



WIMBLEDON

United in Excellence

Aspirations Evening

Year 9

Alice Driver
Head of Year 9

A silhouette of a person standing on a dark, jagged rock formation. The person's arms are raised in a 'V' shape, reaching towards the sky. The background is a bright blue sky with scattered white clouds and a large, bright sun with visible rays on the right side.

aspiration

noun

1. a strong desire, longing, or aim; ambition
2. a goal or objective that is strongly desired

- ▶ Taking opportunities
- ▶ Choosing options
- ▶ Finishing key stage 3 – achieving outstanding results
- ▶ Looking ahead – career choices, university courses



Expectations

- ▶ To maintain excellent attendance and punctuality
- ▶ To work hard in all subjects
- ▶ To be a positive member of the school community
- ▶ To take a range of opportunities across the school year
- ▶ To maintain positive relationships with others



Year 9 Clubs & Activities - Autumn Term 2015

Activity	Staff	Day	Start Time	End Time	Venue	Start Date	End Date
Dodgeball	HD	Monday	Lunchtime		TBC	Sep-15	Ongoing
Gymnastics	Coach Rian		3.15pm	4.15pm	TBC	Sep-15	Ongoing
Art Catch Up	ETH		Lunchtime		B9	Sep-15	Ongoing
Homework Club	TA's	Tuesday	3pm	3.30pm	CB2	Sep-15	Ongoing
Step into Dance	NSI/Sonny		3pm	3.30pm	RL Studio	Sep-15	Ongoing
Badminton	AD		Lunchtime		Sports Hall	Sep-15	Ongoing
Netball	HD		3.15pm	4.15pm	Courts	Sep-15	Ongoing
Life Drawing			After School		RL6	Sep-15	Ongoing
Legends Portrait			After School		B19	Sep-15	Ongoing
Ball Girls Year 9	KB & EW		3.15pm	4.15pm	Sports Hall	Sep-15	Ongoing
Homework Club	TA's	Wednesday	3pm	3.30pm	CB2	Sep-15	Ongoing
Ri-create Youth Dance Company	NSI		Lunchtime		RLStudio	Sep-15	Ongoing
Beginners Ballet Club	SWA		3pm	3.30pm	RLStudio	Sep-15	Ongoing
Badminton	EW		Lunchtime		Sports Hall	Sep-15	Ongoing
Badminton	KB		3.15pm	4.15pm	Sports Hall	Sep-15	Ongoing
Art Catch Up	SAR		Lunchtime		B19	Sep-15	Ongoing
Homework Club	TA's	Thursday	3pm	3.30pm	CB2	Sep-15	Ongoing
History and Geography HW Club	CS		3pm	3.30pm	A21	Sep-15	Ongoing
Homework Club	TA's	Friday	3pm	3.30pm	CB2	Sep-15	Ongoing
Street & Jazz Dance Club	NSI/KS Students		Lunchtime		RL Studio	Sep-15	Ongoing
Hockey	HD		Lunchtime		Astro	Sep-15	Ongoing
Football	HD		3.15pm	4.15pm	Astro	Sep-15	Ongoing
Language Club	NF		Lunchtime		A4	Sep-15	Ongoing

RISK
dare Dream
BELIEVE
Try. listen closely!
HOPE.

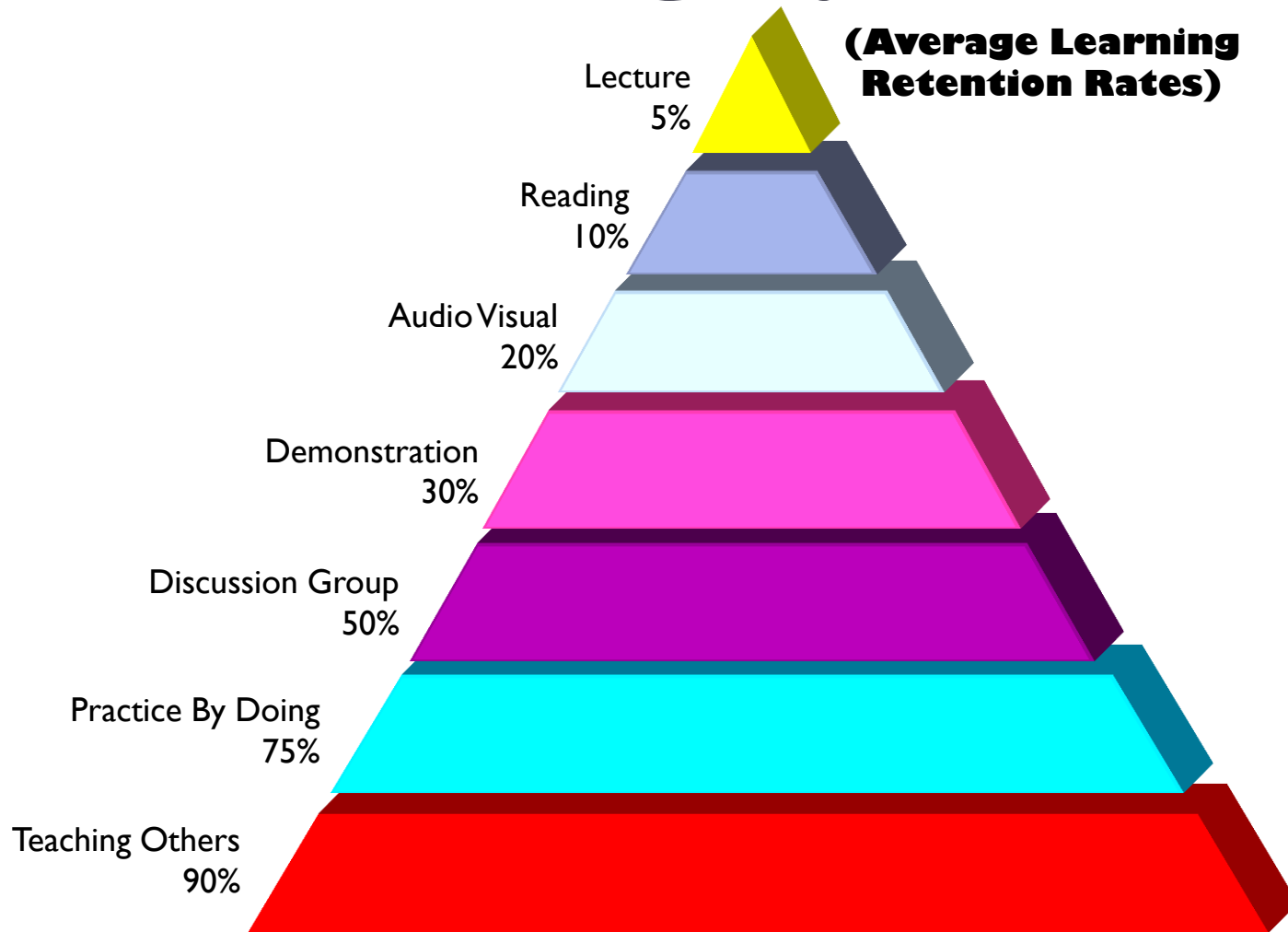


Paula Simmons
Deputy Head Teacher

An approach to effective yr9 Learning
and
preparing for the Key Stage 4 Progress
process.



Learning Pyramid



Year 9 Curriculum Maps - updated 2015/16

Art KS3 Curriculum Map

Year	Autumn Term	Spring Term	Summer Term
7	<p>Content: Formal Elements/Personal Journeys</p> <p>Skills: Introduction to the formal elements of art. Line, Tone, Form, Shape, Pattern, Texture – Developing drawing skills, use of dry media Analysis of artwork from different times and cultures</p>	<p>Content: Personal Journeys/Mythological Creatures</p> <p>Skills: Developing creative imagination, understanding signs and symbols and using them to create meaningful artworks. Developing skills using dry media and printing techniques</p>	<p>Content: Mythological Creatures</p> <p>Skills: Developing creative imagination, exploring anatomical drawings from primary and secondary sources. Working with watercolour paint and a range of mixed media.</p>
	<p>Content: Culture and Eating</p> <p>Skills: Exploring the ritual of eating in different cultures. Using research to inform artwork. Developing skills using clay techniques and intro to working with fabric.</p>	<p>Content: Culture and Eating/Textiles Recycling Project</p> <p>Skills: Exploring the links between art and cloth. Using research to inform artwork. Developing skills using clay techniques and intro to working with fabric – Learning to weave</p>	<p>Content: Textiles Recycling Project</p> <p>Skills: Exploring the links between art and cloth. Using research to inform artwork. Learning to weave Developing an understanding of recycling using broad range of materials.</p>
9	<p>Content: Anti - Discrimination Portraits Project</p> <p>Skills: Independent research skills Developing portraiture skills Empathy Expressing & communicating ideas and feelings. Reflecting on and evaluating their own and others' work. Adapting and refining <u>their own work</u>. Developing ideas and intentions when creating <u>artwork</u>.</p>	<p>Content: Portraits Project/NDSP Sculpture Project</p> <p>Skills: Independent research Artist analysis Drawing and design skills Developing skills with form Adapting and refining their own work Developing ideas and intentions when creating artwork</p>	<p>Content: NDSP Sculpture Project</p> <p>Skills: Independent research Artist analysis Drawing and design skills Developing skills with form Adapting and refining their own work Developing ideas and intentions when creating artwork</p>

Course Text Books/Websites:

www.bbc.co.uk/education

www.art2day.org

www.theartstory.org

www.tate.org.uk

www.nationalgallery.org.uk

www.saatchi-gallery.co.uk

www.whitecube.com

www.whitechapel.org

www.moma.org

www.samlearning.com

Additional Materials/Equipment required:

We supply art materials to the students but it is always good to have your own sets. Pencils, sketching and coloured, watercolour paints are the basics. We sell comprehensive art kits in the school shop that are a very good quality and much cheaper than on the high street. Please enquire with your art teacher.

Home Support:

Homework and research is very important as a developmental tool in Art. Please encourage your daughter to complete her homework thoroughly and hand it in by the due date. We recommend pupils begin their homework the night it is set. Basic equipment such as colour pencils and glue will help pupils to complete their homework. Pupils will also greatly benefit from visiting Art/Photography Galleries/Exhibitions regularly. Some examples of interesting galleries include the Tate Modern, Tate Britain and Saatchi Gallery.

Head of Department:

Mr Rainsford

Homework / Home Learning

Yr9 Homework Timetables / Kit day reminders 2015/16										
	Mon 1	Tues 1	Weds 1	Thur 1	Fri 1	Mon 2	Tues 2	Weds 2	Thur 2	Fri 2
9R	Maths Drama RE PSHE	English German Dance Geography	French RE Music	Maths History ICT	Technology Science Art English	Geography Music PSHE	English French Science History	Technology Maths Dance German	Drama Science Maths	English ICT Art
		PE + Dance Kit		PE Kit				Dance Kit		PE Kit
9C	Maths Geography Drama PSHE	English Music ICT	Dance French Art	Maths RE History	Technology Science English	Drama ICT PSHE	English French Science Geography	Technology Maths Music	Dance Science Maths	History English Art RE
		PE + Dance Kit	PE Kit						PE + Dance Kit	
9A	Maths Art PSHE	English History Dance	ICT French Drama RE	Maths Geography Music	Technology Science English	Art ICT PSHE	English French Science Geography	Technology Maths RE	Drama Science Maths	Music English History Dance
	PE Kit	PE + Dance Kit							PE Kit	Dance Kit
9D	Maths History PSHE	English Dance ICT	French Art RE	Maths Music Geography	Technology Science Drama English	Music Dance PSHE	English French Science ICT	Technology Maths	Geography Science RE Maths	Art English Drama History
	PE Kit	Dance Kit		PE Kit		Dance Kit		PE Kit		
9S	Spanish Geography Maths	German English Science RE	Dance English Maths	Art Technology Science	History Drama PSHE Music	Spanish Art Maths	German Science English Dance Drama	ICT English Geography	History RE Maths	Technology Music PSHE ICT
	PE Kit		Dance Kit			PE Kit	Dance Kit		PE Kit	
9L	Spanish Geography Maths Art	English Science	RE English Maths	Music Technology Science	History Dance PSHE Drama ICT	Spanish Art Maths RE	Science English Dance	English Music	Geography History Maths	Technology Drama PSHE ICT
	PE Kit				Dance Kit		Dance Kit	PE Kit	PE Kit	
9G	Spanish Music Maths	English Science Geography	History Dance English Maths	RE Technology Science	ICT PSHE Art	Spanish History Maths Music	Science English Drama	Dance English Drama	RE Maths Geography	Technology Art PSHE ICT
			Dance Kit		PE Kit		PE Kit	Dance Kit	PE Kit	
9E	Spanish RE Maths	English Science Music	Drama Geography English Maths	Dance Technology Science	History PSHE ICT Art	Spanish Music Maths RE	Science English Drama	Geography English Dance	History Art Maths	Technology ICT PSHE
				Dance Kit	PE Kit			Dance Kit	PE Kit	PE Kit

- Homework from yr9 onwards, in preparation for Key Stage 4, can include:
- reflective learning or revision tasks
 - research work
 - extended writing or practical tasks
 - assessment preparation,
 - rehearsals
 - group work etc

Useful websites

- ▶ <https://frog.ricardslodge.merton.sch.uk>



This is where they will find all their homework listed in detail – parent logins to follow later this year.

- ▶ <https://www.vivoedge.com>



This is the new website for VivoMiles for students to access – with the same login details as they had last year.

- ▶ <http://www.mymaths.co.uk>



The current MyMaths password lasts till the end of September – the new one will be issued to girls in Maths lessons once it switches over. (RICARDS / circle 14/15)

- ▶ <https://www.samlearning.com/>



Until February - All KS3 and KS4 subjects have materials for revision and clarifying understanding on here – login and passwords the same as last year



Useful websites

We encourage students in Key Stage 4 and 5 to begin creating revision and study materials for themselves right from the beginning of their courses – SO WHY NOT START NOW IN YEAR 9?

Two great **free** websites to do this are:

<https://quizlet.com/> QUIZLET

A great set of study tools – flashcards, tests and study games – they can make their own or access the millions of resources on there created by others.

<https://www.goconqr.com/> GOCONQR

Another great set of free tools to make their own interactive mind-maps, flashcards, notes, slides and quizzes, again also with free access to those made by other users.



Key Focus for ALL!!!

SPaG

Spelling
Punctuation
and
Grammar



Name:

Date

Writing Assessment Title:

Writing Level	Across a range of writing I can...
7	<ol style="list-style-type: none"> 1. I develop my writing in an imaginative and interesting way, experimenting with a range of techniques to create impact. 2. I successfully and imaginatively adapt forms and conventions in writing to suit a variety of purposes and audiences. Write with distinctive voice. 3. I skilfully manage information and ideas to shape my writing into paragraphs. I craft my paragraphs to achieve imaginative or rhetoric effect on the reader. 4. I experiment with every sentence type to achieve an effect on the reader. Use embedded clauses with ease. 5. I use a full range of punctuation accurately and can choose punctuation to help to shape and create impact in my writing. 6. I consistently match my vocabulary to the purpose of my writing. I use vocabulary that is varied, ambitious and judiciously chosen. 7. I check that I have used correct spelling throughout my writing and there are rarely any mistakes.
6	<ol style="list-style-type: none"> 1. I develop my writing in an interesting and imaginative way, using a range of techniques to achieve different effects. 2. I write formally and use different conventions of writing suited to audience and purpose. I establish and maintain a point of view. 3. I control and sequence my writing into sequenced paragraphs. I organise writing to support the meaning and purpose of task. 4. I use simple, compound and complex sentences accurately and to match my purpose and achieve an effect on the reader. I use 'ly' and 'ing' words at the beginning of my sentences to emphasise my points. 5. I use a full range of punctuation correctly including the semi colon and colon. 6. I choose vocabulary which is generally appropriate to the purpose and audience and use a range of vocabulary that is generally ambitious although not always apt. 7. My spelling is mostly correct throughout and I can spell complex and ambitious words correctly, too.
5	<ol style="list-style-type: none"> 1. I develop my ideas using some imaginative detail such as similes and metaphors. 2. I write so that the main purpose is clear and consistent. I use correct features and style appropriate to the purpose of the task. 3. I structure my writing into clear paragraphs with logical and clear links between each paragraph. 4. I use simple, compound and complex sentence accurately. 5. I use a full range of punctuation accurately (including the apostrophe) although sometimes I make mistakes with commas in complex sentences. 6. I choose vocabulary to affect the reader. I use a reasonably wide vocabulary although I don't always choose the best word. 7. My spelling of common words are correct and I attempt to spell more ambitious words correctly but sometimes make mistakes.
4	<ol style="list-style-type: none"> 1. I write to interest the reader and use a range of techniques such as adjectives and adverbs appropriately. 2. I write so that the main purpose is clear and use main features suited to the purpose of the task (although not all way through). 3. I use paragraphs as well as openers and closings of sentences (which are all linked). I tend to repeat connective words. 4. I use simple, compound and most forms of complex sentence accurately and use a range of connectives. I use past, present and future verbs correctly. 5. I use punctuation speech correctly. I use commas in lists and sometimes in complex sentences (although not always correctly). 6. I show some evidence of deliberate vocabulary choices and try to use vocabulary to match my topic. 7. I spell common words and most plurals correctly. I still need to work on my spelling of homophones.
3	<ol style="list-style-type: none"> 1. I write in an interesting way and can use techniques like adjectives to describe nouns. 2. I generally establish the purpose of my writing and maintain it throughout. I can use some of the features suited to the purpose. 3. I organise (loosely) my ideas into related points and sometimes make links between my sentences. I use openers and closings. 4. I use simple sentences and can connect my ideas using words like 'and', 'but', 'so'. I sometimes use past, present and future verbs accurately. 5. I use full stops, capital letters, question marks and exclamation marks accurately. 6. I use simple, generally appropriate vocabulary but I don't use many different words. I do use some words for effect. 7. I spell most common words accurately but I have a bit of trouble spelling past tense verbs and adverbs.

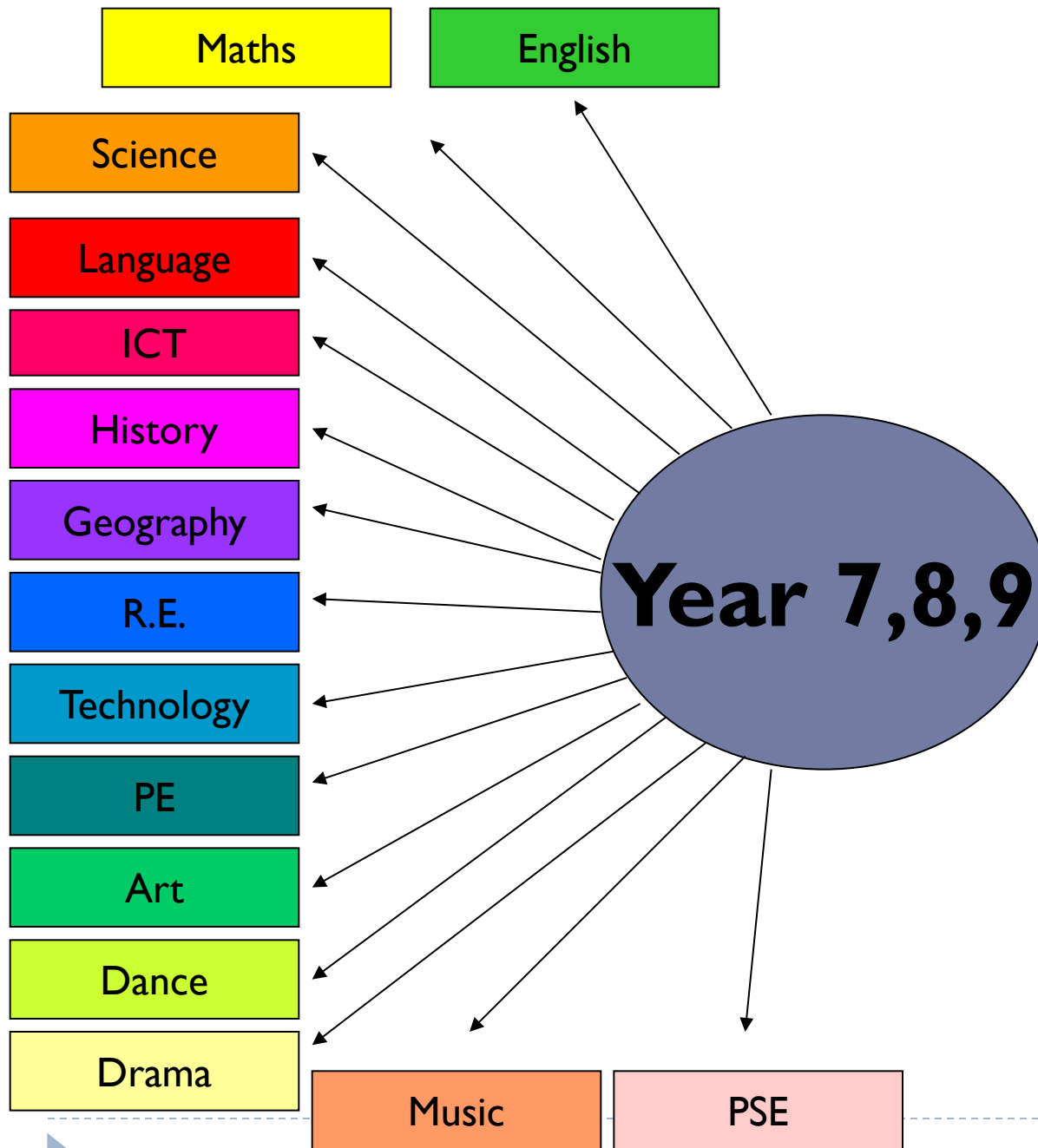


▶ **Key Stage 4 Progression 2015**

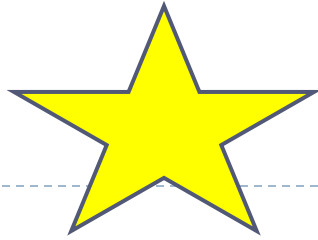
- ▶ *Understanding the process of making subject choices*
 - ▶ *Understanding progression*
 - ▶ *Moving towards becoming a “Successful Woman of the Future”*

Caution!!! – there may still be some changes – stars indicate where...



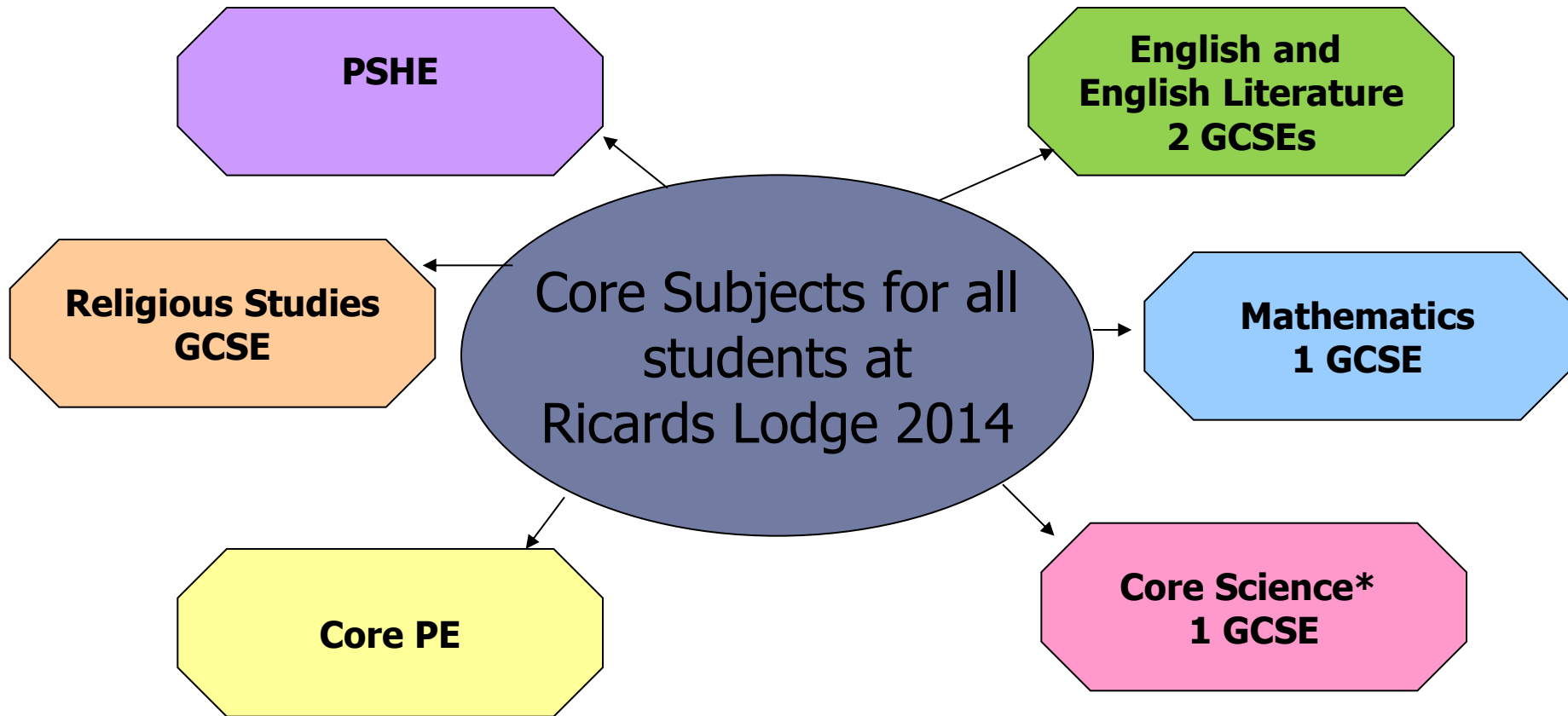


Every year the challenge for students is the move from this common curriculum for all to an individual pathway of courses for themselves.



The Core:

Core subjects are the ones which everyone studies in years 10 and 11:



**They are NOT in their tutor groups
or learning groups
for any of their lessons!!!!**



- ▶ **Your daughters WILL study the new styles GCSEs in all subjects:**

These new GCSEs are graded from 1 to 9 NOT G to A*.

4 = current lower grade C

5 = current upper grade C / borderline B

9 = higher than current A*



Current GCSE grades	New GCSE Grades
	9
A*	8
A	7
B	6
★ Upper grade C / Lower B	5 ★
★ Lower grade C	4
D	3
E	2
F/G	1
U	U?

Please note – these are approximate equivalents – it will be more subject specific.



Change in style:

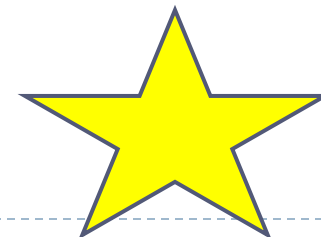
- ▶ These new GCSEs have:
 - ▶ more content to cover
 - ▶ are more demanding
 - ▶ have less controlled assessment – higher % final exams
 - ▶ greater emphasis on SPaG
 - ▶ no tiers for entries (higher and foundation levels) except in Maths, Science and languages.

Specific extra core subjects:

- ▶ **Students who have achieved level 6c or higher in English, Maths, Science, History or Geography and a Language** – will study a larger core that includes either Core and Additional or Triple Science (Biology, Chemistry and Physics), either History or Geography and a Language (French, German or Spanish). These students study two additional courses from the options lists.

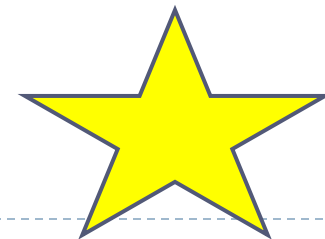


- ▶ **Students who have achieved level 5a or below in the subjects above – will have additional time in English, Maths and Science in order to maximise their opportunities to achieve well in these subjects. In addition they must choose 2 subjects from the following list as part of their extended core – History, Geography, Additional Science, French or Spanish. These students study two additional courses from the options lists.**



Specific extra core subjects:

- ▶ **Students who receive support in our Cedar Base or who are identified by the Inclusion and Learning Support Manager and Head of Year as requiring further support – will have further additional time in English, Maths and Science and will complete a BTEC Work Skills course to support their progression into education or training post-16. These students study two additional courses from the options list.**



daughter's year group.

GCSEs

- ▶ no modular exams – all linear (exams at end of year 11).
- ▶ 2016 syllabuses for most subjects / 2015 syllabuses for English, Maths – *take care using older siblings books / buying old revision guides etc!*
- ▶ Emphasis on spelling, punctuation and grammar skills increased in all extended writing questions in exams – gain additional marks for this.
- ▶ Maths exams include questions with additional marks for application of numeracy – real life applications of mathematics



daughter's year group.

BTEC Courses –

- ▶ The BTEC Certificates taught at Ricards count as equivalent to one GCSE

- ▶ All BTEC level 2 courses now include a 20% externally assessed component – this is often now an exam.

- ▶ Graded as:
 - ▶ Level 1 (D-G at GCSE),
 - ▶ Level 2 Pass = C,
 - ▶ Level 2 Merit = B,
 - ▶ Level 2 Distinction = A,
 - ▶ Level 2 Distinction + = A*



GCSEs and BTECs enable students to progress to further study at post -16 and many clear progression routes are on offer in our Sixth Form RR6.

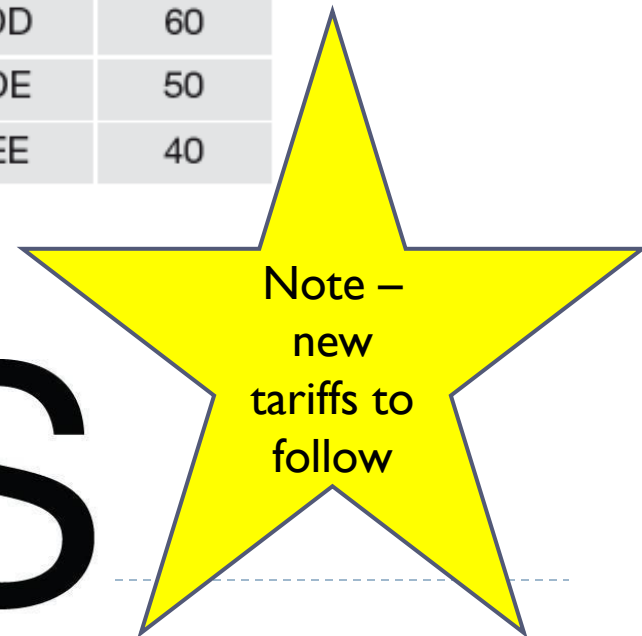
Progression to further study from Key Stage 4 will depend upon the number and nature of the grades achieved:

- ▶ Students who achieve mostly grades 9 to 5 at GCSE or Merit / Distinction Level in their BTECs will move to level 3 study which is either AS/A levels, BTEC Nationals or a variety of vocational or combined qualifications.
- ▶ Students need to achieve a grade 5/6 or higher at GCSE to progress onto specific A'Level courses and a Merit or higher to progress onto A'Level equivalent Level 3 BTEC courses.
- ▶ *Students who are awarded mostly grades 4 to 1 at GCSE or Pass Level in their BTECs can strengthen their base with further qualifications at level 2 elsewhere at local colleges.*



GCE AND VCE

GRADE	TARIFF POINTS	GRADE	TARIFF POINTS	GRADE	TARIFF POINTS	GRADE	TARIFF POINTS	GRADE	TARIFF POINTS
GCE & AVCE Double Award		GCE A level with additional AS (9 units)		GCE A level & AVCE		GCE AS Double Award		GCE AS & AS VCE	
A*A*	280	A*A	200	A*	140	AA	120	A	60
A*A	260	AA	180	A	120	AB	110	B	50
AA	240	AB	170	B	100	BB	100	C	40
AB	220	BB	150	C	80	BC	90	D	30
BB	200	BC	140	D	60	CC	80	E	20
BC	180	CC	120	E	40	CD	70		
CC	160	CD	110			DD	60		
CD	140	DD	90			DE	50		
DD	120	DE	80			EE	40		
DE	100	EE	60						
EE	80								

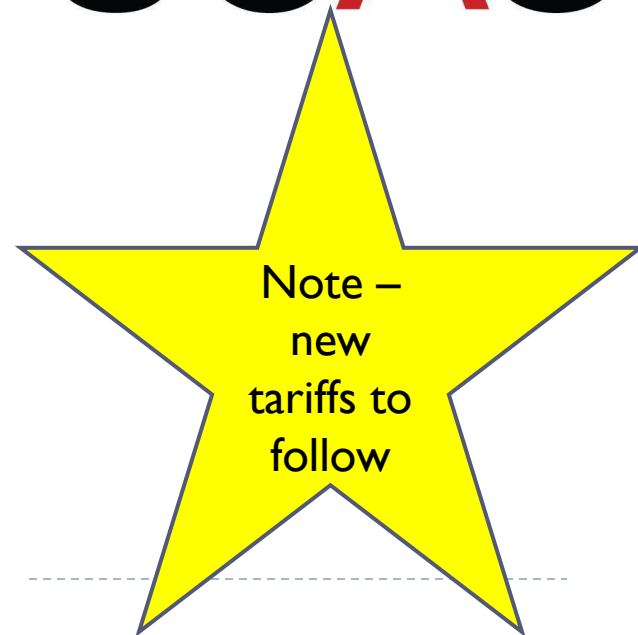


UCAS

**BTEC QUALIFICATIONS (QCF)
(SUITE OF QUALIFICATIONS KNOWN AS NATIONALS)**

EXTENDED DIPLOMA	DIPLOMA	SUBSIDIARY DIPLOMA	CERTIFICATE	TARIFF POINTS
D*D*D*				420
D*D*D				400
D*DD				380
DDD				360
DDM				320
DMM	D*D*			280
	D*D			260
MMM	DD			240
MMP	DM			200
MPP	MM			160
		D*		140
PPP	MP	D		120
	PP	M		80
			D*	70
			D	60
		P	M	40
			P	20

UCAS



Heritage / Home Languages

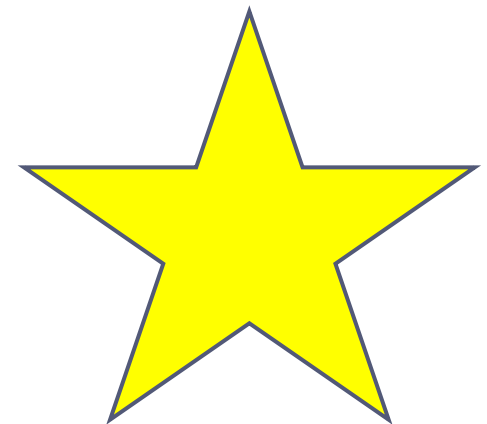
- ▶ *Please note – any students who are fluent (both verbally and written) in a home language that can be taken at GCSE can do so.*
- ▶ *Students who wish to do this must also complete a Home Languages Application form and hand it in with their KS4 Progression form to their tutor.*
- ▶ *Students who opt to do this have a lesson after school once a fortnight to focus on exam technique.*



So... what about the optional subjects?

- ▶ All students make 2 free choices of their options subjects. To facilitate this we ask them to choose their Best 5.
- ▶ Best 5 – rank order – 1st, 2nd, 3rd, 4th, 5th

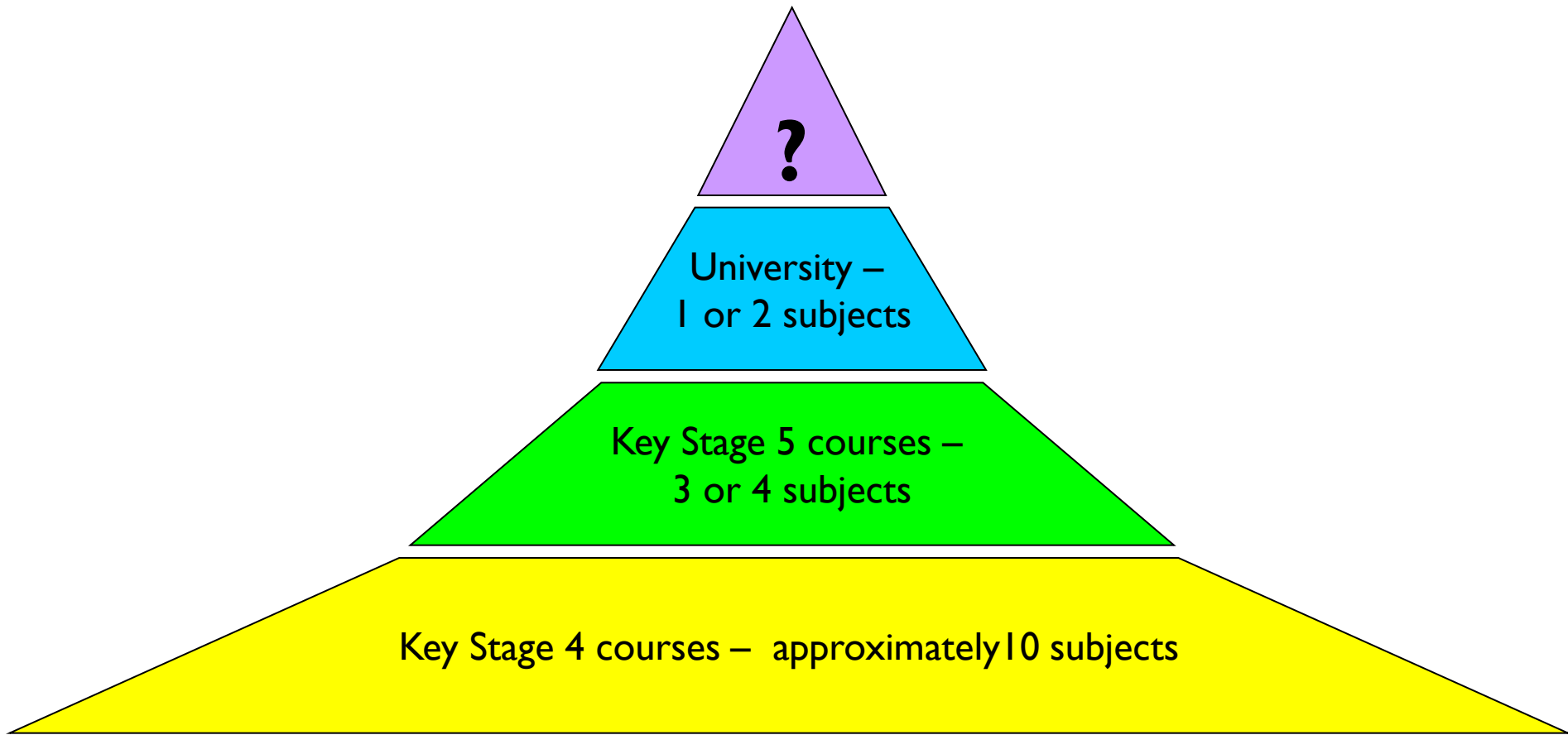
NOTE – all students in yr9 last year have received their 1st and 2nd choices except where too few students applied for a course to run – this only happened for a handful of girls in technology and media subjects – they moved to the nearest similar choice.



Subject	SUBJECT / COURSE	CHOICE	TEACHER'S SIGNATURE
ART <i>you can only choose one</i>	Art and Design GCSE		
	Art and Design BTEC		
	Art Textiles GCSE		
DANCE	Performing Arts (Dance) BTEC		
DRAMA <i>you can only choose one</i>	Drama GCSE		
	Performing Arts (Acting) BTEC		
	Performing Arts (Musical Theatre) BTEC		
GEOGRAPHY	Geography GCSE		
HISTORY	History GCSE		
ICT	ICT GCSE		
LANGUAGES	French GCSE (for those who have taken French in KS3)		
	Spanish GCSE (for those who have taken Spanish in KS3)		
	German GCSE (for those who have taken German in KS3)		
MEDIA	Media BTEC		
	Film Studies GCSE		
MUSIC	Music GCSE		
PE	PE GCSE		
	Sport BTEC		
PRODUCTION	Performing Arts (Production) BTEC		
SCIENCE	Health and Social Care BTEC		
TECHNOLOGY <i>you can only choose one</i>	DT Product Design – Graphics GCSE		
	DT Textiles GCSE		
	DT Food GCSE		
	DT Resistant Materials GCSE		
	DT Hospitality and Catering GCSE		
	Engineering BTEC		



The choice pyramid...



Timeline

Now

- Talk to your daughter about her future aspirations
- Look at university courses and their entry requirements

February

- Thursday 11th February 2016. Year 9 Progress Evening and full reports.

March

- Tuesday 1st March 2016. Year 9 Parent's Evening
- Thursday 3rd March 2016 . Progress Routes Deadline