



KEY STAGE 4 CURRICULUM

2024

"SUCCESS IS A CHOICE, NOT JUST CHANCE"

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A MESSAGE TO PARENTS AND CARERS

"The wide range of subjects on offer gives everyone a chance to shine." Ofsted Report, 2021



Your son or daughter is about to embark on an exciting moment in their educational career. Over the next month or so, with the help of their teachers, they will weigh up the subjects that they wish to study at GCSE and consider how best to make the transition to Key Stage 4.

As parents, your role is an important one: you will act as guides and advisors and provide your children with opportunities to reflect and think carefully about these choices. As a school, we will work in partnership with you, providing advice through our Year 8 Conference, this booklet, the website and also individual conversations, including Year 8 Parents' Evening.

At Waddesdon, we are committed to offering a broad, rich and relevant curriculum which stimulates and challenges our students. This booklet will give you an insight into the range of educational opportunities available during Years 9, 10 and 11, as well as ways in which we provide individual support and guidance. We encourage you to consider these options alongside our extra-curricular provision and wider opportunities, such as involvement in the Duke of Edinburgh Award Scheme.

As you may know, during Key Stage 3, all students follow a common course of general education, guided by the National Curriculum and assessed through the Mastery Bands. In Key Stage 4 students have an element of choice. Subject choices are usually based on:

- The need for a balanced education
- Pathways to post-16 learning and higher education
- Career aspirations
- Personal abilities and interests
- The changing/advancing world of the 21st Century

The additional year for our Key Stage 4 enables greater depth and higher levels of achievement at the end of the courses. For this reason, we encourage the majority of students to take either History or Geography and French or Spanish.

Once options are submitted, the timetable is constructed to provide the maximum flexibility for the greatest number of students. It is important to note, however, that on occasion it proves impossible to blend every single selection into a coherent timetable. Usually this affects very few children, but all difficulties are discussed with students and parents. This is why it is important that you discuss all six choices with your son or daughter.

We are very grateful for your continuing support at this important stage in your child's education and look forward to seeing your son or daughter continuing to flourish in their education at Waddesdon.

Matthew Abbott
Headteacher

PERSPECTIVES



Year 8 has been a steep learning curve for some of our students as they have risen to meet the high expectations placed upon them as Secondary School students. The year group continue to go from strength to strength as they settle into familiar routines, developing resilience to any unexpected challenges along the way.

We have an exciting second half of the school year ahead of us. Students will continue to be able to access an array of extra-curricular activities, and there are a number of trips pencilled into the diary; I am particularly looking forward to Year 8 Camp which will hopefully take place in late June. The variety of activities on offer to our students will allow them to continue to flourish during their time at Waddesdon.

The year group are now required to make further choices which will have a significant impact their school lives for the next three years. I strongly urge students to choose subjects which give them the

right balance for the future; not only thinking about further education and careers, but also ensuring that they continue to enjoy learning and look forward to coming to school. These options have to be the students' choices, but the input of teachers and parents or carers is of great value. If anyone is feeling apprehensive about their choices, the best thing they can do is to talk to someone about it.

I wish all students well in their decision making and I am looking forward to seeing how they embrace the challenges and opportunities that Key Stage 4 will bring.

Vanessa Clark
Head of Year 8

A WORD FROM STUDENTS IN YEARS 9 AND 11

This time last year I was in your shoes, wondering what options to take, and why I should take them. Being honest, I had no idea what I wanted to do! To start with I spoke to my parents about what I wanted to do when I was older. The subjects I chose were Business, Design Technology, PE and History. I took these subjects because I found them interesting, and I enjoyed them and I thought they would help me to get a good career when I am older. It may be tempting to choose the same subjects as your friends or the teachers you like, but that will be a problem when thinking about your future. It doesn't matter if you aren't with your friends, as in Year 9 everyone is mixed into different classes, and a lot of the time you have a few of the people you had in your form from previous years. I found this good as it introduced me to new people.

I chose History as one of my options, because I have always enjoyed this subject and found it interesting. I enjoy playing a lot of sport out of school, so I picked PE as an option too. This process was made easy by the teachers' help and support along the way. This time last year, I had no idea what I wanted to choose. But with the help and advice from my teachers and family I have made the right choices for me, and I'm sure that you will too.

Year 9 Student

Choosing your GCSE subjects can be daunting, but if you take the right steps towards finding the perfect options for yourself, then you should have no worries. When considering what options to take, you should ignore the urge to copy your friend's choices or do what your parents want you to do. The best way to find 'your' options is to approach the process with an open mind, and a list of subjects you enjoy. This could be influenced by advice from teachers you work well with, subjects you excel in and obviously topics you enjoy learning about. The best way to form opinions on subjects is to ask your teachers questions about the curriculum, the workload and

exam requirements such as coursework. At the end of the day, if you are confident in your choices you will have the support of your teachers for the following three years. So if you take your time with your choices, you'll be sure to enjoy learning about topics you love!

Good luck.

Year 11 Student



GUIDANCE ON THE OPTIONS PROCESS

Specific information about choices

We appreciate that all students have different strengths and interests. It is important for them to consider long-term aspirations and personal interests, as well as keeping their options open for later life and to make sure that there is balance and enjoyment across the subjects when making their choices. The following may be useful in helping you to decide what conversations to have with your son/daughter:

English Baccalaureate: The Government strongly recommends that all students take a foreign language AND either History or Geography at GCSE Level. In line with this, **we expect our students to study at least one of these subjects.** Your son/daughter has been asked to think about which are the right subjects for him/her.

We offer students **four options**, so that they can take at least one EBacc subject.

If there is an exceptional educational reason (e.g. EHCP) why a student is planning **not to take** a course in Languages or Humanities it is advisable to speak to Mrs Clark or myself before submitting the form; in this way we are confident that we can support students by offering sound educational advice and guidance.

Enrichment: The amount of content and level of difficulty of the GCSEs is designed to challenge students, which is why we devote a significant amount of curriculum time to English, Maths and Science. You may want to discuss with Mrs Champness (our SENDCo) or your son or daughter's English and Maths teachers whether s/he should opt for additional Enrichment lessons as one of the choices.

Further advice and guidance is offered through the

Year 8 Parents' Evening when we will also release the March report. It is an ideal opportunity for parents to consult before final subject choices are made. This takes place on **Thursday, 21st March.**

A note about Separate Science: All students start off on the Combined Science pathway at the beginning of Year 9. Combined Science involves studying all the sciences (Biology, Chemistry and Physics) with the Combined Science GCSE being the equivalent of 2 full GCSE qualifications. Towards the end of Year 9 students will have the opportunity to either continue along the Combined Science pathway (~80% of our students) or instead select the Separate Science pathway (~20% of our students) which is the equivalent of 3 full GCSE qualifications. The Separate Science pathway has an increase in the subject content required and allows our students to study the three sciences in greater depth as well as a few additional topics. Note that selecting the Separate Science pathway at the end of Year 9 does not affect any of the other GCSE option choices since both science pathways are completed in the same amount of curriculum time.



How the final choices are decided: Since we do not restrict students' choices by asking them to pick from prescribed pathways or option blocks, it is only once all the choices have been submitted that we organise the choices into groups for timetabling purposes.

Usually there are about 20 students who need to choose another option. This is done in consultation with your son/daughter and is the reason why we ask students to choose **six subjects** in order of preference. Please be aware that we will not run a course if too few students opt for it, and that we will ask teaching staff for their professional view as to suitability for a course.

We will spend time with every student to ensure that the options chosen are the right ones, so you will not hear until early May what the final subjects are. When a student is asked to make an additional choice, we work hard with her or him to ensure that s/he is well supported and this is why this part of the process can take some time.

Charlie Cahill
Deputy Headteacher

The deadline for your son/
daughter to submit their option
choices is

**WEDNESDAY
27th
MARCH**

Option choices should be
submitted online using the MS
Form. Please follow the guidance
issued by Mrs Booker.



KEY STAGE 4 EXAMINATION COURSES

Students at Waddesdon follow a core GCSE course which includes:

- English Language
- English Literature
- Mathematics
- Combined Science or Separate Science
- Religious Studies

All students follow core, non-examination courses in Citizenship and PSHE, and Physical Education (PE). This is statutory.

To complete their GCSE programme of study, students choose a further four option subjects. They select these subjects from the following list, one of which must be Geography, History, French or Spanish.

- Art & Design: Art, Craft and Design
- Art & Design: Graphic Communication
- Art & Design: Photography
- Business Studies
- Computer Science
- Food Preparation and Nutrition
- Design & Technology
- Drama
- **Geography**
- **History**
- Information Technology
- **Languages: French**
- **Languages: Spanish**
- Music
- Music Technology
- Physical Education

- Enrichment (Additional English and Maths support)



GCSE QUALIFICATION AND GRADING

GCSEs are entirely terminally assessed. Although the 9 - 1 grading system is now well-established, it may help some parents/carers to understand how these relate to the old A*-G grading:

| Old Grades | New Grades |
|------------|-----------------|
| A* | 9 |
| A | 8 |
| B | 7 |
| C | 6 |
| | 5 Strong Pass |
| | 4 Standard Pass |
| D | 3 |
| E | 2 |
| F | 1 |
| G | |
| U | U |

COURSEWORK / NON-EXAMINED ASSESSMENT

Coursework is now not a feature of the GCSEs except in the case of subjects where there is a practical element (e.g. Drama, Art, Technology). Where coursework remains, this takes place within school hours and under teacher supervision. As such, it is much closer to being an extended exam, rather than traditional coursework which may have been carried out at home. This is a requirement placed on schools by the Examination Boards.

Without the completion of coursework, students cannot be seen to fulfil the criteria of an examination syllabus and cannot therefore be awarded a grade.

The setting of coursework is staggered over the three-year courses, but it is essential that students manage their time effectively. Coursework helps Key Stage 4 students to:

- Learn important lessons about self-motivation and self-discipline
- Develop their talents and abilities
- Understand the importance of time management.

Should coursework not be completed by the given date - a date which should be seen as an "examination date" - contact will be made with parents and a course of action will be outlined. Ultimately if coursework is not produced, a fee will be charged in order to withdraw the student from the said examination.

It is important to emphasise that all coursework must be the student's own work. Plagiarism is viewed very seriously, and will lead to disqualification from the awarding body.

Student progress is reviewed through the reports; any students who are significantly behind will be expected to catch up with their work. After-school clubs or study lessons are offered in order to support students who require extra time.

Upon completion of non-examined assessments (NEA), students will be informed of their centre-assessed marks (in line with JCQ guidelines) so that they may request a review of the marking before marks are submitted to the relevant awarding body.

EXAM DISPENSATION

Some students are eligible for extra consideration for specific elements of controlled assessments. This may include extra time, the use of a laptop or an amanuensis. If you consider this may be the case for your son/daughter, please contact Mrs Champness (SENDCo).

Mrs Champness will consider your request and liaise with Mrs Ackerlay who organises external assessments. In some cases, students are put forward for exam dispensation following the recommendation of subject teachers or the Head of Year. It is important that any requests are made at the start of the GCSE courses. This is because the assessment process can take several months to complete, and so that exam supports become students' normal way of working. Unless there are exceptional circumstances, exam access arrangements cannot be added after the Year 11 Mock exams.





CORE GCSE COURSES

ENGLISH

EXAM BOARD

AQA

SPECIFICATION

8700 (Language)

8702 (Literature)

GENERAL INFORMATION

Students are taught English Language and English Literature together. Blending comprehension, analysis, exploration and creativity, the course allows students to develop as skilled readers, writers and speakers. Students begin their GCSE course during Year 9, undertaking Speaking and Listening tasks and studying some of their English Literature set texts.

Students are assessed in four examinations: two for their English Language GCSE and two for their English Literature GCSE. They also achieve a separate qualification for Spoken Language, a compulsory element of the curriculum.

The skills required for the GCSEs are outlined below.

ENGLISH LANGUAGE

Students will be encouraged to:

- read, understand, compare and respond to a wide range of texts
- read critically, and use knowledge gained from wide reading to inform and improve their own writing
- develop the ability to construct and convey meaning in written language using correct grammar and standard English, matching style to audience and purpose
- show an understanding of linguistic conventions for reading, writing and spoken language
- develop an understanding of the spoken word and the ability to express themselves effectively in speaking and listening activities, matching style and response to audience and purpose.

An increased emphasis is now placed on written

accuracy, with 20% of marks now being awarded for spelling and grammar.

ENGLISH LITERATURE

Students will be given opportunities to explore their literary interests and are encouraged to:

- read a wide range of classic literature fluently and with good understanding
- develop an appreciation of the ways in which authors achieve their effects and develop the skills necessary for literary study
- appreciate the depth and power of the English literary heritage
- develop the habit of reading widely and often
- develop the ability to respond to 19th Century and Shakespearean texts.

English Literature exams are closed book; however, we strongly encourage students to buy copies of the set texts for annotation purposes.



MATHEMATICS

EXAM BOARD EDEXCEL

SPECIFICATION 1MA1

GENERAL INFORMATION

The Mathematics syllabus chosen is designed to offer students the best opportunity to show what they know and can do.

The course encourages students to develop confidence in, and a positive attitude towards, Mathematics so that they recognise the importance of Mathematics in their own lives and to society.

The course prepares students to make informed decisions about the use of technology, the management of money, further learning opportunities and career choices and to help them function as informed citizens.

ASSESSMENT SUMMARY

The Pearson Edexcel Level 1/Level 2 GCSE (9 to 1) in Mathematics is a tiered qualification. There are two tiers:

- Foundation tier – grades 1 to 5 available
- Higher tier – grades 4 to 9 available (grade 3 allowed).

The assessment for each tier of entry consists of three externally-examined papers; all three must be from the same tier of entry. Students must complete all three papers in the same assessment series.

Overview of content:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics



Overview of assessment:

Written examination papers with a range of question types

| | | |
|--------------------------|--------|-----------|
| Paper 1 – non-calculator | 33.33% | 1hr 30min |
| Paper 2 – calculator | 33.33% | 1hr 30min |
| Paper 3 – calculator | 33.33% | 1hr 30min |

SCIENCE

EXAMINATION BOARD

AQA

AWARD CODE

8464 (Combined
Science: Trilogy)
8461 (Biology)
8462 (Chemistry)
8463 (Physics)

the GCSE maths sets.

There is a limit of 30 spaces on the Separate Science pathway; if more than 30 students are interested in this pathway at the end of Year 9 then students will be selected according to their attainment across their Science assessments.

It is important to note that students taking either Science route at GCSE will be able to access the 3 Science subjects at A level.

FINANCIAL CONSIDERATIONS

We recommend that students buy revision guides and workbooks, costing approximately £15. We also organise a visit to the Science Museum to broaden the students' experience and understanding. This visit normally occurs in Year 9 and the cost of the trip is approximately £20. Students taking the Science pathway will be invited to a conference in Year 11 at a cost of approximately £25.

GENERAL INFORMATION

There are two routes through Science at GCSE, both of which will enable students to deepen their appreciation and enjoyment of the three disciplines of Biology, Chemistry and Physics, and both of which will allow study of Science A levels.

• Combined Science

Students will take separate lessons in Biology, Chemistry and Physics, which together create the overall Combined Science award, equivalent to two GCSEs.

• Separate Science

This route culminates in three separate GCSEs in Biology, Chemistry and Physics. The Separate Science pathway is decided at the end of Year 9 and does not need to be selected on the option form.

The Separate Science course involves more in-depth engagement with the Science curriculum, with students studying some of the more complex and thought provoking areas of science, including the application of more advanced maths skills to science. Due to timetabling constraints, Separate Science students are required to be in the top half of



RELIGIOUS STUDIES

EXAMINATION BOARD AQA

SPECIFICATION CODE A 8062

All students follow the full Religious Studies GCSE qualification.

Religious Studies GCSE builds on foundations laid in Years 7 and 8 and gives students the opportunity to



explore issues in greater depth. It enables students to construct well-argued, well-informed, balanced and structured arguments as well as opening up space to reflect on their own values, beliefs, and understanding of the nature of purpose and truth.

The course investigates ways in which religious beliefs and values are relevant to moral issues and behaviour, through the examination of issues such as marriage, abortion, animal rights and global conflicts. Events in the news are related to religious teachings. It also explores ultimate questions such as the existence of God and the purpose of life, as well as the significance of religious values and practices.

Students learn how religion, philosophy and ethics form the basis of our culture and are challenged with questions about beliefs and values. They develop analytical and critical thinking skills, as well as leadership and research skills.

Students explore the beliefs, teachings and practices of Christianity and Buddhism. They then consider the moral, religious and spiritual implications of 4 issues.

The four themes are:

- Religion, peace and conflict
- Religion and life, including abortion, euthanasia and environment
- Relationships and families
- Religion, crime and punishment

WRITTEN EXAMINATION

2 papers, each 1 hour and 45 minutes

- Paper 1: The study of beliefs, teachings and practices of Christianity and Buddhism
- Paper 2: Philosophical and ethical themes:
 - Relationships and families
 - Religion and life
 - Religion, crime and punishment
 - Religion, peace and conflict

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ENGLISH BACCALAUREATE SUBJECTS (EBacc)

Students are required to choose one of these subjects in their final options

GEOGRAPHY

EXAMINATION BOARD AQA

SPECIFICATION 8035

LEARNING OUTCOMES

The world is likely to change faster in the next 50 years than it ever has before, so Geography's role is now more important than ever. Geography analyses causes and effects of major global and local issues, and helps people to plan, prepare and manage these changes to ensure sustainable living for the world's inhabitants. It is a subject about now, and the future. It is also a subject that keeps your post-GCSE options wide open because of the range of skills that you will develop. These include:

- sequencing and explaining natural and human processes of change;
- analysing complex relationships between natural processes and people;
- evaluating the different strategies used to manage local, national and global geographical issues;
- analysing information on maps, graphs and statistics;
- planning and carrying out independent fieldwork investigations;
- developing skills in working collaboratively as well as independently.

SUBJECT CONTENT

We follow the AQA specification for GCSE Geography. You will study:

Unit 1 – Living With the Physical Environment

- The Challenge of Natural Hazards – tectonic, tropical storms, extreme UK weather and climate change
- Physical Landscapes in the UK - coasts and rivers
- The Living World – ecosystems, tropical rainforests and hot environments

Unit 2 – Challenges in the Human Environment

- Urban Issues and Challenges – global population change and urbanisation issues
- The Changing Economic World – variations in levels of economic development across the world
- The Challenge of Resource Management – with particular focus on water



GEOGRAPHICAL APPLICATIONS

Examining topical geographical issues and applying knowledge and skills to make a decision about how to respond to the issue.

GEOGRAPHICAL SKILLS

Maps, graphs, fieldwork, GIS, numeracy and statistics.

Examination - 3 exam papers, each 1hr 30mins:

- Paper 1 - 'Living with the Physical Environment'
- Paper 2 - 'Challenges in the Human Environment'
- Paper 3 – 2 parts: an Issue Evaluation including the analysis of a pre-released information booklet and Fieldwork (Applications and Skills)

FIELDWORK INVESTIGATIONS

Fieldwork will remain an important element of GCSE Geography. Candidates will be required to undertake two fieldwork investigations. These are likely to be local fieldwork investigations based on natural and human processes of change.

HISTORY

EXAMINATION BOARD AQA

SPECIFICATION 8145

WHAT YOU CAN EXPECT

There is a famous quote which says, “those who cannot remember the past are doomed to repeat it”. As well as being interesting, History is important because it helps you understand the world we live in today. Studying History at GCSE will enable you to take an active part in your learning and to develop vital skills to help you write, argue and speak well. As with your History lessons in Years 7 and 8, History will continue to provide interesting, challenging and fun subject matter in lessons. At each stage, you will have the support of teachers who love the subject and want to see you enjoy and achieve in it.

History is a subject well-respected by universities and employers due to the wide range of skills that you will develop. These skills include analysis, argument, critical reading, communication and the ability to form a judgement based on evidence.

LEARNING OUTCOMES

We believe that studying History is fundamental for 3 reasons:

1. We study History so that we can question information and understand how people view the past.
2. History is important because knowledge of the past helps us to understand the present.
3. In learning History, we develop our human values and understand how to contribute meaningfully as citizens.

SUBJECT CONTENT

We follow the AQA specification for GCSE History:

PAPER 1: Section A: Germany, 1890–1945: Democracy and dictatorship

This period study focuses on the development of Nazi Germany. It also focuses on the changing life of people who lived in Nazi Germany during this turbulent time.

Section B: Conflict and tension between East and West, 1945–1972

This depth study focuses on the causes and events of the Cold War – a period of rivalry, tension, suspicion and nuclear threat between the USA and the USSR.

PAPER 2: Section A: Britain: Migration, empires and the people: c790 to the present day

This topic will look at how Britain has been shaped through migration and empire. It covers a broad range of topics from the Vikings, to the American War of Independence, the Windrush Generation, and ends with the 2016 Brexit Referendum.

Section B: Elizabethan England, c1568–1603

This depth study focuses on Elizabeth Tudor and judges how far her reign deserves to be known as a ‘golden age’. You will study the political, religious, cultural and social changes which occur during this transformative period.

EXAMINATION

The course is examined on two final papers which both last two hours.



MODERN FOREIGN LANGUAGES: FRENCH

| | |
|-------------------|------|
| EXAMINATION BOARD | AQA |
| SPECIFICATION | 8658 |

LEARNING OUTCOMES

Taking French at GCSE level will enable you to:

- develop understanding of French in a variety of contexts
- gain a greater appreciation of cultural differences
- develop knowledge of French and language learning skills
- develop the ability to speak the language with confidence
- develop awareness and understanding of countries and communities where French is spoken



SUBJECT CONTENT

Listening

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, requiring answers in French and English. Students will be allowed to make notes during the test and will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

Reading

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

Speaking

Students will be given a photo card and role play card and they will have time to prepare. They will then comment on the photo card and take part in a role play. This will be followed by general conversation on a range of topics.

Writing

Students will be tested on their ability to respond to an advertisement, letter or newspaper and will be required to demonstrate their written ability, expressing opinions and using past, present and future tenses where applicable.

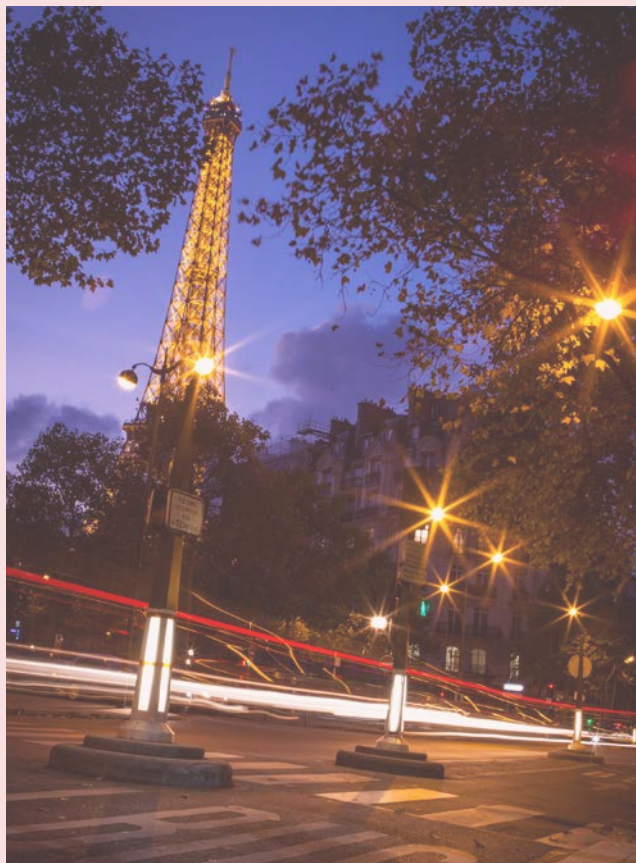
Each of these 4 areas will constitute 25% of the course. The Speaking exam will be conducted by the teacher. All other elements will be taken as a final exam.

FRENCH

WHAT YOU CAN EXPECT

As with your study in Years 7 and 8, French will continue to provide interesting, challenging and fun subject matter in lessons. It will encourage you to take an active part in your learning and to develop vital skills to help you express your opinions, memorise vocabulary and use tenses effectively. There will be role play, group work, language games and exam question practice. Ultimately, the focus will be on comprehension of language and an appreciation for other cultures and customs.

In Years 9 and 10, students have the opportunity to visit Paris. This is a five-day visit which includes a 3-hour language course, visits to all the main sights of the city, a guided tour of the World War One memorial at Vimy Ridge and Disneyland Paris. The cost of the visit is approximately £750.



MODERN FOREIGN LANGUAGES: SPANISH

EXAMINATION BOARD AQA

SPECIFICATION 8698

LEARNING OUTCOMES

Taking Spanish at GCSE level will enable you to:

- develop understanding of Spanish in a variety of contexts
- gain a greater appreciation of cultural differences
- develop knowledge of Spanish and language learning skills
- develop the ability to speak the language with confidence
- develop awareness and understanding of countries and communities where Spanish is spoken

WHAT YOU CAN EXPECT

As with your study in Year 8, Spanish will continue to provide interesting, challenging and fun subject matter in lessons. It will encourage you to take an active part in your learning and to develop vital skills to help you express your opinions, memorise vocabulary and use tenses effectively. There will be role play, group work, language games and exam question practice. Ultimately, the focus will be on comprehension of language and an appreciation for other cultures and customs.

In Years 9 and 10, students have the opportunity to visit Seville. This is a four-day visit which includes a language course, visits to all the main sights of the city and a cookery workshop. The cost of the visit is approximately £700.

SPANISH

SUBJECT CONTENT

Listening

The test will be pre-recorded using native speakers. Only material which is appropriate to the spoken language will be used in the tests. Each item will be heard twice. Students' comprehension will be tested by a range of question types, requiring answers in Spanish and English. Students will be allowed to make notes during the test and will be given 5 minutes' reading time at the beginning of the test, before the recording is played, to give them time to read the questions.

Reading

The test will consist of short items testing comprehension of instructions, public notices and advertisements together with some longer extracts from brochures, guides, letters, newspapers, magazines, books, faxes, email and web sites which may include reference to past, present and future events and will include some unfamiliar language. A number of questions will be set on the material to test students' ability to identify key points and extract specific details.

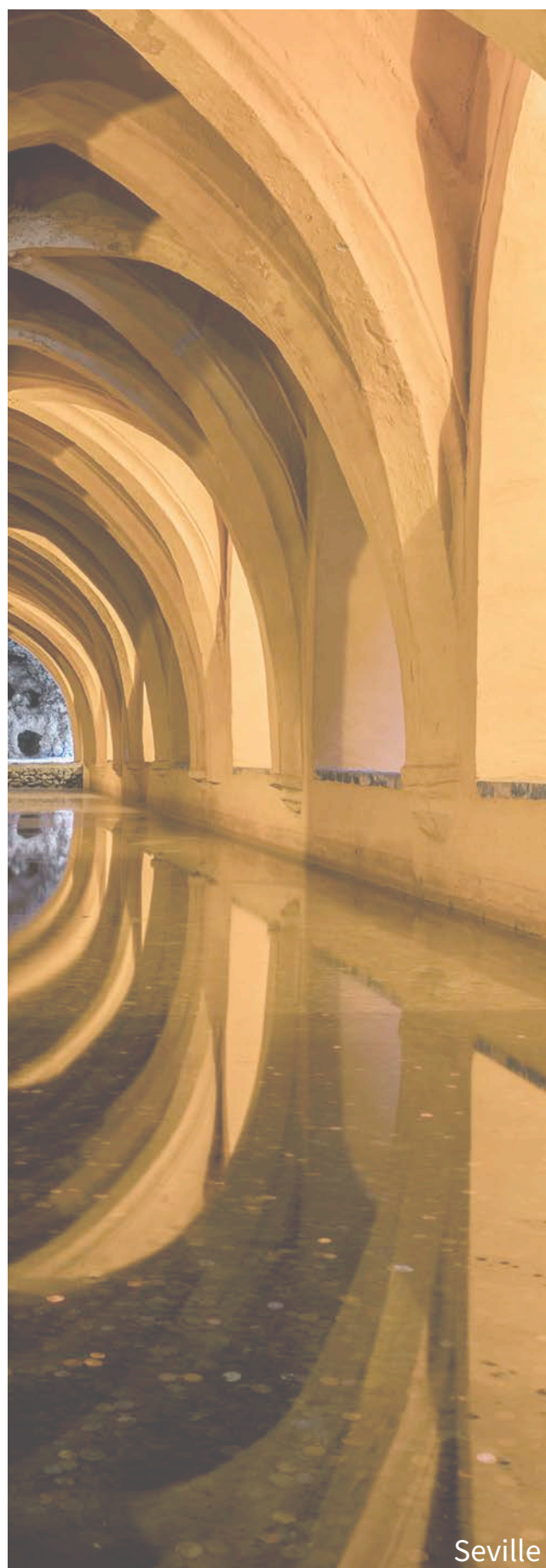
Speaking

Students will be given a photo card and a role play card and they will have time to prepare. They will then comment on the photo card and take part in a role play. This will be followed by general conversation on a range of topics.

Writing

Students will be tested on their ability to respond to an advertisement, letter or newspaper and will be required to demonstrate their written ability, expressing opinions and using past, present and future tenses where applicable.

Each of these 4 areas will constitute 25% of the course. The Speaking exam will be conducted by the teacher. All other elements will be taken as a final exam.



Seville



ADDITIONAL GCSE OPTIONS

ART AND DESIGN: ART, CRAFT AND DESIGN

EXAMINATION BOARD

OCR

AWARD CODE

J170

LEARNING OUTCOMES/WHAT YOU CAN EXPECT

GCSE Art covers a range of exciting approaches over the three-year course. We explore acrylic painting, water-colour painting, many types of drawing, sculptural three dimensional work, printmaking, computer graphics and art appreciation. We conduct research and planning in sketchbooks and make pieces of art linked with planning. The course is structured in Years 9 and 10 and students work more independently in Year 11. We encourage students to use the art facilities after school, where open-ended sessions take place.

Component 1 - Portfolio (60%)

A number of mini projects and one sustained project will be a requirement of the course. The sustained project will consist of a sketchbook containing a collection of work and ideas created by the students, supported with research into relevant artists and designers. The sketchbook then supports the development of a number of major outcome pieces, often in the form of a painting or sculpture. Most of the course is devoted to coursework.

Component 2 – Non Examined Assessment (40%)

This component has an early release paper from the exam board from which you will be able to choose a starting point and produce a sketchbook of supporting material for a 10-hour period of sustained focussed study, in which to realise your intentions, which is held over a number of days. The supporting studies and the 10-hour work are assessed as a whole.

FINANCIAL CONSIDERATIONS

Students are encouraged to have their own set of materials for home study. Useful items include an A2 portfolio case, A3 sketchbooks, pencils and pens, paints and brushes. The department does purchase these for resale on a non-profit making basis at hugely reduced prices. This happens in the summer term at the end of Year 8. Day visits and virtual visits take place once a year to major art galleries in London. Recent visits have included The Tate Modern, The National Gallery, The V & A and The Royal Academy.



ART AND DESIGN: GRAPHIC COMMUNICATION

EXAMINATION BOARD OCR

AWARD CODE J172

LEARNING OUTCOMES/WHAT YOU CAN EXPECT

Students will explore a range of approaches to graphic media including computer-aided design, advertising, photography, digital imaging and animation. Students will learn various software programmes including Adobe Creative Suite (Illustrator, Photoshop, InDesign amongst others). Students work in small sketchbooks, recording initial ideas, alongside digital sketchbooks; some work will need to be printed for assessment. The course is made up of a series of projects, each focusing on different approaches. These will include animation, graphic design and image manipulation. All projects must show exploration of relevant digital artists or designers.

Component 1 - Portfolio (60%)

A number of project briefs are submitted as part of the portfolio. Each of these will focus on different approaches to graphic design, showing the development of an idea from conception to completion.

Component 2 – Non Examined Assessment (40%)

This component has an early release paper from the exam board from which you will be able to choose a starting point and produce a digital sketchbook of supporting material for a 10-hour period of sustained focussed study, in which to realise your intentions, which is held over a number of days. The supporting studies and the 10-hour work are assessed as a whole.

FINANCIAL CONSIDERATIONS

Students will need some equipment to enable effective home study, which will complement lesson work. An A3 plastic folder for storage of work and A4 plastic-sleeved portfolio will be required. It will also be useful to have access to fineliner pens and graphic marker pens. Access to a computer and the Internet will be essential at home. Design kits are offered for resale on a non-profit basis at reduced prices at the end of the Year 8 summer term. There will also be virtual visits to galleries.



ART AND DESIGN: PHOTOGRAPHY

EXAMINATION BOARD

OCR

AWARD CODE

J173

LEARNING OUTCOMES/WHAT YOU CAN EXPECT

In GCSE Photography students will have access to digital cameras and lenses as well as leading edge industry software and printing facilities. The course is suited to those with a good eye for composition, and is quite technical.

Students will engage with a variety of photographic techniques and themes, and study the work of leading photographers. Themes will include portraiture, studio photography, lighting techniques, landscape, environment, composition and close-up; students will work inside and outside of the classroom. The opportunity to visit suitable photographic locations will be helpful.

An ability to present and display work is an important attribute of a developing photographer and this will also be a focus. Students will be encouraged to use the facilities out of school hours.

Component 1 - Portfolio (60%)

A number of projects are submitted as the portfolio. A project will consist of a usually digital sketchbook of researched ideas and photographic tests, and results in a series of printed still photographs or in some cases videography. In Year 9 students are taught foundational Photographic skills and in Year 10 and the autumn term in Year 11 a series of projects that comprise the portfolio take a more personal direction.

Component 2 – Non Examined Assessment (40%)

This component has an early release paper from the exam board from which you will be able to choose a starting point and produce a digital sketchbook of supporting material for a 10-hour period of sustained focussed study in which to realise your intentions, which is held over a number of days. The supporting studies and the 10-hour work are assessed as a whole.

FINANCIAL CONSIDERATIONS

Students are encouraged to have some materials for home study. Useful items include an A3 storage folder to store prints in, SD memory card, sketchbooks, and plastic-sleeved files. The department does purchase these for resale on a non-profit making basis at hugely reduced prices. This happens in the summer term at the end of Year 8. Access to a computer and a camera at home are highly recommended. There will also be day visits and virtual visits to photography galleries at a small cost. Students are expected to print their photographic outcomes which will incur a cost.



BUSINESS

EXAMINATION BOARD EDEXCEL

AWARD CODE 1BSO

LEARNING OUTCOMES

This academically challenging course offers a general background into the world of work and provides skills which will be used by anyone considering setting up their own business or working within organisations.

The course is split into two themes.

- **Theme 1:** This concentrates on key business concepts, issues and skills involved in starting and running a business. Students will study areas such as enterprise, spotting a business opportunity, revenues and costs, cash flow and the impact of the economic climate on business.
- **Theme 2:** This examines how a business develops beyond the start-up phase and focuses on issues and decisions related to growth, with emphasis on marketing, finance, operations and people management.

The course is assessed through two exams at the end of Year 11. There is no coursework.

The course examines five main skills. These are:

- **Numeracy** – 10% of the course is calculation-based and students need to memorise formulas. There is also a requirement to understand the quantitative data in some of the longer answer questions. Feeling happy and confident with numbers, therefore, is really important.
- **Knowledge and Understanding** – there are many key terms to learn and use in exam answers for all 10 topic areas of the course. Understanding is shown through how you explain the advantages and disadvantages to a business of different decisions. For example, how the strengthening of the GBP may help some UK based businesses, but hinder others.

- **Application** – here you will need to show that you understand how choices differ depending on the business situation. Almost two thirds of the exam papers are based on unseen case studies. Some of these are known businesses, such as, Hotel Chocolat or Easyjet. Others are small businesses such as Good and Proper Tea or Frogbikes.

- **Analysis** – showing that you understand the consequences of actions. Most exam answers require a chain of 5 connectives. Students who do well at this show a particular interest in business and current affairs outside the classroom as well as enjoying English and humanities subjects.

- **Evaluation** – being able to make an opinion and justify your decision, in the context of the case study.



This course provides a foundation for students considering further studies in the popular Business and Economics A Level courses.

COMPUTER SCIENCE

EXAMINATION BOARD

OCR

AWARD CODE

J277

INTRODUCTION

The Computer Science course has been developed in relevance to the modern, changing world of computing. It is designed to boost computing skills essential for the 21st century. The qualification addresses the current digital skills shortage and places its emphasis on the following key areas:

- Computational thinking as its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Applying the academic principles students learn in the classroom to real-world systems in an exciting and engaging way.
- Giving students a clear progression into higher education, as the course was designed after consultation with members of BCS, CAS and top universities.

ASSESSMENT

The OCR GCSE Computer Science comprises the following two externally assessed written exams:

Component 01 – Computer Systems (50%)

The first component is an exam focused on computer systems covering the physical elements of Computer Science and the associated theory.

- Systems architecture
- Memory and storage
- Computer networks, connections and protocols
- Network security
- Systems software
- Ethical, legal, cultural and environmental impacts of digital technology

Component 02 – Computational Thinking (50%)

This component is focused on the core theory of Computer Science and the application of Computer Science principals.

- Algorithms
- Programming fundamentals
- Producing robust programs
- Boolean logic
- Programming languages and IDE's

ENTRY REQUIREMENTS

Students who choose to study at this level must be strong in mathematics (ideally targeted at 6 or above) due to maths being the foundation of the subject. Students must have the aptitude and drive to happily attempt computational problems on their own, in addition to their school lessons.

In the case of students not able to address the preliminary requirements, they are most welcome to explore the vocational IT route that is also offered by the IT Department.

PROGRESSION

Students can pursue a wide selection of courses ranging from A/AS Level Computer Science; Cambridge Technical in Digital Media; Cambridge Technical in IT, to Level 2/ Level 3 Apprenticeship.

Find out more:

<http://ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020>

DESIGN AND TECHNOLOGY: PRODUCT DESIGN

EXAMINATION BOARD

AQA

AWARD CODE

8552

Design & Technology offers a comprehensive exploration of diverse material areas. Encompassing woods, metals, plastics, textiles, and electronics, pupils will experience working with each of these materials and learn each of their various properties and modern industry applications. For the Non-Examined Assessment (NEA), previously known as coursework, students will embark on the D&T process, offering the opportunity to incorporate numerous material types into their projects.

WHAT WILL YOU LEARN?

Students will develop knowledge of design and manufacturing industries in order to deepen their understanding of the intricate role of a designer in product and packaging development. Students will advance their problem-solving skills, whilst expressing their ideas creatively and artistically. There will be regular opportunity to develop practical techniques using a variety of materials in lessons, as well as to learn of global design influences and materials through product analysis and design iteration. All students will be given access to industry grade Computer Aided Design, CAD, as well as 2D Design and Fusion 360 software. This allows access to the school's laser cutter and 3D printers to generate highly accurate prototypes and technical drawings.

WHO IS THE COURSE AIMED AT?

Are you passionate about designing and making? Do you enjoy the challenges of problem-solving and practical learning? Do you enjoy being creative, whilst learning new techniques and practical based

skills? Do you want to physically create design ideas and perhaps follow a path that leads to Design or Engineering? If so, then this course is an ideal choice for GCSE. Recognise that this is not just a creative journey but a rigorous academic pursuit, with written communication, maths, research and problem-solving featuring in this course.

WHERE DOES THIS COURSE LEAD?

The diversity of this course opens avenues to careers such as Architecture, Engineering, Graphic Design, Interior Design, Industrial Design, Marketing, Materials Science, Product Design, and many more. Universities highly value D&T as a subject, irrespective of the chosen career path, including Science and Medical research. Employers prize the GCSE D&T qualification, as it develops creative, technical, and transferable skills.

HOW IS THE COURSE STRUCTURED?

In June of Year 10, the exam board will release the yearly design briefs, providing students with options to choose for their NEA. During this phase, students will research, generate and develop ideas to create a high-quality functional prototype aligned with their selected design brief. This stage allows students to interpret the brief in their own individual way, giving a personalised touch to their portfolio. It also offers the flexibility for students to specialise in a combination of material areas, enriching their overall learning experience.

FINAL GCSE:

Non-Examined Assessment 50%; Examination 50%

DRAMA

EXAMINATION BOARD

WJEC EDUQAS

AWARD CODE

C690QS

“Great theatre is about challenging how we think and encouraging us to fantasize about a world we aspire to.”

LEARNING OUTCOMES

The GCSE Drama course provides the students with an understanding of a wide range of performance styles and an appreciation of the way in which drama communicates to an audience. The course also encourages an awareness of both history and culture in relation to drama and has much to say about society, past and present.

The students will aim to develop increased self and group awareness throughout the course and to improve their ability to appreciate and evaluate the work of others. They will also develop skills of devising, critical review, analysis and making connections between a range of styles and genres.

SUBJECT CONTENT

Drama is studied from a practical perspective at all times and lessons take a workshop-style format.

The students undertake a variety of activities and projects over the duration of the three-year course. Students usually choose to be assessed on acting skills for their practical options but there is also the opportunity to be assessed on design and technical elements too. The students are encouraged to develop a critical approach to performance and to watch as many different types of theatre as possible. They are encouraged to learn about all aspects of performance, including technical and design elements.

SCHEME OF ASSESSMENT AND COURSEWORK

Unit 1 – Devising Theatre (40%)

Final performance time will be between 5 and 16 minutes depending on group size.

Portfolio/supporting evidence: Written: 900 words
OR Audio/visual evidence: 6-9 minutes

Requirements: Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of an influential theatre practitioner or a genre, in response to a stimulus.

- A realisation of their piece of devised theatre.
- A portfolio of supporting evidence.
- An evaluation of the final performance or design.



Unit 2 – Performing from a Text (20%)

Final performance time will be between 5 and 14 minutes depending on group size.

Requirements:

- Learners study two extracts from the same performance text.
- Learners participate in one performance using sections of text from both extracts.

Unit 3 – Interpreting Theatre (40%)

Written examination: 1 hour 30 minutes.

Requirements:

- Section A: A series of questions on a chosen set text.
- Section B: Live theatre review – evaluating a live production seen.

WHY CHOOSE DRAMA GCSE?

Even if the students do not intend to take their studies further, this course has many transferable skills. They will have developed their confidence, learned to negotiate as part of a group, used initiative and imagination to solve problems and will have accepted instruction and direction. They will have greater knowledge and understanding of how social, cultural and historic issues from a range of sources have an impact upon global society.

WHAT CAN YOU EXPECT?

Drama at Key Stage 4 is diverse, challenging and fun. We explore topics from the past, as well as taking inspiration from current affairs; studying a range of styles ranging from comedy to more abstract practitioners. Throughout your studies you can expect to be kept on your toes and to really develop your confidence, your ability to empathise and to see the world from different perspectives. This subject will suit candidates who are enthusiastic, creative and willing to challenge themselves and take risks. You must be prepared to perform in front of others.



FOOD PREPARATION AND NUTRITION

EXAMINATION BOARD AQA

AWARD CODE 8585

GENERAL INFORMATION

GCSE Food Preparation and Nutrition is a challenging and creative qualification which focuses on practical cooking skills and theory lessons to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. This qualification focuses on students' practical cookery skills closely linked to nutrition and food science.

SUBJECT CONTENT - WHAT IS COVERED?

Food Preparation and Nutrition GCSE is integrated into five core topics:

- 1. Food, nutrition and health** – Macronutrients, Micronutrients, Nutritional Needs and Health.
- 2. Food science** – Cooking of Food, Heat Transfer and the Functional and Chemical Properties of Food.
- 3. Food safety** – Food Spoilage, Contamination and the Principles of Food Safety.
- 4. Food choice** – Factors Affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing..
- 5. Food provenance** – Environmental Impact and Sustainability of Food, Food Processing and Production.

ASSESSMENTS

EXAM

Paper 1: Food Preparation and Nutrition (50% of total marks)

Written exam: 1 hour 45 minutes

The paper includes 20 multiple choice questions worth 20 marks, and 5 questions each with several sub-questions worth 80 marks, making a total of 100 marks. The questions include all topic areas, including demonstrating knowledge of practical skills.

NON-EXAM ASSESSMENT ONE (NEA1)

Task 1: Food Investigation (15% of total marks)

Written report

This is a 10-hour controlled food science investigative assessment which assesses students' understanding of the working characteristics, functional and chemical properties of ingredients. Students will design and carry out their own food science investigations to demonstrate key food science principles. These investigations will form the basis of a written report (1,500-2,000 words).

NON-EXAM ASSESSMENT TWO (NEA2)

Task 2: Food Preparation assessment (35% of total marks)

Written portfolio

This is a 20-hour controlled assessment which gives students an opportunity to showcase their practical skills. Students will prepare, cook and present a range of highly skilled dishes, leading to a final practical assessment. Students will submit a written portfolio (20 A4 pages) which will include photographic evidence of the dishes they have made.



WHY CHOOSE FOOD GCSE?

Even if students do not intend to take their food studies further, this course has many transferable skills. Students will develop their kitchen confidence, learn to cook, use initiative and imagination to create dishes, whilst ensuring food is safe to eat. Students will also learn the importance of a healthy diet and exercise which they can take into their future. They will have greater knowledge and understanding of how social, cultural and sustainable issues impact on food production, bringing an awareness of global food security.

WHAT CAN YOU EXPECT?

Food at Key Stage 4 is challenging and requires organisation and financial outlay in the buying of ingredients weekly. We cook each week, developing your skills and enabling you to become more independent and creative as those skills develop. This subject will suit students who are enthusiastic, creative and willing to challenge themselves.

FINANCIAL CONSIDERATIONS

Most students will be required to provide ingredients on a weekly basis and also provide ingredients for exam purposes. Support can be given where needed.



INFORMATION TECHNOLOGY

Cambridge Nationals Level 2 Information Technology

EXAMINATION BOARD OCR

AWARD CODE J836

COURSE OUTLINE

This qualification is for students who wish to understand and apply the fundamental principles and concepts of IT, including the use of the Internet of Everything, data manipulation and Augmented Reality.

MANDATORY UNITS

Unit R050: IT in the Digital World.

In this unit students learn theoretical knowledge and understanding to apply design tools for applications, principles of human computer

interfaces and the use of data and testing in different contexts when creating IT solutions or products. They will understand the uses of the Internet Of Everything and the application of this in everyday life, cyber-security and legislation related to the use of IT systems, and the different types of digital communications software, devices and distribution channels.

Unit R060: Data Manipulation using spreadsheets.

In this unit students learn the skills to be able to plans and design a spreadsheet solution to meet client requirements. They will use a range of tools and techniques to create a spreadsheet solution based on their design, which they will also test.

R070: Using Augmented Reality to present information.

In this unit students learn the basics of Augmented Reality (AR) and have the opportunity to create a prototype for a given scenario. They will also learn the purpose, use and types of AR in different contexts and how they are used on different digital devices.

Completing the above units provides students with the basic skills for further study or for a range of IT and technical job roles within the IT industry.



ASSESSMENT

| Unit | Marks | Duration | Guided learning hours | Assessment Criteria |
|--|-------|-------------------|-----------------------|---|
| R050: IT in the Digital World (External exam) | 70 | 1 hour 30 minutes | 48 hours | Distinction*/Distinction/ Merit/Pass |
| R060: Data manipulation using spreadsheets (OCR moderated) | 60 | 10-12 hours | 36 hours | Distinction*/Distinction/ Merit/Pass |
| R070: Using Augmented Reality to present information (OCR moderated) | 60 | 10-12 hours | 36 hours | Distinction*/Distinction/ Merit/Pass |

WHY STUDY THIS COURSE?

The Cambridge Technical Level 2 IT will inspire you to develop real-world skills to prepare you for the future. The IT industry is fast paced and rapidly evolving and the skills learnt during this course are in huge demand for a digitally literate workforce. This qualification will help students develop specific and transferable skills such as research, planning and review, working with others and communicating creative and technical concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology in their everyday lives.

For more information visit:

<https://www.ocr.org.uk/qualifications/cambridge-nationals/it-level-1-2-j836/qualification-at-a-glance/>



MUSIC

EXAMINATION BOARD OCR

AWARD CODE J536

LEARNING OUTCOMES

- To explore the three main elements of music – Performing, Composing and Listening/Appraising
- To develop your enjoyment of and passion for music
- To develop your own musical interests and skills, including how to make music individually and as part of a group
- To develop your understanding and appreciation of a range of different kinds of music

SUBJECT INFORMATION

Practical Coursework (60%)

Students are assessed both on performing and composing. Candidates are expected to perform as a soloist and as part of an ensemble. Within the composition assessment, students are required to compose to a brief set by the exam board and produce a 'free' piece for their own instrument.

This is an internally assessed, externally moderated component. You will be encouraged to rehearse your instrument regularly, be creative and to broaden your musical horizons and understanding of music. The course is practical and academic.

Listening Examination (40%)

Listening, appraisal and notation skills will be assessed in an externally assessed examination at the end of the course. The exam will test students' knowledge and understanding of the following four areas of study:

1. The Concerto through Time
2. Rhythms of the World
3. Film/Computer Game Music
4. Popular Music from the 1950s to the Present Day

WHAT YOU CAN EXPECT

Students will receive a combination of practical and theoretical lessons, depending on the focus for each term. Students opting for Music GCSE must understand the practical nature of the subject and be prepared to play an instrument or sing throughout the duration of the course. Having lessons on an instrument is highly recommended. We would also expect them to play an active role in the department's extra-curricular music activities and performances.



MUSIC TECHNOLOGY

EXAMINATION BOARD

NCFE

AWARD CODE

603/7008/7

GENERAL

In our modern, technologically focused world, an understanding of music technology is a prerequisite for anyone wishing to turn their musical talent into a career, be that as a performing musician, DJ, producer, engineer, composer or teacher. This qualification covers many of the essential skills required to progress towards one of these career goals, as well as providing opportunities for engaged, creative learning.

The course launches this year and coincides with the building of a new recording studio facility in the Music Department.



LEARNING OUTCOMES

Taking Music Technology at GCSE level will enable you to:

- know how to set up and use a Digital Audio Workstation (DAW)
- know how to use a recording studio correctly, including all the equipment within
- produce and critically evaluate a range of popular music styles in our Mac suite using industry standard sequencing software, Logic Pro X
- become a proficient and confident DAW user, as an engineer and producer
- create music and soundscapes for film and computer games using synthesis and Foley sound design

SUBJECT INFORMATION

External Assessment (40%)

Written Exam – Knowledge and theory assessment

Internal Assessment (60%)

Unit 1: Using A Digital Audio Workstation (12.5%)
Unit 2: Creating Music (12.5%)
Unit 3: Multi-Track Audio Recording & Mixing (12.5%)
Unit 4: Sound Creation (12.5%)

ENTRY REQUIREMENTS

Students do not need to be able to play an instrument to be accepted on the course, though a level of skill on the piano would be greatly beneficial. Due to the nature of the course, we must limit numbers to a maximum of 17 students and look closely at the student's suitability. We will consider attitude to learning, as well as musical ability, an ability to work independently and how a student works as part of a team. These transferable skills are essential for success in the Music Technology industry.

PHYSICAL EDUCATION

EXAMINATION BOARD AQA

AWARD CODE 8582

GENERAL INFORMATION

Pupils will receive one lesson of practical PE and one lesson of theoretical PE per week. It is important that all students choosing the subject are regularly taking part in more than one sport either inside or outside of school. We would expect them to attend extra-curricular clubs, team practices and matches when selected and hopefully to be a member of one or more clubs outside of school hours.

LEARNING OUTCOMES

Taking PE at GCSE level will enable you to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance;
- understand how the physiological and psychological state affects performance in physical activity and sport;
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop your ability to analyse and evaluate to improve performance in physical activity and sport;
- understand the contribution which physical activity and sport make to health, fitness and well-being
- understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

SUBJECT INFORMATION

Written Examination (Theory): 60%

The theoretical component of the subject is worth 60% of the final grade and is related to factors that affect performance and participation in physical activity. Students will be assessed at the end of Year 11 through 2 exams (papers)

Paper 1: The human body and movement in physical activity and sport (1hr 15mins)

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

Paper 2: Socio-cultural influences and well-being in sport and physical activity (1hr 15mins)

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data



Practical: 30%

The practical component of the subject is worth 30% of the final grade. Students will be assessed in three different activities in the role of player/performer. One of these assessments must be in a team sport/activity, one assessment must be in an individual sport/activity, with the third assessment being from either a team or individual sport/activity. If choosing an event that has a singles and doubles option, it can only be chosen once.

Written Coursework: 10%

There is also a written piece of coursework worth 10%. In this the students are asked to analyse one of their own sporting choices and write about their strengths and weaknesses. They will also write how they would train to improve their weaknesses.



Team activity list

Acrobatic gymnastics
Association football
Badminton (doubles)
Basketball
Camogie
Cricket
Dance
Gaelic football
Handball
In line roller hockey
Ice hockey
Field hockey
Figure skating
Hurling
Lacrosse
Netball
Rowing
Rugby league
Rugby union
Sailing
Sculling
Squash
Table tennis (doubles)

Tennis (doubles)
Volleyball
Water polo

Individual activity list

Amateur boxing
Athletics
Badminton (singles)
Canoeing/kayaking (slalom)
Canoeing/kayaking (sprint)
Cycling track or road cycling
Dance
Platform diving
Golf
Gymnastics (artistic)
Equestrian
Rock climbing
Sailing
Sculling
Skiing outdoor/indoor on snow
Snowboarding outdoor/indoor on snow
Squash
Swimming

Table tennis (singles)
Tennis (singles)
Trampolining
Windsurfing

Specialist team activity list

Blind cricket
Goal ball
Powerchair football
Table cricket
Wheelchair basketball
Wheelchair rugby

Specialist individual activity list

Boccia
Polybat

ENRICHMENT

The Enrichment option provides students with the opportunity to further improve their basic skills in Literacy and Numeracy.

Individual organisation and responsibility are emphasised. Students are expected to come to lessons well prepared, correctly equipped and ready to learn.

Literacy and Numeracy lessons are taught in small groups (typically 5-6) by specialist teachers and Higher Level Teaching Assistants. These

lessons involve students utilising smart boards and interactive software to help support students' understanding of common concepts. The lessons also run alongside and complement their core English and Maths syllabuses to improve understanding of the exam requirements.

Students opt for this course after discussion with their parents, subject teachers, Head of Year and the SENDCo.

CITIZENSHIP AND PSHE

In Years 9, 10 and 11 each student has one Citizenship/PSHE session per week. Activities are designed to build on topics visited in the lower school, enabling students to develop their understanding of Citizenship and PSHE (Personal, Social, Health, Economic education) within the course of study.

The following topics are covered in Key Stage 4 Citizenship and PSHE lessons:

Year 9: Under the Skin' Project, Healthy Relationships, Positive Futures, Staying Safe; British Values, Celebrating Diversity, Safer Choices programme, Successful Learning.

Year 10: Research Skills; Model United Nations General Assembly (MUNGA), Community First Aid, Respectful Relationships, Healthy Living, Employability Skills, Rights and Responsibilities, Expect Respect programme, Celebrating Diversity, Successful Learning.

Year 11: Strategies for Success; Employability Passport (CVs, cover letters, application forms); Presentations on apprenticeships, colleges, volunteering, Sixth Form, employment, exam preparation; Revision/Independent Study; Life Skills Programme (drugs, alcohol, dangers of driving,

relationships, responsibilities); Successful Learning.

Outside speakers from professional agencies are invited to give pupils specialist knowledge on various issues. Our visitors inform students on alcohol abuse, consequences of drug taking, sex and relationship education, homelessness, teenage cancer, human rights, money management and careers education.



CAREERS

The Careers programme has four main objectives:

- To allow students to assess their strengths and weaknesses, their likes and dislikes and how these may affect career choices.
- To learn about the different opportunities available, both in the neighbourhood and wider afield.
- To experience an area of employment at first hand by accessing work experience and/or voluntary positions.
- Prepare and practise such related activities as applications, CVs, interviews and associated topics.

Some of this is achieved in timetabled careers lessons, some in cross-curricular activities, and other parts in extra-curricular time. We will be building on what students have already experienced in the Careers and Guidance element of Lower School lessons.

All students in Years 11 and 13, and at other transitional stages, are offered careers interviews so that an action plan can be produced. Printed and visual information is available via the careers service and the school careers library, where computerised and interactive programs are available.

Our Careers Advisor, Bonita Bridges, is also present at parental consultation evenings for Years 8-13.

The school is committed to implementing the eight Gatsby Benchmarks of good career guidance to ensure that all students have access to impartial

careers advice, guidance and education throughout their time at Waddesdon.

Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Students in all year groups have access to Unifrog. Students are provided with log-in details and are able to access a free personal account with Unifrog. Parent log-in details are also available. PSHE careers education lessons and activities provide students with training to enable them to access further information and support.

Unifrog is a careers computer platform which helps students with the whole progression process – from exploring their interests, to recording the great things they've done, to finding education and training opportunities, to drafting their applications.

PHYSICAL EDUCATION

It is a statutory requirement for all students to continue with Games throughout their study at Key Stage 4.



DUKE OF EDINBURGH'S AWARD

This is a well-known scheme, offering a challenge of endeavour and achievement through a balanced programme including a wide range of leisure activities. It is open to anyone from the school year in which they turn 14 years of age. Year 9 students are able to complete the Bronze Award section and may go on to Silver in Year 10 and Gold in Year 11 or the Sixth Form.

The holding of such an award is a useful attribute when applying for employment, as it is a token of admirable personal qualities of determination, perseverance and self-confidence.

This scheme is divided into four sections:

1. Volunteering

- to encourage service to others and making a positive contribution to the community or the environment. For example, this could involve

helping a charity or coaching younger members of the community in a sport or at the local Brownie pack.

2. Physical

- to encourage participation in physical recreation and improvement of performance. This involves participation in organised physical recreation and achievement of individual progress.

3. Skills

- to encourage the discovery and development of personal interest and social and practical skills. This involves sustaining an interest in a chosen subject over a period of time and showing the attainment of a reasonable degree of skill. Such skills can vary from classical music to steel bands, from photography to embroidery.

4. Expedition

- to encourage a spirit of adventure and discovery. Working as a team, participants will plan, train for and complete an adventurous journey on foot or horseback, by bicycle or canoe. They will learn how to pitch a tent, read a map and cook on a camp stove along the way.



KEY STAGE 4 OPTIONS

Please use this form at home when discussing and making your decisions. You can treat this as a draft copy. Once you have finalised your options, please submit them using the online MS Form as instructed by Mrs Booker.

Name: Form:

Options **in order of preference:**

1. (EBacc Subject)
2.
3.
4.
5.
6.

Please remember:

- You can opt for Enrichment as one option
- To read the required standards for Computer Science
- All students start on the Combined Science pathway with the opportunity to select the Separate Science pathway at the end of Year 9. Please do not include Separate Science as an option above.

Please be aware:

- Some courses will not run if there are insufficient numbers
- It is not always possible to accommodate all choices, although we will do our best to fit your first four options.

Please submit your options online using the MS form. If you are not able to complete the form online, please submit this form to your Form Tutor by Wednesday 27th March.

GCSE EXAMINATION SYLLABUSES

| | |
|--------------------|--|
| AQA | Assessment and Qualifications Alliance |
| EDEXCEL | London Examinations |
| OCR | Oxford, Cambridge and RSA |
| WJEC EDUQAS | Welsh Joint Education Committee |
| NCFE | Northern Council for Further Education |

| Subject | Board | Specification Code |
|--------------------------------------|-------------|--------------------|
| Art & Design: Art, Craft and Design | OCR | J170 |
| Art & Design: Graphic Communication | OCR | J172 |
| Art & Design: Photography | OCR | J173 |
| Business | EDEXCEL | 1BSO |
| Computer Science | OCR | J277 |
| Design & Technology (Product Design) | AQA | 8552 |
| Drama | WJEC EDUQAS | C690QS |
| English Language | AQA | 8700 |
| English Literature | AQA | 8702 |
| Food Preparation and Nutrition | AQA | 8585 |
| Geography | AQA | 8035 |
| History | AQA | 8145 |
| Information Technology | OCR | J836 |
| Mathematics | EDEXCEL | 1MA1 |
| MFL: French | AQA | 8658 |
| MFL: Spanish | AQA | 8698 |
| Music | OCR | J536 |
| Music Technology | NCFE | 603/7008/7 |
| Physical Education | AQA | 8582 |
| Religious Studies | AQA | A8062 |
| Science: Combined Science (Trilogy) | AQA | 8464 |
| Science: Separate Award (Biology) | AQA | 8461 |
| Science: Separate Award (Chemistry) | AQA | 8462 |
| Science: Separate Award (Physics) | AQA | 8463 |