

Year 9 Options Evening



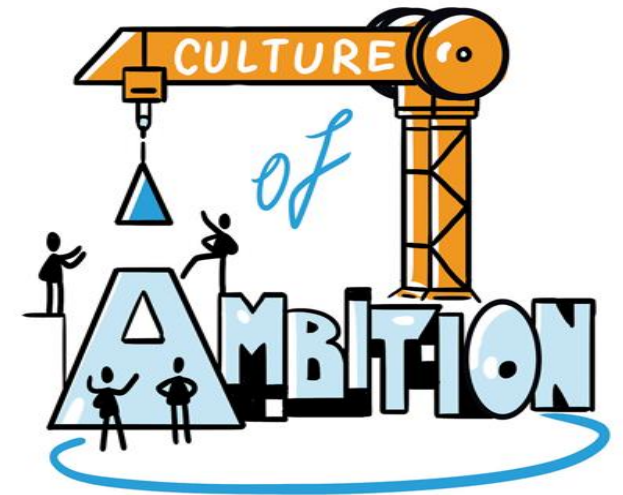
The Curriculum 2023-25

| | | | | | | |
|--|--|---|--|--|---|---|
| <p>Core</p> <p>PSHRE and PE</p> <p>(no-exam)</p> <p>3 lessons</p> | <p>Core</p> <p>English Language English Literature</p> <p>(2 GCSEs)</p> <p>5 lessons*</p> | <p>Core</p> <p>Maths</p> <p>(1 GCSE)</p> <p>5 lessons*</p> | <p>Core</p> <p>Science</p> <p>(2 GCSEs)</p> <p>5 lessons*</p> | <p>EBACC Language</p> <p>Spanish</p> <p>(1 GCSE)</p> <p>3 lessons</p> | <p>EBACC Option - Humanities</p> <p>History Geography</p> <p>(1 GCSE)</p> <p>3 lessons</p> | <p>Options – Select <u>two</u> of the following subjects:</p> <p>Geography History Art Drama Music GCSE PE or Cambridge National Separate Science Religious Studies Psychology Computer Science BTEC Health and Social Care</p> <p>(2 GCSEs or equivalent)</p> <p>3 lessons</p> |
|--|--|---|--|--|---|---|

*In Year 11, our core offer increases to 6 lessons a week as students attend an additional lesson 3.10 - 4.00 in English, Maths and Science.

English Baccalaureate

- Ensures students study a broad and balanced curriculum
- To achieve this, students must gain a grade 5 or above in 6 different academic subjects: English, Maths, Double or Triple Science, Geography, History, Computer Science and a Foreign Language



How should I pick my Options?

What to consider when choosing options:

- What subjects are you successful in?
- What subjects do you enjoy? (as you will be studying them for the next two years)
- What might you want to study after GCSEs? Do you need a GCSE in a specific subject if you want to study it Post-16?
- What do you study in the subject and is it right for you?



How should I pick my Options?

Common Mistakes:

- Picking a subject because your friends are doing it
- Picking a subject based on the teacher(s)
- Deciding without discussing it with your family
- Deciding against a subject because you don't want a career in it



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Core Subject - English Language



Paper 1: Explorations in Creative Reading and Writing

1 hour 45 minutes

80 marks – 50% of final grade

Section A: Reading of one fiction text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Section B: Writing – descriptive or narrative

1 extended descriptive or narrative writing task (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers' Viewpoints and Perspectives

1 hour 45 minutes

80 marks - 50% of final grade

Section A: Reading of two linked texts, one nonfiction and one literary nonfiction

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

Section B: Writing – expressing a viewpoint

1 extended writing task that expresses a viewpoint (24 marks for content, 16 marks for technical accuracy)

Spoken Language: Non-examination assessment – Teacher assessed (0%)

A formal presentation using Standard English, up to 10 minutes in length, followed by questions.



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Core Subject - English Literature



Paper 1: Shakespeare and the 19th Century

Novel

1 hour 45 minutes

64 marks - 40%

Section A: Shakespeare

Macbeth

Section B: The 19th century novel

The Strange Case of Dr Jekyll and Mr Hyde –
Robert Louis Stevenson

Paper 2: Modern Texts and Poetry

2 hours 15 minutes

96 marks - 60%

Section A: Modern Texts

Lord of the Flies – William Golding

Blood Brothers – Willy Russell

Section B: Poetry

Love and Relationships Anthology Cluster

Section C: Unseen Texts

Comparing two unseen poems



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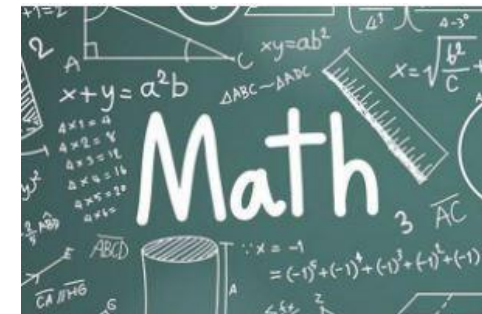
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Foundation Maths

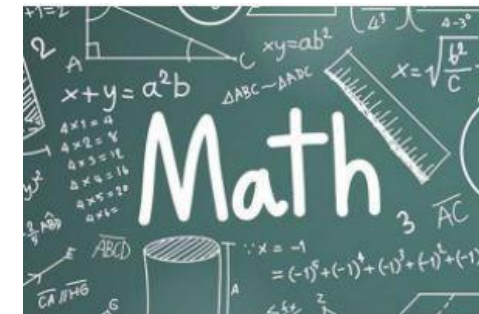
| Year 10 Autumn Term 1 | Year 10 Autumn Term 2 | Year 10 Spring Term 1 |
|--------------------------------|--------------------------------|-----------------------|
| Compound Measures | Quadratic graphs, TP and roots | Probability |
| Rearrange formulae | Linear Simultaneous Equations | Standard Form |
| Linear Graphs and $y = mx + c$ | Further graphs | |
| Year 10 Spring Term 2 | Year 10 Summer Term 1 | Year 10 Summer Term 2 |
| Simple interest | Statistics | Plans & elevations |
| Ratio (further) | | |
| Growth & Decay | | Constructions & Loci |
| Year 11 Autumn Term 1 | Year 11 Autumn Term 2 | Year 11 Spring Term 1 |
| Pythagoras | Revision and Mocks | Transformations |
| Right angled Trigonometry | | Congruence |
| Bearings & Scale Drawings | | Vectors |
| | | Similar shapes |



| | | |
|-----------------------|---------------------------------|---------------------------|
| Year 10 Autumn Term 1 | Year 10 Autumn Term 2 | Year 10 Spring Term 1 |
| Compound Measures | Quadratic graphs, TP and roots | Probability |
| Rearrange formulae | Further expanding & factorising | Capture & Recapture |
| Linear Graphs | Linear Simultaneous Equations | Standard Form |
| $y = mx + c$ | Further graphs | Proportion (Further) |
| Year 10 Spring Term 2 | Year 10 Summer Term 1 | Year 10 Summer Term 2 |
| Surds | Statistics - no higher | Right angled Trigonometry |
| Recurring decimals | Simple interest | Plans & elevations |
| Bounds | Ratio (further) | Constructions & Loci |
| Growth & Decay | | Similar shapes |

Higher Maths

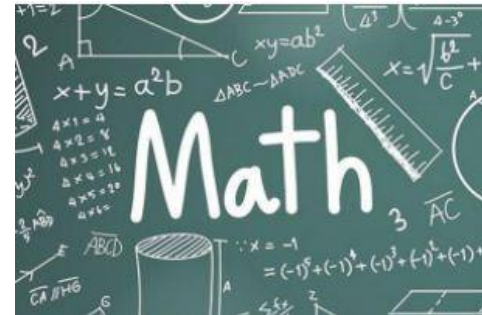
| | | | |
|---|---|-----------------------|----------------------------------|
| Year 11 Autumn Term 1 | Year 10 Autumn Term 2 | Year 10 Spring Term 1 | Year 11 Spring Term 2 |
| Algebraic proof | Bearings | Statistics (Further) | Gradients and area under a graph |
| Solving quadratics & further Simultaneous equations | Circle theorems | Transformations | Kinematics |
| Functions | Further Trigonometry & Trigonometric graphs | Congruence | Graphical transformations |
| Iteration | | Vectors | |
| Quadratic inequalities | | | |



Additional Maths

This is a level 3 qualification that is offered to students who are interested in studying Maths at A Level

Students study this qualification in year 11
Assessment: 2 Hour written paper



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Core Subject - Science

Year 10

| Biology | | Chemistry | | Physics | |
|---------|------------------------|-----------|---|---------|--------------------------|
| 4.1 | Cell biology | 5.1 | Atomic structure and the periodic table | 6.1 | Energy |
| 4.2 | Organisation | 5.2 | Bonding, structure and the properties of matter | 6.2 | Electricity |
| 4.3 | Infection and response | 5.3 | Quantitative chemistry | 6.3 | Particle model of matter |
| 4.4 | Bioenergetics | 5.4 | Chemical changes | 6.4 | Atomic structure |
| | | 5.5 | Energy changes | | |

Year 11

| | | | | | |
|-----|--------------------------------------|------|--|-----|-----------|
| 4.5 | Homeostasis | | | 6.5 | Forces |
| 4.6 | Inheritance, variation and evolution | 5.6 | The rate and extent of chemical change | 6.6 | Waves |
| 4.7 | Ecology | 5.7 | Organic chemistry | 6.7 | Magnetism |
| 4.8 | Key ideas | 5.8 | Chemical analysis | 6.8 | Key ideas |
| | | 5.9 | Chemistry of the atmosphere | | |
| | | 5.10 | Using resources | | |
| | | 5.11 | Key ideas | | |



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Core Subject - Science

How is it assessed?

All pupils will sit 6 papers (2 in each discipline)

All papers are 1hr 15mins

Each paper is weighted 16.7% of overall combined grade

Final grade is cumulative over the 6 papers



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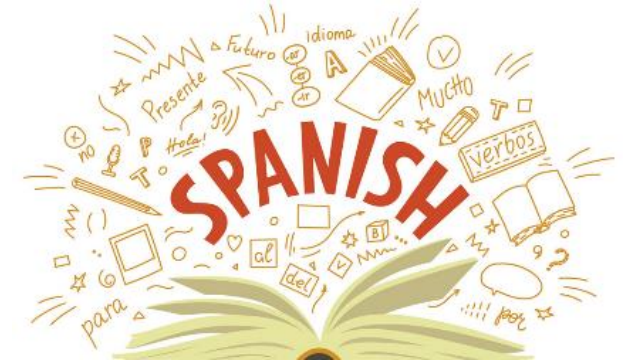
Core Subject - Science



Core Subject - Spanish

Career Pathways

- Translation and Interpreting
- Education
- Finance
- Tourism
- Government, Charity and International Developments
- Journalism



Support from School

- **Tutors** – one-to-ones next week in registration time.
- **Teachers** – subject teachers = experts!
- **Careers** – Eyes on the Prize; Unifrog account; careers guidance; trips and visiting speakers



Reference to Sixth Form

Attendance

Give percentage attendance for the previous year and the current academic year to date. If attendance is below the national average please comment.

Punctuality: Link this to the percentage of 'lates' over the current academic year to date:

Good 5%

Acceptable 5-12%

Concern 12%+

Behaviour: This should relate to behaviour during Years 10 and 11. If the student has been excluded at all, their behaviour must be poor. If 'concerned' please provide further details in the comment box together with any behaviour difficulties and the support strategies that have been used.

Commitment to learning: This refers to attitude to study throughout their time at the school.

Relationships with students: An average student can work co-operatively with fellow students.

Relationships with staff: An average student can work co-operatively with teachers.



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Next Steps

- Form – sent out today for you to make your choices on
- These must be completed by Friday 10th February

Following this:

- Discussions with tutors
- Career discussions (if requested)
- Confirmation of choices – May 2023

