

Year 9 Curriculum Evening



13th September 2018

Overview of Evening

- Introductions and GCSE update
- English curriculum – Mrs Perry.
- Maths curriculum – Mr Nangalia.
- Science curriculum – Miss Elliot.
- MFL curriculum – Miss Tabellion
- Head of Year 9 – Mrs Morgan.

GCSE Headlines 2018

Pupils average this many GCSE grades above similar ability peers

+0.40

Pupils average this grade across their best 8 GCSEs

4.9

This % of pupils pass both English and Maths

72%

This % of pupils attain the Ebacc

41%

The Year 9 Curriculum

- English
- Mathematics
- Science
- PE (core)
- MFL (French/German)
- Humanities (History/Geography)
- PSHRE
- Plus 2 Option Choices – selected in March 2017

Curriculum Changes

- A new grading scale of 9 to 1 will be used, with 9 being the top grade.
- Assessment is mostly by exam at the end of the course.
- There is more demanding content
- Exams can only be split into 'foundation tier' and 'higher tier' if one exam paper does not give all students the opportunity to show their knowledge and abilities.
- Vocational courses now have an examination component
- Spelling, punctuation, grammar is now being assessed in the external GCSE examinations in English literature, geography, history and religious studies.

New GCSE grading structure

Ofqual

Grading new GCSEs from 2017

| New grading structure | Current grading structure |
|-----------------------|---------------------------|
| 9 | |
| 8 | A* |
| 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 same proportion of students will achieve a **grade 7** and above

achieve a **grade 4** and above

achieve a **grade 1** and above

as currently get A and above

as currently get C and above

as currently get G and above

What does the GCSE 'strong pass' mean?

- In the future, for the reformed GCSEs, the Government's definition of "good pass" will be set at grade 5.
- There will be fewer pupils achieving a 'strong pass' than in previous years.
- Grade 4 will continue to be a "standard pass". We would not expect employers, colleges and universities to raise the bar to a grade 5 if, for example, a grade 4 would meet their requirements.
- Grade 9 will be awarded for the top 20% of those who get Grade 7 or above.

Post 16 Pathways

Subjects on offer in sixth form:

- English Language and Literature.
- Mathematics and Further mathematics.
- Science – Biology, Chemistry and Physics
- Geography and History.
- French and German.
- Art, Photography
- PE, Btec Sport and Dance.
- Social sciences – Psychology and Sociology.
- Law.
- Health & Social Care.
- Business studies.
- Computing.
- Music.
- Drama.
- Philosophy & Ethics.
- Technology - Product Design and Textiles.

GCSE English Language and English Literature

Mrs Perry – Curriculum Leader of English

Overview of the English Language course

All students will study English Language and English Literature and will gain 2 GCSEs.

English Language

- Exam board - AQA
- 100% examination
- Students will answer questions on unseen 19th, 20th and 21st century texts
- 20% of the marks for the written exams will be technical accuracy (SPaG)
- There will be no higher and foundation tier
- It will be graded 9 to 1

English Language – Assessment Summary

Paper 1: Explorations in Creative Reading and Writing

- 1 hour 45 minutes
- 50% of GCSE

Paper 2: Writers' Viewpoints and Perspectives

- 1 hour 45 minutes
- 50% of qualification

Non-Examination Assessment: Spoken Language (the new name for speaking and listening)

- Non-exam assessment - Unweighted

Overview of the English Literature course

- Exam board - AQA
- 100% exam
- There will be no higher or foundation tiers
- Requires the study of whole texts
- 6% of the total marks to SPaG
- There are tasks which require students to complete comparison across texts
- It will be graded 9 to 1

English Literature Qualification Requirements

Students are required to study:

- a play by Shakespeare
- a 19th-century novel
- a selection of poetry from 1789, including representative Romantic poetry
- fiction or drama from the British Isles from 1914 onwards
- unseen texts

Paper 1: Shakespeare and the 19th-century novel

(Macbeth and Dr Jekyll and Mr Hyde)

- 1hr 45 mins
- 40% of qualification

Paper 2: Modern texts and poetry

(An Inspector Calls **or** Blood Brothers, The Poetry Anthology and Unseen Poetry)

- 2 hours and 15 minutes
- 60% of qualification

How we support our students at KCI

- Revised scheme of work
- Regular snapshots to monitor progress
- Close liaison with the examination board
- Homework to support learning in class
- English Language and English Literature assessments each half term
- After school support sessions
- Extracurricular clubs to support learning (e.g. creative writing)
- Revision guides given to all students
- Reading programme during tutorials

What do the students need to do?

- Read the texts you are given (more than once), read around the subject and as much non-fiction as you can. Practise the skills e.g. how is the writer trying to persuade me? Which words evoke an emotion?
- Plan and proof read every piece of writing!
- Ensure that you complete class work and IL to the best of your ability.
- Revise – little and often is the best strategy – don't leave it all till the end!
- Act upon feedback given and ask if you don't understand.
- Attend as many extra sessions as possible.
- A positive approach to English.

What can parents / carers do to help?

- Read the texts that your son/daughter needs to know in preparation for the exam and encourage them to re-read these too.
- Read a range of text types with your son/daughter in preparation for the exam e.g. transactional material such as newspapers, magazines, leaflets and flyers.
- Talk about what's in the news and encourage your son or daughter to formulate informed opinions about topical issues.
- Talk about class work, homework and assessment results
- Encourage your son/daughter to proof read their work and to get into the habit of doing so.
- Encourage the revision of key materials.
- Encourage your son/daughter to seek help when it is needed.
- Remind them that hard work is needed to achieve their goal!

Contact

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GCSE Mathematics

Mr Nangalia – Curriculum Leader
for mathematics

Course overview

GCSE Mathematics

Edexcel

9 – 1

Higher (4-9) and Foundation (1-5).

Taught over 3 years

Assessed summer 2021

How is it assessed?

Foundation (grades 1-5)

Paper 1
Non-calculator

33.3% weighting



Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



Higher (grades 4-9)

Paper 1
Non-calculator

33.3% weighting



Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



How we support students

- Revised SOW supported with reformed GCSE textbooks
- Homework via Hegarty Maths
- Knowledge organisers and Formulae sheets
- Revision Guides
- Half Term Assessments
- Weekly numeracy in tutorial
- Tuesday afterschool support sessions
- Thursday lunchtime support club

What students need to do

- Have a positive attitude.
- Work hard in lessons (from day one).
- Complete their homework.
- Revise for their tests.
- Ask for help.
- Attend the support sessions as needed.

What can parents do?

- Supportive – Can do mindset
- Encourage revision.
- Ask about homework and assessments.
- Direct them to the Hegarty maths videos to support homework and revision.
- Remind them that it is ok to find things difficult.
- Remind them to see their teachers for help.
- Remind them to attend the Tuesday support sessions.

Contact

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GCSE Science – AQA

Mrs Elliott – Director of Science

For those students who **do**
not study Triple Science

Combined Science **Trilogy** subject content

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure, and the properties of matter
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

6 exams in June 2021

| | Biology | | Chemistry | | Physics | |
|--------------------|--|--------------------------|--------------------------------|---------------------------------------|-------------------------------|----------------------------|
| Topics assessed | <u>PAPER 1</u> 1,2,3, 4 | <u>PAPER 2</u> 5,6, 7 | <u>PAPER 1</u> 8,9,10,11,12 | <u>PAPER 2</u> 13,14,15,16, 17, | <u>PAPER 1</u> 18,19,20,21 | <u>PAPER 2</u> 22,23,24 |
| Length of exam | 1 hour 15 minutes | | | | | |
| Marks | 70 | | | | | |
| % of course | 16.7 | | | | | |
| Style of Questions | Multiple choice, structured, closed short answer, and open response. | | | | | |

There is NO coursework anymore...

- Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out **21 set practical activities.**
- Questions will count for at **least 15%** of the overall total mark for the qualification.
- Questions will focus on investigation skills and if students can apply what they know to practical situations.

Harder mathematical requirements in addition to memorising 21 equations

| | |
|----------|--|
| 1 | Arithmetic and numerical computation |
| a | Recognise and use expressions in decimal form |
| b | Recognise and use expressions in standard form |
| c | Use ratios, fractions and percentages |
| d | Make estimates of the results of simple calculations |
| 2 | Handling data |
| a | Use an appropriate number of significant figures |
| b | Find arithmetic means |
| c | Construct and interpret frequency tables and diagrams, bar charts and histograms |
| d | Understand the principles of sampling as applied to scientific data (biology questions only) |
| e | Understand simple probability (biology questions only) |
| f | Understand the terms mean, mode and median |
| g | Use a scatter diagram to identify a correlation between two variables (biology and physics questions only) |
| h | Make order of magnitude calculations |

3 Algebra

- a Understand and use the symbols: =, <, <<, >>, >, \propto , ~
- b Change the subject of an equation
- c Substitute numerical values into algebraic equations using appropriate units for physical quantities (chemistry and physics questions only)
- d Solve simple algebraic equations (biology and physics questions only)

4 Graphs

- a Translate information between graphical and numeric form
- b Understand that $y = mx + c$ represents a linear relationship
- c Plot two variables from experimental or other data
- d Determine the slope and intercept of a linear graph
- e Draw and use the slope of a tangent to a curve as a measure of rate of change (chemistry and physics questions only)
- f Understand the physical significance of area between a curve and the x-axis and measure it by counting squares as appropriate (physics questions only)

5 Geometry and trigonometry

- a Use angular measures in degrees (physics questions only)
- b Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects (chemistry and physics questions only)
- c Calculate areas of triangles and rectangles, surface areas and volumes of cubes

For those students who study
Triple Science

Triple Science subject content

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics (physics only)

6 exams in June 2019

| | Biology | | Chemistry | | Physics | |
|--------------------|--|--------------------------|-----------------------------|-----------------------------|---------------------------|---------------------------|
| Topics assessed | <u>PAPER 1</u> 1,2,3, 4 | <u>PAPER 2</u> 5,6, 7 | <u>PAPER 1</u> 1,2,3,4,5 | <u>PAPER2</u> 6,7,8,9,10 | <u>PAPER 1</u> 1,2,3,4 | <u>PAPER 2</u> 5,6,7,8 |
| Length of exam | 1 hour 45 minutes | | | | | |
| Marks | 100 | | | | | |
| % of course | 50 | | | | | |
| Style of Questions | Multiple choice, structured, closed short answer, and open response. | | | | | |

- Again there is no coursework
- At least 15% of the qualification will draw on students ability to recall the set practical activities and investigative work
- Again, harder mathematical content with memorising 23 equations

What students need to do

1. Be prepared to work hard in lessons AND at home
2. Ask the teacher if unsure about anything
3. Revise practical tasks by writing methods, drawing apparatus, explaining why certain equipment is used
4. Write keyword lists and definitions
5. Start revising the equations off by heart now!
6. Complete all homework to a high standard and hand in on time

What parents/carers can do

1. Be supportive by completing spelling tests of keywords at home
2. Help your child memorise the equations and test them
3. Talk to your child and get them to explain to you the practical's they have done in school
4. Help them make a revision programme now!

Contact

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GCSE French / German

Miss Tabellion – Head of
Languages

Course overview

GCSE French / German

Exam board is Eduqas

9 – 1

Higher (4-9) and Foundation (1-5).

Taught over 3 years

Assessed summer 2021

Subject content

| Identity and culture | Local, national, international and global areas of interest | Current and future study and employment |
|---|--|---|
| <p>Youth Culture</p> <ul style="list-style-type: none"> • Self and relationships • Technology and social media <p>Lifestyle</p> <ul style="list-style-type: none"> • Health and fitness • Entertainment and leisure <p>Customs and Traditions</p> <ul style="list-style-type: none"> • Food and drink • Festivals and celebrations | <p>Home and Locality</p> <ul style="list-style-type: none"> • Local areas of interest • Transport <p>France and French-speaking countries</p> <ul style="list-style-type: none"> • Local and regional features and characteristics • Holidays and tourism <p>Global Sustainability</p> <ul style="list-style-type: none"> • Environment • Social issues | <p>Current Study</p> <ul style="list-style-type: none"> • School/college life • School/college studies <p>World of Work</p> <ul style="list-style-type: none"> • Work experience and part-time jobs • Skills and personal qualities <p>Jobs and Future Plans</p> <ul style="list-style-type: none"> • Applying for work/study • Career plans |

How is it assessed?

In tier – Foundation or Higher
4 skills all weighing at 25%

- Speaking (/60)
- Listening (/45)
- Reading (60)
- Writing (60)

How is it assessed?

Component 1: Speaking

Oral test: 7-9 minutes (Foundation tier)

10-12 minutes (Higher tier)

25% of qualification

Three tasks:

One role play

One photo card discussion

One conversation

Learners are not permitted to use dictionaries in any part of the assessment.

Component 2: Listening

Written examination: 35 minutes (Foundation tier)

45 minutes (Higher tier)

25% of qualification

Listening comprehension tasks with non-verbal and written responses

Learners are not permitted to use dictionaries in any part of the assessment.

How is it assessed?

Component 3: Reading

Written examination: 1 hour (Foundation tier)
1 hour 15 minutes (Higher tier)

25% of qualification

Reading tasks with non-verbal and written responses, including one translation task from French into English

Learners are not permitted to use dictionaries in any part of the assessment.

Component 4: Writing

Written examination: 1 hour 15 minutes (Foundation tier)
1 hour 30 minutes (Higher tier)

25% of qualification

Writing tasks including one translation task from English into French

Learners are not permitted to use dictionaries in any part of the assessment.

How we support students

- Revised SOW supported with reformed GCSE textbooks
- Homework using quizzing and GCSE style tasks
- Knowledge organisers
- Revision Guides
- Mini Tests & quizzes
- Half Term Assessments

What students need to do

- Have a positive attitude towards languages
- Work hard in lessons (from day one).
- Complete their homework on time and to the best of their ability.
- Revise on a weekly basis previous lessons and older units.
- Learn by heart the grammar covered in class.
- Include the STOP FINC technique when writing.
- Plan out written answers.
- Proof read their written work.
- Work on their accent and pronunciation through phonic techniques seen in class.
- When doing reading or listening, look for cognates and gist first, then answer – never rush!
- **Never** use Google translate.

What can parents do?

- Supportive – there is a huge gap in the market for language speakers in the UK which will widen after Brexit – your son/daughter can have the skills and languages needed.
- Encourage them to revise, nothing comes easy, languages are hard, but rewarding.
- Remind them that it is ok to find things difficult.
- Ask about assessment and mini assessments.
- Remind them to ask for help.
- Encourage them to do their homework without IT support, their book and KO are enough.
- Look at revision guides option or speak to us about one.

Contact

**Miss Tabellion- Head of Modern Foreign
Languages**

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Head of Year 9

Mrs Morgan

Importance of Attendance & Punctuality

Good attendance is vital for academic success.

- The Department of Education have identified that there is a strong connection between good attendance and the achievement of students at school.
- Research shows that students with attendance above 97% achieve better GCSE results than those below 97%.
- Research also suggests that 17 missed school days a year can mean at least 1 GCSE grade drop in achievement. (DfES)

Importance of Attendance & Punctuality

- Improving Year 9's attendance is a key priority this year.
- Attendance last year for the current Year 9 cohort was **94.4%**.
- The national average currently stands at **94.8%**.
- Furthermore the number of students classed as Persistently Absent (**90%** or below) was **13.6%**.
- The national average was **12.8%**.
- Both of these figures need to improve this year if all of our Year 9 students are to achieve their full potential.
- Therefore I will be working closely with Mr Allen, our attendance officer, to improve this.

Importance of Attendance & Punctuality

- Excellent attendance and punctuality are not only important for academic success.
- During KS4, students begin to write personal statements and make applications to colleges and for apprenticeships.
- We are often required to give references for students at this time and these always make reference to punctuality and attendance.
- Please help to support us by ensuring that your son or daughter has an excellent attendance and punctuality record.

Key Dates

Year 9 Progress Reports:

- Thursday 7th March 2019.
- Thursday 13th June 2019.

Year 9 Parents' Evening:

- Thursday 6th December 2018.