



Welcome

Mrs E Howarth

Head of Secondary Phase



Routines at Home

- A structured, routine bedtime.
- Down time before bed.
- No phones in bed/limiting screen time.
- Encouraging reading.
- A space to learn (a table - ideally their own)
- Talking to your child about their learning.



Structuring the Key Stage 4 Curriculum

Reformed GCSEs

Grade 9: Top A* performers, about half of the 6.8% who got A*s this year are likely to get it.

Grade 8: The rest of those who obtained A* but did not qualify for a 9

Grade 7: Equivalent to an A Grade pass

Grade 6: Covering those from two thirds of pupils who used to get a B Grade

Grade 5: A 'good pass' covering the top third of those who used to get a C grade and the bottom third of those who get a B

Grade 4: Equivalent to the bottom two thirds of a C Grade pass

Grade 3: Equivalent to a D Grade pass

Grade 2: Equivalent to an E Grade pass

Grade 1: Equivalent to Grade f and G passes



How grades are awarded

Comparable Outcomes

The government has tasked exams boards to ensure that results on a national level remain stable each year.

They achieve this using a system called comparable outcomes.

In effect this means that roughly the same proportion of pupils will receive a particular grade each year (as long as the ability profile of the year group is similar).

Impact 1

Changes to GCSE specifications and new grades

- Greater emphasis on examined elements and a reduced controlled assessment elements in some GCSEs particularly in Baskets 1 & 2
- Increased literacy demands linked to examinations
- Greater emphasis on the recall of 'knowledge'
- It is estimated that about two thirds of those pupils who previously got a C grade will now get a Grade 4 and one third will get a Grade 5.

Impact 2

An increase in the intensity of the exam season

Pupils in Year 11 could be sitting between 22 and 24 exams during a four week exam period. Of these at 13 come from the Core subjects

Core Subjects	Number of Exams
English Language	2
English Literature	2
Maths	3
Combined Science	6



Impact 3

Progress 8 and Attainment 8 means that pupils are expected to study a number of 'Basket 2- EBacc' qualifications.

This means greater emphasis on the 'majority' of pupils studying the English Baccalaureate not just to fill basket 2.

- English
- Maths
- Science
- History/Geography
- MFL

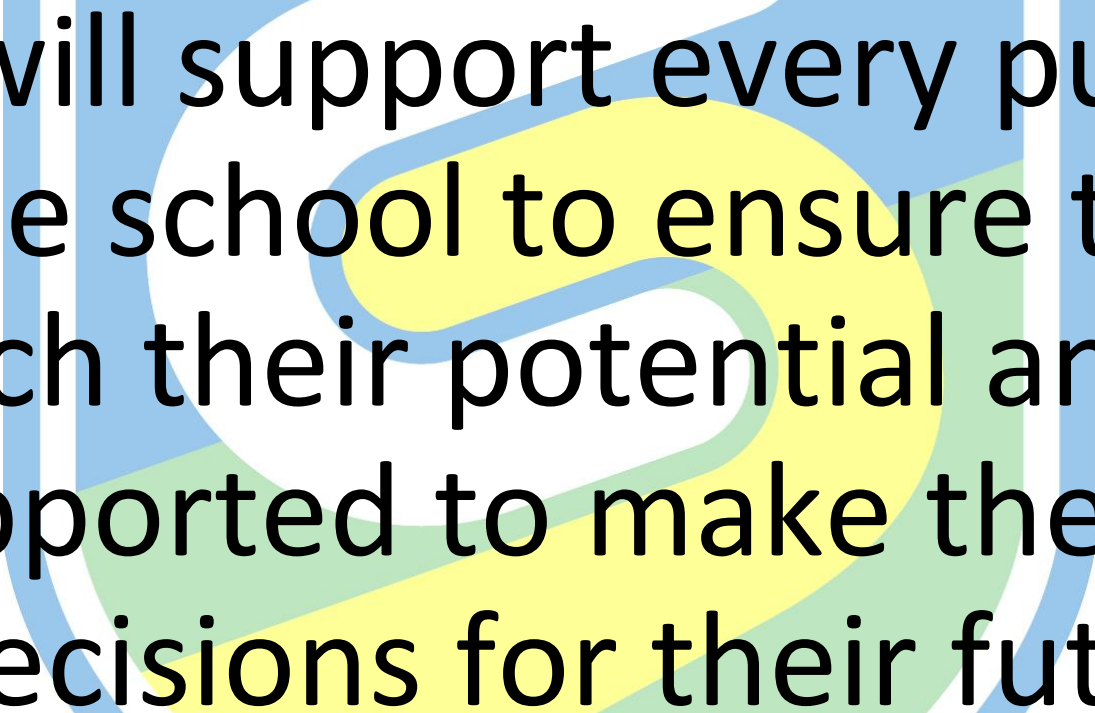
This has been re-affirmed in the latest guidance from the government

Pupils are expected to a range of qualifications

Qualification 1	English (Must study both Language and Literature)	Compulsory Double weighting
Qualification 2	Maths	Compulsory Double weighting
Qualification 3	E Bacc 1	Can be chosen from all the remaining E Bacc subjects: Combined Science (counts as two), Biology, Chemistry, Physics, Computer Science, History, Geography, Languages
Qualification 4	E Bacc 2	
Qualification 5	E Bacc 3	
Qualification 6	Other GCSEs and High Value Qualifications	Can be chosen from the full DfE list of high quality qualifications including listed Vocational qualifications, further E Bacc subjects such as English Lit and other GCSE subjects including Arts and Creative subjects.
Qualification 7		
Qualification 8		



Careers Guidance



We will support every pupil in
the school to ensure they
reach their potential and are
supported to make the best
decisions for their future

What we are doing at Cavendish

- Careers Education programme in tutor time
- 1-1 mentoring offered to every pupil
- Links with Universities and Colleges – Taster days and trips
- Ms Dan in school to support pupils with careers advice and guidance
- Industry experts present to pupils
- Employer encounters from different sectors
- Up to date labour market information given to pupils
- Apprenticeship and traineeship advice and signposting

Ways we can support young people

STEPS TO HELPING A YOUNG PERSON MAKE INFORMED DECISIONS

ARE YOU?

1. Talking to them about their plans?
2. Helping them to research ideas?
3. Encouraging them to consider a range of options?
4. Helping them to identify their interests?
5. Helping them to focus on how they learn best?
6. Helping them connect their choices with their future options?
7. Checking it is their decision?
8. Helping to reality check their aspirations?
E.g. through work experience
9. Encouraging them to visit colleges, universities etc
10. Taking time to reflect on decisions



MAKING CHOICES AND HOW YOU CAN HELP

TOP TIPS FOR SUPPORTING GOOD CHOICES

Have open conversations

As parents and teachers of young people the single most helpful thing you can do to support a young person is to talk to them about their future and the possibilities open to them. Encourage them to ask questions about the careers of people they encounter and help them to see beyond their immediate environment.

Keep an open mind

Even if the young person has studied the subject before the GCSE or A Level or degree may be different! Equally don't let them be put off new subjects, for example there are many degree subjects which may be new to a young person. They can check where their A Levels may lead here <https://university.which.co.uk/a-level-explorer>.

Consider the young person's interests

Encourage careful consideration about what they enjoy. Help them identify subjects that fit with their interests and abilities.

Help them to reflect on how they like to learn and help them study and revise more successfully

Are they more practical and like coursework? Then BTECs or an apprenticeship route may be suitable. Whatever they study, revision and home work is an area where most students struggle. Remind them that the better they do in their subjects the more options they will have afterwards. There is lots of useful information on revision techniques here www.sussex.ac.uk/skillshub/?id=296. Although it is aimed at university students it still applies to younger people. Some key things that help are (if possible) for students to have a quiet space where they can study, to spread the revision over time and for students to test themselves.

Help them connect current choices with their next steps

Some subjects are harder to pick up later on. For example you can't normally take a language at A Level if you didn't study it at GCSE. So as well as thinking what they are going to study they need to consider what they are stopping studying and how this might impact on future options. If a young person is keen to go on to higher education then it is VERY important to have that in mind when choosing college courses.

A useful website to help with these choices is called Informed Choices and is written by 24 leading UK universities. Visit www.informedchoices.ac.uk.



5 Tips for making the right choices for your future

1. Pick courses that you **like** and are achieving well in, **do not** pick courses because you like the teacher or your friends are doing it too
2. Do your **research**-this will be 2 years of your life so ask teachers and older pupils about the topics you will study on the course – **be informed** !
3. Consider what you are **good at**, if you are naturally good at a subject you will get **higher grades**
4. Think about how you **prefer to learn** ...do you prefer more practical lessons? Or prefer to sit and listen? Is coursework more suitable for you ?
5. Ensure your GCSE choices fit in with your **future plan**...Do you want to progress to university ? Or an apprenticeship ? ...If you are taking a new subject refer to tip 2 !

Finding it hard to make a decision?

<https://www.getcareerconfident.co.uk/resources/choosing-gcses-videos>

1. List the pros and cons

Take a piece of paper, divide it in two and write down the advantages and disadvantages of your decision. Then work your way through each of your points and think about how important each one is to you. What seems the best choice on balance?

2. Start at the end and work backwards

This only really works if you know what where you want to go. So if you have a job in mind, what training or qualifications will you need? If you need a degree, what A-level subjects will you need to get a place on a university course, and in turn will you need any set GCSE subjects to take your chosen A-levels?

3. Consider effort vs. results

How much time and energy will you have to put into each option and what is the likely result? Back to art or ICT – if you're naturally good at art you may get a good grade without much effort, but if you're not so gifted at ICT, you'll have to put in a lot more work to get the same grade.



GCSE Options - Good and Bad Choices

- it's up to you!

Helpful Link

<https://icould.com/>

Making choices

Get tips on GCSE options, apprenticeships, university, finding work and more

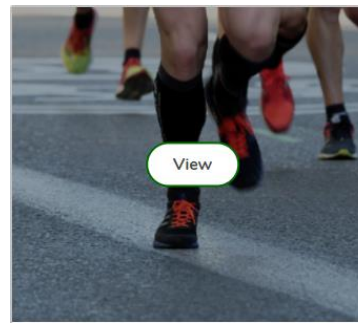
Advice and guides



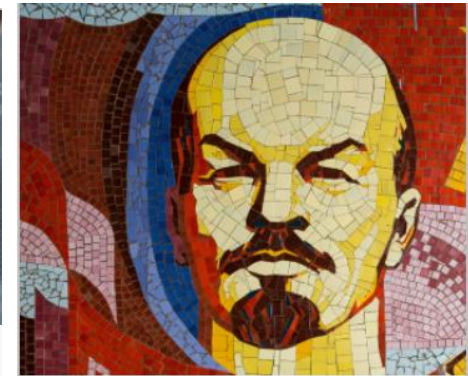
Discover your strengths

See which subject choices and jobs could suit you

Take the Buzz Quiz



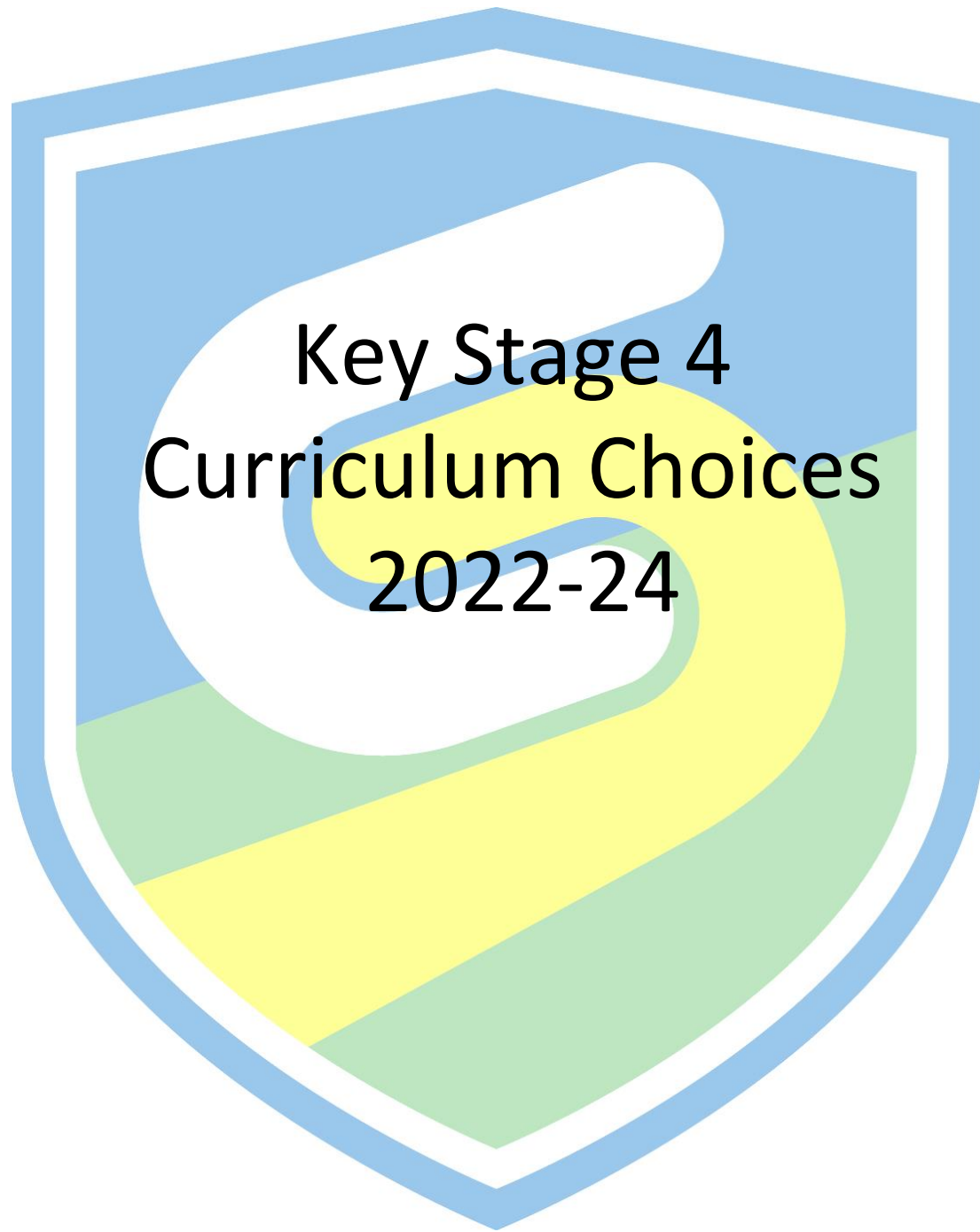
How to get back on your feet when things go wrong



Why choose history?



Careers in geography



**Key Stage 4
Curriculum Choices
2022-24**



Pathways

The Core Curriculum

Subjects	Time Allocations (Hours)	Number of GCSEs
English Language & Literature	8	2
Maths	8	1
Combined Science*	9	2
PE	3	-
PSHE	1	-
Core RE	1	-
Options x 4	20	4
Total	50	9

* Note that if a pupil selects Triple Science they will use Combined Science time and time from one option

English Baccalaureate choices

<p>E Bacc Choices Choose one Language and one or both Humanities subjects</p>	<p>Two from (plus reserve)</p>		
<p>History</p>	<p>Fine Art*</p>	<p>Art & Design: Graphic Communication*</p>	<p>Art Textiles*</p>
<p>Geography</p>	<p>Computer Science</p>	<p>Dance</p>	<p>Drama</p>
<p>French</p>	<p>Film Studies</p>	<p>Geography</p>	<p>History</p>
<p>Spanish</p>	<p>Hospitality and Catering</p>	<p>Music</p>	<p>PE</p>
	<p>Photography</p>	<p>Religious Studies</p>	<p>Triple Science</p>

*Only one of Fine Art, Art and Design: Graphic Communication & Art Textiles can be chosen

Progress 8 choices

One from	Three from (plus reserve)		
Computer Science	Fine Art*	Art & Design: Graphic Communication*	Art Textiles*
French	Computer Science	Dance	Drama
Geography	Film Studies	French	Geography
History	History	Hospitality and Catering	Music
Spanish	PE	Photography	Religious Studies
Triple Science	Spanish	Triple Science	

*Only one of Fine Art, Art and Design: Graphic Communication & Art Textiles can be chosen

Personalised Pathways

For a very small number of pupils the previous pathways are not always appropriate and these pupils will be offered more bespoke pathways. This could mean less options or more flexibility in options choices.

If your child has been identified as needing this type of support we will contact you directly in addition to writing to you

Subjects	Time Allocations (Hours)	Number of GCSEs
English Language and Literature	8	2
Maths	8	1
Combined Science	9	2
PE	3	
PSHE	1	
Core RE	1	
Options		At least 3

The Personalised Pathway choices

A range from:

Fine Art*	Art & Design: Graphic Communication*	Art Textiles*	Dance
Drama	Film Studies	French	Geography
History	Hospitality and Catering	Music	PE
Photography	Religious Studies	Spanish	

*Only one of Fine Art, Art & Design: Graphic Communication & Art Textiles can be chosen



Things to consider

- What subjects does your child enjoy?
- What subjects will support your child in their future career choices?
- Balancing time demands over the course- Is there a good balance between exam focused and coursework based subjects?
- Don't base choices on what friends are doing
- Don't base choices on teachers
- All preferences will be subject to the school's agreement and timetabling constraints

Completing the online form

Pathways Preference Sheet

The Progress 8 Pathway

Based on their performance in school and in consultation with their teachers we have identified that your child is best suited to the Progress 8 Pathway. This means that your child will have the opportunity to express a preference to study four option subjects within the guidelines set out in the Pathways booklet in addition to continuing with their Core subjects.

Pupil Forename *

Short-answer text
.....

Helping You Make Informed Decisions

- Progress Reports- Sent home after Christmas
- Parents' Evening- Thursday 10 March 2022
- If you have any questions talk to the people named in the Pathways booklet that subject



Key Dates

Letters confirming proposed Pathway will be emailed tomorrow 02 March 2022 including a link to the online options form

Subject Evening: Thursday 10 March 2022

Submission Deadline: Friday 18
March 2022

After this we will create a 'best fit' options timetable. If there is an issue with the combinations selected we will contact you directly.

We will confirm final options during Term 6.