

Year 8 Options Evening



Thursday 14th March 2024

The Purpose of This Evening

To outline:

- the KS4 curriculum,
- the options process,
- the choices your daughter will need to make the Options timeline

To provide you with the information necessary to help you and your daughter make informed choices

Well paid – jobs of the future

- **Digital architect** Designs a selection of virtual buildings for advertisers and retailers to market their products
- **Doctors/Nurses** - Medical industry
- **Jobs working with the elderly- eg)**Home carer
- **Body part maker** Creates living body parts for athletes and soldiers
- **Nano-medic** Creates very small implants for health monitoring and self-medication
- **Waste data handler** Disposes of your data waste in a responsible way
- **Climate controller** Manages and modifies weather patterns
- **Memory augmentation surgeon** Helps preserve and improve memory in an ageing population
- **Data Analysts**
- **Personal branding manager (Social Media)** Develops and manages your personal brand
- **Child designer** Designs offspring that fit parental requirements
- **Entertainment industry-** TV and film
- **Personal medical apothecary** Provides a bespoke range alternative therapies

Our Vision

IMAGINE THE FUTURE BRENTFORD GIRL...

- she thrives on challenge and has a desire to fulfil her learning potential;
- she is able to think independently and is confident in her social and academic capability;
- she is emotionally aware and emotionally intelligent;
- she is capable and dependable;
- she is resourceful and inquisitive;
- she embraces the technological world as a global village and is ready to interact with others in the local and worldwide community;
- she accepts the welfare of others as her responsibility;
- she understands the need for sustainable living both locally and globally;
- she is ready for life in the future – whatever that may be.
- she is the centre of our vision and will remain the very core of our being and purpose.

Our Curriculum



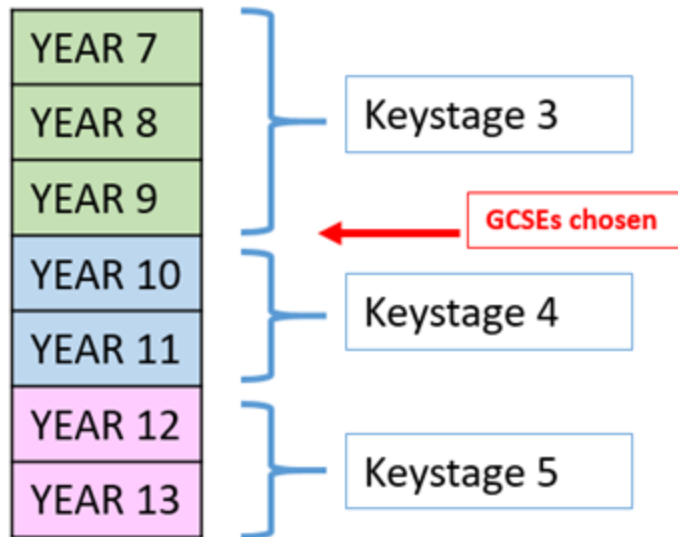
Curriculum changes - 2015

In 2015 all GCSEs and BTEC courses were reformed.
The key changes were

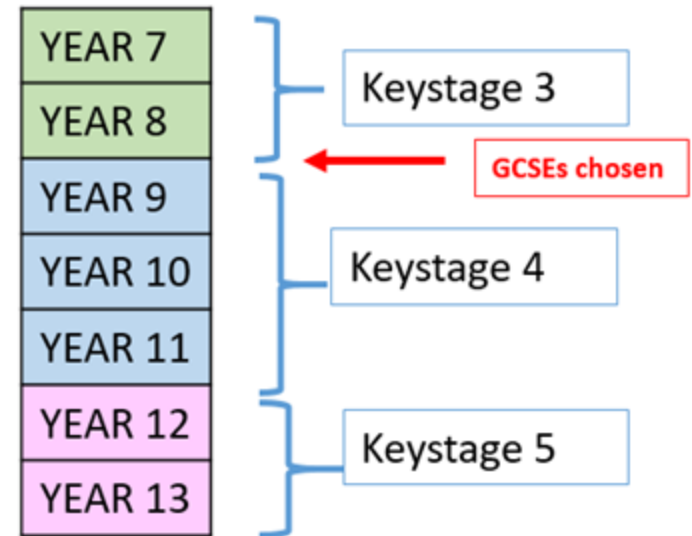
- The courses have **more content**
- They will require **greater depth of knowledge** e.g. in Maths and Science students are required to cover content previously taught at **A Level**
- Assessment tends to be **linear** rather than modular (all exams taken at the end of the course)
- Grades are awarded from **9-1**

Changes in our curriculum

Prior to 2015



Since 2015



Why a 3-Year GCSE?

- Allows for more time to be **dedicated to enrichment** in the curriculum - a **deeper experience at KS4**, rather than it just being seen as the 'exam prep key stage'
- This gives **more time to develop and practice** the necessary skills and knowledge to enable students to fulfil their potential
- Year 9 serves as a **transition period** from Key Stage 3 to GCSE

Is it right for the students?

- All schools are judged by their **Progress 8** score
- A score of **zero** means every child achieved what they were targeted to achieve
- A **negative score** means on average students in that school underachieved
- A **positive score** means that on average students at that school **did better** than was expected based on external exams and targets set by the government.

The progress that our students make year on year consistently puts us in the top 20% of schools nationally

But it's not all about the data

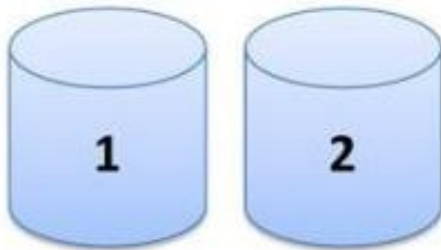
- Opportunities to **broaden the curriculum** with enrichment GCSEs such as computer science, astronomy, graphic design for some students
- Opportunity for **early entry to exams** if students are ready
- **More trips, visits, external speakers can be built into the curriculum** without fearing the loss of teaching time and allowing for a love of the subject to flourish

Keeping the curriculum broad

- In Year 9, our enrichment programme ensures that students still have access to those subjects they did not opt for at GCSE.
- Once a week, during tutor time, students attend a session in either Art, Drama, Music, Languages or the Humanities. The subject they attend will depend on their option choices so choosing options in Y8 does not mean they will never study those subjects again.

Keeping the curriculum ambitious

Progress 8 measure



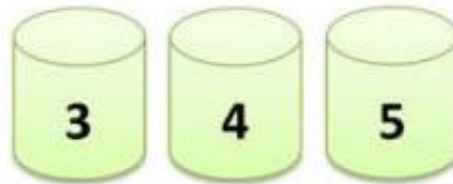
English

Double-weighted*

Maths

Double-weighted

**Higher score of English Language or English Literature
double-weighted if a student has taken both qualifications*



EBacc qualifications

(sciences, computer science, geography,
history and languages)



'Open group'

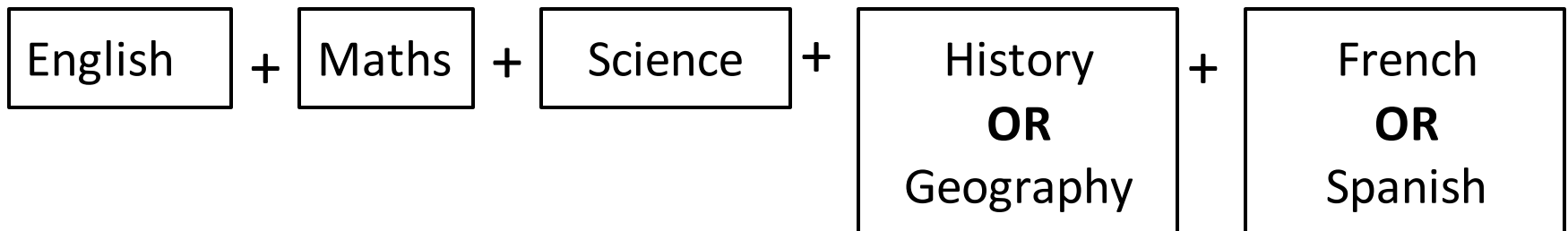
**Remaining EBacc qualifications and
other approved qualifications**

(GCSEs and other approved academic, arts or vocational
qualifications)

What is the EBacc and why should I study it?

The Ebacc is NOT a subject or a qualification

EBacc refers to the group of subjects you choose. To study the EBacc you must have





Guidance

English Baccalaureate (EBacc)

Updated 20 August 2019

EBacc impact

The EBacc is made up of the subjects which are considered essential to many degrees and open up lots of doors.

Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.

A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

The government's ambition is to see 75% of pupils studying the EBacc subject combination at GCSE by 2022, and 90% by 2025.



Department
for Education

HELP YOUR CHILD MAKE THE BEST GCSE CHOICES

You and your child may currently be considering, with advice from their school, what GCSE subjects they should take next year.

The Department for Education recommends these core subjects, which make up the English Baccalaureate (EBacc), and help keep options for young people open:

- **English language and English literature**
- **Maths**
- **Science**
Combined science or 3 single sciences from Biology, Chemistry, Physics, and Computer science
- **History or Geography**
- **A language**
Ancient or modern



WHAT IS THE EBACC?

The EBacc is not a qualification in its own right – it's a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills to young people.

EBACC FUTURE PROOFS YOUR CHILD'S PROSPECTS

While your child may not have decided on their future career path yet, choosing the EBacc at GCSE gives them access to a full range of employment options when they leave secondary school and the broad knowledge that employers are looking for.

If they are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities.



The research found that students studying EBacc subjects for GCSE, were more likely to stay in education after 16.

The Centre for Longitudinal Studies,
August 2017

LANGUAGES GIVE YOUNG PEOPLE A COMPETITIVE EDGE

Languages are an important part of EBacc. Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments.

If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities.

What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes, such as those offered by Lidl.

"Having language skills under your belt will help make you stand out from the crowd, whether you're applying for an entry level position, a management role or an internal transfer."

Steve Cassidy, Senior Vice President & Managing Director, UK & Ireland, Hilton

The Russell Group has named languages as subjects that open doors to more degrees at universities.

(The Russell Group is a group of 24 universities with a shared focus on research and a reputation for academic achievement)

"Young people skilled in the languages of Europe, China and other key markets around the world, can look forward to exciting and rewarding careers."

Dr Adam Marshall, Director General of the British Chambers of Commerce

The global tech industry is booming

‘I want a job in tech but employers want me to speak a second language.’ This is something we hear often among students at My Language Lab. It might seem counter-intuitive but there’s a huge demand for linguists in tech. Billion-dollar

Employers know language students are quick learners

Languages give you the edge because they’re academically rigorous and challenging to learn and therefore not mastered by many. In applying ourselves to a second language,

Languages are a commodity

It’s easy to fall back on outdated excuses like “English is the world language” to get ourselves out of trialling our own abilities. It was recently announced that French will replace English as the official working language of the EU. In this increasingly globalised world, languages have become like currency or stock - the more you speak, the higher your value rises.

Who can take Separate Sciences?

- Completing separate sciences is very challenging and requires excellent ability in science and good independent learning skills
- Therefore, you will invited to take separate sciences rather than selecting to take it
- In Year 9, all students will be set and study the same content
- All students will take a test at the end Year 9 and the science department will review the results

What are the career opportunities for female STEM graduates?



The advantage of a science qualification is it offers the option to do science if you want to — and a valuable skill set if you want to explore other options.

Even as AI starts to take hold, smart workers who can filter out good information from bad and know how to make the best use of data are becoming more valuable. And where can we find those workers? In science.

A photograph of a wooden desk with a stack of books and a tablet computer. The text 'KS4 Subjects' is overlaid in white.

KS4 Subjects

**A broad, balanced and
principled curriculum**

Your Options: **Core** Curriculum

Your daughter will pursue a statutory **core curriculum**:

- English Language- one GCSE
- English Literature- one GCSE
- Mathematics- one GCSE
- Science- two or three GCSEs
- RE- one GCSE
- PSHCE (not examined)
- Core PE (not examined)

Your choices: other options

GCSEs	Vocational Subjects
<ul style="list-style-type: none">● Art and Design (Fine Art)● Business Studies● Drama● Film Studies● Geography● History● Modern foreign Language - French● Modern foreign Language - Spanish● PE● Photography● Sociology● Textiles	<ul style="list-style-type: none">● BTEC First Certificate in Health and Social Care● Level 2 Vocational Award in Performing Arts (Music)● BTEC Level 2 Tech Award in Digital Information Technology

The Options Process

DATE	EVENT
Wednesday 13th March	Year 8 Careers Day
Thursday 14th March	Options Evening
Week beginning 16th April	Options Assemblies
Thursday 16th May	Year 8 Parents Evening (Virtual)
Friday 17th May	Options forms to be completed and returned to tutoes
Week beginning 4th June	Interviews to confirm choices (where necessary)
Wednesday 12th June	Students informed of final Options choices
Wednesday 19th June	Deadline to request changes
By Friday 28th June	Final changes made and final choices communicated

Support and advice

- You will have the opportunity to discuss **options choices and your daughter's suitability for the courses** tonight, in lessons and at the Year 8 Parents' Evening
- Your daughter will have the opportunity to attend **subject assemblies and taster sessions** for each of the option choice subjects.
- **Ms St. Paul and the Year 8 Tutor team** will help throughout the process in tutor time.
- All materials are available to your daughter in Google Classrooms

Initial Considerations When Choosing

- Which subjects do you enjoy?
- What subjects do you have an interest in?
- What subjects are you achieving in? What are your skills?
- You may wish to consider your journey post-16
 - Researching the entry requirements for A level / vocational courses running at Brentford is a good starting point
 - University/Job requirements



Frequently asked questions:

If there are not enough students choosing an option, would it run?

- We try to ensure that all options run when we can
- However, when demand for an option subject is low, we will look at the subjects individually before deciding if the course runs

Can I take a subject at A Level that I did not take at GCSE?

- For most subjects you can
- The most important factor is to choose subjects you enjoy and are good at
- It is advised that you speak with the subject representative tonight or your class teacher to find out if you are unsure

What are the “easy” options!

- All subjects studied provide different challenges to different people.
- Focus on the subject content, what future ambitions you have and what you enjoy!

There are no easy
options!

What if a student chooses an option and does not like it?

- It is very important when considering option choices to read all of the information about the subject content and how it is assessed
- We do allow a short time at the beginning of the course if a student genuinely has a change of mind e.g. if a student decides over the summer that they want a different career
- However, we are hopeful that the length of the options process and advice given will ensure that these changes are rare

What should you do now?

Between now and the **17th May** you should:

- Discuss options choices with your daughter – use the **options booklet** as an information resource.
- Encourage her to have an open-mind to all subjects
- Research any future **careers/universities** that your daughter may be interested in– what GCSEs/BTECs/A Levels do they require?
- Use your daughter's DP2 report as an indicator of the subjects she should be looking to pursue
- Sit with your daughter when she is completing her form.
- Ensure **paperwork** is completed, signed and returned by **17th May** to tutors.



Thank You For Listening