



GCSE Options Evening

January 2023

Academic Achievements

- GCSE Results are Excellent:
 - Best ever numbers of high grades (43% 8 or 9)
 - Best ever value added (1.5 grades per qualification)
 - Best ever performance against equivalent schools (indistinguishable from the “best” schools in terms of value added)
- ...and at A-level:
 - 97% of students gain university place of their choice, (and the 3% now have firm offers where they were previously aiming)
 - Wide range of Russell Group universities, Oxbridge, plus other well renowned institutions.
 - Best ever numbers of high grades (36% A*, 69% A or A*)
 - Best ever value added (1 grade per qualification)
 - Best ever performance against equivalent schools (indistinguishable from the “best” schools in terms of value added)

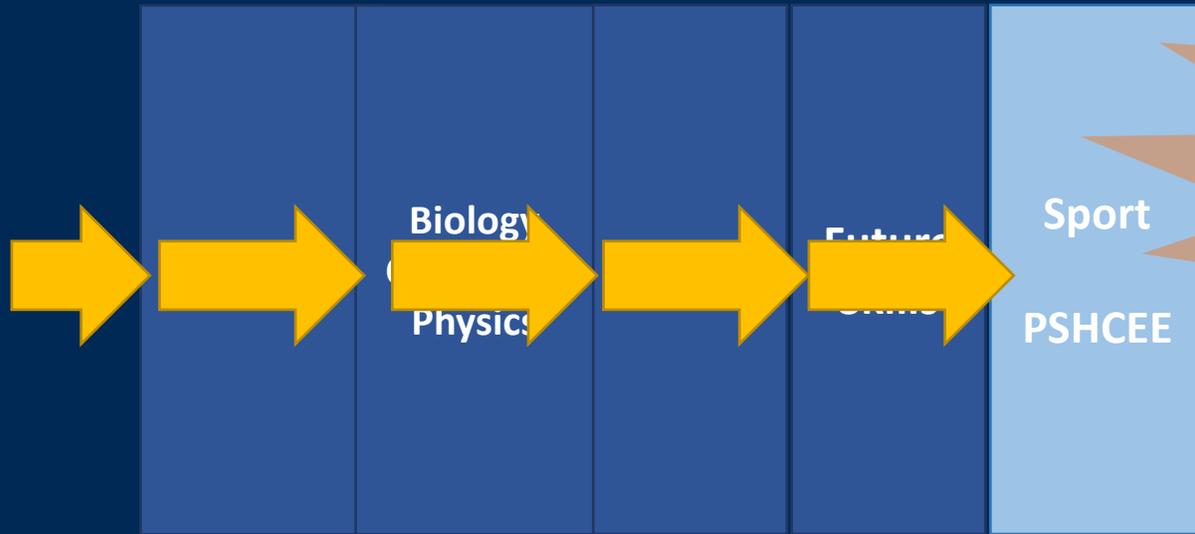
Academic Achievements

- Students
- Building a Team



GCSE Curriculum – September 2023

Core Programme



- A **flexible** and **bespoke** curriculum that has **breadth** and is academically rigorous
- The timetable is built around the girls' choices – i.e. **we do not restrict choice through use of fixed blocking.**

Options Programme

3 free choices of GCSE subjects including a breadth of Arts, Creative subjects, Languages and Humanities

Inspiring Bright Minds and Go Discover

Academic Challenge
Greek GCSE (as an extra) in session time

Further Breadth
Co-curricular provision

How to choose?

- Enjoyment
- Enthusiasm
- Honest ability
- Plans for future study
- Career
- Balance/breadth of subjects and manageable workload
- NOT because your friends are doing it or because of a particular teacher!



Are languages still important?

- Yes.
 - The skills that a language teaches you are **relevant, important and effective** in many areas of life.
 - Language skills open employment opportunities in other **countries and cultures**.
 - The most **confident communicators** often speak more than one language.
 - The **memory skills** that learning languages uses are relevant to many different areas of study.
 - Having language skills can provide a **competitive advantage**, and a cultural knowledge than otherwise.
 - **Complex language** is a uniquely human interaction and provides excellent **social contact**, if a common language is used.
 - Languages expand world view and **reduce cultural barriers**.

How many?

- New GCSEs more bulky and demanding, so 8-9 is plenty.
- Academic breadth is provided by 8-9 GCSEs, with co-curricular
- For the most able, Greek GCSE is offered in session time. More of fourth options later.
- Inspiring Bright Minds Programme, Go Discover and extension within lessons.
- No “soft” options.

How to choose?

- Tutor
- Current Subject Teachers
- Heads of Department
- GCSE Handbook
- Mrs Firth
- Parents
- House staff



Future skills

- Why, what, why?



Future Skills - Why?



Curriculum Consultation Context

- During the consultation of Parents, Students and Staff a number of key issues were raised by all contributor groups:
 - Importance of skills beyond those covered by GCSEs was highlighted and reinforced.
 - The importance of study skills, and study time was highlighted, on top of the need for a full range of co-curricular activities.
 - Skills to apply, and empower, the knowledge that other qualifications provide.
 - The increased pressure on students resulted in greater concern for mental health.
 - The perception that reducing curriculum during the course was “failing”, and that some damage was done before the right choice was made.

Recruitment Context

- **University Degrees, Degree Apprenticeships or other Higher Education**
 - Selection commonly includes exam results
 - Universities make offers on the basis of 8 GCSEs and 3 A-levels.
 - Selection is made, and offers awarded on that basis.
 - Broader qualifications (eg EPQ) are often factored in to lower offers, or additional UCAS points.
- **Employers**
 - Recognise the skills developed during the GCSE years, not only the grades.
 - Interviews, and therefore final opinions, focus much more on the skills achieved outside the curriculum.
 - Self assurance, awareness and knowledge of how skills are developed and improved.
 - Experience suggests recruitment proceeds much more frequently with recruitment tests, online video tasks or interviews etc.

Future Skills - What?



What is in Future Skills?

- Bridges GLP and EGA to run throughout the school.

- Business
- Personal finance
- Politics
- World affairs
- Environmental action
- Projects
- Debate
- Critical thinking
- Mini EPQ (HPQ) project and presentation.
- Digital Skills Certificates
- Teamwork
- Independence
- Coaching
- Self help
- Mindfulness
- MOOCS
- Leadership
- Entrepreneurialism
- Resilience
- Creativity ...

Outcome: Future Skills

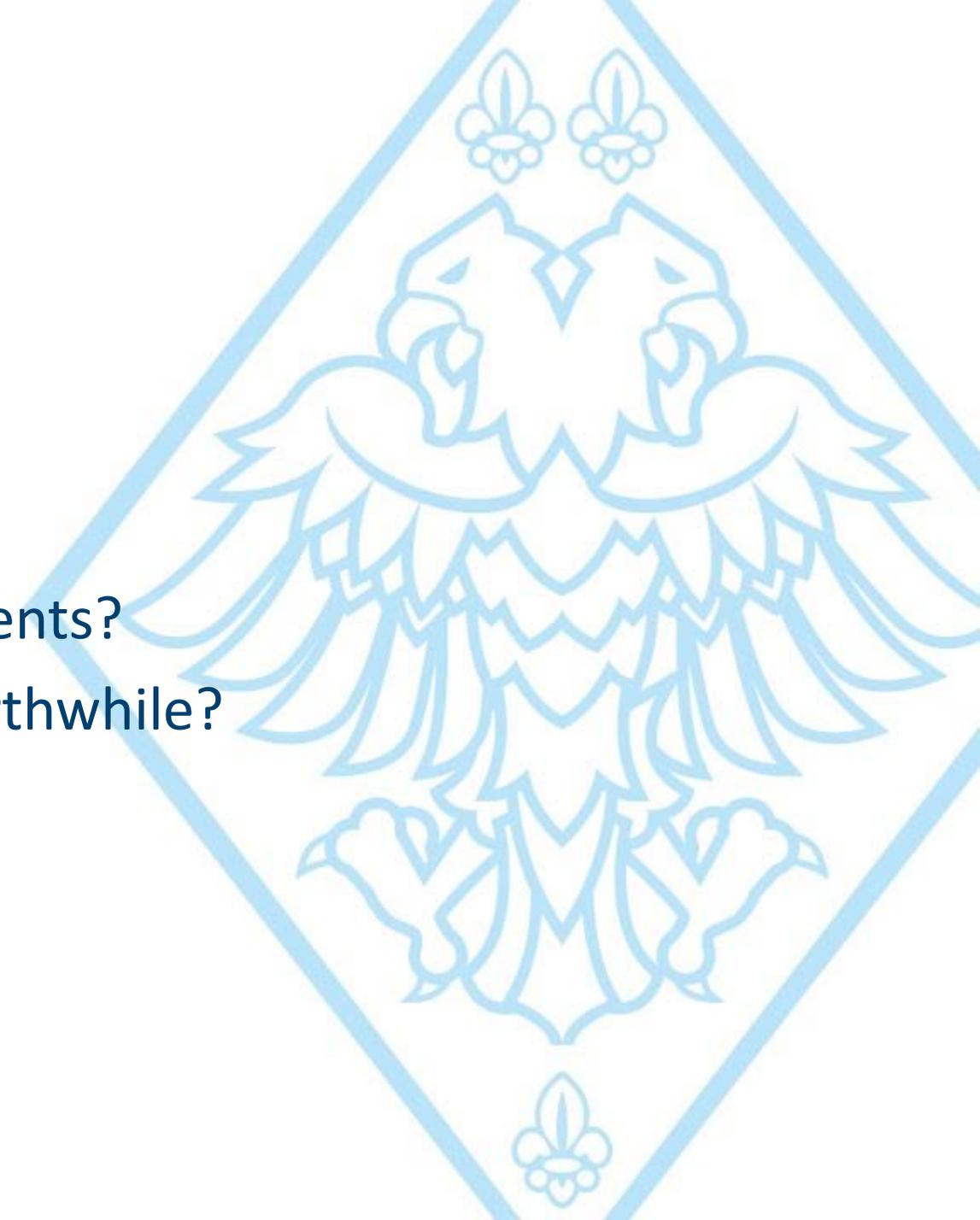
- The Future Skills programme will:
 - Provide a structure for students to identify and develop their skills and experiences into a personal profile that is based on their unique strengths.
 - Allow students to communicate, demonstrate and evidence the learning, skills, attributes and dispositions that are going to make them a “success”.
 - Offer opportunity to work independently on curriculum work and wider projects, to enhance other work.
 - Allow for further accredited courses where appropriate.
 - Ensure that students develop their own skills and strengths that they can both **evidence** and **communicate** them effectively.

Future Skills – Why?



FAQ: Perspectives on Future Skills

- Is it right for University acceptance?
- Is it right for employability?
- Is it right for breadth of study?
- Is it academic?
- Does it preserve aspiration for students?
- Are the benefits of Future Skills worthwhile?
- Is it radical?



Is it right for universities?

- The most selective Universities look at the GCSE grades, and not the number of grades.
- To make broad generalisations:
 - At the top end a shorter string of 9s is more valuable than a greater number of 8s.
 - In the middle, to proactively chase 7s is better than spread effort to achieve 6s
 - A greater number of 6s is more likely to tip the balance than an extra 5.
- Once the grade criteria are met, Universities are much more interested in the person, and their integration into the course and cohort, than they are about GCSEs (or 4th A-level).
- Universities have explicitly said that they would far rather greater weight was placed on project qualifications than currently because they demonstrate skills.

Oxbridge Perspective

- Excellent grades required.
- No formal GCSE requirements.
- However, GCSEs used as a “performance indicator”.
- eg “high proportion of 7,8 and 9 grades”
- Contextualised, reference will give school curriculum details.
- The background of our GCSE results is very good, so allowing for “context” we would expect to need high proportions of 8 and 9 grades.

MedVet Perspective:

- Aptitude Tests
- Example criteria opposite.
- Value of higher grades is much greater than more grades.

Scoring an application

An application score is generated from GCSE and UCAT results as well as a contextual element as follows:

GCSE

Each application will receive a score for academic achievement based on results in seven GCSE (or equivalent) subjects. The subjects that will be scored are: English (both English Language and English Literature), Mathematics (or one, but not both, of Methods in Mathematics and Applications of Mathematics), Biology and Chemistry (or dual award science), plus two additional GCSEs in any subject. We will not exempt anyone from requiring a score for all identified subjects.

For the subjects specified above a minimum of grade B/6 must be offered and the scores allocated to the different grades are as follows:

8 or 9/A* = 4

7/A = 2

6/B = 1

For each of the two unspecified subjects, a score of 2 will be allocated when an 8 or 9/A* grade has been obtained. Lower grades will not receive a score.

The total GCSE score will be scaled to a maximum of 4.5.

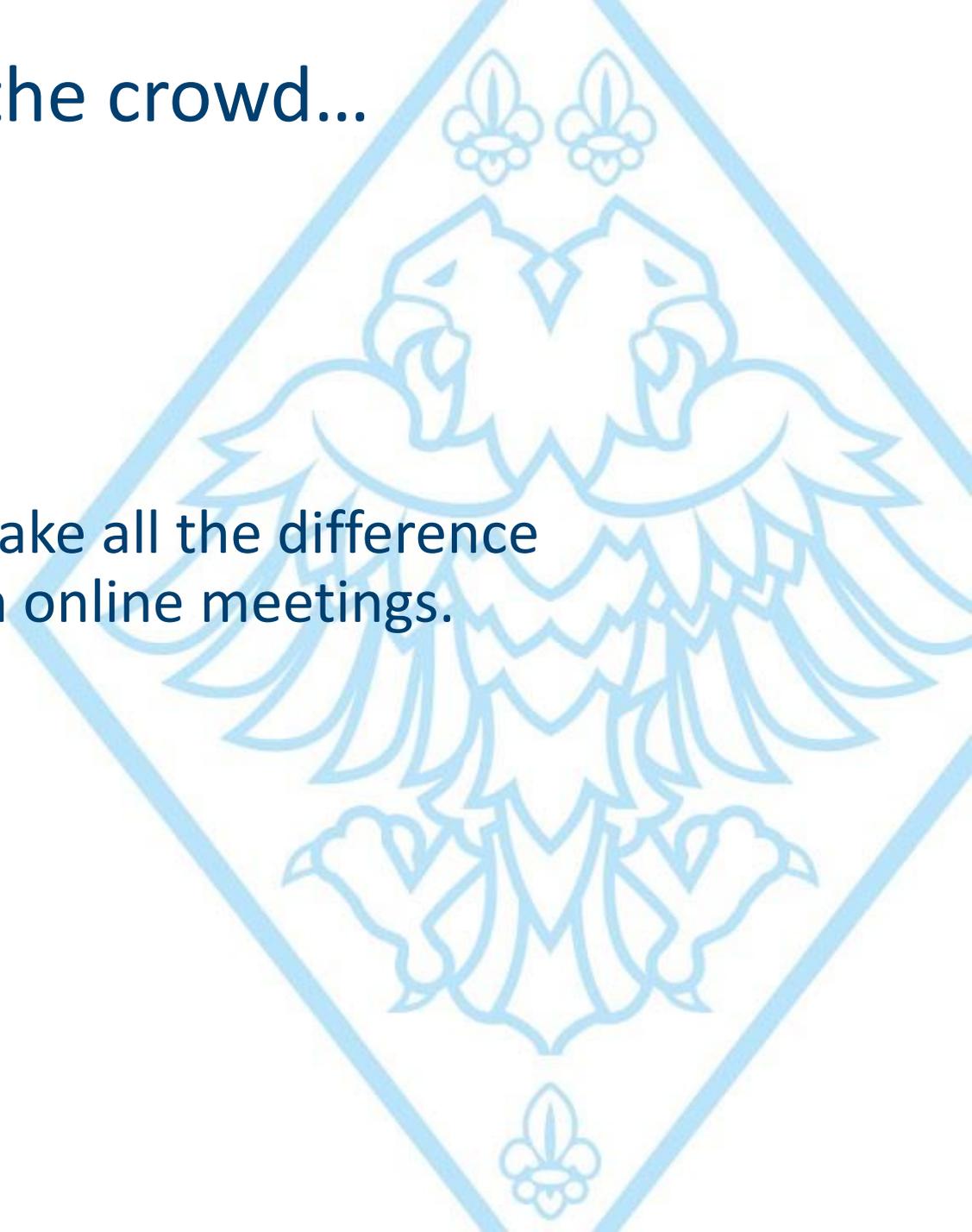
Because we rank applicants according to a total score, we cannot define a GCSE grade profile that will be acceptable.

Is it right for employability?

- As business groups, recruiters, and careers experts will reinforce:
 - The high grades might get you the **interview**, but the wider skills will **get you the job**.
- And this is only the start:
 - Once you get the job, the qualifications might enable you to **do it**, but the wider skills will enable you to **thrive and progress**.
- Even if students have the skills, they need to **communicate** the skills and **evidence** the skills before they can apply them in a role. See the hierarchy of skills.

Everyone needs to stand out from the crowd...

- GCSEs alone won't do that
- Personal characteristics will help
- Wider experiences will help
- Confidence in communicating will make all the difference in interviews, selection days, or even online meetings.



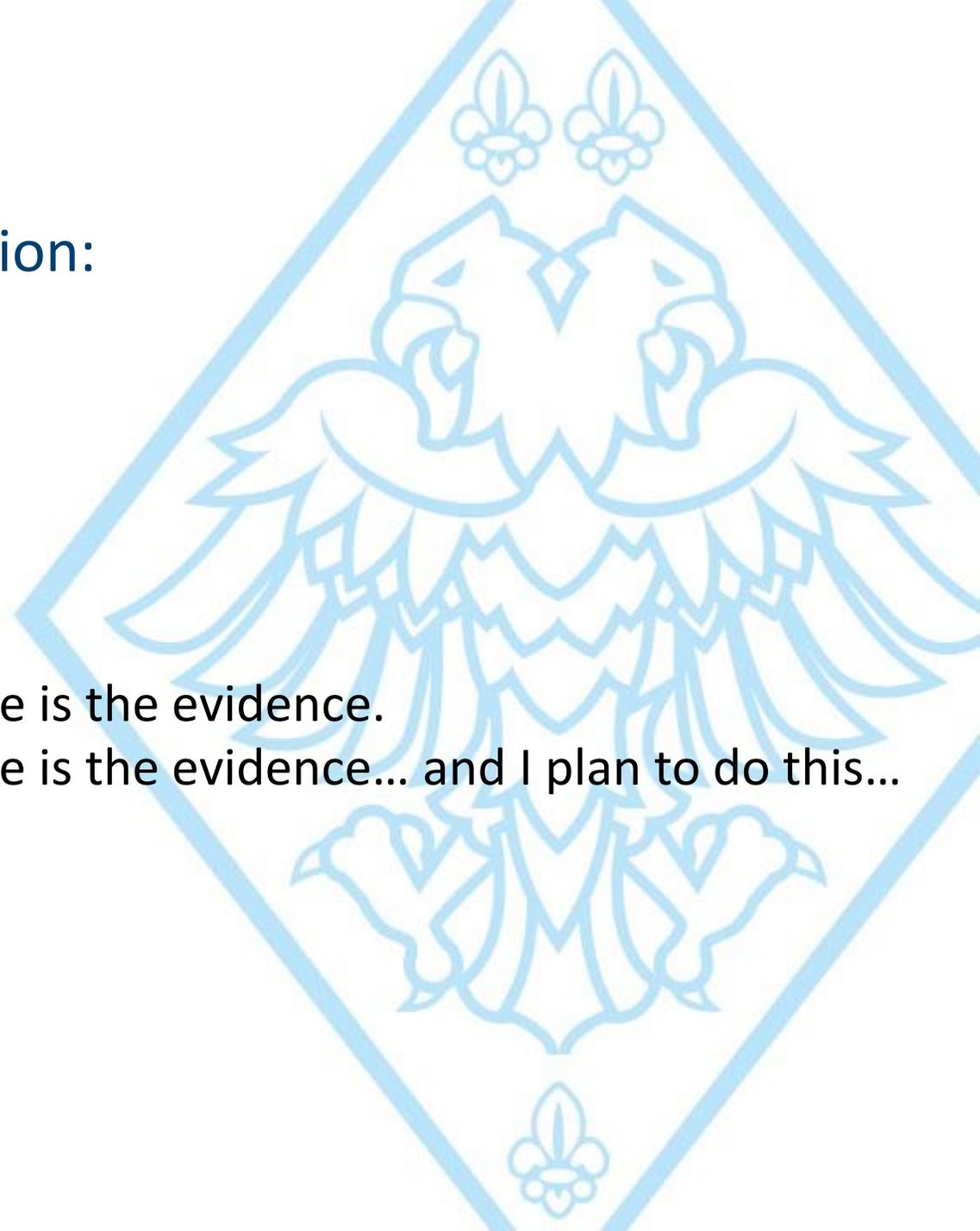
Skills Hierarchy – what can we add to GCSE that gives better value for students skills.

- Experience
- Acquire and Establish
- Develop
- Apply
- Recognise
- Communicate
- Evidence
- Train and Proactively pursue.



Who would you employ?

- Hierarchy of answers to a skills based question:
 - What?
 - Maybe.
 - Yes.
 - Yes, I did this...
 - Yes, I did this ... because...
 - Yes I did this ... because ... and chose ...
 - Yes I did this ... because ... and chose ... and here is the evidence.
 - Yes I did this ... because ... and chose ... and here is the evidence... and I plan to do this... next.
- Every step is an improved answer.



Is Future Skills for everyone?

- **We believe that it is.**
 - Most able academically or not.
 - Quite apart from the academic benefits, the wellbeing advantages also featured heavily on the Curriculum Review feedback.
- **However:**
 - for the most academically able students it may be suitable to study an additional GCSE within the timetable. This would mean that a student would miss Future Skills lessons, and carry a workload that may impact wider co-curricular and curricular participation and success. There will be an opportunity to enquire about that facility on the Options form.

When to choose - Timeline

- **Spring term:**
 - Discussions with teachers
 - Options form opens
 - GCSE introduction in subject lessons
- **8 February**
 - Options form deadline
- **Summer Term**
 - Options and timetable confirmed





Bright Futures

Bethan Ferguson

Bright Futures Programme

To inform and prepare for life after school



How do we do it?

Bright Futures lessons built into the timetable, covering:

informed decision-making

accessing information and exploring options from Third year to Sixth Form

exploring values, interests and goals



What is unifrog?

A one-stop-shop for getting in.



Apprenticeships



Further Education



University



+ Lots more!

How do we do it?

Bright Futures events:

Sign-posting a huge variety of career options, from Careers Fairs



How do we do it?

Bright Futures with...Evenings



How do we do it?

Find Your F
on o



How do we do it?

Focus on Employability Skills



How do we do it?

Focus on Passport Skills too

Perfecting the “passport” skills:

- CV and covering letters
- application to university
- interview skills
- networking and social media



How do we do it?

Lots of different sources of guidance

Bright Futures Drop-In Clinic at lunchtimes in Cooper Sit, plus appointments on demand

Tutors understand the decisions facing their year group

Teachers knowledgeable about the university courses and careers related to their subject area



What can you do?

Be informed

“With the exception of English and maths and - in a few cases – a modern foreign language, most universities have no universal entry requirements in terms of GCSE subjects. However, successful applicants are normally expected to have achieved good grades in a range of GCSEs”

Russell Group website

What can you do?

Take the long view



What can you do?

Recognise your
influence



BRIGHT
FUTURES

Information – links, forms, documents.

Godolphin

OPTIONS EVENING 2023

Documentation from Options Evening 2023

Please find below the documents/links from the Godolphin Options Evening 2023.

Handbooks

[GCSE Courses Handbook](#)

[Godolphin Sixth Courses Handbook](#)

Powerpoint

[GCSE Options Evening PowerPoint](#)

[Godolphin Sixth Options Evening PowerPoint](#)

Options forms

[GCSE Options form](#)

[Godolphin Sixth Options form](#)

Twitter Instagram LinkedIn YouTube





Housekeeping



GCSE Options Evening

Thank you for coming – enjoy the evening!

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