



ST EDMUND'S COLLEGE & PREP SCHOOL

GCSE CURRICULUM HANDBOOK for September 2021



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Subjects marked in bold are Core Subjects

INTRODUCTION

The term 'curriculum' includes all activities undertaken by students and their teachers, both on and off the normal timetable. Our curriculum grows from the Mission Statement of the College and the Governors' Curriculum Policy.

We aim to provide

- A curriculum which is broad, balanced and relevant for each individual student.
- Courses which students will enjoy and in which they will be successful.

The College is a Christian Community and it is our aim that Catholic principles and values should be present in the teaching of all subjects throughout the curriculum. In addition, all students at the College follow an appropriate course in Religious Education.

The curriculum of a school is dynamic - it must never become static. Therefore, it is continually reviewed and developed in the light of changes at national level (see below) and according to the needs of the individual students.

THE ENGLISH BACCALAUREATE

The English Baccalaureate (EBacc) was introduced in January 2011. It joins other government measures of GCSE success such as the percentage of students achieving 9-5 grades in any five GCSEs and the percentage achieving five GCSE grades 9-5 including English and Mathematics. St Edmund's College does very well on both of these more traditional measures with the vast majority of students achieving success.

The English Baccalaureate is achieved by gaining a 9-5 grade in English, Mathematics, Science, a language and a humanity (only History or Geography). There is no way of foreseeing how important achieving this qualification will be as it is a political construct designed to manipulate the curriculum but it is possible that it will become a requirement in some way in the future. Computer Science is also an EBacc Science subject. Naturally, Independent schools do very well with this measure and their more academic curriculum means that the gap between state schools and independent schools has grown in this latest measure. The government's failure to include Religious Education as a humanities subject is incomprehensible and representations continue to be made by the Catholic Education Service as well as all the various school associations such as HMC of which we are a member.

We have never insisted on all our students doing History and Geography because we knew that Religious Education was a balance to the curriculum. However, as a result of the non-inclusion of Religious Education if students wish to achieve the English Baccalaureate qualification then they will need to select either History or Geography as one of their options.

<https://www.gov.uk/english-baccalaureate-information-for-schools>

THE OPTION CHOICE PROCESS

In Syntax and Poetry core subjects are taken by all students, then they choose four additional subjects to begin the process of personalising their learning which will be developed further on entry into Rhetoric (Sixth Form).

In deciding which subjects to choose, students should bear in mind that subjects that are enjoyed and in which the student is particularly motivated will bring the best results. There is also a need to choose carefully so as not to exclude the possibility of taking one of the optional subjects at A Level.

There are always constraints when options have to be decided, but we have designed our process to maximise choice by using student request as the starting point for creating option blocks. Please use this handbook to help you to discuss the choices as a family. Further details of the specifications can be found on the examination board websites which are listed on page 5.

Initial choices will be used to create the option blocks which we hope will satisfy most students, although we cannot guarantee we can accommodate all preferences for every student, due to timetabling constraints.

The table on the next page summarises the curriculum in Syntax and Poetry.

CORE & OPTION SUBJECTS IN SYNTAX AND POETRY

Each core subject (Religious Education, English, Mathematics and Science) has the ability to set students independently in Syntax and Poetry. Thus a student may be in the top set for Mathematics but a lower set for English etc.

Physical Education is compulsory for all students as a non- examined subject within the curriculum. Students can also opt to study the subject at GCSE should they wish to do so.

Students select **three** from the list of options plus a Language.

CORE SUBJECTS	OPTIONS	LANGUAGE
Compulsory Religious Education English Mathematics Science Physical Education (non – examined)	Art, Craft and Design Business Studies Computer Science Design and Technology Drama French Geography History ICT Music Physical Education (GCSE)	French German Spanish Latin English as a Second Language

Please remember: Timetabling constraints may mean that not all subject combinations are possible.

If you have any questions with regard to any of the courses please do not hesitate to contact the relevant Head of Department as listed below:

Activities	Mr N Harding	nharding@stedmundscollege.org
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Music	Mr J Woodhall	jwoodhall@stedmundscollege.org
Physical Education	Mr K Jones	kjones@stedmundscollege.org
Religious Education	Miss A Moloney	amoloney@stedmundscollege.org
Science	Ms M Towns	mtowns@stedmundscollege.org

WEBSITE ADDRESSES FOR EXAMINATION BOARDS

Details of specifications etc. can be found on these websites:

AQA:	www.aqa.org.uk
EDEXCEL:	www.edexcel.com
OCR:	www.ocr.org.uk
CIE:	www.cambridgeinternational.org
EDUQAS	www.eduqas.co.uk

ART, CRAFT AND DESIGN SPECIFICATION: Eduqas - C650QS Art, Craft and Design (9-1)

Course Outline:

The GCSE Art, Craft and Design course is for students who enjoy creative work and who wish to develop their visual language skills, using them to explore and express their creative ideas. The course is largely practical and includes recording from observation through drawing and taking photographs, investigating and developing visual ideas by experimenting with different processes and techniques and making artwork in a range of two and three-dimensional media. To support and inspire their practical work, students will research and analyse the work of artists, both historical and contemporary, gaining a broader understanding of the significance of Art, Craft and Design in society. During the course, students will be taken to visit galleries to view and respond to original artworks first hand.

In addition to the practical element, the Art, Craft and Design course encourages the development of a range of valuable personal attributes and study skills, including the ability to conduct independent research, to critically reflect on their own work, to be self-motivated and well-organised and to exercise critical and analytical thinking.

Course Structure:

The GCSE in Art, Craft and Design is composed of two units.

Unit 1: Personal Portfolio of Coursework

You will complete a number of practical projects over the first four terms of the course, covering a range of themes, styles and media, and building up your personal portfolio with sketchbooks and completed pieces of artwork. All work completed in class and for prep contributes marks towards this component and must be kept safely for final assessment at the end of the course. Gallery visits take place during the first and fourth terms.

Unit 2: Externally Set Assignment

In this unit, you will be given a choice of fifteen starting points by the examination board, which is open to broad personal interpretation. You will produce a body of "examination preparation" work over approximately one term, investigating visual ideas and exploring and developing them in different media. You will be working towards a resolved idea for a final piece of artwork, which you will complete over two days in a formal examination. Both the preparation work and the final piece contribute marks towards this component. A gallery visit to London takes place at the start of this project.

Assessment:

Coursework Unit 1 60%

Examination Unit 2 40%

All work is internally assessed and externally moderated.

What can I do with this qualification?

There are estimated to be 1.5 million jobs in the creative sector in Britain today and this sector is one of the fastest-growing in our economy. These skills and expertise are now sought world-wide. Qualifications and training in Art, Craft and Design are considered essential preparation for many of these roles.

On completion of your GCSE Art, Craft and Design course, you might wish to progress to further study at A Level or in higher education. Your portfolio of work provides evidence of your ability to pursue successfully a two-year sustained course of study covering different assignments and culminating in a range of personal artwork.

The study skills and personal attributes acquired in an Art, Craft and Design course are well-recognised by universities and employers and are fully transferable to other areas of study and employment. Students have gone on to study in areas such as, Architecture, Film, Fashion, Fine Art, Media and Advertising, Illustration and Modelmaking.

Website: www.eduqas.co.uk

BUSINESS STUDIES SPECIFICATION: Edexcel GCSE (9-1) in Business (1BS0)

The Business Studies department aims to provide students with a preliminary insight into the business world and stimulate interest in how businesses work, at the individual, national and global level. GCSE Business Studies gives students the opportunities to develop a number of key skills, such as;

- Enabling them to critically analyse the aims, objectives and practices of business organisations from their economic, environmental and social perspectives.
- Providing them with an understanding of the methods and language used for decision making in business organisations.
- Giving opportunities to examine the implications of complex and changing situations in business.
- Enabling them to understand and interpret information in verbal, numerical and graphical format, and present their findings through written communication and with the use of ICT.
- Encouraging them to develop personal qualities such as initiative, self-confidence and independence.
- Developing their ability to use language, number and ICT to assist them in communicating business ideas.
- Encouraging them to develop their people, communication, planning and team-working skills.
- Encouraging personal development of knowledge and skills relevant to the business world through practical participation in a range of business activities.
- Giving them the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Students are expected to have an interest in current affairs and be willing and able to work independently. The intention of the course is to assist students to become confident and capable users of business terminology and to encourage them to become autonomous learners.

Course content:

The GCSE in Business Studies is comprised of two themes.

Theme 1 – Investigating small business

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business. Students will be introduced to a range of local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 2 – Building a business

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows, with a greater focus on national and global contexts.

Assessment:

The outline of this programme is a two year linear assessment. At the end of the course, students will sit two written examinations focused on the respective course themes.

Theme 1- Investigating small business – 50%

Theme 2 - Building a business – 50%

Both examination papers are 1 hour 30 minutes and follow a similar format, consisting of calculations, multiple-choice, short-answer and extended writing questions. Questions will be based on business contexts.

Higher Education and Career Prospects

Entries for Business Studies at university are growing extremely rapidly, this reflects its positive relevance to almost any career. Many students choose to carry on to study Business Studies at A Level and it links closely with many other subjects including Economics, Media Studies, and Politics. Business Studies GCSE will particularly support higher education in starting your own business, Business Studies, Accountancy, Marketing, Sales, Finance, Commerce, Personnel Management, Banking, Actuarial Science, Business Management, Human Resource Management, Business Development, Business Strategy, Business with ICT and Economics.

COMPUTER SCIENCE SPECIFICATION: OCR J277 (9-1)

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

Our new GCSE (9-1) Computer Science builds on the previous qualification development in this field. Relevant to the modern, changing world of computing, it is designed to boost computing skills essential for 21st century.

Why choose Computer Science?

- **Engaging and contemporary** – We have links with companies such as Microsoft, Google and Cisco, organisations like Computing At School (CAS), plus teachers and academics in this field.
- **Focus on cyber security** – It looks at phishing, malware, firewalls and people as the ‘weak point’ in secure systems, which students will study for the first time at this level.
- **A greater emphasis on ‘computational thinking’** – This new course will allow students to learn the theory and apply it in real life situations, in any computing language.
- **Encourages mental versatility** – Students use their new-found programming skills on coding projects set by their teacher.
- **Support and guidance** – Students have access to excellent resources, to help you enhance your own computer science knowledge and skills
- Computer Science is part of the English Baccalaureate.

Course Content

Computer Systems - written paper (1 hour 30 minutes) 50%

- Systems Architecture
- Memory
- Storage
- Wired and wireless networks
- Network topologies, protocols and layers
- System Security
- System Software
- Ethical, legal, cultural and environmental concerns

Computational thinking, algorithms & programming - written paper (1 hour 30 minutes) 50%

- Algorithms
- Programming techniques
- Producing robust programs
- Computational logic
- Translators and facilities of language
- Data representation

Practical Programming skills from Septemeber 2020 will be accessed in paper 2.

This specification is an updated version of the J276 GCSE (9–1) Computer Science specification to meet Ofqual requirements introduced for first assessment 2022. All exam boards offering GCSE Computer Science have to assess Practical Programming skills in the external examination from 2022 onwards.

DESIGN AND TECHNOLOGY SPECIFICATION: AQA GCSE 8552 (9-1)

If you enjoy problem-solving and making things, you will find this subject interesting. Design is a constantly evolving process requiring a broad range of skills and knowledge. The course is structured to allow you to solve design problems logically and systematically. We will teach you the skills and knowledge needed to develop products that are creative, innovative and useful.

Design Technology will give you the opportunity to:

- Design and make creatively conceived and well-made commercially viable products by generating, developing, planning and communicating your ideas.
- Make quality products by working safely with tools, equipment, components, and materials.
- Apply systems and control, CAD/CAM, digital media and new technologies where appropriate.

You will also:

- Develop as an effective and independent learner.
- Make considered decisions when designing.
- Design and make sustainable long lasting, good quality products.
- Combine skills and knowledge to solve real-life problems.
- Explore ways in which aesthetic, technical, economic, environmental, ethical and social issues interact when designing and making.
- Analyse existing products and produce practical solutions to needs, wants and opportunities.
- Develop your decision-making skills through working on your own and in teams.
- Understand that designing and making reflect and influence cultures and societies.
- Develop skills of creativity and critical analysis through making links between the principles of good design, existing solutions and technological knowledge.

The course is taught through a series of practical projects which include core teaching topics. Past projects include short problem-solving exercises, drawing exercises and CAD/CAM practice. The controlled assessment project is set within a timed period and set to a theme by the Examination Board; we give you guidance as to what might be a suitable project. In the past pupils have designed and made children's toys, storage for cramped rooms, picnic equipment, aids for the disabled, furniture and items of jewellery.

Assessment overview

The course is spread over two years. Only the marks gained in the second year count towards the final GCSE assessment grade.

Coursework:

This is set to a theme given by the examining board and completed under supervision. This work is internally assessed and externally moderated (50%). This element should be a reflection of 40 hours school-based work and should include evidence of a design folio and a manufactured product.

Examinations:

Terminal 2 hour examination. All questions are compulsory and the answers are marked externally. The final examination tests the student's ability to understand the design process and the theory and techniques behind their knowledge and understanding and making based on a range of materials (50%).

Is this the right course for me?

Students who enjoy this course are hardworking, well organised, able to meet deadlines, and creative, they enjoy practical activity and solving problems. Above all, they have a personal passion and interest in how products we use on a daily basis are designed and made.

What are my career options?

Design and Technology is an excellent choice if you wish to consider a career in architecture, computer aided design, product design, environmental design, furniture design, industrial design or mechanical or structural engineering.

Website: www.aqa.org.uk

DRAMA SPECIFICATION: Eduqas GCSE (9-1) in Drama

GCSE Drama fosters candidates' creativity, personal growth, self-confidence, communication and analytical skills through the acquisition of knowledge, skills and understanding and the exercise of the imagination. The Eduqas GCSE in Drama is an exciting, inspiring and practical course. The course promotes involvement in and enjoyment of drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

COMPONENT ONE: Devising Theatre (40%)

Learners will be assessed on **either** acting **or** design.

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

Learners must produce:

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

COMPONENT TWO: Performing from a Text (20%)

Learners will be assessed on **either** acting **or** design.

Learners study **two** extracts from the **same** performance text.

Learners participate in **one** performance using sections of text from **both** extracts.

COMPONENT THREE: Interpreting Theatre (40%)

Written Examination: 1½ hours

Section A: Set Text

A series of questions on **one** set text from a choice of five:

1. *The Tempest*, William Shakespeare
2. *The Caucasian Chalk Circle*, Bertolt Brecht
3. *Hard to Swallow*, Mark Wheeller
4. *War Horse*, Michael Morpurgo, adapted by Nick Stafford
5. *DNA*, Dennis Kelly

Section B: Live Theatre Review

One question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

The Eduqas GCSE in Drama offers a broad and coherent course of study which enables learners to:

- Apply knowledge and understanding when making, performing and responding to drama.
- Explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created.
- Develop a range of theatrical skills and apply them to create performances.
- Work collaboratively to generate, develop and communicate ideas.
- Develop as creative, effective, independent and reflective learners able to make informed choices in process and performance.
- Contribute as an individual to a theatrical performance.
- Reflect on and evaluate their own work and that of others.
- Develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice.
- Adopt safe working practices.

• Is this the right course for me?

Students who enjoy this course enjoy thinking creatively about a broad range of subjects. Drama provides the opportunity to capitalise upon many areas of interest and use these to enhance the work of the performer. There are opportunities to develop leadership skills, manage projects and excel in one or two particular areas of expertise.

• What are my career options?

The Creative Industries generate £91.8bn a year to the UK economy. Drama GCSE may facilitate roles in a wide range of careers including those in project management, directly in creative careers, and creative roles in non-creative organisations. The number of jobs in the UK's creative industries rose by 5% in 2016, compared to a 1.2% increase in the wider UK workforce.

ENGLISH & ENGLISH LITERATURE

Course Summary for IGCSE First Language English: Syllabus Code 0990 (9-1)

Most students will sit both English Language and English Literature IGCSE.

Designed for students for whom English is their mother tongue, IGCSE First Language English develops the ability to communicate clearly, accurately and effectively in their writing. Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

Paper 1: Reading

Written paper

Examination, 2 hrs, 80 marks.

- Candidates answer three questions on three texts.

Plus either:

Paper 2: Directed Writing and Composition

Written paper

Examination, 2 hrs, 80 marks.

- Candidates answer two questions.

Or

Component 3: Coursework Portfolio

Three assignments, each of 500-800 words, 80 marks)

Assignment 1: writing to discuss, argue and/or persuade in response to a text.

Assignment 2: writing to describe

Assignment 3: writing to narrate...

Course Summary for IGCSE English Literature: Syllabus Code 0992 (9-1)

The syllabus enables students to read, interpret and evaluate texts through the study of literature in English. They develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

Paper 1: Poetry & Prose

Examination: 90 minutes, 50 marks.

Paper 3: Drama

Examination: 45 minutes, 25 marks.

Component 5: Coursework

Candidates submit a portfolio of **two** assignments, 25 marks.

ENGLISH AS A SECOND LANGUAGE

Cambridge IGCSE English Second Language (9-1) (UK only) (0991)

The Cambridge International GCSE in *English as a Second Language* is aimed at international students who speak English as a Second Language and who would struggle with the demands of the IGCSE *First Language English* course. The course develops the skills necessary for effective academic study and provides the opportunity for personal and intellectual development. The course focuses on the skills necessary to understand and communicate across a range of English-language media and genres through the development of linguistic proficiency and skill-specific strategies. The 0991 version of the examination replaces the 0511 version and includes assessment of reading, writing, speaking and listening. It is expected that pupils will have a B1 level of English upon starting the course.

Assessment is as follows:

<u>Paper 1/2:</u>	<u>Reading and Writing</u>	Core (1.5 hours)	Extended (2 hours)
Exercise 1	Reading comprehension	9 marks	13 marks
Exercise 2	Multiple-Matching	8 marks	10 marks
Exercise 3	Note-taking	7 marks	9 marks
Exercise 4	Summary Writing	12 marks	16 marks
Exercise 5	Extended writing	12 marks	16 marks
Exercise 6	Extended Writing	12 marks	16 marks

Weighting: 60%

<u>Paper 3/4:</u>	<u>Listening</u>	Core (40 minutes)	Extended (50 minutes)
Exercise 1	Questions on short extracts	8 marks	8 marks
Exercise 2	Complete gaps on a talk	8 marks	8 marks
Exercise 3	Match speaker to content	6 marks	6 marks
Exercise 4	Multiple-choice questions	8 marks	8 marks
Exercise 5	Gap-fill on talk and discussion	(n/a)	10 marks

Weighting: 20%

<u>Paper 5:</u>	<u>Oral Communication</u>	10-15 minutes
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Assessed Conversation	30 marks
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Weighting 20%

Core and Extended Papers

The range of grades available with the Core paper is 1-5, while for the Extended paper it is 3-9. The higher possible grade in the Extended examination is a reflection of its greater length and difficulty. The decision as to whether to enter candidates into the Core or Extended examination is taken after the January mock examinations.

GEOGRAPHY SPECIFICATION: AQA (8035) (9-1)

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them while developing student's global perspectives.

Students will explore case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use.

As part of the course, students must attend a residential field trip in the UK to investigate both physical and human processes in the world. The cost of the trip is added to termly bills; please enquire for further information.

Choose GCSE Geography and you will learn how today's world was shaped and understand the challenges we face in the future. You will also examine the Earth's natural resources and the increasing battles between the man-made and natural world. This knowledge, paired with your essential curiosity, will give you the sought-after transferable skills for success in further education and the workplace. As geographers, you will develop your ability of "systems thinking" which is recognised by educators, entrepreneurs and employers as one of the most valuable skills for the 21st century.

Living with the physical environment

Discover more about the challenge of natural hazards and the living world, physical landscapes of the United Kingdom and human interaction with them. This unit develops an understanding of the tectonic, geomorphological, biological and meteorological processes and features in different environments. It provides you with the knowledge about the need for management strategies governed by sustainability and consideration of the direct and indirect effects of human interaction with the Earth and the atmosphere.

Challenges in the human environment

This unit is concerned with human processes, systems and outcomes and how these change both spatially and temporally. You will develop an understanding of the factors that produce a diverse variety of human environments; the dynamic nature of these environments that change over time and place; the need for sustainable management; and the areas of current and future challenge and opportunity for these environments.

Assessment

There are three written examinations.

Paper 1: Physical Environment

Challenge of natural hazards
The living world – ecosystems, rainforests and deserts
Physical landscapes of the UK – rivers and coasts

Examination 1 hour 30 minutes **35%**

Paper 2: Urban Issues and Challenges

Changing Economic World
Urban Issues and Challenges
Challenge of Resource Management - Food

Examination 1 hour 30 minutes **35%**

Paper 3: Issue Evaluation (based on pre-released resource booklet which students can access 12 weeks before the examination date)

Fieldwork-based on 2 geographical enquiries, collecting primary data in contrasting environments during the residential field trip.
Geographical skills – based on the use of maps, graphs and statistics.

Examination 1 hour 15 minutes **30%**

HISTORY SPECIFICATION: Pearson Edexcel International GCSE (9-1)

"Most of us spend too much time on the last twenty-four hours and too little time on the last six thousand years"
Will Durant (1885-1981) Historian and co-author, with his wife Ariel, of "The Story of Civilisation"

What do we teach and why is history important?

Owing purely to time constraints, IGCSE History at St Edmund's does not cover the last six thousand years but what we do aim to provide our students with is a sense of perspective on events in the past and their significance in the modern world. Now more than ever it is important for young people to understand developments of ideologies and movements and why they occurred. In this course, we study four topics ranging in time from c1848 to c1948. The prime focus is the twentieth century world, the rise of dictators in relation to the two world wars and the impact on military and civilian life. In addition, we also cover social history and discuss changes in medicine from the 1800s to the creation of the NHS, which is hugely influential in our lives today.

This course is externally assessed via two papers and there is no coursework- both papers are equally weighted. History provides students with not only knowledge skills of events from the past but encourages critical analysis and forming conclusions based on evidence.

Paper 1

- Topic 3- Germany: Development of dictatorship, 1918-45
- Topic 5- Dictatorship and conflict in the USSR, 1924-53

Paper 2

- Topic A1- The origins and course of the First World War, 1905-1918
- Topic B2- Changes in medicine, c1848-c1948

Benefits of studying history and career progression

The infographic is a light blue rectangle containing four circular icons on the left, each with a corresponding list of skills, careers, related subjects, or degree courses on the right.

- Skills** (Icon: Pencil and pen):
 - Analysis
 - Research
 - Essay writing
 - Communication
 - Problem-solving
 - Arguing
- Careers** (Icon: 'JOB' sign):
 - Law
 - Politics
 - Public sector
 - Business
 - Marketing
 - Economics
 - Teaching
 - Academia
 - Insurance
 - Archaeology
- Related subjects** (Icon: Books):
 - English Literature
 - Languages
 - Media studies
 - Law
 - Politics
 - Philosophy
 - Psychology
 - Economics
 - Sociology
- Helps towards degree courses in...** (Icon: School building):
 - Archaeology
 - Economics
 - Classics
 - Languages
 - English
 - History of art
 - Law
 - Politics
 - Teaching
 - Religious studies

ICT SPECIFICATION: Pearson Edexcel International GCSE (4IT1)

The content and assessment approach for this qualification has been designed to meet student needs in the following ways:

Developing confident and competent ICT users – This qualification provides students with the opportunity of operating confidently in today's digital world. It is a useful, practical qualification which will provide skills needed in further education and work.

Providing students with relevant and transferable skills – Students will learn about topics ranging from digital devices and connectivity, safe and responsible practice, and understand the impact of internet on the way that organisations do business. They will be also be encouraged to practice using software applications effectively. A CBI and Pearson report on employability and skills in 2012 said that ' Many employers are also keen to see the government encouraging schools and colleges to strengthen technology skills amongst young people' (http://www.cbi.org.uk/media/1514978/cbi_education_and_skills_survey_2012.pdf) A similar report in 2015 said that '..close to half of businesses.. report having IT skills problems in their current workforces.' (<http://news.cbi.org.uk/reports/educationandskillssurvey2015/educationandskillssurvey2015>)

Broad and deep development of students' skills – The design of the revised International GCSE aims to extend students' knowledge and understanding by broadening and deepening skills, for example students develop the ability to:

- apply knowledge and understanding to produce Information and Communication Technology-based solutions
- develop skills of analysis and evaluation, making reasoned judgements and presenting conclusions
- reflect critically on their own and others' use of Information and Communication Technology and to adopt safe, secure and responsible practice.

Progression to A Level – International GCSEs enable successful progression onto A level and beyond. Through our world class qualification development process we have consulted with teachers as well university professors to validate the appropriateness of this qualification for progression, including its content, opportunities for skills development and assessment structure.

Assessment requirements

Paper 1:

Written Paper

One-hour and 30-minute written examination, set and marked by Pearson, comprising a mixture of multiple-choice, short- and long- answer questions.
100 marks

Paper 2:

Practical Paper

Three-hour practical examination, set and marked by Pearson, comprising two sections. The examination contains series of scenario-based tasks.
100 marks

LANGUAGES

SPECIFICATION: Edexcel IGCSE (9-1)

French (4FR1) German(4GN1) Spanish (4SP1)

The course is aimed at developing and encouraging effective understanding and communication in the foreign language set in its cultural context.

The syllabus aims:

- to develop the ability to communicate effectively using the target language
- to offer insights into the culture and society of countries where the language is spoken
- to develop awareness of the nature of language and language learning
- to encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations
- to provide enjoyment and intellectual stimulation
- to develop transferable skills which are valued by universities and employers (e.g. analysis, memorising, drawing of inferences) to complement other areas of the curriculum
- to form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

Specification Content

For French, German, and Spanish, where the new Edexcel IGCSE specification will be followed, students study all of the following topic areas on which the assessments are based:

- A. Home and abroad**
- B. Education and employment**
- C. Personal life and relationships**
- D. The world around us**
- E. Social activities, fitness and health**

Question Paper Requirements

(NB: there are no Foundation/Higher Tier paper – all students take the same papers which gradually increase in level of challenge)

Listening:

Students are required to convey their understanding of spoken language through a series of listening tasks. They must be able to: identify and note main points; deduce the meaning of words from context; extract specific details; identify points of view; show some understanding of unfamiliar language; recognise attitudes, emotions and opinions. The examination will begin with short paragraphs and longer conversations. Task types include multiple-choice, multiple-matching, note-taking, table completion and gap-fill questions. Correct spelling and grammatical accuracy will not be a requirement as long as the student's response is comprehensible.

Reading:

Students are required to convey their understanding of written French through a series of reading tasks. They must be able to: identify and note main points; deduce the meaning of words from context; extract specific details; identify points of view; show some understanding of unfamiliar language; recognise attitudes, emotions and opinions. This section will consist of five tasks, each based on a collection of short texts or a longer single text. Task types include multiple-choice, multiple-matching, note-taking, table completion, gap-fill questions and short-answer questions. Correct spelling will not be a requirement as long as the student's response is comprehensible.

Speaking:

Students are required to convey their understanding of spoken language through three speaking tasks. They will need to:

- Describe the contents of a picture
- Describe possible past or future events related to people in the picture
- Respond to questions about the picture and its related topic
- Take part in a spontaneous conversation on two further topics. In **each** conversation students must develop their responses, show initiative, express and justify points of view and refer to past, present and future events.

**Writing:
and Grammar**

Students need to draw on their knowledge of French language, grammar and lexis in selecting appropriate forms of words to complete sentences, and demonstrate an ability to manipulate French language in continuous writing. This section will consist of two writing tasks and a third grammar-based task.

The first writing task is short and the student will be asked to write 60-75 words on a prescribed theme .

The second task is longer. Students choose from three questions and write between 130 and 150 words addressing four bullet points.

In the third grammar-based task students will be asked to change the words in brackets so that they correctly fit the sentences. Students will have to manipulate verbs and adjectives for example, into their correct word form.

Grammatical accuracy, punctuation and spelling will be assessed in this section of the paper.

Assessment is by terminal examination

Paper	Weighting
1 Listening	25%
2 Reading & Writing	50%
3 Speaking	25%

LATIN EDUQAS/WJEC GCSE (9-1)

The Languages Faculty uses the EDUQAS GCSE to provide a foundation in linguistic and cultural competence, enabling students to gain knowledge and understanding of the Roman world through reading and responding to its language and literature. Eduqas provides a balanced syllabus, with an attractive combination of language, literature and civilisation components.

Component 1: Latin Language (50%)

Students will develop fluency in translation and comprehension through reading passages of Latin on mythological and historical themes. They will build on their knowledge of vocabulary and grammar and will also have an opportunity to try their hand at translating from English to Latin.

Component 2: Literature and Sources (30%)

A chance to explore a range of historical sources, mostly in the original Latin, on a theme such as 'Love and Marriage', 'Growing up in Ancient Rome' or 'Readers and Writers'. Students will develop skills in reading original texts and analysing sources.

Component 3 (20%)

Either 3a Latin Literature: Narratives

Students will read an extract from one of the great works of Latin Literature, such as Virgil's epic poem, the *Aeneid* or Ovid's *Metamorphoses*.

Or 3b Roman Civilisation

Students will investigate Roman historical sources on a topic such as 'Roman Britain', 'Daily Life in Ancient Rome' or 'Leisure and Entertainment'.

Assessment is by examination at the end of the course.

How to choose your language(s) at GCSE level – Advice to students

The most important factor should be your **level of enjoyment** – choose the language you have enjoyed most in Bounds (years 7-9).

- Do not let yourself be influenced by your friends' choice – they may enjoy studying a particular language, but if you do not, you will soon lose interest.
- Do not choose/discard a language because of your assumption as to which teacher will be taking your group. Timetabling is a very complex procedure and things may not work out in the way you assume.
- Do take into account which language you feel stronger at or most 'at ease' with. The length of time you have studied a language is a good measure of your level of experience. Your second foreign language may feel easier at the moment, but it is only because you have not reached the same level of complexity as you may have in your first language. The IGCSE/GCSE courses require a similar level of competence in all languages, so the present pace of learning may change as the course progresses.
- External motivation may be a significant factor when choosing a language (such as having a holiday home in Spain or a family business in Switzerland), but if not supported by internal motivation – i.e. **your own desire** to learn that language - it will not be enough to keep you on track in the longer term.
- **Motivation** is, ultimately, the best way of predicting success.
- Able linguists do not have the restrictions of those who find language learning challenging and should definitely consider doing more than one language.
- Think beyond GCSE/IGCSE. Universities and employers value languages and value the skills developed by people who have studied languages.

MATHEMATICS SPECIFICATION: EDEXCEL 1 MAO (9-1)

The following quotation from the National Curriculum gives an overview of the importance of mathematics.

“Mathematics equips pupils with a uniquely powerful set of tools to understand and change the world. These tools include logical reasoning, problem-solving skills and the ability to think in abstract ways. Mathematics is important in everyday life, many forms of employment, science and technology, medicine, the economy, the environment and development, and in public decision making. Different cultures have contributed to the development and application of mathematics. Today, the subject transcends cultural boundaries and its importance is universally recognised.”

Within the National Curriculum, the structure of the teaching of Mathematics is separated into **six** areas:

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

The qualification is broken down and assessed in the following way:

- Two tiers are available: Foundation and Higher.
- The qualification consists of three equally-weighted written examination papers at either Foundation tier or Higher tier.
- Paper 1 is a non-calculator assessment and for Paper 2 and Paper 3 a calculator is allowed.
- Each paper is 1 hour and 30 minutes long and has 80 marks.
- The content outlined for each tier will be assessed across all three papers. Each paper will cover all Assessment Objectives, in the percentages outlined below for each tier.
- Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.
- The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.
- In the Foundation tier the grades 1 to 5 are available and in the Higher tier pupils can achieved grades 4 to 9.

The table below illustrates the topic area weightings for the assessment of each tier.

Foundation Tier

Topic Area	Weighting
Number	22 - 28%
Algebra	17 - 23%
Ratio, Proportion and Rates of change	22 - 28%
Geometry and Measures	12 - 18%
Statistics & Probability	12 - 18%

Higher Tier

Topic Area	Weighting
Number	12 - 18%
Algebra	27 - 33%
Ratio, Proportion and Rates of change	17 - 23%
Geometry and Measures	17 - 23%
Statistics & Probability	12 - 18%

MUSIC SPECIFICATION: Edexcel 1MU0 (9-1)

GCSE Music offers students an exciting opportunity to develop their musical interests; to build on and refine those developed at KS3, as well as learning new skills. The course is ideally suited to those with good performance skills who are passionate about actively listening to a wide range of music, as well as writing their own pieces. Students will develop their theoretical understanding of music, study a wide variety of genres including Musical Theatre, Classical, Pop and World Music. The interconnected skills of appraising, performing and composing music are all developed during the course and benefit each other. Our comprehensive and vibrant co-curricular programme means students can complement their learning through playing or singing in an ensemble, attending theory classes or the Music Technology club. The GCSE course now links seamlessly to the A Level course.

To gain an early insight into the types of music covered, go to **YouTube** or **Spotify** and search for **Edexcel GCSE Music 9-1 Set Works** where you will find playlists of all the set pieces.

The GCSE Music course has 3 components for assessment:

1. Performing music
2. Composing music
3. Understanding music

Component 1: PERFORMING MUSIC 30%

The student can perform as an instrumentalist and/or vocalist and/or via technology:

Performance 1: Solo performance (30 marks)

Performance 2: Ensemble performance (30 marks)

A minimum of four minutes and a maximum of seven minutes of performance in total is required, of which a minimum of one minute must be the ensemble performance.

Component 2: COMPOSING MUSIC 30%

Students complete two compositions. Students learn how to develop musical ideas and compose music that is musically convincing through two compositions. One must be in response to an externally set brief (Composition 1) and the other is a free composition (Composition 2).

Composition 1: Composition to a brief (30 marks)

Composition 2: Free composition (30 marks)

Component 3: UNDERSTANDING MUSIC 40%

Students are assessed on their listening and contextual understanding. They complete an examination paper with listening exercises using excerpts of music.

For each area of study there are two 'set works' and pupils will study these during the course. They will answer questions about musical elements in each piece as well as some about an unknown piece related to one of the set pieces.

There are four areas of study:

Area of Study	Set Works
Instrumental Music	J.S. Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	H. Purcell: Music for a While Queen Killer Queen (from the album 'Sheer Heart Attack')
Music for Stage and Screen	S. Schwartz: Defying Gravity (from the album of the cast recording of Wicked) J. Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)
Fusions	Afro Celt Sound System: Release (from the album 'Volume 2: Release') Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')

Studying GCSE (9-1) Physical Education will open students' eyes to the world of sports performance. Not only will they have the chance to perform in three different sports through the non-examination assessment component, they will also develop wide-ranging knowledge into the how and why of physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for students. They can perform, and then through academic study learn how to improve their performance through application of the theory.

Candidates must complete all components to be awarded the OCR GCSE (9–1) in Physical Education.

CONTENT

The content of OCR GCSE (9–1) in Physical Education is divided into **three components**. Each component is further sub-divided into topic areas and the detailed content associated with those topics.

Component 01: Physical factors affecting performance

1.1 Applied anatomy and physiology

1.2 Physical training

60 marks 1 hour written paper **30%**

Component 02: Socio-cultural issues and sports psychology

2.1 Socio-cultural influences

2.2 Sports psychology

2.3 Health, fitness and well-being

60 marks 1 hour written paper **30%**

Component 03: Performance in physical education (NEA)

3.1 Performance of **three activities** taken from the two approved lists*.

- one from the 'individual' list
- one from the 'team' list
- one other from either list

3.2 Analysing and Evaluating Performance (AEP), task-based NEA.

80 marks non-examination assessment (NEA) **40%**

* The approved lists can be found in section 2d (page 16) and Section 2e (page 68) of the 'OCR GCSE (9–1) guide to NEA in PE'. This can be found on the OCR website under 'Assessment Materials' section.

<http://www.ocr.org.uk/qualifications/gcse-physical-education-j587-from-2016/>

This specification uses practical examples from physical activities and sports to show how theory can be applied and to reinforce understanding. Students will be given guidance regarding the practical assessment throughout the course.

RELIGIOUS STUDIES SPECIFICATION: AQA Specification B (9-1)

This two-year course prepares all students for a GCSE examination in Religious Studies. It provides candidates with the opportunity to undertake an in-depth study of Catholic Christianity through a specific focus on the teachings of the Church (50%). Candidates will also look in depth at Judaism (25%) as recommended by Diocese of Westminster and Ethical Themes including Family Life, Gender Equality, and The Sanctity of Life (25%). The strong focus on Catholicism and our in-depth study of another Religion will enable the College to fulfil the demands of the 'Religious Education Curriculum Directory' issued by the Catholic Hierarchy of England and Wales as to appropriate programmes of study.

It aims to help the student to:

- Acquire knowledge and develop an understanding of the beliefs, values and traditions of Catholic Christianity.
- Consider the influence of these beliefs, values and traditions.
- Consider religious and other responses to moral issues.
- Identify, investigate and respond to fundamental questions of life raised by religion and human experience, including questions about the meaning and purpose of life.
- Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt.
- Understand the influence of religion on individuals, communities and societies.
- Apply knowledge and understanding in order to analyse questions related to religious beliefs and practice.

The specification does not presuppose faith. Its content should strengthen the understanding and faith of those who do believe and help those without faith to appreciate the reasons for religious belief according to the belief and practice of Catholicism.

The following Papers are taken:

Paper 1: Roman Catholicism – 1hr 45 min 50%

- Beliefs and Teachings; nature and purpose of God, the Jesus as the Word of God, Passion Narrative, the nature of Salvation, Problem of Evil and Suffering.
- Practices of Roman Catholicism; Seven Sacraments, liturgical worship, non-liturgical worship. The worldwide Church, Vocation.
- Sources of Wisdom and Authority; Origins of scripture, the Magisterium, Role of the Church. Jesus as a role model, the importance of Mary, sources of personal and ethical decision making.
- Forms of Expression and Ways of Life; Pilgrimage, the purpose of symbolism and imagery, the use and purpose of objects of devotion.

Paper 2: Judaism – 50 mins 25%

- Beliefs and Teachings; The nature of the Almighty, nature and purpose of the Messiah, the covenants with Moses and Abraham, the nature and sanctity of human life, the problem and responses to evil and suffering.
- Practices; The Tenakh, Talmud and the Torah, the Synagogue, Jewish prayer, Worship, Religious ceremonies, Shabbat, Festivals.

Paper 3: Ethical Themes A & C– 50 mins 25%

- Religion, Relationships and Family Life
- The Theology of the Body
- Gender Equality
- Marriage, Divorce and Annulment
- Human Dignity and Religious Freedom
- Human Rights
- Wealth and Poverty
- The Work of CAFOD and Christian Aid
- Prejudice and Discrimination

SCIENCE

SPECIFICATION: AQA Triple Science & AQA Combined Science: Trilogy (9-1)

The main aim of Science is to ignite in the students a passion to find out about the world they live in, to challenge and be challenged by the complexity of what makes up all things in the Universe.

The Science department encompasses the three separate disciplines of Biology, Chemistry, and Physics. It is housed in a block of nine laboratories which have recently undergone major refurbishment and include dedicated preparation and support facilities. There are two additional sixth form conference rooms. There is an enthusiastic team of twelve specialist teachers supported by three technicians. Science is taught as a combined discipline in Elements (Year 7) and Rudiments (Year 8), but as separate subjects by specialist teachers from Grammar (Year 9) onwards.

We follow the AQA specification from Grammar (Year 9). We offer students the chance to study Combined Science (Trilogy) worth two GCSE's or three separate sciences at GCSE: Biology, Chemistry and Physics worth three GCSE's.

Standards in the department are high, with all students encouraged to achieve of their best in Science no matter what their ability. Academic results are excellent and there are numerous opportunities to take part in co-curricular Science.

The sciences are taught as discrete subjects by subject specialist staff in dedicated laboratories. The dedicated staff aim to :

- Develop curiosity and enthusiasm for Science in students
- Develop a critical approach to solving problems
- Help students apply skills, knowledge and understanding of Working Scientifically
- Provide a base for further study in Science.

Course Outline:

All students start and complete the AQA course over three years. All Grammar (Year 9) students will be taught the same content and will follow the Combined Science: Trilogy route. In the Syntax year (Year 10) we will decide if they should continue with the Combined Science: Trilogy route, or complete the extra material needed to achieve a separate GCSE in Biology, Chemistry and Physics (Triple Science).

Course Content:

Biology	Chemistry	Physics
<ul style="list-style-type: none">• Cells and organisation• Disease and bioenergetics• Biological responses• Genetics and reproduction• Ecology	<ul style="list-style-type: none">• Atoms, bonding, and moles• Chemical reactions and energy changes• Rates, equilibrium, and organic chemistry• Analysis and the Earth's resources	<ul style="list-style-type: none">• Energy and energy resources• Particles at work• Forces in action• Waves, electromagnetism, and space

The following Papers are taken:

Combined Science: Trilogy:

- Biology Paper 1 (75 minutes) + Paper 2 (75 minutes)
- Chemistry Paper 1 (75 minutes) + Paper 2 (75 minutes)
- Physics Paper 1 (75 minutes) + Paper 2 (75 minutes)

Triple Science:

- Biology Paper 1 (105 minutes) + Paper 2 (105 minutes)
- Chemistry Paper 1 (105 minutes) + Paper 2 (105 minutes)
- Physics Paper 1 (105 minutes) + Paper 2 (105 minutes)

There is **no** controlled assessment or coursework element with AQA Biology, Chemistry, Physics or Combined Science: Trilogy.

ACTIVITIES

The activities form an important part of the rounded education students receive at the College. Currently, activities run from 3.30 - 4.30pm Monday, Wednesday and Thursday and from 3.30 - 4.25pm on Friday. There is an extended activity period on Tuesdays from 3.20 - 4.35pm. All students are expected to participate in the activity programme.

Students will learn new skills, progress further in their preferred activities and of course, have fun. They will also meet new people and have the opportunity of achieving an award or certification at the end of the term/year.

Normally students choose their activities at the beginning of each term although some activities last the whole year. Students are encouraged to obtain qualifications and awards through the year.

The activities offered in the academic year 2019 – 20 are shown below. We are constantly reviewing those we offer.

2D cad design	Economics Society	Photography
3D cad design	Faith In Action	Plays for Pleasure
Advanced Coding	Fencing	Polo
Airfix	First Aid	Psychology Films
Algebra Certificate	Fitness	Reading Club
Animal Club	Food Team	Rhetoric Art
Arts & Crafts	Football	Robot Building
Badminton	Foreign Language Award	Rock Band
Biology Olympiad	Gardening	Rocket car
Board Games	Geography Society	Rookie Lifeguard Award
Book Club	Gifted and Talented Art	Running Club
Boxing	Girls' Football	Russian
Brain Training	Glider making	Schola
Business Hub	Golf	Science Exploration Club
Candle Making	Gym Equipment -cardio	Science Films
Ceramics	Handwriting Club	Shooting Club
Chemistry Club	Homework Club	Silk Painting
Chess Club	IELTS	Soap Making
Chinese Club	Japanese for beginners	Space weather balloon
Coding Club	Jazz Band	Spanish Conversation Classes
College History	Language tasters	Spanish for Beginners
Combined Cadet Force	Lego	St. Edmund Award
Comic Books	Live Review - Drama	Stage Make Up
Community Service	Machinery maintenance	Student Newspaper
Computer Club	Mass	Swimming
Cooking for University	Medicinal Chemistry	Table Tennis
Debating	Model United Nations	Tray Bake
Drama club	Music Theory	Warhammer
Dungeons & Dragons	On-site volunteering	Web Design
Eco Club	Orchestra	

EDUCATIONAL VISITS

Educational visits play a major part in the education of our students. Educational visits support the work carried out in the classroom and can bring subjects alive, giving students a real buzz and enthusiasm for a particular subject or activity.

Day visits

During the course of the year, your child may have the opportunity to go on a wide range of educational day visits, including visits to the theatre, fieldwork trips, art galleries, CCF and outdoor activities.

Residential visits

At St. Edmund's, students can also participate in a wide range of residential trips. These give students the opportunity to develop further as individuals. They learn important skills including:

- Independence
- Team work
- Leadership
- Initiative
- Communication and development of language skills
- Cultural Awareness

You will receive letters via your child or parent mail giving full information about visits. Staff will also organise parents' meetings near to the departure date when all the necessary information will be issued.

Trips in recent years have included:

- Language cultural visits to Europe (open to Rudiments, Grammar and Syntax)
- Business studies trip to New York (Rhetoric)
- Ski trips to Europe and North America (Rudiments to Poetry)
- India Trip (Rhetoric)
- Pilgrimage to Lourdes; trips to other religious sites/events
- Biology and Geography Field trips (Rhetoric)
- Geography trips
- Sports Tours UK/Europe
- CCF Trips (both in the UK and abroad)
- Diving Expedition to Egypt
- Duke of Edinburgh Expeditions (canoeing and walking at all levels)

THE DUKE OF EDINBURGH'S AWARD

When students enter Grammar they are able to participate in The Duke of Edinburgh's Award at the College. The College currently has over 150 students involved and a completion rate which is consistently above average. Students have the opportunity to complete the expedition on foot, by bicycle (currently available at Bronze level only) or by canoe (Silver and Gold levels only). Students travel to the Chiltern Hills, Peak District, River Nene, River Great Ouse, Brecon Beacons and the Black Mountains for their expeditions.

The award has three levels which students can start at different ages:

Bronze: 14 upwards
 Silver: 15 upwards
 Gold: 16 upwards

Students have up to their 25th Birthday to complete the award so there is no rush!

The main components of the award are:

- Volunteering
- Physical
- Skills
- Expedition
- Residential (Gold only)

It is broken down as follows:

Bronze Award

Volunteering	Physical	Skills	Expedition
3 months	3 months	3 months	Plan, train and complete a 2 day, 1 night expedition
<i>All participants must undertake a further three months in the Volunteering, Physical and Skills</i>			

Silver Award

Volunteering	Physical	Skills	Expedition
6 months	One section for 6 months and the other section for 3 months		Plan, train and complete a 3 day, 2 night expedition
<i>Direct entrants must undertake a further six months in the Volunteering or the longer of the Physical or Skills section</i>			

Gold Award

Volunteering	Physical	Skills	Expedition
12 months	One section for 12 months and the other section for 6 months		Plan, train and complete a 4 day, 3 night expedition
<i>Direct entrants must undertake a further six months in either the Volunteering or the longer of the Physical or Skills section</i>			

At Gold students also complete a residential activity (5 days, 4 nights) away from home.

It is hoped that students will be able to complete many aspects of the award within the P7 activity programme at school. For example, participating in community service on a Tuesday afternoon will qualify for the 'volunteering section'. Learning a musical instrument will qualify for the 'skill' element. More information regarding the award is available at the Duke of Edinburgh's Award scheme website (www.dofe.org).

The Duke of Edinburgh's Award is a significant commitment and also a great opportunity for our students. Students learn many skills including teamwork, communication, independence, the opportunity to try new things and to meet new people. The award does look impressive on UCAS forms and Curriculum Vitae but students really do need to want to do it if they are going to gain the most out of it. They must also understand that the expedition section is physically demanding, especially at Silver and Gold level. The College will support your son/daughter if they enrol; nonetheless, we would ask that you have a serious conversation with your son/daughter regarding the award.