

Key Stage 4 Booklet

2024-2026



Key Stage 4 Options 2024–26

Introduction

Dear Year 9 Pupils,

We welcome you to our first options evening. In Key Stage 4, you will have more choice in the areas you study. It is really important that you think carefully about the subjects you would like to take, as making the right choice will help you in your studies later in life.

We recognise that making these decisions can sometimes be difficult. Some pupils have a clear idea about the career they wish to pursue but most are unsure. In our experience, it is important that pupils at this age keep an open mind and choose a curriculum which is broad and balanced.

You will have the chance to speak to your teachers, Mrs Dunn and Mrs Mead, as well as guidance from your parents. This booklet has a range of subject options, which you can look into. At the end of the booklet, you will be able to write down your choices for each block.

This is a good time for you to consider what you would like to do as a career. Some vocations expect you to have studied particular subjects, so bear this in mind when you are choosing. We will in the first week back complete some online careers exploration work with you.

We have tried to choose a broad range of subjects in order to support you with your future career and Post 16 options.

At TCS all pupils will follow a broad academic curriculum which consists of a core study of English, Maths, Science, Careers and Cooking and optional groups. We believe that this combination of subjects, including core life skills and free choices that pupils make to form their steps to success, will allow them to access the full range of Post-16 and higher education establishments, even if they have not yet decided on the career or subject they wish to pursue.

Key dates

Deadline for Option choices: Friday March 28th 2024

Guidance Interviews, where appropriate, will be held in April.

We hope this gives you the options you were looking for.

Kind regards,

Mrs Mead

Deputy Headteacher

Quality of Education

Mrs Dunn

Assistant Headteacher

Careers and Qualification

Advice for Pupils: Choosing your Options Important Considerations

You should find out about:

- ∞ **What qualifications are obtainable**
- ∞ **What you will study on the course**
- ∞ **How the subject will be assessed**
- ∞ **Implications for career choice – what you can do after the course**

Remember – we are here to help

Choosing Your Subjects

1. Think about what you want to do at 16+:
 - I. The International Baccalaureate – Diploma or Careers Programme?
 - II. Another Sixth Form/College to do A Levels or BTEC courses?
 - III. Apprenticeship?
2. Choose the subjects which will assist your intentions for 16+.
3. Choose a well-balanced timetable (a mixture of subjects) and pick subjects you enjoy.
4. It is best not to pick a subject you are struggling with, so think about where you are making good progress.
5. Do not pick a subject because you enjoy a lesson with a particular teacher. It may be a different teacher teaching that subject in years 10 and 11.
6. Do not pick a subject you have not studied before just because you like the sound of it. If you have not done it before find out as much as you can about it before making your decision.
7. Do not choose subjects just because your friends have chosen them.
8. Do not be afraid to choose unusual subjects, find out about them first.
9. Are you more suited to GCSE or BTEC/Technical subjects and the different methods of learning? Think about this carefully when choosing your 'free choice' options.
10. Seek plenty of advice and ask lots of questions – don't make a rushed decision or leave it until the last minute.

Advice for Parents and Guardians Some Important Points

- ∞ Talk to your son/daughter about what their interests are.
- ∞ Find out what they would like to do in the future and encourage them to think about this.
- ∞ Let them know that jobs for 16 year olds are now virtually non-existent; the key to their future is in good education, good training and developing skills and abilities that employers want and are prepared to pay for.
- ∞ If in doubt about your son/daughter's option choices, please contact Mrs Dunn, Mrs Mead or your class teacher.
- ∞ Check that your son/daughter is choosing subjects for the right reasons.

The Wrong Reasons Would Include

- ✗ I like the teacher
- ✗ All the other choices are boring / too difficult
- ✗ It looks like it might be easy
- ✗ My friends are doing that subject
- ✗ I think it will help me get a job

The Right Reasons Might Include

- ✓ I am good at/enjoy that subject
 - ✓ I know that these subjects will help my career choice, because I have found out about it
 - ✓ I have achieved good marks and assessment results in a subject
 - ✓ The style of learning and assessment is likely to suit me
- If in doubt – ask for and get help!

The Cavendish School will support every student as an individual to develop and flourish to the best of their ability, academically, socially, emotionally and personally.

Our Offer



CORE Qualifications in:	Page	MAIN OPTIONS	Page
GCSE English Language (GCSE/ FS 1&2/Entry Level)	7	GCSE Art and Design	12
Maths (GCSE/ FS 1&2/Entry Level)	8	GCSE Citizenship Studies	13
Science (GCSE/Entry Level/Extended diploma level 2)	9	GCSE Psychology	14
Cooking (Home cooking Skills 1 &2)	10	Cambridge National Sports Studies	15
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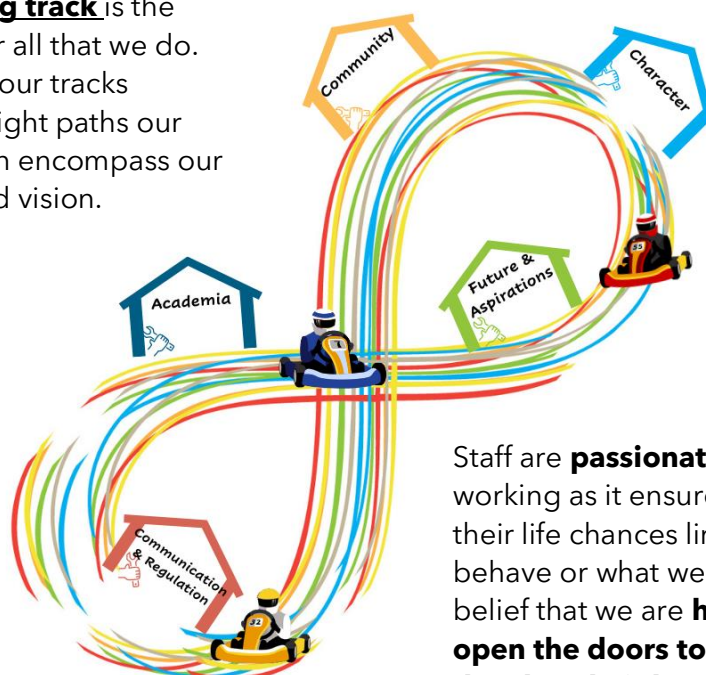


Levels of Qualification

In the subject information, we give details about the qualifications that are offered. The table below gives details about the level of those qualifications.

Level 1 / 2 qualifications		Other qualifications
GCSE grade 4-7 Cambridge National P2, M2, D2	Level 2	Level 2 Functional Skills Level 2 BTEC Award
GCSE grade 1-3 Cambridge National P1, M1, D1	Level 1	Level 1 Functional Skills Level 1 BTEC Award
	Entry Level	Entry Level Certificate (ELC) FCSE

The **TCS learning track** is the route planner for all that we do. The different colour tracks showcase the bright paths our pupils take which encompass our values, ethos and vision.



Staff are **passionate** about our way of working as it ensures that no pupil has their life chances limited by how we behave or what we do. We share in our belief that we are **helping them to open the doors to their future, as we develop their love of learning beyond their time in our care.**

Core Subjects

CORE Qualifications in:	Page
GCSE English Language and Literature (GCSE/ Functional Skills Level 1&2/Entry Level Certificate)	7
Mathematics (GCSE/ FS 1&2/Entry Level)	8
Science (GCSE/Entry Level Certificate)	9
Cooking (Home Cooking Skills Level 1 &2)	10



English

In Year 10 and 11 pupils can access a range of qualification in English, including the Entry Level Certificate, Functional Skills and GCSEs in Language and/or Literature.

GCSEs in English

Students studying English should be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study. They will develop their ability to use English as active and informed citizens and be able to speak, listen, read and write fluently, appropriately effectively and critically – for a wide range of functional and social purposes. Candidates will be expected to respond to a wide range of written texts, including challenging and dynamic texts. They will develop the knowledge and skills required to make informed decisions about further learning opportunities and career choices. A GCSE in English language promotes an integrated approach to oracy, reading and writing so that writing and oracy work are stimulated by reading experiences.

GCSE English Language will focus primarily on the functional aspects of language. The term 'functional' here should be considered in the broad sense of providing learners with skills and abilities they need to take active and responsible roles in their communities, everyday life, the workplace and in educational settings. The study of GCSE English Language is intended to encourage progression to further, higher education, or to employment, as it covers the key skills of reading, writing and communicating.

GCSE English Literature should extend learners interest in, and enthusiasm for, literature as they develop an understanding of the ways in which literature is rich and influential. Teachers and their pupils have some flexibility in the choice of texts to be studied, and some overlap with GCSE English Language is possible and, indeed, encouraged, as it is felt that the study of literature can greatly enhance a pupil's writing skills, and that practising his/her own writing skills can lead a pupil to increased enjoyment of, and success in, reading and analysing texts.

Pupils will study a variety of language techniques and how these are applied in fact and fiction texts. In Literature, they will study novels and analyse quotes and texts for meaning.

The Key Stage 4 courses we offer enable communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.

Assessment: External Exams, Non Examination Assessment for Entry Level Certificate and Speaking and Listening Components.

To do well, you need to:

- ∞ Read widely
- ∞ Have opinions that you are prepared to share
- ∞ Argue your point respectfully and listen to the views of others
- ∞ Express your ideas in writing carefully and thoughtfully.

Careers

Being good at English can lead to careers in law, advertising, the creative industries, media, film, publishing, sales and journalism.



MATHEMATICS

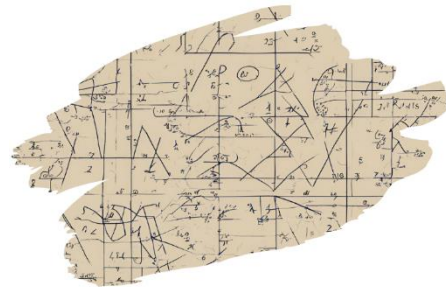
The Cavendish School offers a range of mathematics qualifications. Pupils will be entered for a range of the qualifications below, based on their starting-points and abilities:

GCSE Mathematics

GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study. The GCSE will enable learners to appreciate the coherence, creativity, elegance and power of mathematics. It GCSE Mathematics will build on and progress from the levels of mathematics expected at the end of KS3 through the National Curriculum Programme of Study for Mathematics. Whilst GCSE in Mathematics – Numeracy will assess the mathematics that learners will need in their everyday lives, in the world of work, and in other general curriculum areas, will prepare learners to make informed decisions about further learning opportunities and career choices. It will have an emphasis on those aspects of mathematics required for progression into mathematics or mathematically related disciplines or employment routes. It will feature problems set both in real-world contexts and within mathematics itself and will encourage learners to employ and evaluate different mathematical techniques.

The GCSE specification in Mathematics should enable learners to:

- ∞ develop knowledge, skills and understanding of mathematical methods,
- ∞ techniques and concepts required for progression into mathematics or mathematically related disciplines or employment routes
- ∞ make connections between different areas of mathematics
- ∞ select and apply mathematical methods in both mathematical and real-world contexts
- ∞ reason mathematically, construct arguments and simple proofs, and make logical deductions and inferences
- ∞ develop and refine strategies for solving a range of mathematical and real-world problems
- ∞ communicate mathematical information in a variety of forms
- ∞ interpret mathematical results and draw and justify conclusions that are relevant to the context
- ∞ communicate mathematical information in a variety of forms.



GCSE Maths involves pupils studying to pass their examinations for three papers; two calculator papers and a non-calculator paper.

Level 1 and 2 Functional Skills qualification.

The study of functional skills couches all learning within a real-life scenario show the true application of Mathematics in everyday scenarios. The qualification enables pupils to develop a thorough knowledge and understanding of concepts in number and measure and a sound foundation of mathematical techniques. This will support study for related subjects and develop a proficiency in number and measures to support progression in their studies, the workplace and training.

Entry Level Certificate

Entry Level 1-3 Certificate involves pupils taking a range of assessment to complete a portfolio including the following:

- ∞ Properties of number
- ∞ The four operations
- ∞ Ratio / fractions
- ∞ Money
- ∞ The calendar and time
- ∞ Measure
- ∞ Geometry
- ∞ Statistics and data handling



To do well, you need to:

- ∞ Be willing to persevere, even when topics seem challenging at first
- ∞ Put effort into understanding topics rather than just following rules
- ∞ Be adaptable to look at problems from different points of view and apply different techniques.

Careers

Any career in science, engineering (including IT-related subjects) or finance would be a suitable pathway after continuing studying Maths. By no means is this list exhaustive – Maths is used in almost all careers to some extent!

SCIENCE

In Science, students can achieve qualifications at Entry Level and GCSE, allowing for the development of foundational Science knowledge, and sufficient

GCSE Combined Science

The GCSE provides broad, coherent, satisfying and worthwhile course of study. It encourages learners to develop confidence in, and a positive attitude towards science and to recognise its importance in their own lives and to society. Studying GCSE Science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity, and all learners should be taught essential aspects of the knowledge, methods, processes and uses of science. They will be helped to appreciate how the complex and diverse phenomena of the natural world can be described in terms of key ideas relating to the sciences, through a balanced curriculum of Biology, Chemistry and Physics.

These key ideas include:

- ∞ the use of conceptual models and theories to make sense of the observed diversity of natural phenomena
- ∞ the assumption that every effect has one or more cause
- ∞ that change is driven by differences between different objects and systems when they interact
- ∞ that many such interactions occur over a distance without direct contact
- ∞ that science progresses through a cycle of hypothesis, experimentation, observation, theory development and review
- ∞ that quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

Learners will be introduced to a wide range of scientific principles which will allow them to enjoy a positive learning experience. Practical work is an intrinsic part of science. Following on from our PYP curriculum, we promote an inquiry approach, and the development of sound practical skills.

Entry Level Certificate

This qualification provides foundational knowledge for GCSE level study, consists of the following units:

- ∞ The Human Body
- ∞ Environment, Evolution, and Inheritance
- ∞ Elements, Mixtures and Compound
- ∞ Chemistry in Our World
- ∞ Energy, Forces, and the Structure of Matter
- ∞ Electricity, Magnetism and Waves

Each unit includes an assessment of knowledge, and a practical inquiry activity.

To do well, you need to:

- ∞ Be able to make connections between ideas
- ∞ Interpret data, recognise patterns and draw conclusions
- ∞ Write concisely using correct terminology
- ∞ Be prepared to revise lots of information

Careers

Science and engineering, medicine and health-related professions

Practical careers such as hairdressing or being an electrician also involve some science-knowledge.



HOME COOKING SKILLS

Basic culinary skills will help you in every single recipe you make. Whether it is learning how to properly set up your kitchen before cooking your meal, how to efficiently chop up various ingredients, or even how to avoid burning pasta, cookery courses will go through all the basics with you. At TCS we understand how this core life skill is needed to remove one of the barriers to our pupils preparing for adulthood. Firstly, it provides pupils with a basic understanding of cooking techniques and how to approach health and safety when in the kitchen. Secondly, it provides pupils with invaluable knowledge of nutrition, healthy eating and how to lead a healthier lifestyle.

As such, this is one of our core qualifications that all pupils will study.

The BTEC Level 1 and Level 2 Awards in Home Cooking Skills support learners to develop:

- ∞ knowledge, understanding and confidence to cook meals at home
- ∞ an understanding of how to economise when planning a meal
- ∞ an ability to transfer skills learned to different recipes
- ∞ an ability to inspire others by transferring that knowledge.

The course puts learning into the context of the world of work, giving learners the opportunity to apply their research, skills and knowledge in relevant and realistic work contexts. This applied, practical approach means learners build the knowledge, understanding and skills they need for career progression or further study.

To do well you need to:

- ∞ Explore food, differing textures and combinations
- ∞ Write about your own and other people's recipes – show a personal response to it
- ∞ Be expressive, inventive, curious, and imaginative, take creative risks.
- ∞ Prepare food from scratch for a three-course meal.

Careers

Chef, baker, taster, catering, teaching, Food technologist, Health and safety inspector, nutritional therapist, nutritionist, product/process development scientist, production manager, quality manager, regulatory affairs officer.



Main Options

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GCSE ART AND DESIGN

Studying Art and Design provides entry to a wide range of specialisms, skills (both traditional and digital) and careers. Study Art and Design and learn to: seek creative solutions by using materials and techniques intelligently, imaginatively and experimentally; develop your knowledge and understanding of how art and design functions and is valued in diverse cultures and at different time; develop a sense of enquiry, an ability to take practical and intellectual risks, to make considered decisions; make qualitative aesthetic and cultural judgments; articulate your reasons for preference; engage with art and design in the public sphere.

Art and Design is designed to provide engaging, challenging, coherent and meaningful learning experiences through a flexible structure that supports the sequential and incremental development of creative practice. Our rewarding and immersive programme of study broadens experience, develops imagination and technical skills, fosters creativity and promotes personal and social development.

The qualification includes the following features:

- ∞ opportunities for flexible teaching approaches allowing teachers to make the most of the resources and expertise available at their centres
- ∞ content which enables teachers to continue with best practice and confidently plan and deliver programmes that work to their strengths and the interests and abilities of their students
- ∞ breadth of study designed to enable students to develop and demonstrate their knowledge, understanding and skills

To do well you need to:

- ∞ Actively engage in the creative process of art, craft and design in order to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds to develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products
- ∞ Become confident in taking risks and learn from experience when exploring and experimenting with ideas, processes, media, materials and techniques and develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills refine ideas and proposals, personal outcomes or solutions with increasing independence
- ∞ Acquire and develop technical skills through working with a broad range of media, materials, techniques, processes and technologies with purpose and intent
- ∞ Develop knowledge and understanding of art, craft and design in historical and contemporary contexts, societies and cultures and develop an awareness of the different roles and individual work practices evident in the production of art, craft and design in the creative and cultural industries
- ∞ Develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work and demonstrate safe working practices in art, craft and design.

Careers

Advertising art director, Animator, Architect, Architectural technician, Art editor, Art gallery curator, Art therapist, Art valuer, Arts administrator, Blacksmith, Bookbinder, CAD technician, Ceramics designer/maker, Community arts worker, Conservator, Costume designer, Design and development engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Footwear designer, Furniture designer, Furniture maker, Furniture restorer, Glass engraver, Graphic designer, Hat designer, Illustrator, Interior designer, Jewellery designer-maker, Knitter, Landscape architect, Leather craft-worker, Makeup artist, Medical illustrator, Model maker, Museum curator, Photographer, Photographic stylist, Photographic technician, Picture framer, Product designer, Prop maker, Set designer, Sewing machinist, Sign-writer, Stonemason, Tailor, Tattooist, Textile designer, Upholsterer, Visual merchandiser

GCSE CITIZENSHIP STUDIES

Citizenship Studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values. The overarching theme of this specification is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation.

In this course, students will look at the make-up, values and dynamics of contemporary UK society. They will consider what it means to be British, how our identities are formed and how we have multiple identities. Students will also look at the role and responsibilities of the traditional media, the impact of new media formats and the UK's role in international issues.

To do well, you need to:

- ∞ gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues
- ∞ understand the range of methods and approaches that can be used by governments, organisations, groups and individuals to address citizenship issues in society, including practical citizenship actions
- ∞ formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues and debates
- ∞ select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
- ∞ present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
- ∞ plan practical citizenship actions aimed at delivering a benefit or change for others in society
- ∞ critically evaluate the effectiveness of citizenship actions to assess progress towards the intended aims and impact for the individuals, groups and communities affected
- ∞ show knowledge and understanding of the relationships between the different citizenship aspects studied, using the concepts to make connections, identify and compare similarities and differences in a range of situations from local to global.

Careers

Journalist, working for the Police, working for the Civil Service, working in the field of law whether it be a legal secretary, solicitor or Barrister.



GCSE PSYCHOLOGY

In GCSE Psychology, students will learn gain a foundational knowledge of how the mind works, social behaviours and human development.

The two main areas of study are:

Cognition and behaviour

- ∞ Memory
- ∞ Perception
- ∞ Development

Social context and behaviour

- ∞ Social influence
- ∞ Language thought and communication.
- ∞ The brain and neuropsychology
- ∞ Mental health

Underpinning the course is the study of research methods and the processes of psychological inquiry, and students will undertake their own research projects in order to learn about these in a practical way.

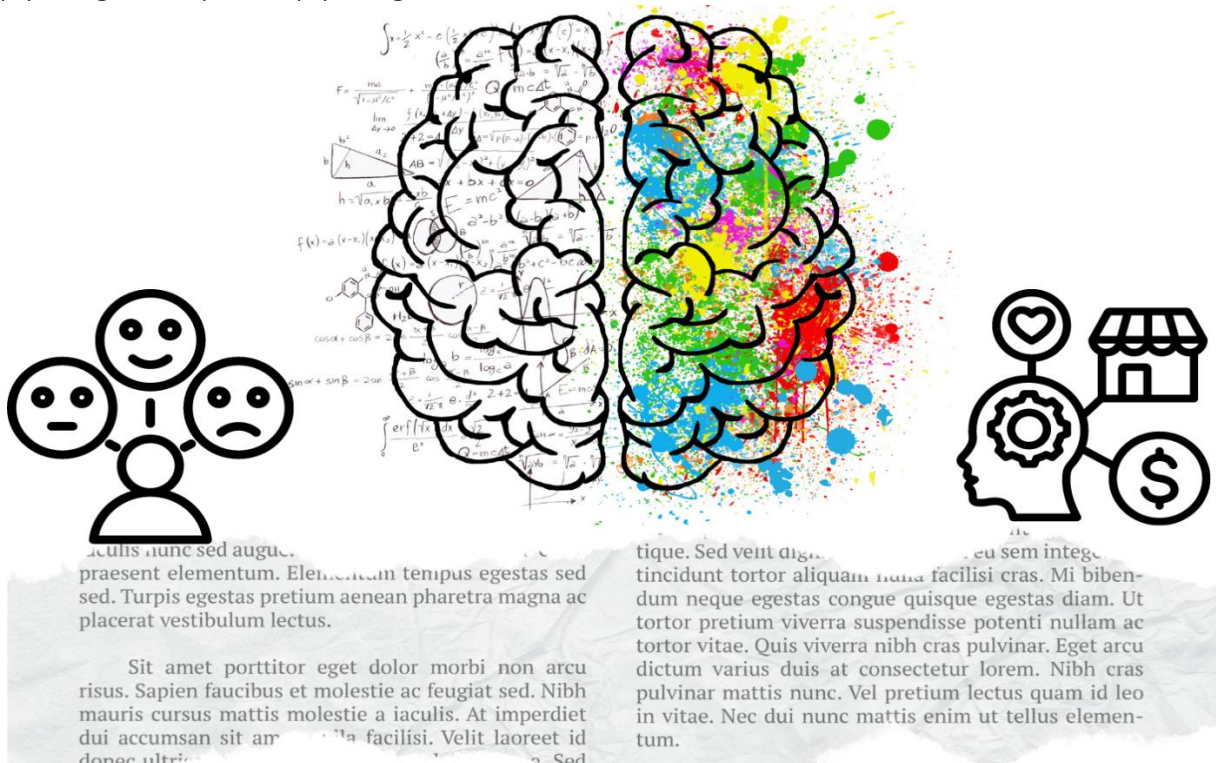
The course is assessed by examination.

To do well, you will need to:

- ∞ Confidently use specialist vocabulary
- ∞ Present information, develop arguments and draw conclusions through a critical approach to evidence, developing as a reflective thinker
- ∞ Develop an understanding of ethical issues in psychology
- ∞ Develop an understanding of the contribution of psychology to individual and social diversity

Careers

Clinical psychologist, Counselling psychologist, Educational psychologist, Forensic psychologist, Further education teacher, Health psychologist, Occupational psychologist.



Level 1 / 2 Cambridge National Sports Studies

In the sports studies course, pupils will learn to understand and apply the fundamental principles and concepts of Sport Studies. Including:

- ∞ Develop learning and practical skills that can be applied to real-life contexts and work situations
- ∞ Think creatively, innovatively, analytically, logically and critically
- ∞ Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely
- ∞ Understand topical and contemporary issues in sport, including why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high-profile events have in sport, as well as how technology is used within sport
- ∞ Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions Create a plan, write and evaluate an activity session, to further develop leadership skills
- ∞ Analyse their own performance to help improve themselves and their skills in sport
- ∞ Explore the relationship that media has with sport and understand how linked they are

To do well, you will need to:

Whilst elements of the course are practical there is a much greater expectation than earlier experiences of PE that pupils will undertake theory work. Pupils will be expected to research and record relevant information and produce written work based on their own ideas. Regarding the practical element there is a greater emphasis on the roles within sport (such as organisers, managers, and officials) as well as participation. Whilst some sporting ability is useful there is a greater recognition for those that undertake different roles and, above all, make the effort to engage in the activities.

Assessment is by one externally set examination, and two internally assessed (externally verified) assignments.

Careers

Athlete, Bookmaker, Cinema or theatre attendant, Cycling coach, Diver, Events manager, Fitness instructor, Football coach, Football referee, Health trainer, Horse riding instructor, Housekeeper, Jockey, Leisure centre assistant, Leisure centre manager, Lifeguard, Martial arts instructor, Motorsport engineer, Museum attendant, Outdoor activities instructor, PE teacher, Performance sports scientist, Personal trainer, Pilates teacher, Racehorse trainer, Resort representative, Sailing instructor, Sport and exercise psychologist, Sports coach, Sports commentator, Sports development officer, Sports professional, Swimming teacher, Tourist information centre assistant, Visitor attraction general manager, Yoga teacher



Theory Practice



ASDAN Personal Development Programmes

ASDAN create qualifications which engage pupils through relevant and motivating courses to achieve meaningful learning outcomes, which elevate them to go on to further education, training and work, and empower them to take control of their lives. They do this by developing courses with an accessible and practical pedagogy for learners; and by working with partner educators to foster the personal, social and work-related abilities of young people in greatest need.

The Personal Development Programmes (PDP) feature 12 modules. Each learner must work from their own student book and compile a portfolio of evidence to show what they have done.

Students gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity. Six credits are needed to achieve Bronze, 12 credits for Silver and 18 credits for Gold.

One curriculum Learners choose challenges from the PDP student book, which comprises 192 challenges from 12 modules:

- ∞ Communication
- ∞ My community
- ∞ Sport and leisure
- ∞ Independent living
- ∞ My environment
- ∞ Number handling
- ∞ Health and wellbeing
- ∞ World of work
- ∞ Science and technology
- ∞ The wider world
- ∞ Expressive arts
- ∞ Beliefs and values

As well as a Combined studies module, which allows learners to mix and match challenges across modules

It is believed that young people should have the opportunity to discover, develop and make use of their abilities to affirm their identities, contribute to society, and challenge educational and social inequalities.

To do well, you will need to:

- ∞ strengthen your abilities to support academic and vocational learning
- ∞ access new knowledge and skills
- ∞ make full use of your abilities
- ∞ create plans to help you with the activities and review your progress regularly.
- ∞ be prepared to take on new challenges.



Interest Options

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Arts Award

Arts Award takes children and young people on a creative journey, exploring the arts world, discovering their potential as artists, developing leadership skills – and gaining a recognised qualification along the way. This unique set of arts qualifications builds skills essential for success in the 21st century: Creativity and communication, along with problem-solving, reflective-thinking and confidence. Young people can achieve Arts Award in any art form, from music to mime, poetry to pottery, dance to drumming. Through the five levels – Discover, Explore, Bronze, Silver and Gold – young people:

Enjoy creating and participating in arts activities.

Through Arts Award, young people get actively involved in creative activities and produce their own art work. Those working towards the higher levels collaborate with artists to try a genre or art form new to them too.

Experience arts events and explore the work of artists.

Arts Award connects young people with the arts world – as the audience or visitor, behind the scenes, learning from creative professionals, or researching the work of artists and arts organisations. At higher levels, participants review and share their experiences, gaining critical-thinking and organisational skills.

Gain 21st century skills for success in education and employment.

Completing Arts Award gives young people a wide range of transferable skills. In independent research Arts Award achievers mentioned the ongoing positive impact on their confidence, communication skills and creativity, which are nurtured by all levels. They also develop entrepreneurialism, independence and self-motivation while learning to reason, reflect and network more effectively. So it's great preparation for further study and the world of work, whatever their future holds.

Develop leadership skills through practical involvement.

This begins at Bronze level, where candidates share an arts skill with others. At higher levels they plan and deliver their own arts events and projects – workshops, exhibitions, performances, or festivals. Whether organising the production schedule, curating performances, devising a marketing strategy, or carrying out a risk assessment, they'll be gaining a broad range of leadership skills through real-world experience.

Investigate arts careers.

Every level of Arts Award encourages young people to explore the creative professions. At lower levels they'll research artists or craftspeople and their work. At Gold they'll be immersed in the arts world through placements, volunteering and training, as well as researching professional artists' career paths – gaining valuable knowledge and experience to help them make informed choices about their own training.

Explore: Entry level 3 qualification

Bronze: Level 1 Qualification on the Regulated Qualifications Framework (RQF)

Silver: Level 2 Qualification on the RQF

Gold: Level 3 Qualification on the RQF

To do well you need to:

- ∞ Explore drawing, painting, photography and discover different media – engage in art
- ∞ Write about your own and the art of other artists – show a personal response to it
- ∞ Be expressive, inventive, curious, and imaginative, take creative risks – enjoy art!
- ∞ Work beyond lessons completing tasks and undertaking independent study.

Careers

Advertising art director, Animator, Architect, Architectural technician, Art editor, Art gallery curator, Art therapist, Art valuer, Arts administrator, Blacksmith, Bookbinder, CAD technician, Ceramics designer/maker, Community arts worker, Conservator, Costume designer, Design and development engineer, Dressmaker, Exhibition designer, Fashion designer, Fine artist, Florist, Footwear designer, Furniture designer, Furniture maker, Furniture restorer, Glass engraver, Graphic designer, Hat designer, Illustrator, Interior designer, Jewellery designer-maker, Knitter, Landscape architect, Leather craft-worker, Makeup artist, Medical illustrator, Model maker, Museum curator, Photographer, Photographic stylist, Photographic technician, Picture framer, Product designer, Prop maker, Set designer, Sewing machinist, Sign-writer, Stonemason, Tailor, Tattooist, Textile designer, Upholsterer, Visual merchandiser

GCSE STATISTICS

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives pupils the skills to collect, analyse, interpret and present data. It complements study in Science and Psychology and supports future study in business or economics.

The focus for learning is understanding the importance of careful planning, a clear strategy for collecting, recording and processing data in order to address an identified question or hypothesis, and generating data visualisation and understanding the maths involved.

Students will: use statistical techniques in a variety of authentic investigations, use real world data in contexts such as populations, climate and sales; identify trends through carrying out appropriate calculations and data visualisation techniques; critically evaluate data and calculations; understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision-making processes in public, commercial and academic sectors.

To do well you need to:

There is an overlap between the specification of GCSE Maths and GCSE Statistics, which is why we can offer this qualification as an interest option. The foundational knowledge of statistics covered in GCSE Maths is reinforced and extended in GCSE Statistics, which in addition sets the learning within the context of the Statistical Enquiry Cycle (SEC).

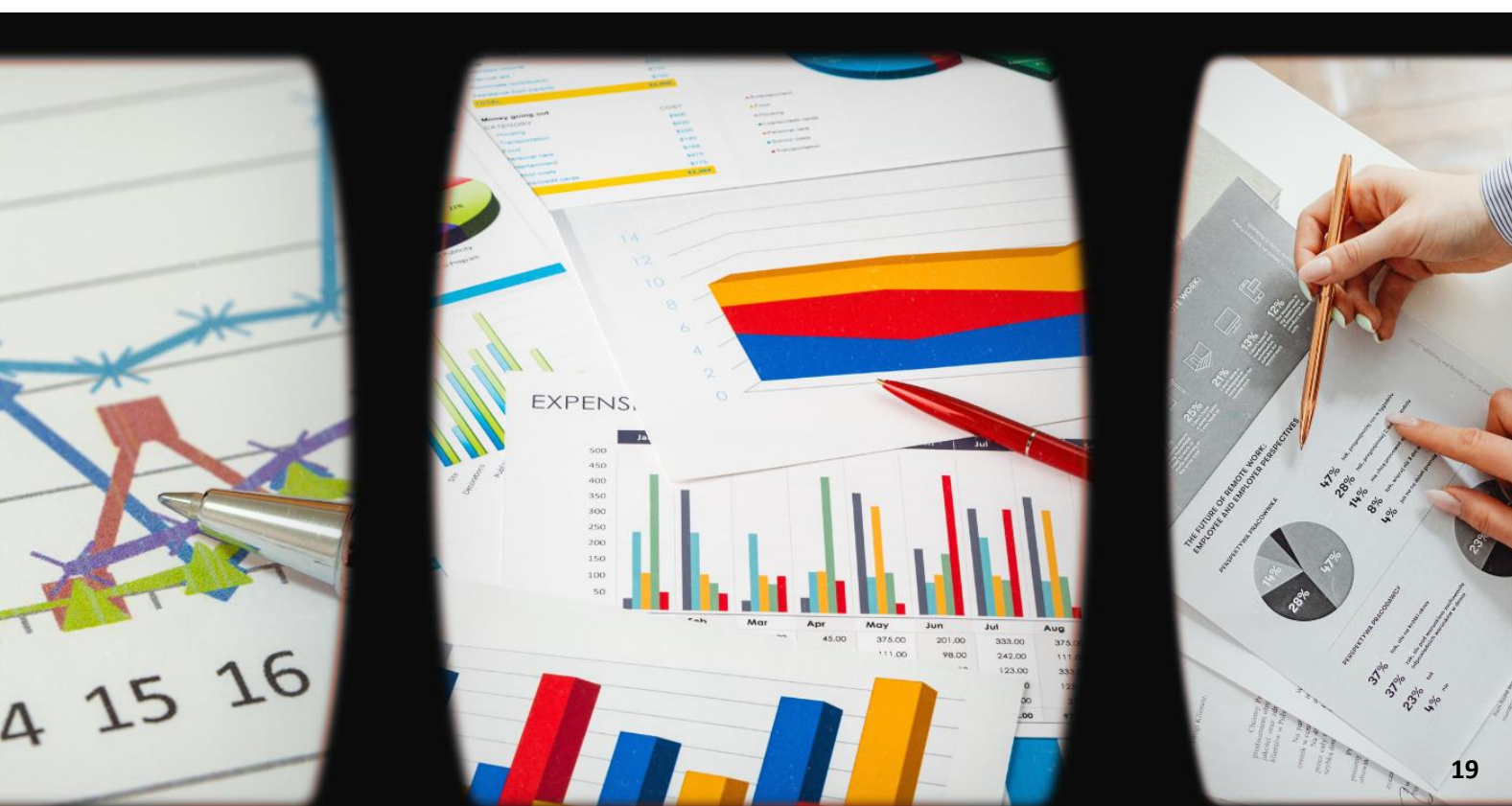
The cycle covers five stages:

- ∞ initial planning
- ∞ data collection
- ∞ data processing and presentation
- ∞ interpretation of results
- ∞ evaluation and review

This qualification is recommended for students who are confident in Maths.

Careers:

A knowledge and understanding of statistics is valuable in many, many careers, including but not limited to: data science, accountancy, financial analysis, economics, entrepreneurship.



ENTRY LEVEL HUMANITIES

We offer pupils the opportunity to learn either entry level history and/or geography, as well as GCSEs.

Entry level involves a range of History and units which is coursework based over Year 10 and Year 11.

History Entry Level

The GCSE in History is attractive, giving learners the opportunity to study:

- ∞ specific aspects of the past in depth (short term), and breadth (medium and long term)
- ∞ history in a variety of geographical contexts: local, British and European and/or wider world settings
- ∞ continuity, change, cause, consequence, significance and similarity and difference over different periods of time both short term, medium term and long term
- ∞ acquire an understanding of the nature of historical study, for example, that history is concerned with judgements based on available evidence and that some historical judgements may be more valid than others
- ∞ develop their use and understanding of historical terms, concepts and skills
- ∞ develop the ability to construct valid and realistic historical claims by using a range of sources in context
- ∞ develop a critical appreciation of the concept of historical significance and why some people, events and developments are seen as historically significant
- ∞ develop a critical appreciation of how and why different interpretations have been constructed about historically significant people, events and developments
- ∞ make links and draw comparisons within and/or across different periods and aspects of the past
- ∞ organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

The structure of the qualification is distinctive, giving learners the opportunity to study history in depth and in breadth. The structure of the specification allows learners to make a clear distinction between the study of history in the short term and the long term. At the same time it allows connections to be made between different periods and eras in history, and as such represents a coherent programme of study.

Geography Entry Level

In GCSE Geography both classroom and fieldwork contexts, should enable learners to develop the ability to think 'like a geographer' if they are given opportunities to:

- ∞ think creatively, for example, by posing questions that relate to geographical processes and concepts that include questioning about spatial pattern and geographical change
- ∞ think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry
- ∞ think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In so doing they should appreciate that geography can be 'messy' i.e. that real geography does not always match typical or predicted outcomes

Careers- History

Media, government, heritage organisations, conservation, teaching, archives, museums and galleries, the police and law.

Careers- Geography

Cartographer, Environmental Consultant, Surveyor, Urban planner, GIS Specialist, Landscape architect, Teacher, Market Researcher, Transportation Manager, Geographer, Geographical information systems Officer, Remote sensing Analyst, Climatologist, Conservation Officer, Consultant, Researcher, Computer programmer, Geoscientist, Geospatial Analyst, Hydrologist, Demographer, Librarian, Real Estate Appraiser, Climate scientist



Level 1 Introductory BTEC Sport

During Year 10 and 11 pupils can study the Pearson BTEC Level 1 Introductory Certificate in Sport. Physical education courses will enable pupils to engage in a practical course, designed to encourage pupils to be inspired, motivated and challenged by the subject and enable them to make informed decisions about further learning opportunities and career pathways. Through studying Physical Education pupils will acquire the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and well-being.

The course is designed to provide pupils with a better understanding of how their bodies work, the benefits of training and exercising in several formats and how they can best look after their bodies through diet and nutrition; there is also considerable thought given to the organisation of sport and active leisure within the community, and further afield, which lends itself to the prospects of careers within the sports industry.

Pupils will develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Pupils will perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas. They will develop their ability to analyse and evaluate to improve performance in physical activity and sport.

By studying Sports pupils will cover the following:

- ∞ Being Organised
- ∞ Developing a Personal Progression Plan
- ∞ Playing Sport
- ∞ Assisting in a Sports Activity
- ∞ Keeping Active and Healthy

Depending on individual progress, students could achieve the Certificate (five units) or the Award level (two units).

Whilst elements of the course are practical there is a much greater expectation than earlier experiences of PE that pupils will undertake theory work. Pupils will be expected to research and record relevant information and produce written work based on their own ideas. Regarding the practical element there is a greater emphasis on the roles within sport (such as organisers, managers, and officials) rather than just the participants. Whilst some sporting ability is useful there is a greater recognition for those that undertake different roles and, above all, make the effort to engage in the activities.



Level 2 BTEC Award E-Sports

Developed in close conjunction with leading employers, the BTEC Level 2 in Esports develops transferable workplace skills, such as good communication and the ability to work in a team, which employers have identified as essential for gaining employment in the sector and for progression once the learner is working.

At the core of this qualification is the concept of preparing young people for the working world. Through practical activities and occupationally-fit-for-purpose assessments, learners will gain the skills and behaviours needed for sustainable employment.

The esports industry is a fast-growing global industry. Esports is defined as organised competitive gaming, which is human versus human, either as individuals or in teams. This suite of qualifications includes a breadth of transferrable skills that enable learners to experience esports in different areas to aid their progression to employment, directly or via further study. Esports offers a unique opportunity to deliver a curriculum that teaches concepts in the context of multiple skills and subject areas at once. It provides an opportunity for alignment of social, physical, mental and financial skills into one qualification to deepen and expand learning, skills which are highly valued in the changing and fluid workplace. Learners must apply strategy, skill and teamwork to be successful.

Learners will investigate different genres of esports games and the professional teams that play them. They will study the online and live tournaments and leagues in which these esports team compete. Learners will also investigate different types of global sports organisations; they will create a brand for an esports organisation as well as a plan to promote their chosen brand.

Assessment is through two internally assessed, externally verified assignments.

To do well, you will need to:

- ∞ complete a range of units
- ∞ be organised
- ∞ take other assessments that will demonstrate your technical and practical skills
- ∞ keep a portfolio of your assignments.

Careers

Information Technology, Creative Media, Sport, Enterprise and Entrepreneurship or Business.



Interest Options

EXTENDED INTEREST OPTIONS	Page
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LANGUAGES FCSE

French and Spanish

The FCSE is based on a conviction that learners studying a modern foreign language will develop their desire and ability to communicate with and understand speakers of French and Spanish in a variety of contexts and for a variety of purposes. The qualification supports the aim that the study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity. It also aims to provide learners with a solid foundation on which to prepare them for future language study.

A French/Spanish FCSE will enable learners to:

- ∞ develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- ∞ express and develop thoughts and ideas spontaneously and fluently
- ∞ listen to and understand clearly articulated, standard speech at near normal speed
- ∞ deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- ∞ acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- ∞ develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- ∞ be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- ∞ develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- ∞ develop language strategies, including repair strategies.

PROJECT QUALIFICATIONS AND UNIT AWARD SCHEMES

The pupil will develop an idea for a project that they wish to carry out and discuss their ideas with a supervisor. Pupils will then:

- ∞ carry out research to enable them to sufficiently develop project aims and objectives to make a formal project proposal
- ∞ document their planning and research within the Production Log
- ∞ meet with the supervisor at specified meetings to discuss the project process and issues
- ∞ carry out the project by achieving the aims and objectives they set themselves
- ∞ prepare and give a presentation about the project product and process (including a question and answer session)
- ∞ evaluate the project process.

DUKE OF EDINBURGH AWARD

Is a life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers.

The DofE is many things to many people, supporting generations to successfully navigate adult life.

14-24 year-olds can do a DofE programme at one of three progressive levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award. There are four sections to complete at Bronze and Silver level and five at Gold. They involve helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition and, for Gold only, working with a team on a residential activity.

Any young person can do their DofE – regardless of ability, gender, background or location. Achieving an Award isn't a competition or about being first. It's all about setting personal challenges and pushing personal boundaries.

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications. Top employers recognise the work-ready skills Award holders bring to their business.

The DofE licenses organisations that work with young people to run DofE programmes, such as schools, colleges, youth groups and clubs. Through the Licensed Organisation (LO) young people (or their parents / carers) pay for a Participation Place and are supported by Leaders who support them through their programmes, helping them to choose their activities, set their objectives and achieve their Award. The Duke of Edinburgh's Award is a registered charity, funded by donations, Participation Places and licences. The charity works with LOs across the UK to increase opportunities for young people to gain the benefits of doing their DofE.



KEY STAGE 4 OPTIONS SELECTION FORM

All pupils in Year 10 & 11 will follow a program of study in English, Maths and Science all leading to a formal qualification. Pupils attending The Cavendish School in Year 10 (2024-2025), should rank the following options (1 being first choice- 3 being least favourite choice). Students should rank each of the coloured blocks.

'Other Interests' is an extra session at the end of the school day and does not have to be chosen.

Pupil Name:

	Subject	Rank your top 3 preferences (1-3) in each section	Extended Interest Track
Main Options	Art		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Please sign the form below and return to the school office by Thursday 28th March.</p> </div>
	Psychology		
	Citizenship Studies		
	Sport Studies		
	ASDAN		
Interest Options	Statistics		
	Geography		
	Arts Award <ul style="list-style-type: none"> ∞ Drama ∞ Art ∞ Dance ∞ Music 		
	History		
	Sport		
	E Sports		
Extended Interest Option	French		
	Spanish		
	Duke of Edinburgh Award		
	Project Qualification/Unit Award Scheme		

Parent / carer name: Parent / carer signature:

Pupil signature: Date: