



WALDEGRAVE SCHOOL



Year 11 Ceramic Vessel, *Daisy Bowie*

**KS4 Curriculum and Choices  
2021 – 2023**

**Information for Students and Parents**

Dear Parents, Carers and Students

## **KEY STAGE 4 COURSES**

This booklet sets out arrangements for the Key Stage 4 Curriculum 2021 – 2023. Your daughter is at an important stage in her education and now has some choice over the courses she studies.

We are committed to ensuring a broad, balanced and appropriate curriculum for all our students. We also encourage them to make choices that will leave doors open for further study and for career opportunities in the future. You might be aware that government policy promotes an English Baccalaureate which includes maths, english, science, including computer science, history or geography and a modern or ancient foreign language.

We encourage your daughter to take all of this into account and also to balance her choices with at least one creative subject such as art, music, drama and/or one of the Design and Technology subjects.

For a small number of students we will recommend our “Flexible Pathway”. This pathway is for invited students only and parents/carers will be approached by the school over the next few weeks to discuss this. As with other courses, students following the flexible pathway will have the opportunity to progress to vocational or academic courses post 16.

Key Stage 4 is the first phase of education where your daughter has some choice over what she studies and the outcome of assessments will impact on her own future. While making her decisions she should take workload and style of assessment into account. Over the next few years examinations and assessment will become quite a feature of her life and we will work with her in KS4 to help her acquire good study skills, to manage workload and to work independently.

To help her make her decisions we have provided information in this booklet and your daughter will also have guidance in PDC lessons and assemblies. She will have some support from her form tutor and her Head of Year, Ms Granat, to ensure she understands the choices she is making. Our Virtual Key Stage 4 Choices Information Pack will be sent out to you during the week beginning 1 February 2021 and will include a presentation about the Options Process, Option subject videos, the Options booklet and the Options choices Google form.

Please read the information about each subject carefully and ensure the Options Form is completed by **Wednesday 24 February 2021**.

Yours faithfully

Mrs Cassels and Mrs Page  
Headteachers

Miss Offord  
Assistant Headteacher

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# The Waldegrave Curriculum at Key Stage 4

Waldegrave School follows the guidance of the National Curriculum at KS4. More information on the National Curriculum is available on the Government's website

<https://www.gov.uk/government/collections/national-curriculum>

The majority of students will study our core curriculum and also choose an additional four subjects from those on offer. Some personalisation is possible for those students who have specific needs. This is arranged on an individual basis in consultation with the students and parents/carers.

## **The Core Curriculum (all students)**

### **Examined:**

English Language	GCSE
English Literature	GCSE
Mathematics	GCSE
Combined Science	GCSE x 2 (also see triple science option below)
Religious Studies	GCSE
Core PE	Y10 students have an option to study GCSE PE Short Course in this block

### **Not examined:**

PDC (including Citizenship, Sex Education and, Enterprise)  
Work Related Learning (including Work Experience)  
Core PE (for students who do not opt for GCSE PE Short Course)

### **Additional subjects available to choose:**

**(students choose 4 – ideally each would be from a different group)**

Creative Arts:	Art, Drama, Music, PE GCSE
Humanities:	Geography, History
Design & Technology:	Product Design, Graphic Products or Textiles
Modern Foreign Languages:	French, German, Spanish
Sciences:	Option to take Chemistry, Physics and Biology as 3 separate GCSEs instead of the double science GCSEs in the core curriculum. This group also includes Computer Science GCSE
Food and Nutrition:	Students can choose study Food and Nutrition as well as a DT option if they wish
Flexible Pathway:	This option is for selected students only. Students might have study support lessons and/or study an alternative course, suited to their needs.

Notes: GCSEs are graded 9 to 1. All GCSEs have a single tier of entry unless indicated otherwise.

## Advice and Guidance

To help students choose the best combination of subjects we offer the following:

- A programme of support on choices during Year 9 Personal Development and Citizenship (PDC) lessons
- A series of virtual assemblies to explain some of the options available which will be shown in tutor time
- Talks in live lessons from subject leaders
- Online careers research in PDC lessons using icould and U-explore websites

## Useful Careers Resources

We encourage our students to research into their subject and career options and they have access to a number of online resources. Links to the below resources and more are available on the Student Intranet Careers page.

- [www.startprofile.co.uk](http://www.startprofile.co.uk) START is an interactive website to research into a range of careers and students can search via possible options subjects.
- [www.icould.com](http://www.icould.com) – icould is a useful resource to use when researching career options. The Buzz Quiz is a quick exercise to look at your personality and jobs that might suit you.

## Important Dates & Deadlines

Week beginning 1 February      **Key Stage 4 Information Pack shared with parents**

Wednesday 24 February      **Last date for Options Forms to be returned**  
(Late returns are less likely to get their preferred choices.) First choices are collated then checked by Form Tutors, Heads of Year, Heads of Subject and the Individual Learning Department. Students will have individual interviews if necessary.

Summer Term      Parents will receive written confirmation of subjects their daughters will be studying. All choices will be finalised.

## Important Notes

- The number of groups we can offer in each subject will depend on available resources, staff and rooms. While every effort will be made to allocate first choices, students must be prepared to study their reserve choices.
- Timetables for September are planned on the basis of choices made by the students before Easter. **It will not be possible to make changes during the summer term on request from parents or students.**
- Once a course has started a student may not change to another subject or “drop” a subject. A student would be removed from a course only in extreme circumstances, e.g a significant medical condition.

# CORE CURRICULUM

## English Language GCSE & English Literature GCSE

**Course Content: English Language GCSE** The aim is that students will:

1. Express themselves creatively and imaginatively.
2. Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
3. Read a wide range of texts, fluently and with a good understanding.
4. Write effectively and coherently using standard English appropriately.
5. Use grammar correctly, punctuate and spell accurately.
6. Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

There are two papers

**Paper 1: Reading and Writing (50%)** 1hr 45min

Section A: Reading, one unseen literature fiction text

Section B: Writing, one descriptive or narrative writing task

**Paper 2: Writers' Viewpoint and Perspectives (50%)** 1hr 45min

Section A: Reading, one non-fiction text and one literary non-fiction text

Section B: Writing, writing to present a viewpoint

### Assessment

Students will study Speaking and Listening separately and will demonstrate skills in speaking and listening necessary to communicate with others confidently, effectively, precisely and appropriately.

**Course Content: English Literature GCSE** The aim is that students will:

1. Read a wide range of classic literature fluently and with good understanding, and make connections across their reading.
2. Read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas.
3. Develop the habit of reading widely and often.
4. Appreciate the depth and power of the English heritage.
5. Write accurately, effectively and analytically about their reading, using standard English.
6. Acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to, criticize and analyse what they read.

Students will study at least 4 texts during the course, (including themed poetry). There are two papers:

**Paper 1 (40%)** 1hr 45min

Section A: Shakespeare

Section B: 19<sup>th</sup> century novel

**Paper 2 (60%)** 2hr 15min

Section A: Modern text

Section B: Poetry Anthology

Section C: Unseen Poetry

**Opportunities for careers and progression after GCSE:** [www.ccskills.org.uk/careers](http://www.ccskills.org.uk/careers)

**Examination Board: AQA**

**Specification: 8700 Eng Lang / 8702 Eng Lit**

**For further information contact: Ms C Hetherington**

**February 2021**

# CORE CURRICULUM

## Mathematics GCSE

The course has already been started in Year 9 and students have been given full details of the content during the year. The depth of study varies according to the level of ability.

### Course Content

Examples of topics are:

#### Using and applying mathematics

Problem solving  
Communicating  
Reasoning

#### Shape, space and measures

Angles, Properties of 2D & 3D shapes,  
Symmetry, Enlargements  
Constructions, Co-ordinates

#### Number and algebra

Numbers and the number system  
Calculations  
Solving numerical problems  
Working with equations, formulas,  
sequences, algebraic graphs  
Trigonometry

#### Handling data

Specifying the problem and planning data  
Organising data, representing data in graphs  
Interpreting and discussing results

The course is fully linear meaning students will sit all their exams at the end of the course. There is no coursework requirement.

There are three papers, 1hr 30min each. One paper is without a calculator.

There are two tiers of entry:

Higher (grades 9 to 4)

Foundation (grades 5 to 1)

Students follow the appropriate tier based on their attainment during Key Stage 3 and Key Stage 4. The final tier decision will depend on performance in class assessments and mock examinations.

#### Opportunities for careers and progression after GCSE

Please follow this link to age related careers advice and guidance related to mathematics

[www.mathscareers.org.uk](http://www.mathscareers.org.uk) or [www.futuremorph.org](http://www.futuremorph.org)

Examination Board: Edexcel

Specification: IMAI

For further information contact: Mrs A Stoney

February 2021

# CORE CURRICULUM

## Combined Science GCSE Award

### Course Content

We expect that the majority of students will study the **Combined Science GCSE** in Years 10 and 11. The aim of this course is to encourage students to develop a deep understanding of fundamental science concepts and principles, to work scientifically and to develop their ability to evaluate claims based on science. The course includes Biology, Chemistry and Physics topics. The award has three units:

**Biology:** Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution and Ecology.

**Chemistry:** Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and using resources.

**Physics:** Forces; Energy; Waves; Electricity; Magnetism and electromagnetism; Particle model of matter and Atomic structure.

### Assessment during the course

Each unit has an end of unit test that is marked at grades 9-1 as well as one or more formative assessments or progress quizzes based on the content being covered. Students are also assessed via end of year 10 internal exams and year 11 mock exams marked at grades 9-1.

### Terminal Examination

6 x 1 hour 15 minute papers, 2 per subject. The exams will allow students to demonstrate:

- Their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills.
- Their ability to apply mathematical and practical skills to areas of content they are not normally developed in.
- Their ability to draw together different areas of knowledge and understanding within one answer.

A range of question types will be used, including multiple choice, short answer and those that require extended responses. Extended responses may be in written English, extended calculations, or a combination of both, as appropriate to the question. Additionally, questions in the written exams will draw on the knowledge and understanding students have gained by carrying out a set of 16 required practical activities. These questions will count for at least 15% of the overall marks for the qualification.

There are two tiers of entry: Higher (grades 9 to 4)

Foundation (grades 5 to 1)

Students will be awarded a combined grade from a 17 point scale from 1-1, 1-2, 2-2 and so on, up to 9-9.

### Opportunities for careers and further education after GCSE

Students who study combined science will have access to A level science as long as they achieve high grades. This route will suit those students who wish to keep their options more open for future choices. Science: [www.futuremorph.org](http://www.futuremorph.org) Healthcare: [www.healthcareers.nhs.uk](http://www.healthcareers.nhs.uk) Engineering: [www.tomorrowengineers.org.uk](http://www.tomorrowengineers.org.uk)

Examination Board: **AQA**

Specification: **Trilogy – code 8464**

For further information contact: **Ms N Bechirian**

**February 2021**

# CORE CURRICULUM

## Religious Studies GCSE

All students will take **GCSE Religious Studies**. This course was started in Year 9 and the exams will be taken in Y11.

### Course Content

The aims of this qualification are to enable students to develop their knowledge and understanding:

- of religions and non-religious beliefs, such as atheism and humanism
- of religious beliefs, teachings, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying

The course also challenges students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

### Belief in Action

**Religion and Ethics** – based on the viewpoint of Christianity

There are four topics:

Belief in God	Living the Christian life
Marriage and Family	Matters of life and death

**Religion, Peace and Conflict** – based on the viewpoint of Islam

There are four topics:

Belief in Allah	Living the Muslim life
Crime and punishment	Peace and conflict

### Assessment during the course

There will be end of unit exams at the end of each topic and a mock exam in Y11.

### Terminal Examination

There are two written papers, 1hr 45min each.

### Opportunities for careers and progression after GCSE

Religious Studies has helped lead students into diverse careers, for example in law, medicine, economics, psychology, philosophy, theology and media. This subject will benefit any future studies due to its academic rigour, evaluation skills and its topical debates. Links to RS and Philosophy:

[www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/philosophy](http://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/philosophy)

### Additional Information

We do suggest that students purchase the set textbook for the course, 'Beliefs in Action' by Watton and Stone, ISBN: 978-1-471-86659-3.

**Examination Board: Edexcel**

**Specification: IRB0**

**For further information contact: Mrs A Murphy**

**February 2021**

# CORE CURRICULUM

## PE

**In Years 10 and 11 Physical Education remains a compulsory subject.** Students have one lesson a week.

### **PE in Year 10**

In year 10 students have the opportunity to study either:

#### **A: Active Lifestyles:**

The focus is on participation to promote healthy active lifestyles through a range of sporting activities. Students will be given the opportunity to develop their sport leadership skills through planning and delivering primary school activities. This is a non-examined option. Full course GCSE PE students will also study Active Lifestyles in addition to their GCSE lessons.

*Or*

#### **B: GCSE PE Short Course:**

**Course Content** Half GCSE, examined May 2021.

This one year course integrates the theoretical and practical element of the study of physical activity and sport. The work is undertaken during the core PE lesson once a week and will be completed in Year 10.

#### **Assessment (40%)**

This is a practical component: students will be assessed in 2 activities. 1 team sport and 1 individual sport.

#### **Examination (60%)**

There is one paper. 80 marks. 1 hour 30 minutes.

#### **Content overview:**

Topic 1: Applied anatomy and physiology

Topic 2: Movement analysis

Topic 3: Health, fitness and wellbeing.

Topic 4: Use of data

### **PE in Year 11**

In year 11, PE moves on to promoting the importance of lifelong physical activity and maintaining a healthy, active lifestyle. Students are given the opportunity to try a range of activities and sports leadership opportunities when available. There are a range of activities designed to promote an enjoyment of lifelong physical activity. Some activities are provided by an outside instructor and therefore incur a small weekly charge. Activities offered include; Volleyball, Rounders, Yoga, Badminton.

### **Opportunities for careers and progression**

Please see the PE GCSE section for more information on career options.

**Examination Board: AQA**

**Specification: Short Course 3PE0**

**For further information contact: Ms N Offord**

**February 2021**

# **CORE CURRICULUM**

## **PDC and Work Related Learning**

### **Personal Development and Citizenship (PDC)**

In Key Stage 4, as the students' own horizons widen, the Personal Development and Citizenship (PDC) course builds on the work done in Year 9 and looks more closely at areas of the world beyond school, to prepare them for adult life.

Topics are linked to making informed choices for adult life and will include aspects of Citizenship, Health Education, Sex and Relationships Education, Careers and Work-Related Learning. This includes preparation for Work Experience, such as writing a Curriculum Vitae and interview workshops. Students will develop their learning from Key Stage 3, focusing on how to maintain physical, emotional, mental and sexual health. They will also learn about money management, including personal budgeting and student finance options, and explore how to be active global citizens. In addition students will be prepared and helped with study skills and managing their academic workload.

In Year 11 students will not have a timetabled PDC lesson but learning in the subject will continue, through Tutor Time activities, special assemblies, and off-timetable events. For example, representatives from Richmond upon Thames and other local colleges come to talk to the students about their colleges and the courses offered. Sixth form applications are undertaken and, where necessary, students who do not plan to go to full time college are helped to prepare for the world of work and vocational training.

Students will also have opportunities to participate in citizenship activities e.g. taking on posts of responsibility in school, helping younger students with 'paired reading', organising charity events and visiting senior citizens. All students in Year 11 are encouraged to gain the Mayor's Award, which recognizes students' non-academic achievements. To achieve a Gold Mayor's Award, a student needs to complete four components: work experience, a personal challenge, voluntary work within school and voluntary work outside of school. In addition, students are given the opportunity to participate in National Citizen Service, with an organisation called The Challenge.

### **Work-Related Learning (WRL)**

All students spend two weeks on Work Experience, during March of Year 10. Although this forms part of their non-examination course of studies, an account of their experiences and reactions is used as a Speaking and Listening assessment for English. Jobs are selected by the students from over a thousand possible placements, which are negotiated with local employers by Kingston & Richmond Education Business Partnership. In some cases work experience may be relevant to a student's future career, but this is not the main purpose of the experience. The aim is to provide experience of the world of work in the widest sense. Students learn to exercise initiative, accept responsibility, acquire some practical skills, operate within a team and relate to people of varying ages and experiences.

This course is not examined.

**For further information contact:**

**Ms S Moore (PDC)**  
**Mrs J Hopping (WRL)**

**February 2021**

# OPTIONAL CURRICULUM

## GCSE Art and Design

### Course Content

The course allows students total freedom with the materials they use. They are free to explore a full range of media to produce two and three dimensional outcomes.

### Aims of the course

To encourage students' creative and imaginative ability. To develop practical skills for communicating and expressing original ideas, feelings and meanings in art, craft and design. To encourage critical and enquiring minds, while increasing independent working skills. To increase contextual knowledge and understanding of art, craft, design and evolving technologies. To develop personal attributes including self-confidence, resilience, perseverance, self-discipline and commitment. To equip students with transferable skills such as problem solving, team work and independent thinking. To support progression to the A level Art, Craft and Design course if required.

### Component One:

**Coursework** (personal portfolio) 60%

Three units of controlled assessment coursework will be produced throughout the course giving students an opportunity to explore the limitations of the materials on offer. Coursework includes all class work and homework tasks completed throughout Year 10 and includes the mock examination in Year 11. Students produce a quantity of work, providing substantial evidence of studies undertaken during the course, which is clearly related to the Edexcel assessment criteria.

### Component Two:

**Externally set assignment** (examination) 40%

- a) Supporting studies: preparatory work for the final exam
- b) Timed test paper 10 hours (2 days) working in the art room and approximately 20 hours lesson time to prepare

Students will be provided with an exam title supplied by the exam board and will be fully supported through the preparation period.

### Assessment

Students will be continually assessed throughout the course. Sketchbooks will be marked regularly and students will be provided with targets for improvement. At the end of the course, coursework and final exams will be marked using the Edexcel assessment objectives.

### Opportunities for careers and progression after GCSE.

If you wish to follow a creative future the usual route is to take an A level in Art and Design and then proceed onto a one year foundation course before a degree. Another popular route is to take a BTEC level 3 course and proceed directly to a degree course. Careers in art and design can span many different specialist areas, from fashion to interior design, photography and prop design to architecture or animation and art conservation. Please see your art teacher to discuss in more detail. Links: [www.creativeskillset.org/](http://www.creativeskillset.org/)

### Additional information

Although basic art materials will be readily available, candidates may find that they will have to purchase sketchbooks and specialist items and we encourage students to purchase a Waldegrave Art Pack.

**Examination Board: Edexcel**

**Specification: Short Course IAD0**

# OPTIONAL CURRICULUM

## GCSE Drama

### Course Content

This is a practical course that uses drama to explore the world around us and communicate to an audience. This will include devised and scripted work. Throughout the course, an emphasis will be placed on effective communication and working collaboratively. There will also be opportunities to see and evaluate live performance.

### Component 1: Devising (40%)

Internally assessed

- This is about devising work in response to a given stimulus.
- Students work with others collaboratively in a group.
- Students are required to write an analysis and evaluation of the devising process and final performance.
- The written portfolio is between 1500 – 2000 words.

### Component 2: Performance from a Text (20%)

Externally assessed

- Students study a play-text from which they perform two extracts in front of an examiner.
- Students may perform as part of a group or in a monologue or in a duologue.
- There are options to take a design route in sound, costume, set or lighting for both Components 1 & 2.

### Component 3: Theatre Makers in Practice (40%)

Externally assessed (written exam - 1hr 30min)

- Students will explore and study one complete play-text, enabling them to answer questions on one extract from it.
- Students will visit at least one or two live theatre performances. They will analyse and evaluate what they see in depth in order to answer an exam question.

### Opportunities for careers and progression after GCSE

Talented students can go on to study Drama and Theatre Studies A level qualification after the GCSE. This GCSE also offers the student many opportunities to develop creativity, communication and collaborative skills that can be utilised in many careers, for example, journalism, marketing, law, business entrepreneur, politician. Specific future career pathways would include acting and working within a production skill such as theatre design or directing. Links: [www.ccskills.org.uk](http://www.ccskills.org.uk)

### Additional Information

To be considered for GCSE Drama, student's school attendance will be taken into account. All coursework is completed during lessons under supervised conditions. Some extra-curricular rehearsals are expected of students as preparation for their performance exams. The set text for the written exam is currently Twelfth Night and we encourage students to purchase a revision book to support this and other components that make up the GCSE qualification.

# OPTIONAL CURRICULUM

## Music

### Course Content

1. **Performing** - Students are required to prepare one solo piece and one ensemble group piece. They should also take part in a variety of ensemble activities and be receiving weekly instrumental or singing lessons. The best of this work is then recorded and submitted as coursework. Repertoire is always discussed with instrumental/singing and class teachers. It is recommended that students should be able to perform at a grade 4 level by the time they complete the performance paper in Year 11. Please note that confident singers are easily able to achieve this standard even if they have not had any singing lessons before
2. **Composing** - This section is a continuation of the creative work carried out in music lessons during Years 7, 8 and 9. Students prepare a portfolio of compositions from which two suitable pieces will be submitted. One of these will respond to a brief set by EDEXCEL, the second will be a free choice composition. Composition may be completed in a choice of media: through live recording with mics, through technology on Logic Pro or through traditional notation software such as Sibelius.
3. **Listening and Appraising** - Students are required to listen to extracts of music related to eight set works (see table below) and answer questions. All theory and general musical knowledge needed in this area is taught during normal lessons. You do not need to have any prior knowledge of music theory for this course. The set works provide a broad and balanced spectrum of musical styles. Students will have the opportunity to engage with these pieces through practical work, as well as having the opportunity to see some of the works performed live. In addition students will also study repertoire which is similar to the set works and their ability to respond to unfamiliar pieces will be assessed along with their knowledge of the set works in the final exam.

<b>Instrumental Music 1700-1820</b> <ul style="list-style-type: none"> <li>● J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major</li> <li>● L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'</li> </ul>	<b>Vocal Music</b> <ul style="list-style-type: none"> <li>● H Purcell: Music for a While</li> <li>● Queen: Killer Queen</li> </ul>
<b>Music for Stage and Screen</b> <ul style="list-style-type: none"> <li>● S Schwartz: Defying Gravity   Williams: Main title/rebel blockade runner</li> </ul>	<b>Fusions</b> <ul style="list-style-type: none"> <li>● Afro Celt Sound System: Release Esperanza</li> <li>● Spalding: Samba Em Preludio</li> </ul>

**Controlled Assessment (60%)** Performing 30% and composing 30%

**Terminal Examination (40%)** Listening and appraising – 1 hr 30min

**Additional Information** - At certain times of the course music is quite demanding of a student's time and they need to be prepared to work outside of class to fulfil all the coursework requirements successfully.

### Opportunities for careers and progression after GCSE

Music is a diverse subject and the skills / knowledge gained can lead to different career paths. Links for a range of careers options: [www.ccskills.org.uk](http://www.ccskills.org.uk) [www.prospects.ac.uk/jobs-and-work-experience/job.../careers-in-music](http://www.prospects.ac.uk/jobs-and-work-experience/job.../careers-in-music)

**Students who do not currently have instrumental/singing lessons are still able to take Music GCSE.**

They need to demonstrate that they have the commitment and ability to complete the performing element of the course at the recommended standard by attending regular practice sessions as well as extra-curricular activities. It

is **strongly recommended** that all students on the course do receive extra tuition for their chosen instrument or voice. If you require any financial assistance with this please contact the Head of Music.

**Examination Board: Edexcel Specification: IMU0**

**For further information see: Mrs O'Brien**

**February 2021**

# **OPTIONAL CURRICULUM**

## **GCSE PE**

### **Course Content**

The New Physical Education syllabus integrates the theoretical and practical elements of the study of physical activity. Students have one theory lesson a week and one practical lesson. Homework is set weekly with a focus that requires students to apply their theoretical knowledge to practical scenarios. There will be an assessment at the end of each practical activity or theory unit. Students are encouraged to attend extra-curricular clubs, in order to assist with their practical assessments.

### **Controlled Assessment 1: Practical Assessment (30%)**

Students will be assessed in three activities as a player/performer. One activity must be a team sport, the second an individual sport and the third activity is a free choice. These activities will be drawn from a list specified by the exam board and may be delivered by an external provider – see additional information below.

### **Controlled Assessment 2: Personal exercise programme (10%)**

Students will undertake a six week training programme designed to bring about improvement in performance in one of their practical activities. They will monitor, analyse and evaluate the effectiveness of their programme.

### **Examination (60%)**

There are two papers:

**Paper 1**, 90 marks, 1hr 45 min (36%)

**Fitness and Body Systems** – applied anatomy and physiology, movement analysis, physical training.

**Paper 2**, 70 marks, 1hr 15 min (24%)

**Health and Performance** – health, fitness and well-being, sport psychology, socio-cultural influences.

### **Opportunities for careers and progression after GCSE**

Physical Education lends itself to a range of careers in sports and fitness as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in PE? Some careers that you could consider doing with PE include: Sports science, PE teacher, Physiotherapist, Professional sportsperson, Sports coach/consultant, Sports policy at local and national level, Diet and fitness instructor, Personal trainer. Links to careers in sport: [www.careers-in-sport.co.uk](http://www.careers-in-sport.co.uk)

### **Additional Information**

Physical education is the right subject for you if you enjoy: learning about the world of sport and PE, keeping up to date with sporting issues, performing and developing your own practical performances, independent thinking, reflective learning and problem solving. Some activities are provided by an external instructor and therefore may incur a charge. Such activities may include; rock climbing and swimming. Financial assistance is available where necessary.

# OPTIONAL CURRICULUM

## GCSE GEOGRAPHY

### Course Content

The Geography GCSE is an intellectually challenging course which allows pupils to study a diverse range of topics from both human and physical geography. Topics allow pupils to engage with the dynamics of cultures, societies and economies as well as the changing physical landscapes and the environment. Pupils will also develop a range of geographical skills and fieldwork which they will have an opportunity to apply to a real-life issue in their Geographical applications exam.

### Assessment during the course

There will be an end of unit exam style test for each of the 6 core topics as well as a mock GCSE in year 11. Additionally, exam-style questions and project work will be marked by the teacher during topics.

### Examination

There are three papers. In each paper students will be assessed in all four question styles: multiple-choice, short answer, levels of response and extended prose. All papers include marks for using key terms, spelling, punctuation and grammar.

#### **Paper 1: Living with the physical environment (35% of GCSE) 1 hour 30 minutes**

Topics: The challenge of natural hazards, The living world, Physical landscapes in the UK, Geographical skills

#### **Paper 2: Challenges with the human environment (35% of GCSE) 1 hour 30 minutes**

Topics: Urban issues and challenges; The changing economic world; The challenge of resource management; Geographical skills

#### **Paper 3: Geographical applications (30% of GCSE) 1 hour 15 minutes**

3 Sections: 1. Issue Evaluation, questions are based on resource booklet studied and is available 12 weeks before exam; 2. Fieldwork Techniques, questions relate to field trips undertaken; 3. Geographical Skills

### Opportunities for careers and progression after GCSE

Geography is inherently multidisciplinary in a world that increasingly values people who have the skills needed to work across the physical and social sciences. Geographers are highly employable and can access a range of careers, such as town and transport planning, chartered surveying, sustainability, environmental consultancy, international development, tourism, conservation, demography, housing and social welfare. Links to careers in geography: [www.rgs.org/OurWork/Study+Geography/Careers/Careers+with+geography.htm](http://www.rgs.org/OurWork/Study+Geography/Careers/Careers+with+geography.htm)

### Additional Information

Students are required to take part in a compulsory residential weekend field trip, carrying out first hand data collection in both human and physical fieldwork. Students will be asked questions about their fieldwork in their physical and human geography exam papers. The field trip costs approximately £250. Financial assistance is available where necessary.

# OPTIONAL CURRICULUM

## GCSE History

### Course Content

1. Thematic study and historic environment: Medicine in Britain, c1250 – present day
2. British depth study: Early Elizabethan England, 1558 – 88
3. Period study: The American West, c1835 - 1895
4. Modern depth study: Weimar and Nazi Germany, 1918 – 1939

### Component One

The unit on **Medicine and Treatment** looks at this theme across an extended chronological period – c1250 to the present. Topics will include the development of surgery on the Western Front in WWI, (injuries, treatment and the trenches) and the changing role of women in medicine.

### Component Two

The unit on **Early Elizabethan England** will give students the opportunity to study the late Tudor period. Topics include the challenges Queen Elizabeth I faced at home and abroad as well as looking at changes in Elizabethan society.

### Component Three

The unit on the **American West** will give students the opportunity to study a period of American History. Topics include the Plains Indians and the impact of early settlement in the West.

### Component Four

Building on their Year 9 work, the unit on **Weimar and Nazi Germany** provides the focus for a study in depth. Students will study the rise of the Nazis and how the Nazis changed the lives of people living in Germany.

### Terminal Examinations

There are three papers

Paper 1: Medicine in Britain, c1250 – present, (30%) 1hr 15min

Paper 2: Early Elizabethan England and the American West, (40%) 1hr 45min

Paper 3: Weimar and Nazi Germany, 1918-39, (30%) 1hr 20min

### Opportunities for careers and progression after GCSE:

Extract from report by David Nicholls, The Employability of History Students: “[Studying history post 16] you can aspire to be prime minister, press baron and media mogul, overlord of the BBC, ‘the most famous lawyer in the land’, archbishop of Canterbury, top spook, leading diplomat, police chief, Oxbridge chancellor and vice-chancellor, England footballer and football manager, or chairman of the richest football club in the world, famous comedian or celebrated pop musician, bestselling novelist, trade union boss, business millionaire and perhaps even one day monarch of the realm.”

A link to careers in history can be found here: [www.history.org.uk/student/resource/2914/careers-in-history](http://www.history.org.uk/student/resource/2914/careers-in-history)

# OPTIONAL CURRICULUM

## GCSE DESIGN & TECHNOLOGY

### Graphic Products – Product Design – Textiles Technology

**Design & Technology develops creativity, initiative, determination, time management and an enquiring mind, all skills that are essential in any kind of working environment.** It is about designing and making things that people want and that work well. The new GCSE 9-1 allows students to follow either Graphics, Product Design or Textiles but also to be able to combine any material in their coursework. For example a Product Design student may design and make a lamp base from timber but also print fabric to make a lampshade. This is a very exciting development.

As well as being a **very creative** subject, D&T will compliment GCSE Science and GCSE Maths really well. For example: In D&T you will apply your **scientific knowledge** to real life situations such as understanding what material would be the best insulator for pizza packaging, a lunch box or a winter coat. **You could use technology** such as the laser cutter, 3D printer, adding a lighting circuit into a theatrical costume and learning how to use professional software such as Photoshop). In D&T you will get to use maths in a practical way, helping you apply and remember some of those really important skills learnt in Maths lessons.

There are **three** GCSE D&T subject areas to choose from: **Graphics, Product Design and Textiles**. Further information for each of the 3 subjects offered is given on the following pages.

#### **All D&T GCSE courses are divided into three parts:**

1. **Foundation Studies** students study core technical and designing and making principles, including a broad range of materials, techniques and equipment. They will then study their chosen materials area in much greater depth.
2. **NEA (Non-Exam Assessment)** (50% of GCSE). This is a large project and begins in the summer term of Year 10 when students will be given a selection of design themes set by the exam board. They are given approximately 35 hours, spread over two terms to complete a **design folder** (approximately 20 A3 pages) and to make a **finished product**.
3. **Exam** (50% of GCSE). The written paper tests students on the knowledge and skills learnt throughout the course.

#### **Opportunities for careers and further education after GCSE**

GCSE D&T opens the door to a really wide range of careers in the **creative, engineering and manufacturing** industries. GCSE D&T can lead to A levels/BTECs in Graphics, Fashion, Textiles and Product Design. There are then hundreds of related degree courses leading to jobs in the creatives industry - one of largest and most important employment sectors in the UK. [www.ccskills.org.uk](http://www.ccskills.org.uk) [www.app.hiive.co.uk/job-roles/](http://www.app.hiive.co.uk/job-roles/). Design & Technology is also excellent preparation for many other fields such as medicine, engineering, law, computer science and retail.

#### **Additional Information**

Students may need to supply their own materials – card, acrylic, fabrics etc. Financial assistance is available where necessary.

# OPTIONAL CURRICULUM

## GCSE D&T - Graphics

### Course Content

**GCSE Graphics** is about designing and making products using a range of graphic and modelling materials and new technologies.

#### Students will learn about:

- Designing and making graphic products, such as confectionary packaging, laser cut commercial products, corporate identity for live clients, and pop up mechanical cards.
- How to use and incorporate different equipment such as the laser cutter, vacuum former, vinyl cutter, plastic oven and how to join and use different materials such as plastics, card and smart materials.
- How graphic products are made in industry using ICT, CAD and CAM.
- The work of famous graphic designers in fields, such as illustration, corporate identity and signage.

#### Common Skills - Designing and making things that people want and that work well

- **Research** – to gain inspiration, design ideas and information about the target user
- **Developing Ideas** through brainstorming; model making; sketching and drawing
- **Organising and Planning** - Analysing ideas and information; costing; time management
- **Communicating and Presenting** - Drawing; photography; sketching; using specialist software
- **Making** – learning and practicing new skills: testing ideas and developing in to final products
- **Evaluating** - Appraising; justifying; costing; testing; proposing improvements
- **Sustainable design**

#### Students will also develop their ICT skills by:

- Using design packages, such as 2D Design, Google Sketchup to create and manipulate drawings that can then be linked to the laser cutter, embroidery machine, sublimation printer or 3D printer.
- Using the digital camera and design packages, such as Photoshop to manipulate imagery and develop graphic layouts, textile design work and to improve the presentation of work

#### What Practical Projects are there?

In addition to many small tasks that will develop your practical skills, in Year 10 students will design and make: Christmas decorations, a pop-up card that includes electronics (LED lighting) and design movement inspired chocolate mould and packaging

**In year 11 students will be working on their NEA Project. They will write their own design brief, such as:** *Design and make an Activity Pack that will entertain and educate young people on a long journey.*

#### Assessment (50%)

NEA (Non- Exam Assessment)

#### Terminal Examination (50%)

Written paper, 2hrs

#### Opportunities for careers and further education after GCSE Graphics

Packaging; Advertising; Branding and Product Design. Product Design; Book Illustration; Architecture; Cad Software Design; Animation; Games Design; Theatre / Film / TV Set Design; D&T Teacher. Careers links: [www.creativeskillset.org/](http://www.creativeskillset.org/) [www.app.hiive.co.uk/job-roles/](http://www.app.hiive.co.uk/job-roles/) GCSE D&T opens the door to a really wide range of careers in the **creative, engineering and manufacturing** industries. It is also excellent preparation for many other fields such as medicine, engineering, law, computer science and retail.

# OPTIONAL CURRICULUM

## GCSE D&T - Product Design

### Course Content

GCSE Product Design is about designing and making products using any materials suitable for that product. Product design involves working with timber, plastic, electronics, smart and new materials, ceramics,

You will learn about:

- Developing a product from idea stage to finished product using creative and inspirational themes. Such products could be clocks, lights, novelty chocolate moulds etc.
- A range of sketching skills and how to produce professional rendered ideas.
- Improving practical skills through a huge range of experimenting with a range of materials to understand how they can be manipulated, joined and combined.
- Techsoft 2D design; Google Sketchup; laser cutting; 3D printing; vacuum forming; mould making; flexible materials; wood turning; joining materials together; material properties; self-assembly products; electrical circuits; smart/new materials, design movements.

### Common Skills - Designing and making things that people want and that work well

- **Research** – to gain inspiration, design ideas and information about the target user
- **Developing Ideas** through brainstorming; model making; sketching and drawing
- **Organising and Planning** - Analysing ideas and information; costing; time management
- **Communicating and Presenting** - Drawing; photography; sketching; using specialist software
- **Making** – learning and practicing new skills: testing ideas and developing in to final products
- **Evaluating** - Appraising; justifying; costing; testing; proposing improvements
- **Sustainable design**

### Students will also develop their ICT skills by:

- Using design packages, such as 2D Design, Google Sketchup to create and manipulate drawings that can then be linked to the laser cutter, embroidery machine, sublimation printer or 3D printer.
- Using the digital camera and design packages, such as Photoshop to manipulate imagery and develop graphic layouts, textile design work and to improve the presentation of work

### What Practical Projects are there?

In addition to many small tasks that will develop your practical skills, in Year 10 students will design and make a themed lamp, a toy that includes electronics (LED lighting) and design movement inspired clock.

**In year 11 students will be working on their NEA Project.** They will write their own design brief, such as *'Design a*

### Assessment (50%)

NEA (Non- Exam Assessment)

**Terminal Examination (50%)** Written paper, 2hrs

### Opportunities for careers and further education after GCSE

Engineering; Architecture; 3D Imaging; Computer Aided Drawing; Product Design; Jewellery Design; Model Making; Furniture Design; Interior Design; Ergonomics; Theatre / Film / TV Set Design; D&T Teacher. Careers links: [www.creativeskillset.org/](http://www.creativeskillset.org/) and [www.app.hive.co.uk/job-roles/](http://www.app.hive.co.uk/job-roles/) GCSE D&T opens the door to a really wide range of careers in the **creative, engineering and manufacturing** industries. It is also excellent preparation for many other fields such as medicine, engineering, law, computer science and retail.

# OPTIONAL CURRICULUM

## GCSE D&T - Textiles

### Course Content

GCSE Textiles is about designing and making products out of fabrics and threads. It involves fabric design, fashion design, theatre design and interior design and working with electronics, smart and new materials. You will learn about:

- Designing and making textile products such as clothes, hats, bags, cushions, wall-hangings etc
- Printing, batik, silk painting, tie-dye
- Embellishing fabrics with embroidery, appliqué, quilting.
- The work of famous textile/fashion designers and how textile products are made in industry
- How fabrics are made and why different fabrics are used for different products

### Common Skills - Designing and making things that people want and that work well

- **Research** – to gain inspiration, design ideas and information about the target user
- **Developing Ideas** through brainstorming; model making; sketching and drawing
- **Organising and Planning** - Analysing ideas and information; costing; time management
- **Communicating and Presenting** - Drawing; photography; sketching; using specialist software
- **Making** – learning and practicing new skills: testing ideas and developing in to final products
- **Evaluating** - Appraising; justifying; costing; testing; proposing improvements
- **Sustainable design**

### Students will also develop their ICT skills by:

- Using design packages, such as 2D Design, Google Sketchup to create and manipulate drawings that can then be linked to the laser cutter, embroidery machine, sublimation printer or 3D printer.
- Using the digital camera and design packages, such as Photoshop to manipulate imagery and develop graphic layouts, textile design work and to improve the presentation of work

### What Practical Projects are there?

In addition to many small tasks that will develop your practical skills, in Year 10 students will design and make: Screen printed bags, a toy that includes electronics (LED lighting) and design movement inspired corset top.

In year 11 students will be working on their NEA project. They will write their own design brief, such as: *'Design a party outfit to be worn by a child with a visual impairment'*.

### Assessment (50%)

NEA (Non- Exam Assessment)

### Terminal Examination (50%)

Written paper, 2hrs

### Opportunities for careers and further education after GCSE

There are opportunities for further and higher education in Fashion Design; Textile Design; Product Design; Theatre / Film / TV Set Design; Interior Design; Marketing; Retail; Fashion Journalism; Textiles Technology; Costume Design; Fashion Buying; Product Design; D&T Teacher. Careers links: [www.app.hiive.co.uk/job-roles/](http://www.app.hiive.co.uk/job-roles/) GCSE. D&T opens the door to a really wide range of careers in the **creative, engineering and manufacturing** industries. It is also excellent preparation for many other fields such as medicine, engineering, law, computer science and retail.

# OPTIONAL CURRICULUM

## GCSE Languages

### French - German - Spanish

#### Course Content

Students learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world. Learning languages gives students opportunities to develop their listening, speaking, reading and writing skills and to express themselves with increasing confidence, independence and creativity. They explore the similarities and differences between other languages and English and learn how language can be manipulated and applied in different ways. The development of communication skills, together with understanding of the structure of language, lay the foundation for future study of other languages and support the development of literacy skills in a student's own language.

#### Which Language?

- Students should select the language they have studied in Years 7, 8 and 9.
- When a student has made exceptional progress and has demonstrated high levels of linguistic ability, she can be considered as a beginner student in an **additional language (German, Spanish or French)** from the start of Year 10, studying the language to GCSE. This is a very demanding option and should only be considered following discussion with your daughter's language teacher.

#### Assessment

Skill		Assessment method	Timing	Marking
Listening	25%	Examination Year 11	35/45 minutes	marked by AQA
Speaking	25%	Oral exam conducted by teacher	9/12 minutes	marked by AQA
Reading	25%	Examination Year 11	45/60 minutes	marked by AQA
Writing	25%	Examination Year 11	60/75 minutes	marked by AQA

#### Listening and Reading

These examinations, at either Foundation or Higher tier, take place in the final term of Year 11. Teachers decide which tier students are entered for. This decision is based on work throughout the course.

#### Speaking

The oral exam, at either Foundation or Higher tier, takes place in April/May of Year 11 and is conducted by a language teacher. The exam comprises three parts: Role-play, Photo card, General conversation

#### Writing

This examination, at either Foundation or Higher tier, takes place in the final term of Year 11. Teachers decide which tier students are entered for. This decision is based on assessment throughout the course.

There are two tiers of entry: Higher (grades 9 to 4)                      Foundation (grades 5 to 1)

#### Opportunities for careers and progression after GCSE:

A recent Europe-wide survey among employers has found that almost 50% of companies with considerable international business identified knowledge of foreign languages as the most important skill for the future. Studying languages can lead to careers in a wide variety of careers including broadcast journalism and the diplomatic service. [www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/modern-languages](http://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/modern-languages)

## **GCSE Languages**

### **Other Languages (extra-curricular)**

Students with languages other than English are encouraged to take a formal examination in that language, where their level of competence (oral, reading and writing) is sufficiently high. Considerations are that an examination is available in that language and that an external oral examiner is available. Languages examined at GCSE in recent years at Waldegrave include Arabic, Bengali, Cantonese, Gujarati, Hindi, Japanese, Mandarin, Portuguese, Punjabi, Spanish, Turkish, Urdu and Russian. It might also be possible to take AS and A level examinations in these languages. A letter from home or from a specialist language teacher is required for a student to be entered for the examination. A commitment to studying either at home or at special language classes would be essential.

In some circumstances a qualification in a student's home language can count towards the EBacc. A link to the list of those language qualifications can be found below. If your daughter has achieved a home language qualification or is working towards one then in some circumstances this could be taken into account when making option choices.

[www.gov.uk/government/publications/english-baccalaureate-eligible-qualifications](http://www.gov.uk/government/publications/english-baccalaureate-eligible-qualifications)

Although an own language has value it does not replace the deep learning and appreciation of language that comes from studying a language academically (i.e. as taught from scratch in school). This approach allows students to gain insights into the structure and grammar of a language and brings benefits to understanding English or other own languages as well as forming the basis on which to learn further languages.

# OPTIONAL CURRICULUM

## Triple Science

### GCSE Biology, Chemistry and Physics

#### Course Content

Students have six lessons for Triple Science per week. The outcome is three Science GCSEs. Separate grades (9 to 1) will be awarded for each of the subjects.

**Biology:** Cell biology; Organisation; Infection and response; Bioenergetics; Homeostasis and response; Inheritance, variation and evolution and Ecology.

**Chemistry:** Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; Energy changes; The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere and Using resources.

**Physics:** Forces; Energy; Waves; Electricity; Magnetism and electromagnetism; Particle model of matter; Atomic structure and Space physics.

#### Assessment during the course

Each unit has an end of unit test that is marked at grades 9-1 as well as one or more formative assessments or progress quizzes based on the content being covered. Students are also assessed via end of year 10 internal exams and year 11 mock exams marked at grades 9-1.

#### Terminal Examination

For each of the 3 GCSEs there are two papers, 1 hr 45min each.

Students will answer questions that allow them to demonstrate:

- Their knowledge and understanding of the content developed in one section or topic, including the associated mathematical and practical skills.
- Their ability to apply mathematical and practical skills to areas of content they are not normally developed in. Maths content varies in each GCSE: Biology 10%; Chemistry 20% and Physics 30%
- Their ability to draw together different areas of knowledge and understanding within one answer.

A range of question types will be used, including multiple choice, short answer and those that require extended responses. Extended responses may be in written English, extended calculations, or a combination of both, as appropriate to the question. Additionally, questions in the written exams will draw on the knowledge and understanding students have gained by carrying out a set of 8 required practical activities. These questions will count for at least 15% of the overall marks for the qualification.

#### Opportunities for careers and further education after GCSE

We recommend that this programme is suitable for the most able students in science, particularly those who are reasonably confident they wish to study sciences at A level.

For science career information go to [www.futuremorph.org/](http://www.futuremorph.org/)

# OPTIONAL CURRICULUM

## Computer Science GCSE

The Computer Science GCSE course will allow students to develop an understanding of computer science methods in the real world and develop skills in problem solving and computational thinking. Students will also develop 'underpinning' concepts which are useful in many subjects, for example mathematics, science and engineering. The rigorous approach of the subject will facilitate a smooth transition to the next level of study.

### Course Content and Assessment

The Pearson Edexcel Level 1/Level 2 GCSE (9 - 1) in Computer Science consists of two externally-examined papers:

1. Written Examination: Principles of Computer Science.
2. Onscreen Examination: Application of Computational Thinking.

### Written Examination - Principles of Computer Science (50% of the total GCSE)

This paper consists of five compulsory questions, each one focussed on one of the topic areas below:

- Topic 1: Computational thinking – understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables.
- Topic 2: Data – understanding of binary, data representation, data storage and compression. Topic 3: Computers – understanding of hardware and software components of computer systems and characteristics of programming languages.
- Topic 4: Networks – understanding of computer networks and network security.
- Topic 5: Issues and impact – awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues.

### Onscreen Examination: Application of Computational Thinking (50% of the total GCSE)

This paper will assess Topic 6: Problem solving with programming. The main focus of this paper is:

- understanding what algorithms are, what they are used for and how they work in relation to creating programs
- understanding how to decompose and analyse problems
- ability to read, write, refine and evaluate programs

During the exam students will need to design, write, test and refine programs in order to solve problems.

### Opportunities for careers and progression after GCSE

The Computer Science qualification develops 'underpinning knowledge' and transferable skills for progression to A levels or BTEC Nationals and to higher education or the workplace. It includes topics that extend students' understanding and its content reflects today's global world. It is believed that many career opportunities have not yet been generated due to the nature and progression of technology. This very fact automatically places students in a very promising position as many career opportunities will be available.

### Additional Information

The use of computer-related mathematics is assessed in context in both written papers. We therefore recommend that this course is most suitable to those who are likely to achieve at least a grade 6 in GCSE maths.

# OPTIONAL CURRICULUM

## GCSE Food & Nutrition

### Course Content

Food & Nutrition is an exciting and creative course which focuses on practical cooking skills and developing a strong understanding of nutrition and food science.

Students will develop knowledge and skills in the following areas:

- **Food preparation and cooking** – using a knife skilfully to prepare meat, fish and vegetables; sauce making; tenderizing and marinating meat/fish; dough making for bread, pasta and pastry etc.
- **Food, nutrition and health** – making informed choices for a healthy and varied diet
- **Food science** – to know and understand how and why food is cooked and to understand the properties of ingredients
- **Food safety** – to understand the food safety principles of buying and storing food, types of food poisoning and the signs of food spoilage
- **Food choice** – to know and understand factors that may influence food choice such as religion, culture, ethical and medical conditions
- **Food provenance** – to understand environmental issues associated with food and where and how ingredients are grown, reared and caught

### Assessment

#### Unit 1 - Written Paper (50%)

#### Unit 2 - NEA (Non-Exam Assessment) (50%)

There are two tasks:

**Task 1** (15%): A written investigation chosen from a selection set by the exam board (1,500–2,000 words) to show students' understanding of the working characteristics, functional and chemical properties of ingredients.

#### Examples of Task 1 that might be set:

- *Investigate the chemical and functional properties of ingredients used in making shortcrust pastry*
- *Eggs are a key ingredient used to make foam. Investigate the functional and chemical properties of eggs and other ingredients when making meringues.*

**Task 2:** (35%): A three hour practical exam following an in-depth study into an area of Food and Nutrition of particular interest. Students' are assessed on their knowledge, skills and understanding of the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. This task will relate to a particular life stage (e.g. childhood, adolescence, old age), dietary group (e.g. diabetes, high cholesterol, gluten intolerance) or cultural tradition (e.g. Asia, Mediterranean, North African). Students will prepare, cook and present a final menu of three dishes planning in advance how this will be achieved.

#### Examples of Task 2 that might be set:

- *Plan, prepare, cook and present a range of dishes, using a variety of skills, which would be suitable for vegetarians.*
- *Plan, prepare, cook and present a range of dishes, using a variety of skills, which are a good source of fibre and would appeal to teenagers.*
- *Prepare, cook and present a range of dishes, using a variety of skills, from the Mediterranean cuisine.*

### Opportunities for careers and further education after GCSE

Students could go on to a wide range of further courses leading to diverse careers such as: Product development; Nutritionist; Dietician; Community Health; Catering and Marketing; Food Journalism; Retail Management; Food Technologist; Teacher. [www.kent.ac.uk/careers/workin/food.htm](http://www.kent.ac.uk/careers/workin/food.htm)

## OPTIONAL CURRICULUM

### Flexible Pathway

The majority of students will study our core curriculum and also choose an additional four subjects from those on offer. The flexible pathway enables some personalisation for those students who have special circumstances. This is arranged on an individual basis in consultation with the Inclusion department, the student and parents/carers. Anyone choosing this pathway will have been spoken to by an Inclusion teacher.

#### The Flexible Pathway gives students the opportunity to:

- Reduce the numbers of GCSEs studied and benefit from study support  
  
and/or
- Engage in learning which is relevant to them and will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.
- Achieve a nationally recognised vocationally-related qualification from which students can progress to related general and/or vocational qualifications.

#### Vocational courses made available at Waldegrave on the Flexible Pathway for 2020 are expected to include:

1. BTEC Level 1 or Level 2 Home Cooking Skills
2. Prince's Trust Achieve Award

Prince's Trust Achieve programme is a flexible provision for 11-19 year olds who are experiencing challenges in the school setting or who need an alternative to GCSEs. The award is designed to help young people of school age to reach their potential, both in education and in their future employment. It helps students to develop important character skills through relevant, engaging and informal learning and connects young people with the world of work, equipping them with the transferrable skills and knowledge they need to succeed, focusing particularly on literacy, language and numeracy (LLN) and science, technology, engineering and maths (STEM).

This is expected to take up one or possibly two option choices. Students taking this choice will also need to take a Study Skills option to help support their core subjects.

Our vocational offer will depend on the number of students applying and the suitability of the students. We are currently in consultation with the local authority and there is a possibility that some suitable courses could also be available through Richmond College or Kingston College. This could involve travelling to the college once per week and may involve additional catch up for core subjects.

# SIXTH FORM AND COLLEGE PROGRESSION

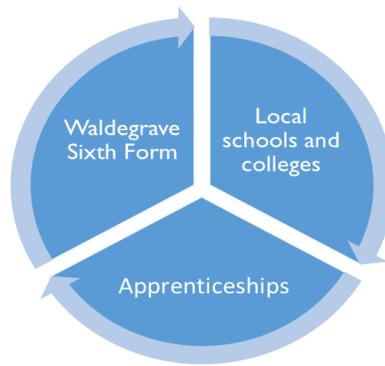
## Advice to Students

When choosing subjects to study for GCSE in Years 10 and 11 you will want to consider how these subjects relate to your further education post 16. If you think you know which subjects you would like to take at sixth form or college you can talk to a number of different people to help you make sure you have considered all your options. For specific subject advice your teachers at Waldegrave will be the first people to speak to. Mr Bannister, the Director of Sixth Form and Ms Maya our Careers Advisers, can also give further advice on how your GCSE choices match to future further education choices. We also hold a number of events across Years 10 and 11 to help you decide what to do after Year 11.

<b>Y9</b>	Year 9 Options Virtual event	January	An information pack for parents to find out about the options process and to think about what GCSE subjects to choose.
<b>Y10/ Y11</b>	Sixth Form Open Evening	Autumn	This open evening will be held in the sixth form building and will be a chance for students and their parents to meet and talk to the subject teachers at Waldegrave Sixth Form.
<b>Y10</b>	Next Steps Careers and University (HE) Fair	Summer	Each year Waldegrave will hold a careers, colleges and university fair to invite a range of providers in apprenticeships, further and higher education to hold a stall and answer any questions about the courses or employment opportunities.
<b>Y10</b>	Sixth Form Parents' Information Evening	Summer	Parents' information evening for students in Year 10. This evening will aim to explain the curriculum offer at Waldegrave School, the application process and the alternative local sixth form provision.
<b>Y10</b>	Sixth form and college taster day	Summer	These taster days are held for Year 10 students to choose between an experience day at a local FE college or a taster day at Waldegrave in A level subjects.
<b>Y10/ Y11</b>	Sixth Form Open Evening	Autumn	This open evening will be held in the sixth form building and will be a chance for students and their parents to meet and talk to the subject teachers at Waldegrave Sixth Form.
<b>Y11</b>	Applications open for sixth form and local colleges	Autumn	Applications for entry into sixth form open in October but for some colleges applications are open from June. Check UCAS Progress website for local information.
<b>Y11</b>	Interview Year 11 students for sixth form	Autumn & Spring	Interviews for entry into sixth form take place in the autumn and spring terms.

### Choices Post 16

All students in Year 9 will be required to stay on in education or training until they are at least 18 years old. There are 3 routes to choose from:



### 1. **Waldegrave Sixth Form**

There will be places for 180 students each year at Waldegrave Sixth Form. Existing Waldegrave School students will have priority over external applicants. At present Waldegrave offers only A levels but this could change in the future.

### 2. **Local schools and colleges**

Some students will choose to apply elsewhere because they wish to study in a different setting or because they know they want to study courses that will not be offered by Waldegrave School. We will always advise our students to choose the courses and subjects for study first and then the place of study. Local schools and colleges will offer A levels, BTECs and vocational qualifications.

### 3. **Apprenticeships**

If students choose to apply for an apprenticeship the employer must provide a training programme for them. This will include qualifications relevant to the job role. We will support students to find an apprenticeship and prepare for Post 16 option.

### **Qualification at Post 16**

There are a range of different types of qualification at Post 16 and students will learn more about each of these options in Year 10, but they might want to research them further when choosing their GCSE subjects.

- **Vocational qualifications** in specific industries like animal care, equine studies, engineering, child care, hair and beauty and plumbing, construction. Students can study these subjects at **Level 1**, **Level 2** and **Level 3**. We will explain this through assemblies and PDC.
- **BTEC qualifications** combine academic study with vocational learning, examples are: Art, Media Studies, Business, IT, Sports, Performing Arts, Travel and Tourism, Engineering. Students can study these subjects at **Level 1**, **Level 2** and **Level 3** and most universities value these Level 3 qualifications for entrance to a degree course as they are equivalent to A levels.
- **A levels** are mostly academic and rely on final examination as the main assessment. All universities value A levels and are **Level 3** qualifications.

