



Woolwich Polytechnic
School for Boys



YEAR 9 OPTIONS ADVICE BOOKLET 2026



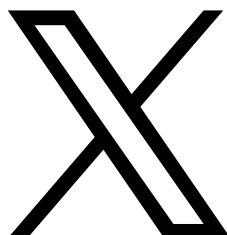
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CONTENTS PAGE

<u>Page</u>	<u>Content</u>
2	Social Media QR Codes
3	Contents Page
4	Introduction from the Head of School
5	Year 9 Options & Choosing the right subjects
6	Progress 8 and English Baccalaureate
7	Core Subject - English Language & Literature GCSE's
7	Core Subject - Mathematics GCSE
8	Core Subject - Science GCSE
8	Core Subject - Physical Education GCSE
9	Art and Design GCSE
9	Business Enterprise
10	Citizenship GCSE
10	Computer Science GCSE (Ebacc)
11	Design and Technology GCSE
11	Drama GCSE
12	Economics GCSE
13	Geography GCSE (Ebacc)
14	Graphic Communication GCSE
14	History GCSE (Ebacc)
15	ICT Tech Award
16	Music - Performing Arts (Tech Award)
17	Photography GCSE
17	Spanish or French GCSE (Ebacc)
18	Sport Studies GCSE
18	ASDAN
19	EAL
20	Careers Education, Information, Advice and Guidance
21-23	Blank

INTRODUCTION FROM THE HEADTEACHER



Dear Parent/Carer,

The choices that your son makes for his options are extremely important - good choices will play a big part in your son's exam success and his future. We therefore urge you and your son to choose wisely by reading this booklet carefully, speaking to subject teachers, his form tutor and head of year.

This is also an exciting opportunity whereby your son can consider his ambitions and desires for the future. For some, that future will be sixth form and university. For others there will be opportunities in apprenticeships. Whichever route your son desires, the foundations of success will be based on the decisions made in the coming weeks. We therefore encourage careful, considered decision-making which is based on sound evidence combined with clear ambition for the future.

The young people of today will face many challenges and opportunities when they leave education, some of which we cannot currently predict. What remains certain, however, is that the chances of success will always be increased by excellent qualifications in the right subjects. It is this certainty that makes the choosing of options so important.

The most important academic goal for all students is to secure the very best combination of grades, especially in English and mathematics, as these will make all future success possible. Therefore, we will be reviewing progress at the end of Year 9 in order to determine the ideal number and best combination of subjects for each student moving into Year 10 and will repeat this process at the end of Year 10 for the move into Year 11.

If you have any questions regarding the options process please do not hesitate to contact Ms Gurney (options@woolwichpoly.co.uk), Ms Evans, Ms Griffin or your son's form tutor. Good luck in making the right choices.

Mr T. Lawrence
Head of School

YEAR 9 OPTIONS

At Woolwich Poly, we follow a two year Key Stage 4 programme. This means that students will select their examination subjects in Year 9. All students will study GCSEs in English Language, English Literature and Maths. In addition to this, students will study either Combined Science (two GCSEs) or Single Sciences (three GCSEs). Then students will decide which three subjects they would like to study from a range of GCSEs or other level 2 qualifications such as Btecs. Our aim is to offer a broad and balanced curriculum, which enables accessibility for all, and one which is varied and meets the needs and aspirations of our students. Ensuring the combination of courses our students study provides suitable progression routes into post-16 study and beyond is of paramount importance to us at Woolwich Poly.

CHOOSING THE RIGHT SUBJECTS

Although these decisions may be complicated, they are made simpler by following the two golden rules:

- Choose the subjects that you enjoy
- Choose the subjects that you are good at

If your son follows these rules then the chances of success will be maximised. Consideration should be given to the level of achievement in current subjects as well as potential in chosen subjects. In addition, thought should be given to how the different GCSE or equivalent Level 2 courses fit in with future career or educational aspirations. Your son's tutor will be able to offer advice and guidance, as well as having conversations with subject teachers.

WHAT IS THE DIFFERENCE BETWEEN GCSE, BTEC AND OTHER EQUIVALENT LEVEL 2 COURSES?

GCSEs have a more traditional style of assessment with content taught over the three years of Key Stage 4. They are linear courses: in other words they are examined at the end of Year 11 and are graded 1-9. Btecs and other level 2 courses, often referred to as 'vocational' courses, hold the same performance value as GCSEs although these are graded as a Pass, Merit, Distinction and Distinction*. They consist of a mix of theory and practice and are assessed by the teacher and through one external examination. Students will complete a range of assignments, case studies and practical activities and after each assessment will be given a grade which will contribute to their final result. The external exam may be taken in Year 10. The reformed 'vocational' courses are just as rigorous as GCSEs in terms of content, just assessed in a different way. They allow students to progress to Sixth Form, apprenticeships or employment. Both GCSE and 'vocational' courses hold the same performance value.

The table below aims to compare GCSE grades and BTEC grades. Unfortunately, because of the way they are calculated, they don't quite match up, but it might help show which grades are equivalent with GCSE and BTEC. For example, a level 2 merit is worth somewhere between a C and a B. This means that if a student (and their teacher) was thinking a student might achieve a 4 in GCSE, but could get a merit at BTEC because of the way they learn, then maybe BTEC might be better for them.

GCSE Grade	1 (G)	2 (F)	3 (E)	4 (D)	5 (C)	6 (B)	7 (A)	8 (A*)	9 (^10%)
BTEC Grade	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass (4 - 5.5)	Level 2 Merit (5.5 - 7)	Level 2 Distinction (7 - 8.5)	Level 2 D* (8.5)		

PROGRESS 8 AND ENGLISH BACCALAUREATE

To ensure that students follow high value courses with a core of academic subjects but with the opportunity to also take other options, the Attainment 8 and Progress 8 measures have been introduced. These have replaced the 5 A*-C (including English and Maths) as the main accountability measure at Key Stage 4. They can be summarised in the diagram below:



The English Baccalaureate initiative, outlined by the Government, has been to identify a desirable range of subjects to be taken by KS4 students in all of the following subject areas: English; Maths; Sciences (including Computing); a modern language (including a language spoken fluently/ studied outside school); a humanity, for instance, History or Geography. Russell Group universities may ask about the English Baccalaureate on their application forms.

PROGRESSION

After GCSE courses, all students must be in remain in full time education or be in employment with training, until the age of 18. Students at the age of 16 who have not achieved a Grade 4 in English or Maths will be required to continue studying those subjects until this level has been achieved, wherever they choose to continue their education or training. Consideration of the possible routes should be made when choosing options. At the age of 16 there are a number of routes available to students. These include:

- Woolwich Poly Sixth Form – studying mainly A levels or Level 3 courses
- Level 1, 2 or 3 courses at other colleges or sixth forms
- Employment with training, including apprenticeships.

THE OPTIONS PROCESS

This booklet is just one part of a programme of activities that are designed to help you with your option choices. The process includes:

- Options Information Evening
- Options Taster Week
- Unifrog
- Careers Information, Advice and Guidance in PSHEE lessons
- Presentations in assemblies
- Information, Advice and Guidance from teachers in subject lessons
- Information, Advice and Guidance from Form Tutors during online PD sessions
- Options Interview – parent and student meets with senior member of staff (online)

THE FOLLOWING COMBINATIONS ARE NOT ALLOWED:

We will make every effort to allocate your preferred option choices. However, there are occasions when this will not be possible, for example:

- a)** too few students have selected a particular subject, or
- b)** in the professional opinion of staff, the student would not be suited to the subject selected or,
- c)** it may not be possible to timetable all the combinations selected by students.

The following combinations are not allowed:

- GCSE Art and GCSE Art Graphics (students can only select one of these)
- ICT and Computing (students can only select one of these)
- Business Enterprise and Economics (students can only select one of these)

ENGLISH LANGUAGE & LITERATURE GCSES

Course Content

We deliver two GCSE qualifications: English Language and English Literature. As part of these qualifications, students will study a range of fiction and non-fiction texts, including texts written before the 20th century. In the GCSE English Language exams, pupils will be asked to respond to a range of unseen texts, stemming from the 19th to the 21st century. Pupils will also be assessed on their ability to write creatively. This course will be assessed through 100% external examination – there are no coursework or controlled assessment units. In addition, pupils will also complete a Spoken Language unit which focuses on the development of their spoken communication skills. This will be assessed separately.

In the GCSE English Literature exams, pupils will have prepared a range of literary texts in advance.

These texts will include a Shakespearean play (*Macbeth*), a 19th century novel (*A Christmas Carol*), a modern drama text (*An Inspector Calls*) and a collection of poetry. Pupils will also be asked to respond to a selection of unseen poems.

This course will be assessed through 100% external examination – there are no coursework elements or controlled assessments.

Examination Board

AQA

Assessment

100% written examinations

Equipment Required

Pen
Pencil
Ruler
Highlighters
GCSE Anthology (supplied by us)

Curriculum Enrichment

After-school clubs
Shakespeare's Globe visits where possible
Directed Intervention Sessions in the mornings and afternoons
Saturday exam preparation sessions

Career Routes

English GCSE is an important qualification for all future careers and a necessary requirement for most. A grade 5 or above in English is likely to be an entry requirement to many Post 16 and university courses.

Head of Department

Ms. H Squire
hsquire@woolwichpolyboys.co.uk



MATHEMATICS GCSE

Course Content

All students will work towards the GCSE in mathematics with the EdExcel examining board. To achieve this qualification all students must sit three examinations at the end of the course. These three examinations consist of one non-calculator exam and two calculator exams. This is still a two-tier qualification so boys can be entered for either the higher or foundation tier.

This GCSE in mathematics covers all areas of the mathematics curriculum, preparing students for careers and further study.

Higher tier: The examination covers Grades 3-9.

Foundation tier: The examination covers Grades 1-5.

Additional Courses:

Sets 1 and 2 pupils have the opportunity to do extra courses such as Statistics or Level 2 Further Mathematics. This will depend on their ability in mathematics as well as evidence of rapid and sustained progress in their regular course. Both of these courses sit two paper exams and Statistics remains a two-tier qualification, Level 2 Further Mathematics is a single tier qualification.

Examination Board

EdExcel for GCSE Mathematics and GCSE Statistics; AQA for Level 2 Further Mathematics.

Assessment

GCSE Mathematics - 100% examination.

Foundation has 3 papers: 1 hour 30 mins for each paper. Higher has 3 papers: 1 hour 30 mins for each paper.

GCSE Statistics – 100% examination.

Level 2 Further Mathematics – 100% examination.

Equipment Required

Pen
Pencil
Ruler
Protractor
Compass
Rubber
Calculator

Curriculum Enrichment

After School intervention - Period 7
UK Mathematics Trust Intermediate Challenge
Early morning intervention

Career Routes

GCSE Mathematics is an important qualification for all future careers and a necessary requirement for most. A grade 5 or above in mathematics is likely to be an entry requirement to many level 3 and university courses.

Heads of Department

Mrs A Acquah and Ms Cecelia Osei-Agyemang
aacquah@woolwichpolyboys.co.uk
COseiagyemang@woolwichpolyboys.co.uk

SCIENCE GCSE

Course Content

GCSE Science can follow two main routes: Combined Science Trilogy (two GCSEs) and separate Science, designed for students working at grade 7-9, (three GCSEs).

Science GCSE will be a linear exam system whereby all examinations will be taken at the end of Year 11, regardless of how many GCSEs are being taken.

The course will be taught as a balanced mixture of Biology, Chemistry, and Physics.

Separate Science (individual GCSEs in Physics, Chemistry and Biology) will be for students who are particularly talented in science and have achieved grade 6 or above by the end of Year 9.

This decision will be made in consultation with the Head of Science and their Science teachers, including their end of year assessments at the end of Year 9 and Year 10.

Separate sciences are entered only at Higher tier; however, combined science students can be entered for both Higher and Foundation.

Examination Board

AQA

Combined Science - Trilogy Spec (8464)

Separate Science - Biology (8461), Chemistry (8462), Physics (8463)

Assessment

There will be a total of **six exams** for students in Trilogy Science (two each for biology, chemistry, and physics). All exams are 1 hour and 15 minutes long and have a maximum of **70 marks**. Each exam is worth **16.7%** of the GCSE. The exam comprises of the following types of questions: multiple choice, structured questions, closed and open responses.

Questions of a mathematical nature will feature in the exams as follows:

- Biology – 10% of questions
- Chemistry – 20% of questions
- Physics – 30% of questions

Triple Science papers:

- There is a total of 6 papers for each course.
- Biology has 2 papers 1 hour 45min each.
- Chemistry has 2 papers 1 hour 45 min each
- Physics has 2 papers 1 hour 45 min each.

Skills Developed

Students are given the opportunity to develop their scientific enquiry skills and apply these to show "How Science Works" in everyday situations.

Equipment Required

Black pen, Pencil, Ruler, Rubber & Calculator

Curriculum Enrichment

Science Club - lunchtimes

Astronomy Club – lunchtimes

After School catch up – various evening sessions

STEM activities and trips in and out of school activities

Career Routes

Engineering; medical profession; zoologists; physiotherapy; forensic science; science teaching; environmentalist; astronomy; geologists; research scientist.

Head of Department

Ms. M Jacobs

Mjacobs@woolwichpolyboys.co.uk

PHYSICAL EDUCATION

Course Content

No qualification – students wishing to gain a qualification in PE should choose Sport Studies.

On this course, students have the opportunity to develop their practical sports and fitness skills. They will also gain important knowledge about health issues and lifestyle choices that will help them keep fit and healthy.

They will have the opportunity to participate in a wide selection of sports that they will have covered through their key stage three PE curriculum.

Course requirements:

All students must have a full white P.E. kit to show commitment to the course and participation in every session is compulsory.

Skills Developed

Team work and training methods

Sports skills and understanding

How to improve sporting performance and health

Equipment Required

P.E. Kit

Curriculum Enrichment

Wide range of sports clubs are available throughout the year

Career Routes

See the 'Careers in Sports' website for some ideas!

<http://www.careers-in-sport.co.uk/>

Head of Department

Mr. F. McCabe

fmccabe@woolwichpolyboys.co.uk



ART AND DESIGN GCSE

Course Content

The main principle of GCSE art and design is for pupils to investigate and explore a range of materials and techniques, through contemporary, as well as traditional art.

We offer exciting and diverse projects that are both challenging and interesting to pupils as they are encouraged to be independent and individual.

At the start of Year 10, we will be running a foundation course to bridge the gap between Year 9 and Year 10. Pupils will explore a wide range of 2D and 3D media, including drawing with different materials, printing, photography and textiles.

In Year 10 and 11 we run two main projects, for example, Identity, narrative, observation, and/or transformation, with an additional exam project in Year 11.

We offer lots of support to our students which helps us to achieve outstanding results each year. We encourage creativity, independent thought and a chance for pupils to express themselves.

Examination Board

Eduqas

Assessment (including coursework)

Coursework = 60%

Exam Sketchbook and final exam piece = 40%

Equipment Required

- Range of tonal pencils
- Rubber
- Sharpener
- Pen

Curriculum Enrichment

Students will be encouraged to visit galleries and museums to enrich their own coursework at least once per term

Skills Developed

- Creative thinking
- Design
- Presentation
- Creative problem solving
- Independent learning skills
- Literacy skills

Career Routes

Architecture, game designer, book or magazine illustrator, painter, fashion designer, theatre designer, CGI, graphic designer, interior design, web design, animation.

Head of Department

Ms. L. Coombs-Roberts

lcoombsroberts@woolwichpolyboys.co.uk



BUSINESS ENTERPRISE

Course Content

Students study three components:

Component 1: Exploring Enterprises Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises.

Component 2: Planning and Presenting a Micro-Enterprise Ideal learners will generate two realistic ideas for a micro-enterprise and choose one of these to plan within budget. They will individually present their business plan for their idea and review the production and delivery of their presentation to make recommendations for improvements.

Component 3: Marketing and Finance for Enterprise Learners will explore how marketing is used by enterprises and the factors that influence how enterprises identify and target their market. Learners will complete financial documents and statements and explore how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.

Examination Board

Pearson Edexcel

Assessment (including coursework)

Component 1: Exploring Enterprises (30%)
Internal assessment

Component 2: Planning and Presenting a Micro Enterprise Idea (30%)
Internal assessment

Component 3: Marketing and Finance for Enterprise (40%)
External synoptic exam

Equipment Required

Pen

Pencil

Ruler

Calculator

Textbook: BTEC Tech Award Enterprise Student Book
2nd edition Paperback

17 Oct. 2018 by Helen Coupland-Smith

Skills Developed

The ability to select and use information

Creativity and communication

Skills needed in the workplace

Project management skills

Financial skills

Curriculum Enrichment

Educational Visits

Monday-Thursday 3.00pm-4.00pm

Breakfast Club 7.30am – 8.20am

Career Routes

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning either generally or in this sector.

Entrepreneurship, prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Business sector.

Head of Department

Mr. P. Scarsbrook

pscarsbrook@woolwichpolyboys.co.uk

CITIZENSHIP GCSE

Course Content

GCSE Citizenship Studies gives students a deep understanding of how democracy, law, and public institutions function in the UK, exploring the rights, responsibilities and freedoms that shape everyday life. Through studying topics such as justice, the legal system, political participation, and the role of the media, students learn how power is exercised and how citizens can influence change at local, national and global levels.

The course develops students' ability to think critically about real social and political issues, analyse evidence, and form well-reasoned arguments. They investigate contemporary challenges, from human rights and migration to community cohesion and public spending, building the knowledge and confidence needed to engage with debates that affect society. Students also learn how laws are made, how public services operate, and how citizens hold those in power to account.

A distinctive feature of the GCSE is 'Citizenship in Action', where students plan and carry out an in-depth investigation and real civic action project. Previous students have focused upon Human Rights abuses, FGM, and child soldiers. 'Citizenship in Action' gives students the opportunity to investigate a real issue and take informed, purposeful action that benefits their community or wider society. Through this process, they apply key citizenship knowledge and skills such as research, collaboration, problem-solving and advocacy, while gaining valuable insight into how decisions are made in society.

GCSE results have been excellent over the last two years, with a GCSE pass-rate of well over 80% with 96% of students achieving grades 9-4 in 2025.

Examination Board

Edexcel

Assessment (including coursework)

Two written examinations (worth 50% each) 105 minutes in length. Paper 2 will assess students own campaigns, 'Citizenship in Action', which is worth 15% of their overall GCSE grade.

Equipment Required

Standard Stationery & Flash cards

Curriculum Enrichment

Visit to House of Commons and Woolwich Crown Court.

Various visits from MPs, Police Officers, Journalists etc. Talks from a local MP

International Visit to The Hague, October 2026

Skills Developed

- Broad understanding of local, national and international issues
- Discussion and debating skills
- Research skills
- Listening to opinions that challenge your own
- Team Work
- Organisation
- Independent work

Career Routes

Business, law (lawyer, solicitor, judge, barrister etc.), charity work, the Civil Service, the Diplomatic Service, education, police, journalism, media, politician, social worker and any job in which a knowledge of current affairs is of benefit. These subjects teach a broader understanding of how the society we live in works.

Head of Department

Ms. R. Tuckwell (Head of Humanities)
Rtuckwell@woolwichpolyboys.co.uk

COMPUTER SCIENCE GCSE (EBACC)

Course Content

A modern course for the modern world, This is a course that has real relevance in our modern world. The course will give students an in-depth understanding of how computer technology works and a look at what goes on "behind the scenes". As part of this, they will investigate computer programming, think creatively, and apply mathematical skills relevant to Computer Science. The course will help learners develop critical thinking, analysis and problem-solving skills. For many, it'll be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers. Only students with a passion for technology, Maths and the commitment to work hard should apply.

Course Content

Unit J277/01 Computer Systems - Written paper: 50% of the qualification

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Unit J277/02 Computational thinking, algorithms and programming - Written paper: 50% of the qualification

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic and translators.

Practical programming

Students are to be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02.

Examination Board

OCR - Computer Science (9-1) - J277

Assessment

Two written examinations (externally marked)
Each exam is worth 50%.

Equipment Required

Pen

Curriculum Enrichment

After school and Catch Up clubs Mon, Tues, Thurs & Fri

Skills Developed

- Understanding of current and emerging technologies, how they work and applying this knowledge and understanding in a range of contexts.
- Technical skills and an understanding of the use of algorithms in computer programs to solve problems using programming.
- Valuable thinking and programming skills are extremely attractive in the modern workplace.
- A deep understanding of computational thinking and how to apply it through a chosen programming language.

Career Routes

This course provides a wide range of career options, as well as a route into further and higher education. IT Consultant/Games Developer/Software Engineer/ Network Engineer/Systems Analyst/Multimedia Programmer/ Applications Developer/Information Systems Manager/IT Technical Support Officer/Database Administrator/ Project Manager.

Lead Practitioner

Mr P. Agbakoba
pagbakoba@woolwichpolyboys.co.uk

DESIGN & TECHNOLOGY GCSE

Course Content

The Design & Technology GCSE is designed around practical learning and real life scenarios. The AQA GCSE qualification allows students to develop their practical skills, analytical skills and soft skills allowing students to not only manufacture high quality outcomes but develop core transferable skills, such as problem solving, collaboration and communication. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values. The documentation of this work in the form of a detailed written portfolio is how they achieve their grades.

Students study the core principles consisting of:

- new and emerging technologies
- energy storage and generation
- modern and smart materials
- systems approach to designing
- mechanical devices
- materials and their working properties

Students specialise in working with wood and plastics to learn manufacturing and production principles. The work culminates in a final practical project and an accompanying written design folder. The theme for the project is set by the exam board in the final year of the course and is a real life scenario that requires a working prototype to be produced.

As well as the technical aspects of the course, the subject also offers students the opportunity to develop important life skills. Students will:

- Consider how past and present design and technology, affects society
- Recognise the moral, cultural and environmental issues inherent in design and technology
- Gain confidence as part of a team and working as an individual
- Use their problem solving skills - problem solving skills and creative thinking are important to recognise problems and their causes, to identify a range of possible solutions and then assess and decide the best way forward.
- Improve their communication – verbal, written and visual communication skills are used to convey and critique and improve their own work and the work of others.
- Develop organisation skills- plan and schedule work. Students will be able to prioritise what needs to be done and by when, planning and managing their project.
- Develop creativity - be able to draw on their imagination to come up with creative solutions to challenges.
- Practice analytics - collecting and examining information in detail to arrive at a solution, to answer a key question or make an informed decision.

Examination Board

AQA

Assessment

NEA (coursework): 50% % of GCSE

- Detailed written portfolio and prototype outcome

Written exam paper - 50% of GCSE

- Written exam: 2 hours

Equipment Required

Fine liner pen, Writing pen, Pencil, Ruler, Sharpener, Rubber, Colouring Pencils, Calculator, Protractor and a Compass.

Career Routes

Design & Technology is useful for many careers, particularly those requiring practical skills, confidence, communication and problem solving. These skills are key to most creative industries as well as transferable to many other industries: Architecture, engineering, game design, software engineer, product design, graphic design, industrial design, transport design, civil engineering, teaching, manufacturing, and construction are all examples of potential career routes.

Head of Department

Mr. A Hall - Ahall@woolwichplyboys.co.uk

DRAMA GCSE

Course Content

1. Create a devised performance from a stimuli (stimuli has recently been 'Broken Doll' by Paloma Faith, 'Escaping Criticism' by Pere Borrell del Caso and a quote by Lena Waithe). This also has to be performed in the style of a theatre practitioner e.g. Brecht or a theatre genre e.g. Physical Theatre
2. Write a performance report as a controlled assessment about your development of the piece and write an evaluation of the devised performance. This will be a minimum of 1500 words.
3. Prepare a scripted performance from a published text for an external examiner (recent scripts have been 'Red Pitch', 'The Pillowman', 'Mudlarks' and 'God's Property')
4. Take a 1h 30m written exam in the Summer where you study one text, 'Refugee Boy' and answer questions as an actor, director and set designer.

Topical issues, e.g. human rights, social problems, relationships, war and exploitation. Live performance – Current KS4 and KS5 students have recently been to see "For Black Boys..." , "This is England" and "Stranger Things: The First Shadow" in the West End.

Drama textbook:

WJEC GCSE Drama By: Garry Nicholas Pub: Illuminate Publishing 2013

WJEC/Eduqas GCSE Drama Study & Revision Guide: Illuminate Publishing 2020

Grade 9-1 GCSE Drama Revision Guide: CGP Publishing 2018

Websites:

www.bbc.co.uk/schools/gcsebitesize/drama/

Examination Board

Eduqas

Assessment (including coursework)

- 1.40% Devised performance with a performance log (e.g. vlog/annotated photos/essay) and evaluation
- 2.20% Scripted performance
- 3.40% Written exam

Curriculum Enrichment

Theatre visits (may require voluntary contribution)

Professional workshops

Compulsory after school/Saturday rehearsals

Equipment Required

Pen and Pencil

Skills Developed

Specific acting and drama skills-

- Communication with others
- Confidence
- Team work
- Presentation skills
- Problem solving
- Creativity
- Cooperation and social skills



Career Routes

You could carry on with further Drama courses at Post-16. Retail, journalism, law, tourism, sales and marketing or any career that involves meeting people face to face. The study of drama can help you develop transferable skills that you can take into any career or job.

Head of Department

Ms. S. Waine

swaine@woolwichpolyboys.co.uk

ECONOMICS GCSE

Course Content

Economics is a challenging and exciting subject that allows students to develop their analysis, evaluation and critical thinking skills. Students will be assessed through two exams covering microeconomics, macroeconomics and globalisation.

- Economics is all about the world around us.
- Explains how humans, businesses and governments behave.
- Helps us make more informed choices.
- Develops financial understanding.
- Opens the door to numerous career paths.
- Fun, interesting and varied.

Unit J205/01 – Introduction to Economics (Written exam – 90 minutes)

Students consider the basic economic problem, and how it affects the allocation of resources in competitive markets. They learn how price is determined through the forces of demand and supply and how firms compete in the market.

Unit J205/02 – National and International Economics (Written exam - 90 minutes)

Students consider the four government objectives for the economy and how these are influenced by government policy. They will assess the importance of stable prices, economic growth, full employment and the balance of payments. They cover fiscal and monetary policy as well as income redistribution and government spending. Students will build on the knowledge and skills gained while looking at the UK economy and globalisation. They cover trade and its implications at local, national and global levels.

Examination Board

OCR

Assessment (including coursework)

Written examination
100% (externally marked)

Skills Developed

- Numeracy
- Literacy
- Evaluation
- Analysis
- Critical Thinking
- Verbal Communication



Essential Equipment Required

Pen, Pencil, Ruler and a Calculator

Textbook: OCR GCSE (9-1) Economics: Second Edition Paperback (27 May 2022), J. Miles-Kingston, C. Riches et al, Hodder Education

Revision books & workbooks

My Revision Notes - OCR GCSE (9-1) Economics ISBN: 9781510472181

OCR GCSE (9-1) Economics Workbook ISBN: 9781398351943

Curriculum Enrichment

After-school catch up club, guest speakers, and trips.

Career Routes

Progression onto Level 3 courses such as A Level Economics, Finance or Applied Business.

Possible careers include:

Banking, financial services, accountancy; business management; civil service; market analysis; journalism; politics

Head of Department

Mr. J. Hombo

jhomb@woolwichpolyboys.co.uk



GEOGRAPHY GCSE (EBACC)

Course Content

The Geography GCSE is taught as two main units and is assessed through three examinations at the end of Year 11. The course requires compulsory participation in two episodes of fieldwork which will be organized by the department. Geography GCSE allows students to study the physical and human characteristics of real places and the way these features interact. There are opportunities for problem-solving, enquiry and decision making.

The subject content is as follows:

Unit 1: Living with the Physical Environment (88 Mark Examination, 35% of the course)

Unit 1a – The Challenge of Natural Hazards –
Tectonics, Weather Hazards, UK Extreme
Weather, Climate Change
Unit 1b – The Living World – Ecosystems in the
UK, Tropical Rainforests and Hot Deserts
Unit 1c – Physical Landscapes of the UK –
Coastal and River Landscapes

This unit explores the dynamic natural processes that shape our planet, including weather hazards, climate change, ecosystems, rivers and coasts. Students develop a strong understanding of how physical landscapes form, change and interact with human activity, using real case studies to examine the challenges and opportunities created by the natural world.

Unit 2: Challenges in the Human Environment (88 Mark Examination, 35% of the course)

Unit 2a - Urban Issues and Challenges –
including a case study of a UK city and a city in an
NEE, Rio De Janeiro
Unit 2b - The Changing Economic World –
Development, A case study of Nigeria and the
UK's Changing Economy
Unit 2c - The Challenge of Resource
Management – UK Food, Water and Energy and a
study of Global Energy Resources

Students investigate the complexities of human geography, from urban growth and population change to economic development and resource management. Through global and UK-based examples, they examine how societies respond to social, economic and environmental pressures, gaining insight into how people live, work and adapt in an increasingly interconnected world.

Unit 3: Geographical Applications (76 Mark Examination, 30% of the course)

Task 1 – Issue evaluation based on a theme from
unit 1 or 2 (pre-release 12 weeks prior to exam)
Task 2 – Fieldwork – seen fieldwork data
collection in two contrasting environments &
unseen fieldwork

This component enables students to apply their geographical knowledge to real-world issues through fieldwork and an issue-evaluation task. They learn to analyse evidence, interpret unfamiliar data and make informed decisions about contemporary geographical challenges, developing the confidence to think critically about the world around them.

Students complete two contrasting geographical enquiries, each involving primary data collected through fieldwork beyond the classroom, allowing them to explore both physical and human geography and the interactions between them. Through this process, they develop and apply analytical, investigative and evaluative skills, which are assessed through questions on unfamiliar fieldwork materials and their own enquiry titles.

Examination Board

AQA (Following the 8035 Specification)

Assessment (including coursework)

Three written examinations at end of course
(Externally marked).

Equipment Required

Pen
Pencil
Ruler
Calculator

Career Routes

GCSE is a good stepping stone to A-level Geography and then onto Geography and Geography-related degrees/apprenticeships (Geology, Environmental Science etc.). It is also a 'facilitating' subject – regarded by Russell Group University as a good supporting subject to those required for any degree. Its breadth and focus on research, analysis and the understanding of complex systems makes geography students highly sought-after in the worlds of business, finance, research and academia.

Enrichment Opportunities

International visit to Palermo, Sicily in February 2027
Visit to Durdle Door and the Jurassic Coast

Head of Department

Ms. R. Tuckwell (Head of Humanities)
Rtuckwell@woolwichpolyboys.co.uk



GRAPHIC COMMUNICATION GCSE

Course Content

The main principal of GCSE Graphic Communication is for pupils to investigate and explore a range of materials and techniques, through contemporary, as well as traditional graphic designers and illustrators.

We offer exciting and diverse projects that are both challenging and interesting to pupils as they are encouraged to be independent and individual.

At the start of Year 10 we will be running a foundation course in order to bridge the gap between Year 9 and Year 10. Pupils will explore working for a client this year this year pupils chose the company they would like to work for.

In Year 10 and 11 we run two main projects, for example; book covers, CD cover and web design, with an additional exam project in Year 11 which is externally set by our exam board Eduqas.

We offer lots of support to our students which helps us to achieve outstanding results each year.

We encourage creativity, independent thought and a chance for pupils to express themselves.

Skills include:

- Adobe design software
- Photography
- Product Analysis and Investigation
- Planning, designing and developing Graphic Products
- Studying past and present designers and their creations.
- Investigating the Moral, cultural and environmental issues inherent in art and design
- Technical Drawing
- Hand rendering
- All courses will involve the integrated use of ICT to support project work.

Examination Board

Eduqas

Assessment (including coursework)

Personal portfolio- 60%

Externally examined assessment - 40%

Equipment Required:

Fine liner, Writing pen, Pencil and a mechanical pencil, ruler, sharpener, rubber, colouring pencils and felt pens

Curriculum Enhancement

Working with designers

After school clubs

Trips to museums

Provision of Adobe software

Career Routes

Graphic designer, art director, Advertising, Illustration, marketing, Animation, Games designer, Web site designer, branding consultant and many more.

Head of Department

Mrs L Coombs-Roberts

LCombs@woolwichpolyboys.co.uk



HISTORY GCSE (EBACC)

Course Content

Our History curriculum uses enquiry questions in every lesson to help you to build knowledge about the past across different time and countries. By following our course, you will develop disciplinary thinking of the principles and concepts that have shaped societies in the past and how this has shaped our modern life. We aim to support all children. Our lessons are pitched so that all pupils can get an early sense of success by learning and practicing the exam skills from questions that gradually increase with difficulties and marks. Where possible, activities will either be modelled, or sample answers will be given after work is complete so that pupils can develop a conception of good historical writing that will lead to success in final exam.

Exam board

AQA

Course Content

The GCSE History content comprises the following elements:

- one period study
- one thematic study
- one wider world depth study
- one British depth study including the historic environment

Paper 1: 2 hours, 84 marks, 50% of GCSE

Section A: Period study

- AD. America, 1920–1973: Opportunity and inequality

Section B: Wider world depth studies

- BC. Conflict and tension between East and West, 1945–1972

Paper 2: 2 hours, 84 marks, 50% of GCSE

Section A: Thematic study

- AA. Britain: Health and the people: c1000 to the present day

Section B: British depth studies including the historic environment

- BC. Elizabethan England, c1568–1603

Assessment:

- There is no coursework at KS4.
- Two written examinations at the end of course (Externally marked)

Equipment:

Positive mental attitude, pen, pencil, ruler, colours, folder.

Future careers/university courses:

Academic librarian, Archaeologist, Broadcast journalist, Civil Service administrator, Editorial assistant, Human resources officer, Information officer, Marketing executive, Policy officer, Politician's assistant, Solicitor, etc.

Enrichment Opportunities

National Archives workshops, London

Talks from University Professors at Goldsmiths and Kent/Canterbury university

Visit to the Old Operating Theatre, London.

International visits to Berlin, Germany, Autumn 2026.

Head of Department

Mrs. B. Swensen

Bswensen@woolwichpolyboys.co.uk

ICT TECH AWARD

Course Units

Component 1: Exploring User Interface Design with a focus on Principles and Project Planning Design

Component 2: Collecting, Presenting and Interpreting Data

Component 3: Effective Digital Working Practices

Course Content

Component 1: Controlled Assessment.

Students are introduced to a series of practical tasks exploring digital artifacts such as user interfaces, how hardware and software influence interfaces, analysis of apps (like phone apps, ATMs, game menus) and websites, and how they are designed to make them clear, accessible and user-friendly. You also learn how to plan a small digital project, from idea to finished product from a given scenario.

Component 2: Controlled Assessment.

Students learn how organisations collect data, put it into tools like spreadsheets and databases, and turn it into useful information using charts, dashboards and reports. You don't just type numbers in – you learn to spot patterns and make decisions from the data. Primarily, they will use their spreadsheet skills to create a data dashboard that will allow organisations to make effective decisions.

Component 3: Examination Unit (Externally Assessed)

This is an examination which is set and marked by Pearson. This component pulls everything together and looks at how people use digital technology in the real world. You study how businesses work digitally, including online collaboration, cloud storage, cybersecurity, health and safety, and legal and ethical issues.

Key skills you develop

- Spotting what makes a good or bad user interface (layout, colours, navigation, accessibility).
- Designing your own simple interface for a specific user and purpose.
- Project planning skills – breaking a task into steps, using timelines, identifying resources and constraints.
- Collecting data (e.g. surveys, questionnaires, online forms).
- Using spreadsheets and data tools to sort, filter, calculate and create charts.
- Building a simple dashboard to show results clearly.
- Explaining what the data means and making sensible recommendations.
- Understanding how teams work online (sharing files, communicating, version control).
- Knowing how to stay safe and secure (strong passwords, protecting data, spotting risks).
- Understanding basic laws and ethics around data (e.g. data protection, acceptable use).
- Thinking about impacts of technology on people, workplaces and society.

Knowledge & Skills Developed - How it helps beyond school

1. These are the basics of user interface design and prototypes for app and web design used in real tech and design jobs.
2. Project planning and thinking about user needs are useful in any career where you design or organise things for other people (from IT to events to business).
3. Data skills are used in almost every job: business, healthcare, marketing, sports and education.
4. You learn to be confident with numbers and charts, which helps in A levels, apprenticeships and future work where decisions are based on evidence, not guesswork.
5. You learn how to be a safe, responsible and efficient digital worker.
6. It prepares you for real workplaces and supports progression to IT-related courses, apprenticeships, and any modern job that relies on digital tools.

Examination Board

Pearson BTEC - Level 1 / 2 Tech Award in Digital Information Technology (2022)

Controlled Assessments

Component 1: Exploring User Interface Design and Data

Component 2: Collecting, Presenting and Interpreting Data

Assessment Type: Internal, Pearson-set Assignment (PSA), marked by centre, moderated by Pearson

For each component:

- **Assessment Duration:** 36 hrs. (one term) inclusive of Controlled Supervised assessment time of 6 hours
- **Marks:** 60 marks
- **Contribution to qualification:** 60%

Examination:

Component 3: Effective Digital Working Practices

Assessment type: External synoptic exam, set and marked by Pearson

Exam duration: 1 hour 30 minutes under supervised conditions

Marks: 60 marks

Contribution to qualification: 40%

Equipment Required

Pen, Notebook

Curriculum Enrichment

Before and After school

Catch Up clubs

Monday-Friday (except Wednesdays after school)

Career Routes

This course provides a wide range of career options, as well as a route into further and higher education.

Graphic designer / software developer / game developer / project manager / ICT manager / IT support technician / business manager / teacher / ICT tutor / ICT advisor / website developer / web developer / product designer / publisher / programmer

Head of Department

Mr C Coote

ccoote@woolwichpolyboys.co.uk



MUSIC TECH AWARD (PERFORMING ARTS)

Course Content

This is a 2 year course for people who enjoy, creating music through technology.

There are a total of 3 units:

Unit 1 is focused on researching and producing a cover composition based on a brief set by the exam board.

Unit 2 focuses on an original composition that must be completed by May of the first year, in Year 10.

Unit 3, students learn about areas of the performing arts industry that need to be considered when responding to a commission.

You will learn how:

- To create and record your own music with our new Ableton Live 11 software
- To improve your playing and composing skills
- To talk about and analyse music with correct terminology
- To record music and learn production skills

The course we run is Eduqas level 2 Vocational Award in Performing Arts.

Examination Board

Eduqas

Assessment (including coursework)

Create a portfolio of coursework and video evidence which includes:

- Composing an original composition to a set brief as part of a controlled assessment using Ableton Live
- Composing and arranging a cover song.
- Unit 3 is a performance that can be achieved through music technology or playing 'Live' depending on the skillset of the individual

Equipment Required

Pen
Pencil
Ruler
(everything else is supplied)

Skills Developed

- Performing
- Composing
- Arranging
- Listening
- Organisation and teamwork

Curriculum Enrichment

Educational visits
School concerts
Other public performances
After school revision classes

What can I do after I've completed the course?

You might consider AS and A2 in Music Technology and then a university course.

There are lots of higher education courses for music or any aspect of music technology.

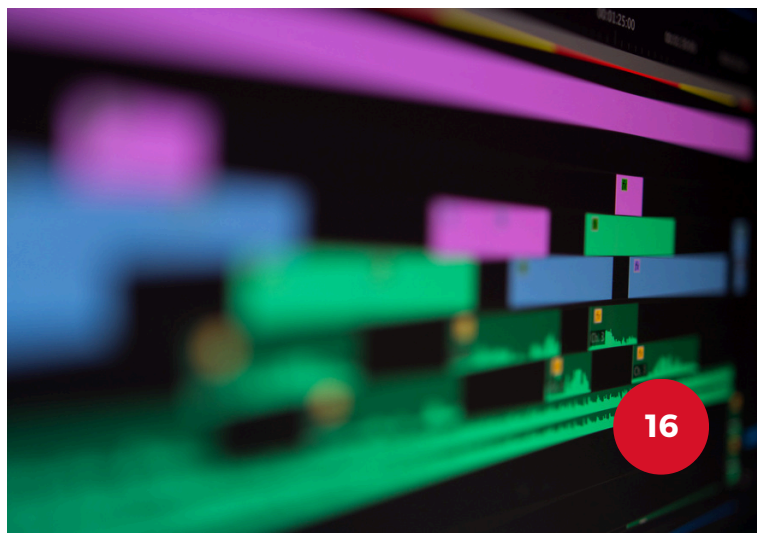
Career Routes

Jobs in the music industry:

www.bbc.co.uk/music/introducing/advice/whatdotheseguy
sdo/musicians.about.com/od/otherindustrycareers/u/Industry_obs.htm

Head of Department

Mr. P. Christmas
Pchristmas@woolwichpolyboys.co.uk



PHOTOGRAPHY GCSE

Course Content

The main principle of GCSE Photography is for pupils to investigate and explore a range of materials and techniques, through contemporary, as well as traditional art and photography. Pupils will learn the basic skills of using a professional DSLR Camera, studio lighting, backdrops, long exposure and how to get the best from editing apps on iPhone and android devices.

We offer exciting and diverse projects that are both challenging and interesting to pupils as they are encouraged to be independent and individual.

At the start of Year 10, we will be running a foundation course to bridge the gap between Year 9 and Year 10. Pupils will explore a wide range of 2D and 3D media including drawing with different materials; printing; photography and digital graphic skills including Glitch animation.

In Year 10 and 11, we run two main projects, for example, identity, collections, narrative, observation, and/or transformation, with an additional exam project in Year 11.

We offer lots of support to our students which helps us to achieve outstanding results each year.

We encourage creativity, independent thought and a chance for pupils to express themselves.

Examination Board

Eduqas

Assessment (including coursework)

Coursework = 60%

Exam Sketchbook and final exam piece = 40%

Equipment Required

Access to Editing apps on a phone is helpful but not essential

Access to a phone with a camera or a dslr/ point or shoot camera is helpful but not essential

Curriculum Enrichment

Students will be encouraged to visit galleries and museums to enrich their own coursework at least once per term

Skills Developed

Creative thinking; design; presentation; creative problem solving; independent learning skills; literacy skills

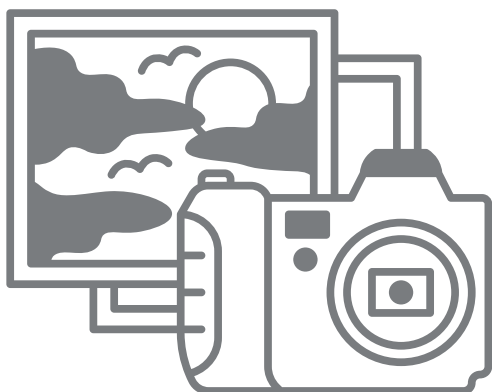
Career Routes

Architecture, game designer, book or magazine illustrator, painter, fashion designer, theatre designer, CGI, graphic designer, interior design, web design, animation, photographer.

Lead Photography Teacher

Ms. N.Murray

nmurray@woolwichpolyboys.co.uk



SPANISH OR FRENCH GCSE

Course Content

All students will work towards the GCSE in Spanish OR French with the EDEXCEL examining board. To achieve this qualification all students must sit four examinations at the end of the course (Listening, Reading, Writing and Speaking). These four examinations consist of Higher and Foundation. This is still a two-tier qualification so boys can be entered either for Higher or Foundation.

This GCSE in Spanish and French covers all areas of the curriculum, preparing students for careers and further study.

Higher tier: The examination covers Grades 4-9.

Foundation tier: The examination covers Grades 1-5.

Examination Board

EDEXCEL

Assessment

GCSE Spanish - 100% Examination

GCSE French-100% Examination

Equipment Required

Pen

Pencil

Ruler

Curriculum Enrichment

After School Clubs

Interventions with class teacher

Career Routes

Spanish and French GCSE is an important qualification for all future careers and a necessary requirement for most. Language skills can be used in almost any career, and particularly in business that trade internationally.

Jobs where your degree would be useful include:

- Broadcast journalist
- Detective
- Diplomatic service officer
- Education consultant
- English as a foreign language teacher
- International aid/development worker
- Logistics and distribution manager
- Marketing executive
- Patent examiner
- Private tutor
- Publishing rights manager
- Sales executive
- Tour manager

Head of Department

Miss A.Kamberaj

akamberaj@woolwichpolyboys.co.uk



SPORT STUDIES TECH AWARD

Course Content

Cambridge National Sport Studies

Sport Studies offers a sector-based approach to physical education, combining practical performance with a strong theoretical foundation. Students will develop their practical ability while also building leadership skills through planning and delivering short coaching sessions. Alongside practical work, students will apply theoretical knowledge across a range of sporting contexts, including Outdoor Adventurous Activities (OAA). The course also explores contemporary issues in sport such as funding, participation, ethics, role models, and the impact of technology.

Assessment consists of one written exam and two coursework units. The coursework requires students to research, analyse and present information using computers, helping them develop strong organisational skills, independence, and the ability to evaluate real-world sporting examples. Through this process, students learn how to plan and lead activities, review their own performance, and apply theory to practical situations. The written exam further develops their ability to interpret data, explain key concepts, and apply their understanding to scenarios they may encounter in the sports industry.

Course requirements

Students must have a full P.E. kit to demonstrate commitment to the course, and participation in all practical sessions is essential. Students are also expected to contribute to extra-curricular teams and clubs, as well as take on leadership roles to support their coursework. A significant proportion of the course involves completing written coursework on computers, requiring students to stay organised, meet deadlines, and work independently. Teaching and learning will also focus on preparing students for the written exam, ensuring they can confidently apply theoretical concepts to real sporting situations.

Equipment Required

Pen, Pencil, Ruler and PE Kit

Examination Board

OCR

see link below for the course specification

<https://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf>

Assessment overview

Mandatory Units

R184: Contemporary Issues in Sport - Written paper (exam) 1 hour 15 minutes - 70 marks.

R185: Performance and Leadership in Sports Activities - coursework - 80 marks

Optional Unit

R187: Increasing awareness of Outdoor Adventurous Activities (OAA) - Coursework - 40 Marks

Career Routes

Personal trainer; sports coach; sports development officer; physiotherapist; sports psychologist and many more!

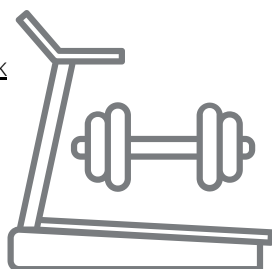
Curriculum Enrichment

Kayaking at Danson boating lake.

Head of Department

Mr. F McCabe

fmccabe@woolwichpolyboys.co.uk



ASDAN

Course Content

Asdan Personal Development Course offers imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges. Modules include Communication, The Community, Sport & Leisure, Home Management, The Environment, Number Handling, Health & Survival, World of Work, Science & Technology, The Wider World, Expressive Arts and Beliefs & Values. All the programmes link to nationally recognised qualifications.

Course requirements

Each learner must work from their own student book and compile a portfolio of evidence to show what they have done.

Equipment Required

Pen

Pencil

Ruler

Student Book (supplied by us)

Assessment overview

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.

Skills Developed

Learning something new

Setting targets

Improving performance

Teamwork

Coping with problems

Use of Maths

Use of English

Use of IT

Curriculum Enrichment

Trips to local public places; parks, leisure centres, libraries, museums, police stations etc.

Leisure activity trips including sports venues and theme parks.

Head of Department

Mrs M. Tomlin

mtomlin@woolwichpolyboys.co.uk



Course Content

The EAL (English as an Additional Language) Department provides different levels of support for learners whose first language is not English. We implement various programmes that enable learners to develop their proficiency in English as well as areas of The National Curriculum.

We have a number of support staff and teachers who have high expectations for the academic achievement of all our pupils including those new to learning in the medium of English. Therefore, our aim is to provide the necessary support not only for pupils but also parents and carers in the development of the social, emotional and cultural aspects of the learning environment.

Our programmes are designed to target different types of EAL learners: beginners, intermediates and advanced pupils in order to provide opportunities for them to achieve their highest levels at school. It is our duty to ensure that students settle quickly into the school, become high achieving, confident and competent users of English, with high levels of self-esteem, who are able to learn independently and collaboratively.

Aims and Objectives

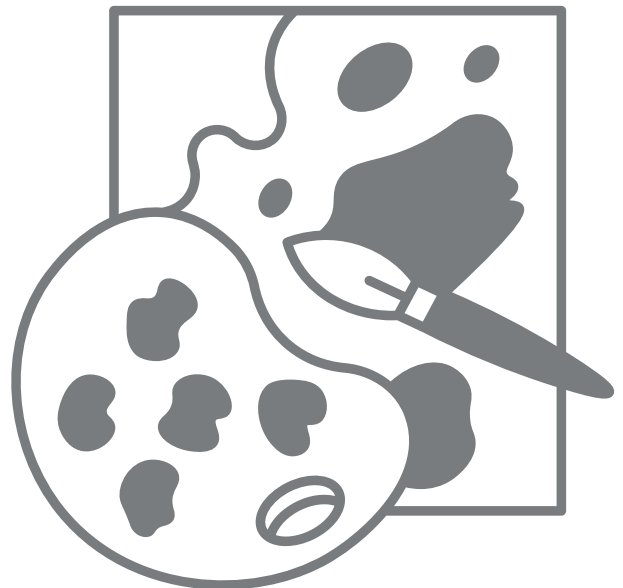
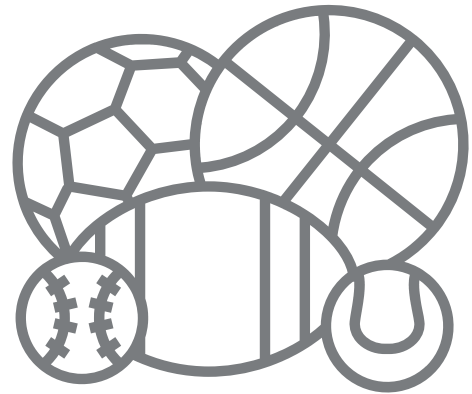
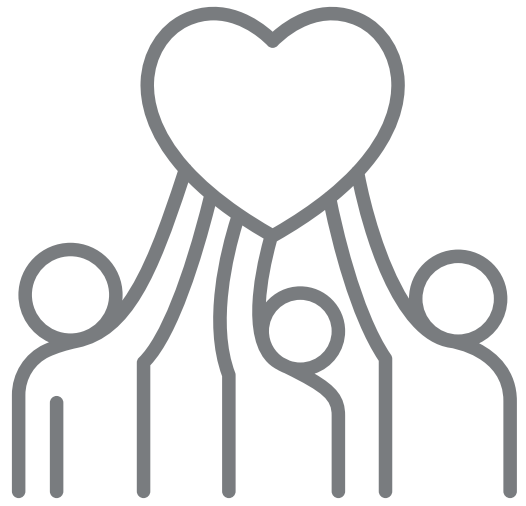
- To ensure the successful induction of all learners who are bilingual or multilingual.
- To provide intervention programmes in numeracy and literacy at each of the key stages.
- Provide homework clubs and after-school lessons for mainly beginners and intermediates.
- Provide in class support at all levels to ensure that pupils understand all aspects of the lesson and have their understanding checked.
- Provide reading clubs for those who struggle with basic comprehension and reading skills.
- Provide guided writing programmes for new arrivals and intermediates.

Skills Developed

- Develop language skills that will enable them to make progress in academic subjects.
- Use forms of scaffolding to support speaking and writing.
- Use opportunities to encourage reading in English.
- Plan intervention sessions to develop specific skills in pupils.
- Enter students for mother tongue GCSE.
- Provide enrichment activities such as homework and revision clubs.
- Use structured talk as a tool for thinking.
- Use modelling for reading, writing and speaking and listening.
- Teach pupils how to organise and present ideas for examination board requirements.
- Teach technical and subject vocabulary.

Head of Department

Ms. S. Burke
sburke@woolwichpolyboys.co.uk



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

The careers curriculum is designed as a journey to success, supporting students at each stage of their development as they move towards further education, training or employment. Careers education is a progressive process through which students develop self-awareness, refine their self-image and gain an understanding of their relationship with the labour market and the wider community, including their potential to make a meaningful contribution. As students' progress through the curriculum, they are supported to recognise their interests, strengths and aspirations, enabling them to make informed decisions, develop confidence and plan purposeful next steps along their individual career journeys.

Careers education and guidance are delivered through a combination of cross-curricular lessons and activities, mini tutor-time sessions and modular personal development lessons. Through these experiences, students explore key career's themes and compile a *Record of Achievement* folder, which records their skills development, experiences and reflections as they move through their career journey. The school's careers programme is structured in line with the updated Gatsby Benchmarks for Good Career Guidance, which form the national framework for high-quality careers education in England and will be implemented from September 2025.

Every student receives at least one careers information, advice and guidance (CIAG) interview. Students are also individually targeted for employer visits, presentations and short courses designed to raise aspirations, broaden horizons and provide meaningful exposure to appropriate career pathways, supporting informed choices at key transition points throughout their career journey.

Main Topics

- Self-development
- Career exploration
- Career management and progression

Skills Developed

Through the careers education programme, students develop essential employability and life skills, including communication, teamwork, problem-solving, resilience and decision-making. They also build practical career management skills such as researching pathways, understanding labour market information, setting goals, preparing applications and developing interview skills. Engagement with employers and education providers enables students to apply these skills in real-world contexts, increasing confidence, independence and readiness for future education, training and employment.

Work Related Learning

Work-Related Learning is an umbrella term for planned activities and qualifications that support young people in making a successful transition from education into employment. It helps students understand the connection between learning and earning and is relevant to all learners, regardless of ability or aspiration. Work-Related Learning develops the skills, knowledge and attitudes needed for adult and working life and is delivered through Personal Development and across the wider curriculum. Students are also individually targeted for visits, employer presentations and short courses tailored to their needs.

Skills Developed

Through the careers and work-related learning programme, students develop key employability skills including communication, teamwork, problem-solving, resilience and professionalism. They also build practical skills such as researching opportunities, setting goals, preparing applications and developing interview confidence, supporting readiness for future education, training and employment.

Additional Information

Main Topics

Learning:

- Progression routes
- The labour market
- Skills needed for the workplace
- Motivational workshops
- Unifrog
- CV and work related documents

All students will take part in two weeks work experience in March 2026; confirmation of dates to follow. They will be guided on this through their PD lessons.

Careers Coordinator

Ms S. Edwards

sedwards@woolwichpolyboys.co.uk

