# WALDEGRAVE SCHOOL

*Artwork by Waldegrave art student*

## KS4 Curriculum and Choices

# 2026 – 2028

## Information for Students and Parents

Dear Parents & Carers,

This booklet sets out arrangements for the Key Stage 4 Curriculum 2026 – 2028. Your child is at an important stage in their education and now has some choice over the courses they study.

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

To help them make their decisions we have provided information in this booklet and your child will also have guidance in PDC lessons, tutor times and assemblies. They will have support from their form tutor and their Head of Year, Mrs Lyddon, to ensure they understand the choices they are making.

Please read the information about each subject carefully and ensure **the Options Form is completed by the students by Wednesday, 11 March**.

Yours sincerely,

| | |
|---|---|
| Ms Tongue | Mr Sharp |
| Headteacher | Assistant Headteacher (Director of Studies) |

## *The core curriculum*

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

The core curriculum is provided by the GCSE subjects:

- English Language
- English Literature
- Mathematics
- Science
- Religious Studies

And non-examined subjects:

- Personal Development (including Relationships, Sex and Health Education) & Citizenship (PDC)
- Careers Education and Work Related Learning
- Physical Education

All students need to study all three sciences (Biology, Chemistry and Physics), which can be done by choosing Combined Science or opting for Triple Science.

**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 or specific needs. This is arranged on an individual basis in consultation with the Inclusion department, the student and parents/carers.

## *Option Choices*

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.

Students, in discussion with parents and with support and advice from the school may choose which subjects they study at GCSE from our option choices. You might be aware that government policy promotes an English Baccalaureate (Ebacc) which includes science, including computer science, history or geography and a modern foreign language. We ask your child to take all of this into account and also to consider balancing their choices with at least one practical or creative subject such as art, music, drama, PE, Design and Technology or Food and Nutrition. We have grouped the subjects below to help with this. It is possible to study more than one of the subjects in most of the groups. Some subjects have coursework elements that require a high level of commitment, including often attending additional sessions outside the school hours.

- We encourage all students to consider studying a modern foreign language
- If students choose to study triple science they will study an additional three option subjects.
- If students choose to study combined science, they will study an additional four option subjects, including at least one of the EBacc qualifications listed below.
- For a small number of students, we recommend they opt for the flexible pathway. Students will study the core curriculum, but less GCSE option subjects. Students might have study support lessons and/or study an alternative course, suited to their needs.

| **Our GCSE Option Choices** | | | | | |
|---|---|---|---|---|---|
| Creative Arts | Humanities (Ebacc) | Languages (Ebacc) | Sciences (Ebacc) | Design & Technology | Other |
| Art<br>Drama<br>Music | Geography<br>History | French<br>German<br>Spanish<br>(see note below) | Triple Science<br>Computer Science | Product Design<br>or<br>Textiles | Physical Education<br>Food & Nutrition |

The diagram on the next page summarises these decisions about the option choices.

Students with languages other than English are encouraged to consider a qualification in that language either at GCSE, AS or A-level. This can count as one of your Ebacc options in certain circumstances. Please refer to the section titled “Other languages”.

## Core Curriculum

6 or 7 GCSEs

- English Language
- English Literature
- Mathematics
- Religion, Philosophy & Ethics
- **Combined Science** Biology Chemistry Physics **2 GCSEs**

  or…
- **Triple Science** Biology
- **Triple Science** Chemistry
- **Triple Science** Physics

## Core Curriculum

- PDC, RSHE, Citizenship, Careers and WRL
- Core PE

## Option Choices

3 or 4 GCSEs

| | | | | |
|---|---|---|---|---|
| If studying Combined Science | Ebacc Choice | Language (preferred) | Option Choice | Option Choice |
| If studying Triple Science | Language (Advised) | Option Choice | Option Choice | |
| Flexible Pathway | Ebacc Choice | Option Choice | Option Choice or Study Skills | Study Skills |

## *Advice and Guidance*

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

- Taster Sessions in subjects
- An options assembly explaining the process
- Continued support during the process from the head of year and form tutor

## *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. | U-EXPLORE | https://website.u-explore.com/ | An interactive website to research into a range of careers and students can search via possible options subjects. |
| | inspiring the future / icould | https://icould.com/ | 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*

- **Wednesday 11 February** Key Stage 4 Information evening
- **Thursday 12 February** Online Option form open for students to complete
- **Wednesday 11 March** Last date for Options Forms to be returned (Late returns are less likely to get their preferred choices.)
  *Choices are collated then checked by the Head of Year, Heads of Subject and the Inclusion Department. Students will have individual interviews if necessary.*
- **Summer Term** Parents will receive written confirmation of subjects their child will be studying. All choices will be finalised.

## *Essential Notes*

- In most cases students will be asked to indicate five subjects they would like to do, in order of preference and including at least one Ebacc subject.
- 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 preferred choices, students must be prepared to study any of their 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.

EBacc Subject

# English

Core Curriculum

Language & Literature 2 GCSEs

**Examination Board:** AQA **Specification:** 8700 (Language), 8702 (Literature)

AQA

**Course Content: English Language**

The aim is that students will:

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

**Course Content: English Literature**

The aim is that students will:

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

Students will study at least 4 texts during the course, (including themed poetry).

**Opportunities for careers and progression after GCSE**

If you choose to study English Literature at A level, you will explore a diverse range of exciting texts. Beyond A level, there are many degree options available, including English Literature, English Language, Creative Writing, Linguistics, Cultural Studies, Liberal Arts, Comparative Literature, and a wide variety of combined or joint honours courses.

Employers consistently value English graduates for their strong communication skills, critical thinking, independence, adaptability and resilience. Current figures show that starting salaries for graduates with an English degree are comparable to those in subjects such as business and law. Students of English and other AHSS (Arts, Humanities & Social Sciences) subjects also make strong future leaders, as Humanities graduates comprise 55% of global leaders and 58% of FTSE company execs (London Economics, 2019).

**Additional information**

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.

**Assessment - English Language**

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 - English Literature**

Paper 1 (40%) 1hr 45min
Section A: Shakespeare
Section B: 19th century novel

Paper 2 (60%) 2hr 15min
Section A: Modern text
Section B: Poetry Anthology
Section C: Unseen Poetry

**Heads of English**

Mrs K Nowicki

EBacc Subject

# Mathematics

Core Curriculum

1 GCSE

**Examination Board:** Edexcel **Specification:** 1MA1

Pearson | Edexcel

**Course Content:**

**Using and applying mathematics**

- Problem solving
- Communicating
- Reasoning

- **Number and algebra**
- Numbers and the number systeM
- Calculations
- Solving numerical problems
- Working with equations, formulas, sequences, algebraic graphs

**Number**

- Structure and calculation
- Fractions, decimals and percentages
- Measures and accuracy

**Algebra**

- Notation, vocabulary and manipulation
- Graphs
- Solving equations and inequalities
- Sequences

**Shape, space and measures**

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

**Handling data**

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

**Geometry and measures**

- Properties and constructions
- Mensuration and calculation
- Trigonometry
- Vectors

**Probability & Statistics**

**Ratio, proportion and rates of change**

**Opportunities for careers and progression after GCSE**

Mathematics is an exciting course that can open up a lot of opportunities for you. It is aimed to develop essential analytical skills that are used on a daily basis such as problem solving, analysing data, communication, logical thinking and attention to detail. This course will also provide you with a firm mathematical foundation needed for further study and career development. GCSE Mathematics involves the study of Mathematical methods with elements of practical applications needed to problem solve in real life situations.

**Additional information**

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.

**Assessment**

The course is linear and therefore students sit all their exams at the end of the course. There is no coursework requirement.

There are three papers, 1hr 30 min each. Paper 1 is Non-Calculator and Paper 2&3 is Calculator
There are two tiers of entry:
Higher (grades 9 to 4) or 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 is made in year 11 post Mock exam and will depend on performance in class assessments and mock examinations.

**Head of Mathematics**

Mrs S Dodd

EBacc Subject

# Science

Combined Science

Core Curriculum

2 GCSEs

**Examination Board:** AQA **Specification:** Trilogy 8464

AQA

**Course Content**
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.

**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.

**Opportunities for careers and progression after GCSE**
Students who study combined science will have access to A level science as long as they achieve the grades required by the college they apply to. This route will suit those students who wish to keep their options more open for future choices.

Science: www.futuremorph.org
Healthcare: www.healthcareers.nhs.uk
Engineering: www.tomorrowsengineers.org.uk

**Additional information**
There are two tiers of entry:
Higher (grades 9-9 to 4-4)
Foundation (grades 5-5 to 1-1)
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.
The grade awarded is based on the average of the results of all three areas of science.

**Assessment**
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.

**Head of Science**
Mr C Allen

EBacc Subject

# Science

Triple Science
Biology
Chemistry
Physics

Option Choice

**Examination Board:** AQA **Specification:** Biology 8461, Chemistry 8462, Physics 8463

AQA

**Course Content**

**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.

**Opportunities for careers and progression 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.

Science: www.futuremorph.org
Healthcare: www.healthcareers.nhs.uk
Engineering: www.tomorrowsengineers.org.uk

**Additional information**
Students study three Science GCSEs. Separate grades (9 to 1) will be awarded for each of the subjects.

**Assessment**
For each of the 3 GCSEs there are two papers, 1hr 45 min 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 unfamiliar content and different contexts. 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.

**Head of Science**
Mr C Allen

More information:

# Religion, Philosophy and Ethics

Core Curriculum

1 GCSE

**Examination Board:** Edexcel **Specification:** 1RB0

Pearson | Edexcel

**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:**

- Christian Beliefs
- Marriage and Family
- Living the Christian life
- Matters of life and death

**Religion, Peace and Conflict** – based on the viewpoint of Islam
**There are four topics:**

- Muslim Beliefs
- Crime and punishment
- Living the Muslim life
- Peace and conflict

**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

**Additional information**
All students will take GCSE Religious Studies. This course was started in Year 9 and the exams will be taken in Year 11.

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.

**Assessment**
**Assessment during the course**
There will be end of unit exams at the end of each topic and mock exams in Y11.

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

**Head of Religious Studies**
Miss G Hanson

Non-examined subjects

Core Curriculum

**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 stepping up to Key Stage 4 and making informed choices for adult life, including the statutory relationships, sex and health education curriculum, as well as aspects of citizenship, careers and work-related learning. Students will be prepared and helped with study skills and managing their academic workload. They will also develop their learning from Key Stage 3, focusing on how to maintain physical, emotional, mental and sexual health, recognising emerging as well as established risks and how to make informed choices. In addition, they will build on their understanding of money management, including student finance options, and explore how to be engaged citizens in a diverse modern world.

In Year 11 representatives from 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 leading House events.

**Work-Related Learning (WRL)**

All students spend one week on Work Experience, during 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. 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.

# Art & Design

Option Choice

**Examination Board:** Edexcel **Specification:** 1AD0

Pearson | Edexcel

**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, teamwork and independent thinking.
- To support progression to the A level Art, Craft and Design course if required.

**Component One: Coursework** (personal portfolio) 60%
Two 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%
Supporting studies: preparatory work for the final exam
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.

**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.
www.creativeskillset.org/
www.prospects.ac.uk

**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.

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

**Head of Art**
Ms H Jamieson
More information:

# Drama

Option Choice

**Examination Board:** Eduqas **Specification:** C690QS

**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. It is possible to take this course with either performer or designer pathways.

**Component 1: Devising Theatre** (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 750 -900 words.
Written evaluation in exam conditions 1 hour 30 minutes

**Component 2: Performing 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: Interpreting Theatre** (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 live theatre performance. 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.

**Additional information**
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 The It and we encourage students to purchase a revision book to support this and other components that make up the GCSE qualification.

**Assessment**
As detailed above

**Head of Drama**
Ms C Clarke
More information:

# Music

Option Choice

**Examination Board:** Edexcel **Specification:** 1MU0

Pearson | Edexcel

**Course Content**

**Performing** - Students are required to prepare one solo and one ensemble piece. In preparation they should take part in regular ensemble activities and be receiving weekly instrumental or singing lessons. The best of this work is then recorded and submitted as coursework. 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. Confident singers are easily able to achieve this standard even if they have not had any singing lessons before.

**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 using a choice of media: live recording with mics, sequenced using Soundtrap or through Flat IOI notation software. Subscriptions to all software required will be provided free of charge to all students.

**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.

| | |
|---|---|
| **Instrumental Music 1700-1820**<br>• J S Bach: 3rd Movt t from Brandenburg Concerto no. 5 in D major<br>• L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique' | **Vocal Music**<br>• H Purcell: Music for a While<br>• Queen: Killer Queen |
| **Music for Stage and Screen**<br>• S Schwartz: Defying Gravity<br>• J Williams: Main title/rebel blockade runner | **Fusions**<br>• Afro Celt Sound System: ReleaseEsperanza Spalding: Samba Em Preludio |

**Opportunities for careers and progression after GCSE**

Music is a diverse subject and the transferable skills you acquire through the it's study are sought after by a wide range of professions. For further information on possible career paths in music use this link Careers in Music

**Additional information**

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.

**Assessment**

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

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

**Head of Music**

Mrs C O'Brien

More information:

EBacc Subject

# Geography

Option Choice

**Examination Board:** AQA **Specification:** 8035

AQA

**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.

**Paper 1: Living with the physical environment** (35% of GCSE)
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)
Topics: Urban issues and challenges; The changing economic world; The challenge of resource management; Geographical skills

**Paper 3: Geographical applications** (30% of GCSE)
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:
https://www.rgs.org/choosegeography/

**Additional information**
Students are required to take part in two days of compulsory fieldwork, 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.

**Assessment**
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.
**Final 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.

**Head of Geography**
Miss R Flanigan
More information:

EBacc Subject

# History

Option Choice

**Examination Board:** Edexcel **Specification:** 1HI0

Pearson | Edexcel

**Course Content**
Thematic study and historic environment: Medicine in Britain, c1250 – present day
British depth study: Early Elizabethan England, 1558 – 88
Period study: The American West, c1835 - 1895
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 WW1, (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 Indigenous peoples of the Plains 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.

**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

**Assessment**
There are three papers
Paper 1: Medicine in Britain, c1250 – present, (30%) 1hr 10 min
Paper 2: Early Elizabethan England and the American West, (40%) 1hr 50 min
Paper 3: Weimar and Nazi Germany, 1918-39, (30%) 1hr 30 min

**Head of History**
Mr N Drew
More information:

EBacc Subject

# Languages

French
German
Spanish

Option Choice

**Examination Board:** AQA **Specification:** 8652 (French), 8662 (German), 8692 (Spanish)

AQA

**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, they 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 child's language teacher.

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, Reading aloud task & short conversation

**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

**Additional Information**
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)

**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 | 70/75 minutes | marked by AQA |

**Head of Languages**
Ms T Robinson
More information:

Languages

Other Languages

Extra-curricular

**GCSE and AS Level Qualifications in Other Languages**

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, Guajarati, 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 child 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

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.

Please speak to the Head of Languages, Ms T Robinson if you have any queries about this.

EBacc Subject

# Computer Science

Option Choice

**Examination Board:** Edexcel **Specification:** 1CP2

Pearson | Edexcel

**Course Content**
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.

**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.

**On-screen 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 mathematics

**Assessment**
The Pearson Edexcel GCSE in Computer Science consists of two externally-examined papers:
1. Written Examination: Principles of Computer Science.
2. On-Screen Examination: Application of Computational Thinking.

**Head of Computing**
Mrs J Green
More information:

# D&T - Product Design

Option Choice

**Examination Board:** AQA **Specification:** 8552

AQA

**Course Content**

GCSE Design & Technology - Product Design is about designing and making useful products which people want and need. If you choose this option, you will specialise primarily in using timber but will continue to develop your knowledge of other materials as well, such as fabric, papers and polymers.

**You will learn about:**

- The characteristics and uses of natural timbers and manufactured boards
- How timber products are manufactured including routing and turning
- The work of designers and companies - Marcel Breuer, Charles Renne Mackintosh, Brio and Ikea
- Sustainable design - innovation, reducing waste, designing for maintenance, managing resources

**Practical skills**

- Use of specialist hand and machine tools and equipment
- Shaping and forming - laminating and steam bending
- Joining - understand how materials can be manipulated, joined and combined
- Embellishing timbers - inlaying and veneers
- Surface treatments and finishes

**Digital skills**

- Using CAD (computer aided design) software, such as 2D Design and Tinkercad to generate ideas, visualise ideas and manufacture ideas utilising our specialist CAM equipment (computer aided manufacture) such as laser cutting and rastering and 3D printing

**Designing and making skills**

- Designing and making timber products
- Research - to gain inspiration, design ideas and information about the target user
- Idea generation - creating mind maps, sketching and design modelling, 3D and digital
- Organising and planning - analysing ideas and information, costing and time management
- Communicating - sketching and drawing, manual and digital to produce professional rendered ideas
- Making - learning and applying practical skills to make high quality, useful and desirable products
- Evaluating - Analysing, justifying, costing, testing and proposing improvements

As well as being a **creative** subject D&T enables students to develop their analytical, science and maths skills.

**Opportunities for careers and progression after GCSE**

Engineering; Architecture; Computer Aided Drawing; Product Design; 3D Design; Graphic Design; Packaging Design; Animation; Games Design; Industrial Design; Furniture Design; Theatre/Film/TV Production and Set Design; Interior Design; Marketing; Retail; Design Journalism; Materials Technology; D&T Teacher.

Careers links: www.creativeskillset.org/ and 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.

**Additional information**

In Year 10 you will visit the Victoria and Albert museum and the New Designers exhibition at the Business Design Centre which showcases recent design graduates' work.
In the summer term of year 10 and continuing into year 11 students will be working on their NEA design and make project.

**Assessment**

NEA (Non- Exam Assessment) (50%) - an externally set design and make project
Final Examination (50%) Written paper, 2hrs

**Head of Design & Technology**

Mrs N Davies

More information:

# D&T - Textiles

Option Choice

**Examination Board:** AQA **Specification:** 8552

AQA

## Course Content

GCSE Design & Technology Textiles is about designing and making useful products which people want and need. Students will choose this option if they have enjoyed using and working with fabrics and threads. It can involve fabric design, fashion design and textile based product design. Whilst specialising in Textiles, you will also continue to develop your knowledge of other materials such as timbers, papers and polymers.

**You will learn about:**

- How yarns and fabrics are made and why different fabrics are used for different products
- How textile products are made in industry
- The work of fashion designers Coco Chanel, Mary Quant, Vivienne Westwood and Alexander McQueen, Rei Kawakubo, Joe Casely-Hayford and Pierre Davis
- Sustainable design - innovation, reducing waste, designing for maintenance, managing resources

**Practical skills**

- Use of specialist hand and machine tools and equipment
- Embellishing fabrics with appliqué, quilting and embroidery
- Shaping and forming - gathers, darts and pleats
- Aesthetic surface treatments and finishes - fabric printing and dyeing
- Functional surface treatments and finishes

**Digital skills**

- Using CAD (computer aided design) software to generate, visualise and manufacture ideas utilising our specialist CAM equipment (computer aided manufacture) such as laser cutting and rastering, vinyl cutting, CAM embroidery and sublimation printing.

**Designing and making skills**

- Designing and making textile products such as clothing, sportswear, bags and cushions
- Submit design work in response to the Wool4School design competition
- Research - to gain inspiration, design ideas and information about the target user
- Idea generation - creating mind maps, sketching and modelling
- Organising and planning - analysing ideas and information; costing; time management
- Communicating and presenting - design sketches and working drawings, CAD drawings
- Making - learning and applying practical skills to make high quality, useful and desirable products
- Evaluating - Analysing, justifying, costing, testing and proposing improvements

As well as being a **creative** subject D&T enables students to develop analytical, science and maths skills.

## Opportunities for careers and progression after GCSE

There are opportunities for further and higher education in Fashion Design; Textile Design; Product Design; Theatre / Film / TV Production and Design; Interior Design; Marketing; Retail; Fashion Journalism; Textiles Technology; Costume Design; Fashion Buying; D&T Teacher.

Careers links:
www.app.hiive.co.uk/job-roles/

GCSE D&T Textiles opens the door to a really wide range of careers in the creative industries. Many of our students progress on to our popular and dynamic A Level Fashion & Textiles course.

## Additional information

In Year 10 you will visit a specialist exhibition at the Victoria and Albert museum and the New Designers exhibition at the Business Design Centre which showcases recent design graduates' work. In the summer term of year 10 students will start working on their NEA design and make project.

## Assessment

NEA (Non- Exam Assessment) (50%) - an externally set design and make project
Final Examination (50%) Written paper, 2hrs

## Head of Technology

Mrs N Davies

More information:

# Food & Nutrition

Option Choice

**Examination Board: AQA Specification:** 8575

AQA

**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; tenderising 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

**Opportunities for careers and progression 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

**Additional Information**

Task 2 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.

**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.

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.

**Lead Teacher of Food & Nutrition**

Mrs S Ahmed

More information:

# Physical Education

Option Choice

**Examination Board:** Edexcel **Specification: 1PE0**

Pearson | Edexcel

**Course Content**
The Physical Education syllabus integrates the theoretical and practical elements of the study of physical activity. Students have four theory lessons a fortnight 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. We complete 3 activities in school - Netball, Badminton and Athletics, and also offer swimming. Students can submit video evidence of other sports.
**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.

**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
**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, learning about the human body and how it works during sports performance and problem solving.

**Assessment**
As well as the controlled assessments listed above, students take two examination papers (60%)
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.

**Head of Physical Education**
Miss E Astridge
More information:

# 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 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.

| | | | |
|---|---|---|---|
| **Y9** | KS4 Choices evening | February | An information evening for parents to find out about the options process and to think about what GCSE subjects to choose. A member of the Sixth Form team will be present to ask questions about how GCSE options relate to sixth form study options. |
| **Y10** | 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. |
| **Y10** | 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. |
| **Y10** | 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. |
| **Y10** | 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. |
| **Y11** | 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. |
| **Y11** | 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. |
| **Y11** | 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**

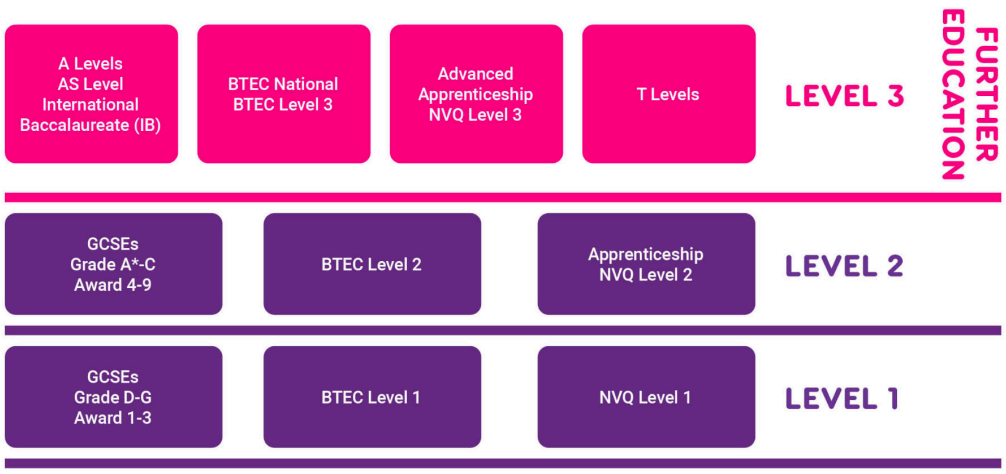
All students in Year 9 will be required to stay on in education or training until they are at least 18 years old. There are 3 routes to choose from:

| | |
|---|---|
| 1. **Waldegrave Sixth Form** | There will be places for 200 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.



Artwork by a Waldegrave art student