



# **St. Julie's Catholic High School Year 9 Curriculum 2019/20**



## A Curriculum for all students

### Beliefs and Values

At St. Julie's Catholic High School, we believe that all students are entitled to an education that will enable them to develop to their full potential by finding appropriate challenges in their learning environment. All students have individual needs, which puts personalised learning at the heart of our teaching plans. We continue to be inspired by the beliefs and values of our patron saint, St Julie Billiart of Namur, who stated "*Let them be taught what is necessary for life*". This statement is as relevant today as it was over 200 years ago when St Julie founded the Sisters of Notre Dame with an educational mission to provide young people with the skills necessary to contribute to society through a variety of means.

### Curriculum 2019/20

In response to the GCSE and A Level Reforms, students start their GCSE courses in September of Year 9. This is in response to the increased rigour and content of GCSE qualifications, which requires students to develop a real mastery of the subjects they study. Through schemes of work there is a key focus on developing students' analytical, evaluative and decision-making skills as well as supporting all ability levels with higher level numeracy and literacy skills.

### Intent: What curriculum do we offer?

All students have access to a broad and balanced range of courses relevant to their needs, which fulfils the legal requirements of the National Curriculum and Religious Education. The pathways developed at both Key Stages 4 and 5 offer a more personalised curriculum that is student focused and flexible. The curriculum promotes differentiation of learning and teaching through the setting of students according to ability, supporting all and stretching and challenging the most able. In some courses students are taught in mixed-ability teaching groups across Key Stages 3 and 4.



In addition to the “fixed curriculum” there is an extensive range of extra-curricular and super-curricular activities (clubs, study visits, enrichment programmes and charity projects) and other planned experiences to enhance the curriculum offer and make learning at St Julie’s Catholic High School memorable, enjoyable and successful.

### Why do we offer this curriculum?

- to prepare students for all aspects of life whilst at school and when they leave;
- to foster a life-long love of learning;
- to develop the ‘whole’ student;
- to develop high written and spoken standards of literacy, numeracy and communication;
- to stimulate creativity, confidence and independence;
- to encourage the development of every student as an international citizen;
- to develop moral values which encourage both personal and social responsibility.

## Implementation: Compulsory qualifications

All Year 9 students will continue to study:

Qualification	No. of lessons	Qualification	No. of lessons
English Language/English Literature	5	Religious Studies	3
Mathematics	5	Physical Education	1
Science	5	Computer Science	2

Students have access to a choice of two or three additional option subjects. This will depend on the student's prior attainment and current progress. In regards to Spanish, universities may ask for a specific number of GCSEs (or their equivalent). For example, a number of medical courses ask for five (sometimes more) A\* grades (new grade 8). **Modern Foreign Language** qualifications are valued by admissions tutors across the Russell Group universities, and as such studying a Language will enhance the prospects of students applying to a range of competitive degree courses.



Students who plan to go on to study 'A' Levels and apply to go to university will need to study English Baccalaureate (EBacc) qualifications, including Separate Science, Humanities (Geography and History) and Spanish.

Students who wish to study Separate Science (worth 3 GCSEs) must have a desire to study three sciences at A level and study competitive Science courses at university, such as Veterinary Science or Medicine. All other students will study the Double Award Science (worth 2 GCSEs) course, which is still widely regarded as a pathway to A level studies and beyond in Science.

Throughout each key stage students experience structured lessons based on the Common Lesson Format. This research-based method, developed by Barak Rosenshine (Professor of Education, Boston), ensures students have a full and wide-ranging approach to support their learning in the classroom. All staff follow the Common Lesson Format so that students benefit from a consistent approach to teaching and learning.



## Year 8 Options timeline

Information	Key dates	Person/s responsible
<ul style="list-style-type: none"> <li>Year 8 Parents Evening</li> </ul>	Thursday 17 January 2019	Mrs McCourt, Mrs Walls and Mrs Maguire
<ul style="list-style-type: none"> <li>Letter of invitation to Year 8 Options - Parent/Carers</li> </ul>	Monday 21 January 2019	Mrs McCourt, Mrs Walls and Mrs Maguire
<ul style="list-style-type: none"> <li>1:1 Careers interviews continue</li> </ul>	Jan-May 2019	Mrs Mannings
<ul style="list-style-type: none"> <li>Year 8 Options Evening</li> <li>There will be one talk at 5pm followed by the Marketplace</li> <li>Year 8 Option forms to be given out in the Year 8 Information pack</li> </ul>	Thursday 7 March 2019	All teaching staff
<ul style="list-style-type: none"> <li>Year 8 Interviews begin for selected pupils</li> </ul>	Friday 8 March 2019 – ongoing	Mrs Walls and Mrs Maguire
<ul style="list-style-type: none"> <li>Deadline for Year 8 Option forms</li> </ul>	Friday 22 March 2019	All forms to Mrs Walls
<ul style="list-style-type: none"> <li>Confirmed options sent home to Parent/Carers</li> </ul>	April 2019	Mrs Walls

## Assessment, curriculum and qualifications

Assessment frameworks changed nationally in 2017. All parent/carers received a copy of the new St. Julie's assessment framework during summer 2016.

GCSE exams will be graded from 9-1, rather than A\*-G as has been the case previously.

# New GCSE Grading Structure

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above



Please note that many new GCSE qualifications are based 100% on exam performance and do not have a coursework or controlled assessment component.

The educational landscape has changed quite dramatically over the last five years and will continue to do so. At St. Julie's we want to ensure that all pupils are fully prepared for these changes.

## What are the new GCSEs like?

Since September 2015, new GCSEs have been taught in English Language, English Literature and Mathematics. Since September 2016, new GCSEs have been taught in the following subjects:

Biology, Chemistry, Physics, Geography, History, Spanish, French, Religious Studies, Design and Technology, Art and Design, Drama, Dance, Music Physical Education and Computer Science

These new GCSEs are more demanding and require higher levels of literacy and numeracy to access the top grades.

Other changes include:

- A new grading scale that uses the numbers 9 to 1 to identify levels of performance, with 9 being the top grade
- A structure where all assessment happens at the end of the course and content is not divided into modules
- Exams as the main method of assessment, except where they cannot provide valid assessment of the skills required

## What does a Grade 8 or Grade 5 look like?

### GCSE English Language

**Grade 8 - Critical reading and comprehension** - in relation to a range of texts, to achieve grade 8, candidates will be able to:



- summarise and critically evaluate with detailed and perceptive understanding
- understand and respond with insight to explicit and implicit meanings and viewpoints
- analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure
- substantiate their understanding and opinions with illuminating references to texts and contexts
- make convincing and apt links and comparisons within and between texts

**Writing** - to achieve grade 8, candidates will be able to:

- communicate with impact and influence
- produce ambitious, accomplished and effectively-structured texts
- use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact
- spell, punctuate and use grammar accurately so that writing is virtually error-free

**Grade 5 - Critical reading and comprehension** - in relation to a range of texts, to achieve grade 5, candidates will be able to:

- summarise and evaluate with accuracy and clear understanding
- understand and make valid responses to explicit and implicit meanings and viewpoints
- analyse and evaluate relevant aspects of language, grammar and structure
- support their understanding and opinions with apt references to texts, informed by their wider reading
- make credible links and comparisons between texts

**Writing** - to achieve grade 5, candidates will be able to:

- communicate effectively, sustaining the reader's interest
- produce coherent, well-structured and purposeful texts

- vary sentence types and structures and use vocabulary appropriate to purpose and effect
- spell, punctuate and use grammar accurately with occasional errors

**Mathematics - Grade 8** - to achieve grade 8, candidates will be able to:

- perform procedures accurately
- interpret and communicate complex information accurately
- make deductions and inferences and draw conclusions
- construct substantial chains of reasoning, including convincing arguments and formal proofs
- generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes
- make and use connections, which may not be immediately obvious, between different parts of mathematics
- interpret results in the context of the given problem
- critically evaluate methods, arguments, results and the assumptions made

**Grade 5** - to achieve grade 5, candidates will be able to:

- perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae
- interpret and communicate information effectively
- make deductions, inferences and draw conclusions
- construct chains of reasoning, including arguments
- generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods and results

## Science - Grade 8 - To achieve grade 8 candidates will be able to:

- demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology
- use a range of mathematical skills to perform complex scientific calculations
- critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions
- critically evaluate and refine methodologies, and judge the validity of scientific conclusions

## Grade 5 - To achieve grade 5 candidates will be able to:

- demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology
- use appropriate mathematical skills to perform multi-step calculations
- analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence
- evaluate methodologies to suggest improvements to experimental methods, and comment on scientific conclusions

For grade descriptors of other qualifications, please visit the Ofqual website for guidance:

- <https://www.gov.uk/government/publications/grade-descriptors-for-gcses-graded-9-to-1>

## Impact: Progression Routes and Destinations

At St. Julie's Catholic High School, students continue to excel once they complete their studies. For the past five years we have consistently achieved a NEET figure of 0% (significantly above the national average). This means that 100% of students remain in Education, Employment and/or Training for at least

two consecutive terms once they have completed their studies at St. Julie's Catholic High School.

Students are able to access a range of providers such as: Higher Education (including Russell Group universities); Further Education; high quality apprenticeships and further employment and/or training. 96% of students receive an offer for a place at a university of their choice and we remain above the national average for acceptance offers. For further information regarding destinations, careers and success rates in Sixth Form, please go to [www.stjulies.org.uk](http://www.stjulies.org.uk)

## Any questions or queries?

If you require any further information, advice or guidance please contact:

- Mrs Walls – Head of Lower School [jwalls@stjulies.org.uk](mailto:jwalls@stjulies.org.uk)
- Mrs Maguire – Progress Leader of Year 8 [cmaguire@stjulies.org.uk](mailto:cmaguire@stjulies.org.uk)
- Mrs McCourt – Deputy Headteacher for KS3/KS4  
[kmccourt@stjulies.org.uk](mailto:kmccourt@stjulies.org.uk)

School contact number: 0151 428 6421

Further information regarding the school curriculum and qualifications can be accessed via our school website [www.stjulies.org.uk](http://www.stjulies.org.uk)