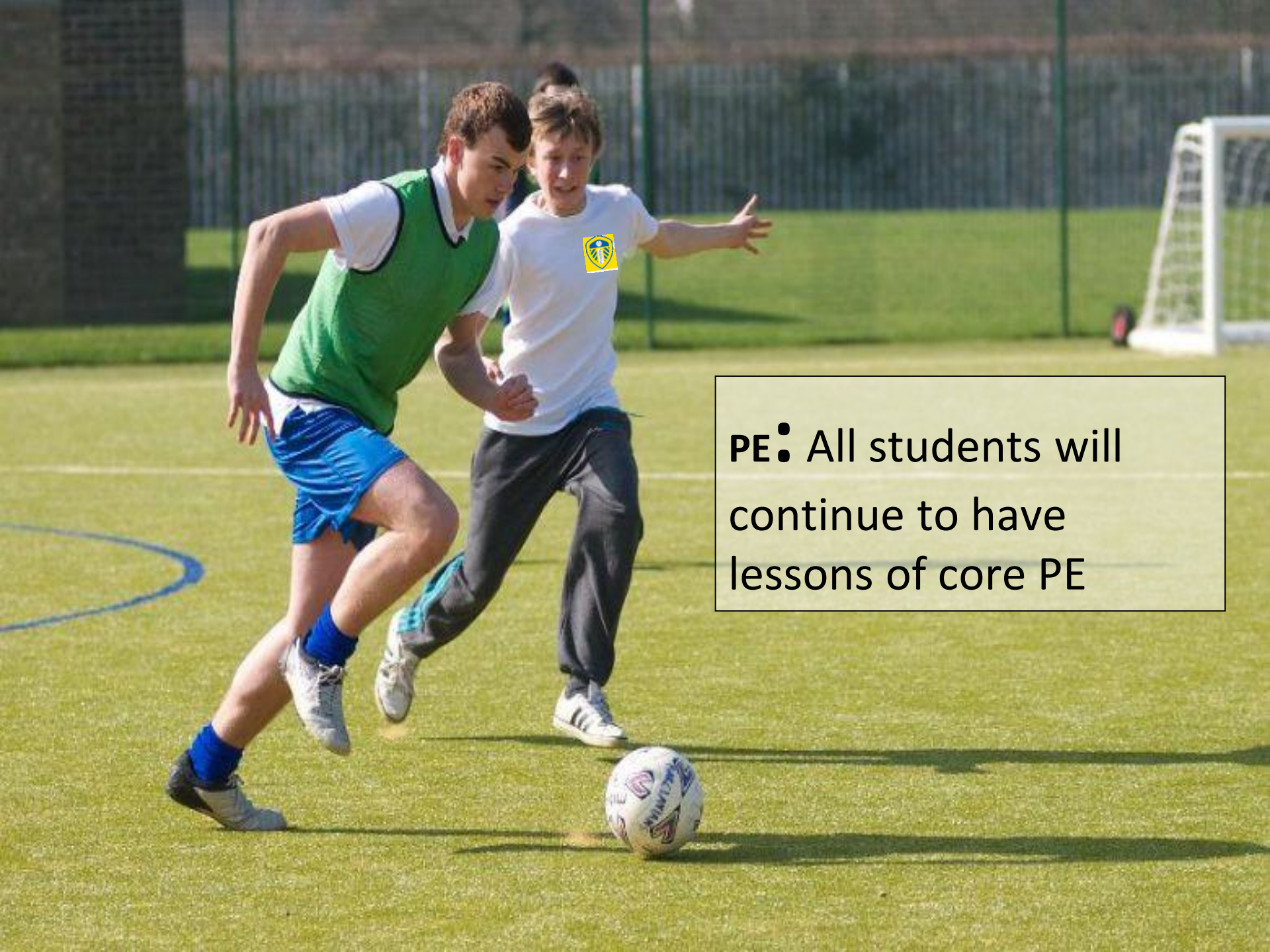
linear examinations – will need lots of timed,
practice, pieces in class

Science: Pupils will study either Triple or Double Sciences. The Science department will decide which pupils follow which course, based on assessment data around January of Y9





ICT: As now, all students take an ICT qualification in Y10.

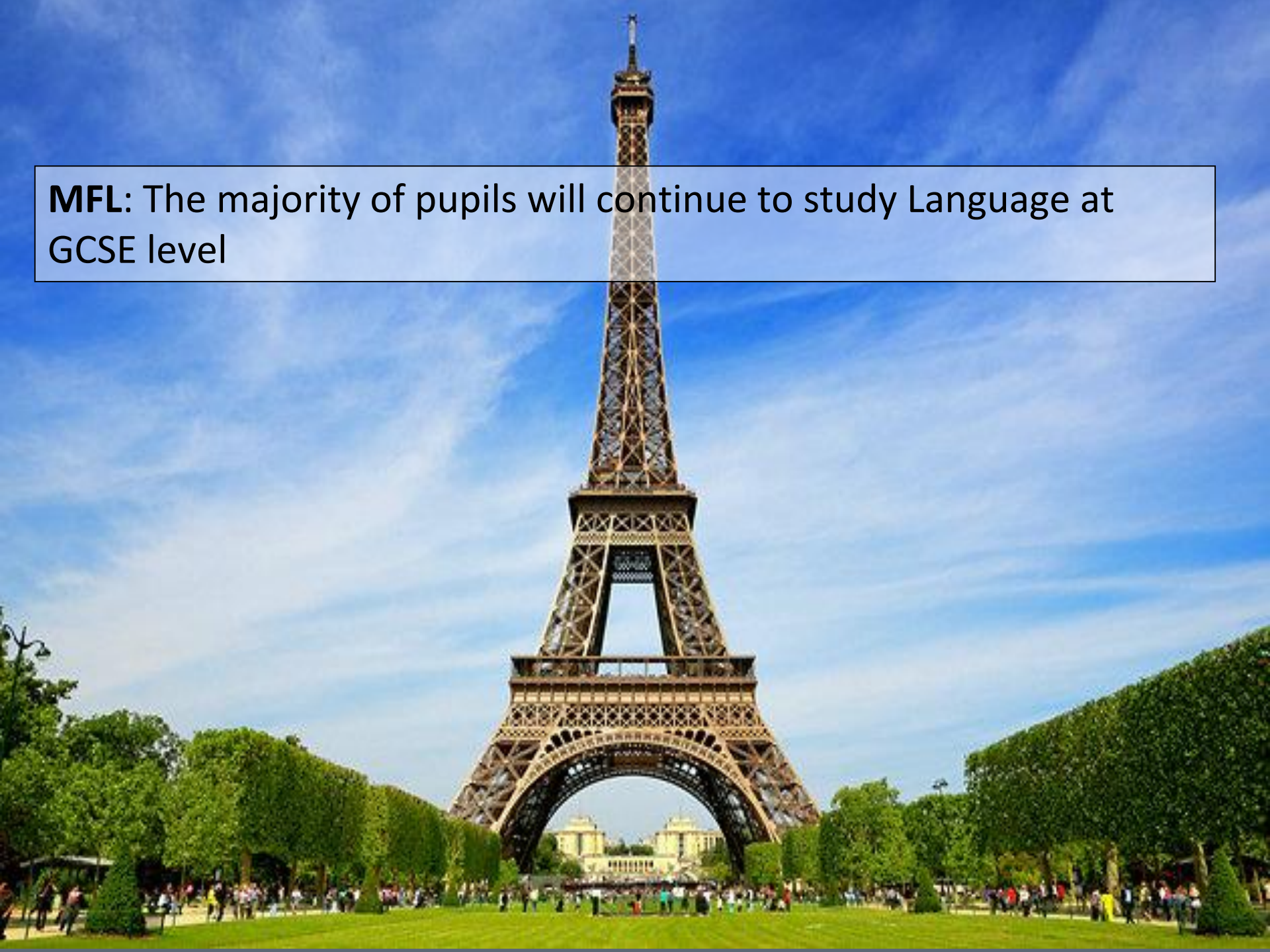


PE: All students will continue to have lessons of core PE

Humanities: The majority of pupils will need to choose a Humanities subject – History or Geography



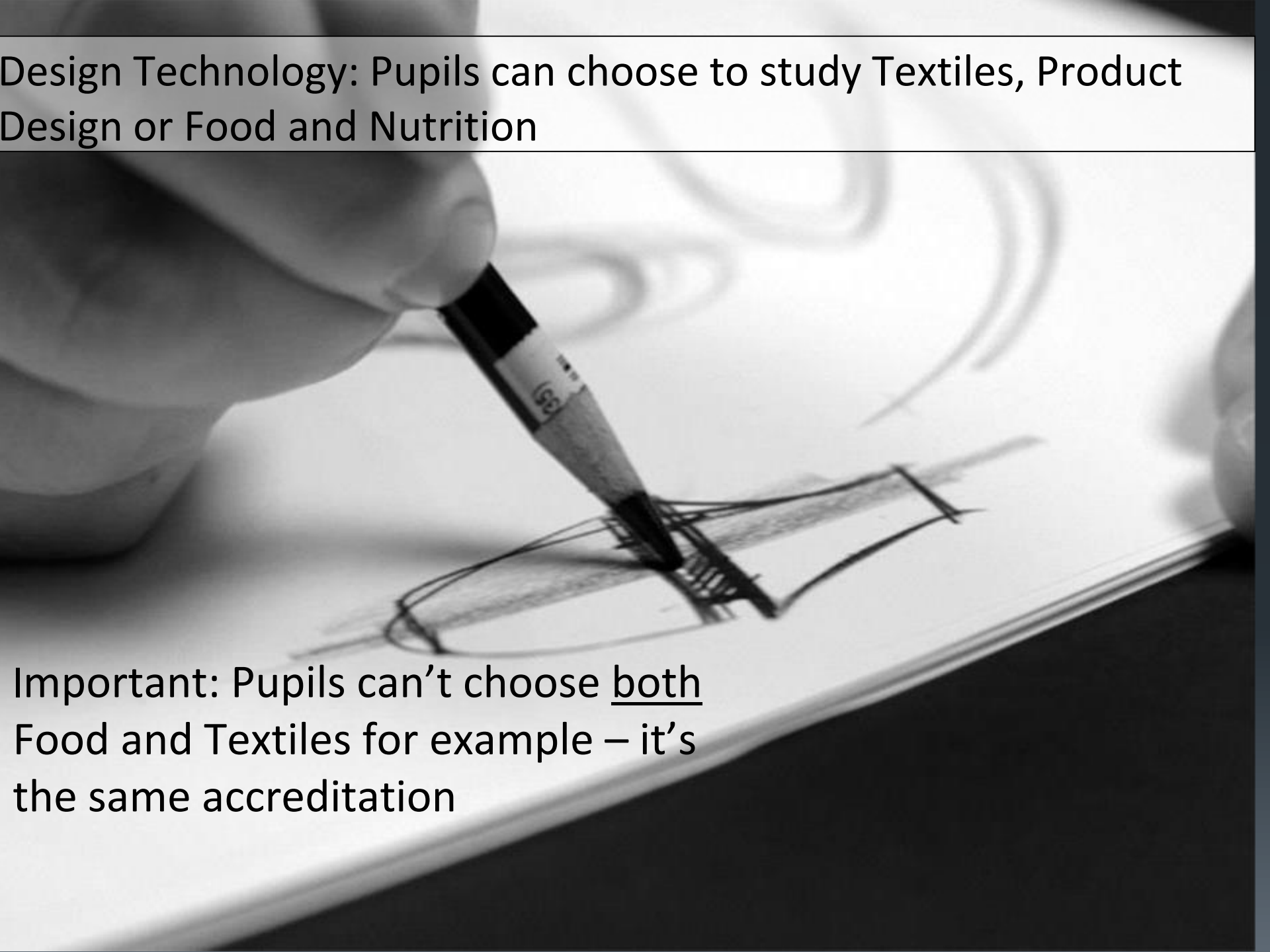
MFL: The majority of pupils will continue to study Language at GCSE level



Some pupils will have the opportunity to study more vocationally based subjects:

- Child Development: OCR National
 - Health and Social Care: BTEC
 - Sports Studies: OCR National
 - Travel and Tourism: BTEC
 - Digital I.T.: BTEC
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- Both OCR Nationals and BTECs are Level 2 qualifications

Design Technology: Pupils can choose to study Textiles, Product Design or Food and Nutrition

A black and white photograph showing a close-up of a hand holding a black marker, drawing a sketch on a piece of paper. The sketch appears to be a technical drawing of a mechanical part, possibly a gear or a similar component, with various lines and shading. The background is blurred, showing some faint circular patterns.

Important: Pupils can't choose both Food and Textiles for example – it's the same accreditation



Art/Photography: Similarly, pupils can't choose both Art and Photography for the same reason

An Extensive Range of Extra-Curricular Experiences

Year 7 Kathakali workshop
March 2022



Decision Making

- Important principles:
- Beginning to think about subject choices from now
- Not choosing a subject because their friends are doing it
- Not choosing a subject because they like the teacher
- Not choosing a subject in which they already have had difficulties – e.g. not regularly bringing their kit to PE, not bringing ingredients for Food Technology

How can parents help?

- Encourage your child to make positive choices based on his/her engagement and success with the subject.
- Encourage your child to consider potential career areas and what subjects may be relevant.
- Emphasise the importance of accurate 'SPAG' and good handwriting in all curriculum areas.
- Explain the importance of subjects over which there is no choice, e.g. Maths
- 'Keep up the pressure' on homework and reading.
- Make your child aware that it is rarely possible for students to change options once the timetable is established.

Support for Students



- November – ‘Future Choices’ Assembly
- December (onwards) – options and careers discussed during the Tutor Programme
- January 2024 - Tutor/Parents’ evening
- January 2024 (onwards) – discreet IAG/careers lessons as part of PDL
- Early March 2024 – ‘Taster’ lessons/experiences of option subjects`
- Early March - Options Fayre
- March 2024 - Options booklets issued
- 14th March 2024 – Y8 Options Information Evening
- 25th March 2024– Options choices (Google Form) returned
- June/July 2024– Finalisation of options groupings



Thank you