

# Stowupland High School

“Outstanding Progress for All”



## Key Stage 4 Options



2024 - 2026



# **Glossary**

## **Accreditation**

When a course, or part of a course, is given credit or certification by an examining body.

## **English Baccalaureate**

This is also known as the EBacc and is not a qualification in itself. This performance measure recognizes where students have achieved a good grade across a core of academic subjects—English, Maths, History or Geography, the Sciences and a Language.

## **GCSE**

General Certificate of Secondary Education: a system of examination, with subjects using a scale of 1—9, with 9 being the highest grade.

## **Key Stage 4 (KS4)**

This is the National Curriculum term for work usually completed in Years 10 and 11, although some of our KS4 courses have commenced in Year 9.

## **Levels of tiered entry**

In a small number of subjects (Maths and Science for example) the examination is split into levels of ability with different papers for each level, and different grades awarded to each level.

## **Applied Courses**

Btec or Tec award courses that may have an element of assessed coursework involved.

# CHOOSING OPTIONS

## ***What is this booklet for?***

This booklet contains essential information about the Key Stage 4 Curriculum. There are some subjects which all students must take and these are the compulsory subjects of the National Curriculum. However, there is still the opportunity for students to make choices with regard to some of the courses they will study. This booklet is part of a programme of support to help with these significant decisions.

When making choices for Key Stage 4, it is important to bear in mind that students will be required to remain in education or training until the end of the academic year during which they become 18 years old. This may involve following a full time course at school or college, completing an apprenticeship, getting a job with accredited training or undertaking voluntary work with training. It is important to think not just about the next two years, but also to think about progression – what do you, as a Year 9 student, want to do after Year 11?

## ***Which subjects must I study?***

Certain Key Stage 4 subjects are studied by all students as required by the National Curriculum and these are referred to as the core subjects.

Core Subject	Current number of sessions per fortnight	Possible qualifications	60% Curriculum Time
English	Minimum of 6	2 GCSEs	
Mathematics	Minimum of 6	1 GCSE	
Science	8	3 GCSEs for some students 2 GCSEs for most students	
Religion Philosophy & Ethics	Taught through assemblies, PSHE and lesson time		
PE	2		
PSHE	2		

## ***What are the subject choices?***

As well as studying the core subjects, all students will take four optional courses. These optional subjects enable the curriculum to be personalised in response to a students individual interests or needs.

## ***Do I have a totally free choice of options?***

You need to select one of the Ebacc subjects: French, Geography, History or Computer Science. You can then select 3 others from any of the option subjects, including those 4 already listed. For example you could select, French, History, Geography and Dance.

You will also need to ensure you select 2 reserves.

## EBacc

For many students the English Baccalaureate (EBacc) will be appropriate. The EBacc is **not** a qualification in itself, but an umbrella term recognising that specific subjects have been followed. These subjects are: *English, Mathematics, at least 2 Sciences, MFL (French) & Humanities (Geography or History)*.

It is intended as a means of encouraging students to undertake a breadth of study. By studying these subjects at GCSE it is likely to give you more flexibility when choosing a university or college course later on down the line.

If this breadth of subjects interests you, you will need to pick French as an option along with either Geography or History. You will then have 2 further choices that can be made up of any of the others available in this booklet.

## ***A Guide to Decision Making***

Selecting which subjects you hope to study at Key Stage 4 is an exciting time. This will be one of the first opportunities to have a big say in what you will be studying at school. “With great power, comes great responsibility”. It’s important that you appreciate the size of the commitment you are making and the possible impact on your future direction.

### ***Who should help me make my choices?***

- |   |                     |     |   |
|---|---------------------|-----|---|
| • | your parents/carers | ... | who know you best as a person                 |
| • | your tutor          | ... | who knows you and your strengths in school    |
| • | subject teachers    | ... | who can tell you about the individual courses |

### ***How should I make my choices?***

It is important to consider the breadth and balance of the options that you pick. Your future career / education plans may change and it is important to acquire a range of skills.

There are three broad curriculum areas offering courses. These are:

- Humanities
- Expressive Arts, PE and Health Studies
- Technology, ICT and Computing

Before you choose courses, think about your strengths and weaknesses and your preferred style of learning. Some students like hands-on practical work and like courses that offer specific work-related elements. Others like to be able to undertake major coursework projects, whilst some prefer examinations.

### ***What is a good reason to choose a course?***

You should consider the breadth and balance of your options as much as possible to ensure you are well prepared for whatever you decide to do in the future. Do not choose a particular course just because you get on well with the teacher or because a friend chooses it.

You should base your choices on:

- The subjects you are making good progress in – this will lead to better motivation and your best final results
- The subjects which interest you, which you enjoy and which you want to study for two years
- The subjects which you may want to study at Stowupland Sixth Form, College or will help you with your future career (if you already have some idea of what this might be).
- You have researched the subject thoroughly and believe it offers you the best chance of success.

## ***Will I get my first four choices?***

Once the options deadline has passed, we construct a timetable that meets as many student choices as possible. We do our best to give you the first four choices in your list but, it is not always possible to create a timetable that fits every combination of the preferred four choices. It is also possible that a particular course may not run because too few students have expressed an interest in taking it. In these situations, we may use your fifth and sixth choices so it is essential that when you complete the options choice form that all six subjects are ones that you would be happy to study for two years.

## ***What is the process for making option choices?***

Date	Event
Thursday 11th January	Year 9 Options Assembly
Tuesday 13th February	Options Booklets distributed
Wednesday 28th February	Options evening for students and parents
March	Student interviews (led by range of staff)
Wednesday 20th March	Deadline for completing the options choices form

## ***What do I do now?***

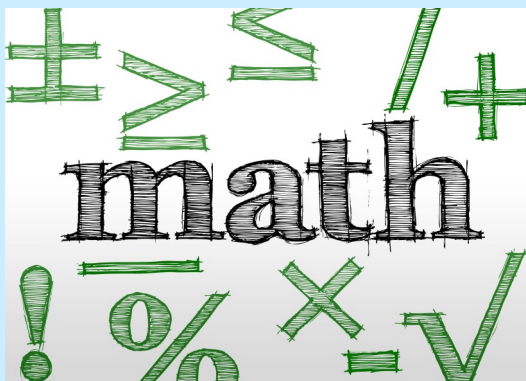
- Read this information booklet carefully
- Talk about your possible choices with your parents, teachers and tutor and anyone else who can advise you
- Begin to think about your possible choices and put them in **order of priority**. Remember you will choose six courses but will only study four of them. In the great majority of cases this will be preferences one to four in your list, but you may be allocated choices five or six in the final timetable
- Attend **Options Evening** on **Wednesday 28th February** with your parents or carers
- Request an additional interview by contacting the school via telephone or emailing [options@stowuplandhighschool.co.uk](mailto:options@stowuplandhighschool.co.uk), if you are still uncertain or need further guidance
- Ask your subject teachers for more information.
- Ask your parent or carer to sign your choices form
- Complete the form at the back of this booklet and return to your form tutor by **Wednesday 20th March 2024**. Handing in your options form late will mean you have less chance of being allocated your preferred options

On the following pages you will find information about all the courses of study. This will assist you in making your option choices.

The options form can be found on page 37.

# Core Subjects

Subject	Page Number
English Language	9
English Literature	10
Mathematics	11
Science	12
Core Religion Philosophy & Ethics	13
Core Physical Education	13
Core PSHE	13



## What Will I Learn?

Throughout the course you will be learning to:

- Read and respond to a range of high-quality, challenging texts from the 19th, 20th and 21st centuries covering a range of genres and forms
- Express ideas clearly and coherently in writing, adapting your style to meet the needs of different purposes and audiences
- Use language effectively and imaginatively to engage an audience



## How Will I Be Assessed?

By two final written examinations at the end of the GCSE course.

Paper 1: 20th Century Literature Reading Study and Creative Prose Writing - 1 hour 45 minutes (40%)

Paper 2: 19th and 21st Century Non-Fiction Reading Study and Transactional / Persuasive Writing - 2 hours (60%)

## What Career Could This Course Lead To?

A good pass in GCSE English Language is considered a vital qualification for almost all further and higher education pathways and future careers. The ability to understand and analyse information in written texts and to express one's own ideas in cogent and accurate written English is a prerequisite of all further learning.

## Which Qualification Will I Receive?

Eduqas GCSE English Language

## What Will I Learn?

You will be able to read a range of classic literature fluently and with understanding, including:

- A play by Shakespeare
- A 19th century novel
- A selection of British poetry written since 1789
- Critically regarded British prose fiction or drama written from 1914 onwards
- Previously 'unseen' poetry texts

and you will also be able to respond to texts critically and analytically.

## How Will I Be Assessed?

By two final written examinations at the end of the GCSE course.

Paper 1: Shakespeare and Poetry - 2 hours (40%)

- a Shakespeare Play
- an Anthology of poetry from 1789 to the present day

Paper 2: Post 1914 Drama or Prose, 19th Century Prose and Unseen Poetry - 2 hours 30 minutes (60%)



## What Career Could This Course Lead To?

English Literature is a very well respected, academic GCSE. The skills of analysis, evaluation of writers' choices of language and form and the ability to consider and debate ideas and issues, are fundamental to many further education and career pathways.

## Which Qualification Will I Receive?

Eduqas GCSE English Literature

## What Will I Learn?

You are already studying the reformed GCSE in Maths and you will receive a grade numbered 9—1 (high to low). There is a greater emphasis on higher level Maths and the subject team will support you to be successful in this challenging subject.

Topics you will study are:

Domain	Weighting of marks	
	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry and measures	15%	20%
Probability	15%	15%
Statistics		

### Equipment

Every student will need a scientific calculator and a Maths set which must be brought to every Maths lesson. We recommend either the Aurora AX-595TV as it is very user friendly, or, for anyone studying higher tier Maths, the Casio 991 CW.

## How Will I Be Assessed?

3 x 1 hour 30 minute terminal examinations at the end of Year 11 totalling 100% of the grade.

There will be regular internal assessments to check progress and understanding, using GCSE past paper questions.

## What Career Could This Course Lead To?

Although every career uses Maths in some respect, some possible Maths-specific careers could be: academia, accountancy, actuarial, aircraft design, banking, brokerage, crime analysis, computer game design, financial analysis, fusion research, Home Secretary (one of the UK's recent interior ministers was a Mathematics with Economics graduate!), IT, logistics, management consultancy, marketing, medical research, merchant banking, meteorology, oceanography, oil industry, security service, pharmaceuticals, simulation, statistician, systems analysis, tax, teaching, transport planner, underwriter ...  
... so not just being a Maths Teacher!

## Which Qualification Will I Receive?

Edexcel GCSE Maths

## What Will I Learn?

Year 9 students started their GCSE Science courses at the beginning of the year. You are currently carrying out the first Biology, Chemistry and Physics modules so that you can experience what GCSE is all about and your teachers can assess the best course for you. Students are assessed in November mock exams to decide the pathway:

### **A: Three separate Science GCSEs: Biology, Chemistry and Physics**

The three separate sciences will involve studying all three sciences in greater depth. At the end of Year 11 students will have 3 GCSEs in Biology, Chemistry and Physics.

### **B: Combined Science: 2 Science GCSEs**

In this pathway students will complete both Science modules by the end of Year 11. At the end of Year 11 you will have 2 GCSEs in Science.

Most students will take Pathway B.

## How Will I Be Assessed?

**A:** Two exams in Biology, two in Chemistry and two in Physics will take place at the end of Year 11. Each paper is 1 hour 45 minutes long and will include a mix of question styles including multiple choice, short answer questions, calculations and extended open response questions. The overarching concepts in Biology, Chemistry and Physics are examined in both papers for each subject.

Students will carry out Core Practicals throughout the course and these will be assessed via exam questions on papers 1 and 2.

**B:** Two exams in Biology, two in Chemistry and two in Physics will take place at the end of Year 11. Each paper lasts for 1 hour 15 minutes and will include a mix of question styles including multiple choice, short answer questions, calculations and extended open response questions.

Students will carry out Core Practicals throughout the course and these will be assessed via exam questions at the end of Year 11 in the written papers.

In both pathways please note:

- Students must complete all of the assessments at the same level: Foundation tier is targeted at grades 1-5
- Higher tier is targeted at grades 4-9.

## What Career Could This Course Lead To?

Both courses allow progression to A Level Science subjects provided two Grade 6s or above are obtained. However a grade 4 will allow access to the level 3 applied science course. These courses are required if you wish to study any Science subjects Post 16 and are also useful for PE, Food Technology and Geography A Levels. Science can lead to careers in Medicine, Nursing, Computing, Lab Technician, Research and many other fields.

## Which Qualifications Will I Receive?

**A:** GCSEs in Biology, Chemistry and Physics (Edexcel)

**B:** 2 GCSEs in Combined Science (Edexcel)

## Core Religion Philosophy & Ethics

The programme of Religion Philosophy & Ethics will encourage students to be inspired, moved and challenged by following a broad, satisfying and worthwhile course of study. The topics we study stimulate thought and reflection and equip students to lead constructive lives in the modern world. Students will be able to:

- Adopt an enquiring, critical and reflective approach to the study of religious and moral issues
- Explore religions and beliefs, reflect on fundamental questions, engage with them intellectually and respond personally
- Reflect on, and develop, their values, opinions and attitudes in light of their learning
- Lessons focus on the nature of good and evil, crime and punishment, medical ethics and issues facing the planet.

## Core Physical Education

The course is designed to encourage a healthy, active lifestyle by introducing students to a broad, varied and interesting range of physical activity. Students will develop skills that can be used after leaving school, fostering a lifelong interest in physical activity.

Selection of sports and activities:

Athletics | Handball | Basketball | Netball | Cricket | Fitness | Football | Rounders | Softball | Running | Weight Training | Badminton | Table Tennis |

The aims are as follows:

- To help the physical development of each student
- To encourage and develop an appreciation for fitness for life
- To promote social standards in hygiene
- To improve knowledge and skill in a range of physical activities
- To encourage co-operation and responsibility
- To provide opportunities for social development
- To provide experiences in order to cope with competition
- To encourage further participation in physical activity in leisure time and post school

There are also opportunities to follow additional courses within core PE such as Sports Leader Level 1 and Sport Education. We also provide access courses through our well established School Sports Partnership.

## Core PSHE

All students in Years 7-13 follow a compulsory programme of Personal, Social and Health Education (PSHE) which includes the statutory elements of relationships and sex education at appropriate ages. At present, Years 7-9 are taught PSHE by a specialist teacher in timetable lessons whilst PSHE for Years 10-13 is delivered by form tutors in afternoon tutorial sessions.

The PSHE themes at KS4 include:

Year 10:

Transition to KS4—Mental Health—Healthy and Unhealthy Relationships—Personal Safety—First Aid—Finance and Money—Diversity and Extremism—Leadership Skills.

Year 11:

Post-16 Options—Employment Skills—Relationships—Mental Health—Healthy Life-styles—Grief and Loss—Pregnancy and Parenting - Future Goals—Revision Support.

# Option Subjects

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Engineering	25
Hospitality & Catering	26
Health and Social Care	27
Physical Education	28
Dance	29
Music	30
Music Technology	31
Drama	32

## What Will I Learn?

### Paper 1: Understanding the modern world

#### Section A: Period study - America 1840-1895

This study focuses on the development of America during a turbulent half century of change. It was a period of expansion and consolidation – the expansion to the west and consolidation of the American States.

#### Section B: Wider world depth study – Conflict & tension 1918-1939

This study focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.

### Paper 2: Shaping the nation

#### Section A: Thematic study – Britain: Health and the people

This study enables students to gain an understanding of how medicine and public health developed in Britain over a long period of time. It considers the causes, scale, nature and consequences of short and long term developments, their impact on British society and how they were related to the key features and characteristics of the periods during which they took place.

#### Section B: British in-depth study including the historic environment – Normans

This study allows students to examine in depth a specific historical period. The in-depth study will focus on the major events of the historical period considered from the economic, religious, political, social and cultural standpoint and arising controversies.

## How Will I Be Assessed?

Papers 1 and 2 are both assessed through 2 hour written examinations taken at the end of Year 11.

## What Career Could This Course Lead To?

History is an **academically respected** subject, as well as being **highly valued and respected by employers** who **demand History students** for the unique combination of skills they have gained during their studies. History students are well suited for a wide range of careers:

- Work where a knowledge of historical events is useful to understand current affairs, e.g. Journalism, Broadcasting, Civil & Diplomatic Service
- Work which can make good use of history skills such as research, e.g. Law, Publishing, Management, Librarianship
- Work which needs a knowledge of the past, or of historical objects, e.g. Architecture, Archive work, Heritage jobs, TV/radio programme research, Conservation/natural history.

## Which Qualification Will I Receive?

AQA GCSE History

## What Will I Learn?

*'Geography students hold the key to world's problems.'* (Michael Palin). Geography is a broad-based academic subject which links the arts and sciences. It is highly flexible in terms of what you can combine it with at GCSE and helps you to make sense of the world around you. It is hands on, relevant and fun. Geography is very practical, with opportunities to learn new skills such as modern computer-based mapping (called GIS), map skills, interpreting photographs, fieldwork skills, presentation and debating techniques. You will improve your literacy through your report writing and written work and make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom is a really important part of geography. Fieldwork will give you the opportunity to experience some of the things you have learnt in class and allow you to see things differently. GCSE Geography is relevant, diverse and a pathway to any ambitious learner.

**Paper 1: Living with the physical environment:** Students will start by investigating tectonic processes, earthquakes and volcanoes and how these are responded to differently, depending on a country's wealth. Students will investigate weather hazards including hurricanes, typhoons and cyclones before studying an extreme weather event that has affected the UK. Students examine climate change and the science behind it before examining how we exploit the tropical rainforest and hot desert. Students finish the year exploring coasts and rivers.

**Paper 2: Challenges in the human environment:** This unit explores the different levels of development and wealth across our world and the impact this is having on our ever-growing population. Students will focus on a city in the UK and overseas to explore how they have and continue to develop. Students will unpick the ways we measure a country's development and draw conclusions as to why the development gap exists. To finish this unit, students will study resource management on a local and global scale, which will involve conducting an in-depth study of either food, water or energy demand.

**Paper 3: Geographical applications:** Students will take part in two fieldwork enquiries, one exploring the Suffolk coastline and the other looking at regeneration of a local town/city. Students will also be tested on their critical thinking and problem solving in the paper.

## How Will I Be Assessed?

Three examinations will take place at the end of the two years:

**Paper 1:** 1 hour 30 minutes (35% of GCES)

**Paper 2:** 1 hour 30 minutes (35% of GCSE)

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

## What Career Could This Course Lead To?

Armed forces, aid worker, conservationist, agriculture, lawyer, cartographer, environmental consultant, travel agent, teacher, town planner, GIS officer, architect, meteorologist, engineer, surveyor, ministry of defence, United Nations, earth scientist, tour guide, lecturer, diplomat, banker and many more.

## Which Qualification Will I Receive?

AQA GCSE Geography

## What Will I Learn?

### Component 1: The study of religions: beliefs, teachings & practices

Beliefs, teachings and practices of:

- Buddhism
- Christianity

### Component 2: Thematic studies

Four religious, philosophical and ethical studies themes:

- Religion and life including creation, abortion, euthanasia, animal experimentation, and the environment.
- The existence of God and revelation including arguments for and against the existence of God, visions, miracles, and the validity of revelation.
- Religion, peace & conflict including war, violent protest and terrorism, weapons of mass destruction, and pacifism
- Religion, crime and punishment including the aims of punishment, death penalty, and forgiveness.

You will study religious teachings, and religious, philosophical and ethical arguments, relating to these issues and their impact and influence in the modern world. You will gain awareness of contrasting perspectives in contemporary British society on all of these issues.



## How Will I Be Assessed?

Components 1 and 2 are both assessed through 1 hour 45 minute written examinations taken at the end of Year 11.

## What Career Could This Course Lead To?

### Skills:

Empathy  
Critical thinking  
Debating  
Communication  
Reasoning / logic  
Presentation  
Problem solving  
Tolerance  
Considering others views

### Some possible careers:

Medicine / Nursing  
Lawyer / Barrister / Solicitor  
Counsellor  
Politician  
Youth worker  
Journalism / media  
Armed forces / Police  
Archaeology  
Archivist  
International work  
Development of AI  
Tourism

## Which Qualification Will I Receive?

AQA GCSE Religious Studies

## What Will I Learn?

You will have already been introduced to most topic areas that are covered in GCSE French. You will build on your prior learning covering areas such as: descriptions of self, family, school life, home life, technology, holidays, weather, healthy / unhealthy living, town, environment, shops, fashion, work and social issues. You will also study grammar, such as verbs, tenses and adjectives.



## How Will I Be Assessed?

All students will be assessed through final examinations in Listening, Speaking, Reading and Writing at the end of Year 11.

Each skill will contribute 25% of the final GCSE grade.

Students will be entered at either Foundation or Higher Tier across all skill areas.

## What Career Could This Course Lead To?

There are specialist language careers such as translation, teaching and interpreting, but languages can lead you into almost any sector:

- Telecommunications
- Travel and tourism
- Market research
- Media
- Car manufacturing
- Banking/finance
- IT
- Public services

After GCSE you could consider carrying languages on to A Level and beyond to degree level. Indeed there are some universities which look very favourably upon applications from students who have studied a language at least to GCSE level.

## Which Qualification Will I Receive?

AQA GCSE in French

## What Will I Learn?

The GCSE course offers the following:

- ♦ A structured course which teaches you different ways of making your own ideas come to life
- ♦ Active investigation and research into the work of artists, craftsmen and designers
- ♦ The opportunity to work in a wide range of media such as: painting, drawing, printmaking, photography and ceramics.
- ♦ Encouragement to develop your own responses to themes and briefs based on your own experiences.

Students will be expected to develop their ICT skills through independent research and practical development of their own ideas.



Option

## How Will I Be Assessed?

The exam board requires you to complete one extended unit of coursework that begins in Year 10 and continues into Year 11. The externally set assignment will be based on a theme set by the exam board and involves a piece of work carried out under exam conditions — the “Timed Examination”.

## What Career Could This Course Lead To?

Any career in Art & Design including fine arts, photography, interior design, teaching, art therapy, gallery technician, printmaker, graphic design, illustrator, architecture.



## Which Qualifications Will I Receive?

Edexcel GCSE Art and Design (Fine Art)

**Please note:** examination board regulations restricts student choice to only being able to select one option on these two pages. Students can choose either Art and Design (Fine Art) **or** Art Textile Design, but not both.

## What Will I Learn?

Art Textile Design involves creation, selection and manipulation across a variety of contemporary practices. It brings together different disciplines and tools, embracing both traditional handicrafts and contemporary technologies.

The course offers the following:

- A structured programme which teaches you different ways of developing your ideas
- Active investigation into the work of textile artists, craftsmen and designers
- The opportunity to work in a range of different media such as - batik, silk painting, felting, fashion design, pattern cutting, embellishment, knitting, appliqué, weaving, dye colourants, block and screen printing.

## How Will I Be Assessed?

The exam board requires you to complete one extended unit of coursework that begins in Year 10 and continues into Year 11.

The externally set assignment will be based on a theme set by the exam board and involves a piece of work carried out under exam conditions — the “Timed Examination”.



## What Career Could This Course Lead To?

Here are just some of the careers this course could lead to:

Textile designer, costume designer, stylist, fine arts and fashion, teacher, textile manufacture, art therapist.

## Which Qualifications Will I Receive?

Edexcel GCSE Art and Design (Textiles)

**Please note:** examination board regulations restricts student choice to only being able to select one option on these two pages. Students can choose either Art and Design (Fine Art) **or** Art Textile Design, but not both.

## What Will I Learn?

During year 10, you will study for a GCSE in Statistics from Edexcel and you will receive a grade numbered 9-4 (high to low). The examination is sat at the end of year 10. In year 11, you will move on to study a level 2 certificate in Further Mathematics from AQA. You will receive a grade of 9-4. The Maths team will help to support you to be successful in these additional topics. Due to the nature of the programme, students are required to be achieving working beyond expectations at the end of year 9 and need to have a recommendation from their Maths teacher.

Key topics that you will study in year 10 include:

- Types of Data
- Data Representation
- Index Numbers
- Probability
- Measures of Central Tendency and Spread
- Statistical Distributions

Key topics that you will study in year 11 include:

- Matrix Calculations and Transformations
- Algebraic Division
- Binomial Expansion
- Functions
- Rationalising Algebraic Expressions
- Circle Theorems
- Simultaneous Equations in 3-Variables

Equipment:

Students will need a higher level scientific calculator that has the ability to work with statistical distributions and matrices. We recommend the Casio 991-CW (which is the same recommendation for anyone that is already studying higher tier maths).

## Why Study Additional Maths?

Students who study Additional Maths have the opportunity to earn two extra qualifications (Statistics and Level 2 Certificate in Further Maths). Working towards these qualifications will give you extra practice in maths and can help achieve even higher grades in your GCSE Maths qualification. Furthermore, students who study these topics at GCSE and have gone on to study Maths and/or Further Maths at A-Level have been able to transition more smoothly into studying higher level subjects.

## What Will I Learn?

This course is aimed at students who want to understand how and why computers work. The course features a number of programming tasks, allowing students to gain experience of using industry standard programming languages and develop business focused skills.

Computer Science involves a high level of Mathematical understanding to be able to access certain parts of the course. We would advise students to only select this course if they are likely to achieve a Level 4 or above in Maths. Digital Information Technology is also available as an alternative pathway for students.

Students will cover the following:

### Computer Systems

- Systems Architecture
- Memory and Storage
- Computer networks, connections and protocols
- Network security
- System software
- Ethical, legal, cultural and environmental impacts of technology

### Computational thinking, algorithms and programming

- Algorithms
- Programming fundamentals
- Producing robust programmes
- Boolean logic
- Programming languages and integrated development environments



## How Will I Be Assessed?

**Computer Systems (01):** written paper—1 hour 30 minutes, 80 marks (no calculators allowed)

**Computational thinking, algorithms and programming (02):** written paper—1 hour 30 minutes, 80 marks (no calculators allowed).

## What Career Could This Course Lead To?

- Programmer
- Website Designer
- Network Engineer
- IT Consultant
- App Developer

## Which Qualifications Will I Receive?

OCR GCSE Computer Science

## What Will I Learn?

The digital sector is a major source of employment in the UK, with 1.46 million people working in digital companies and around 45,000 digital jobs advertised at any one time. Digital skills span all industries; almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'digital capital of Europe' as it continues to invest billions every year in digital skills and commerce.

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- Development of key skills that prove your aptitude in digital information technology.
- Processes that underpin effective ways of using digital information technology in the workplace.
- Attitudes that are considered most important in digital information technology, including personal management and communication
- Knowledge that underpins effective use of skills, process and attitudes in the sector.

Digital Information Technology involves writing reports for parts of the course-work. This starts in the first year of study (year 10). Therefore students need to be focused and must keep up with their work from the start of year 10. Computer Science is also available as an alternative pathway for students.

## How Will I Be Assessed?

It is assessed by three components:

**Component 1:** Internally assessed by Portfolio – Exploring User Interface Design Principles and Project Planning Techniques.

**Component 2:** Internally assessed by Portfolio - Collecting, Presenting and Interpreting Data

**Component 3:** Externally assessed by written exam – Effective Digital Working Practices

## What Career Could This Course Lead To?

- IT based solutions
- Animator
- Website Designer
- Film Producing
- IT systems analyst
- IT Project Manager

## Which Qualification Will I Receive?

BTEC Level 1 / Level 2 Tech Award in Digital Information Technology

## What Will I Learn?

Design Technology covers a wide range of skills and knowledge, focusing on analytical skills whilst researching, designing and prototyping products. For an inquisitive and focused student it will be very rewarding, offering varied tasks and lessons, developing your creativity and understanding of what users need and desire to live effectively and efficiently.

You must opt to specialise in either **Graphics** or **Resistant Materials**.... The exam and project work is identical, but in addition to the core theory that all students will learn you are also expected to develop and use specialist skills, materials and processes in your chosen area. Your choice of 'Graphics' or 'Resistant Materials' must be made clear on the option form.

## How Will I Be Assessed?

### Year 10:

You will explore a wide range of design theory and skills in preparation for your written exam and your coursework project. The key skill of a successful designer is to apply your knowledge and understanding of world issues to create innovative and effective solutions to common problems. It must be understood that practical work is only one small part of the subject, and most lessons will not involve 'making'.

You will begin your coursework project on 1st June, where you are required to thoroughly research a topic (you will be given 3 very broad topics from which to choose, such as 'Hobbies', 'The Environment' or 'School life') and generate a variety of ideas for a new product to solve a problem within that topic.

### Year 11:

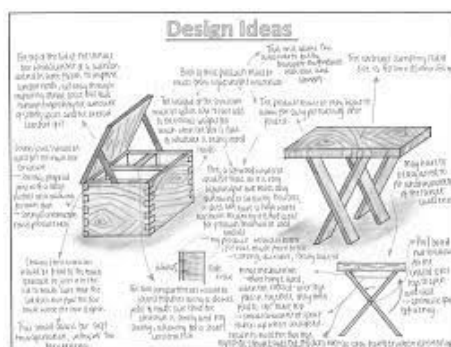
You will continue the coursework project, which is worth 50% of your final GCSE grade. Your grade will be determined by the detail and quality of your design folder, which must include thorough researching, lots of idea exploration, and skilful presentation, modelling and making of a small prototype. This project is no more work than any other subject, but does require you to be organised and proactive, being sure to make every lesson count.. The pages you do in lesson will be assessed by the examiner.

At the end of Year 11 you will sit a theory paper worth 50% of your grade. This exam requires you to show knowledge of materials, processes, design-based mathematical calculations, and understand of various issues designers must consider.

## What Career Could This Course Lead To?

A GCSE in Design Technology can lead to a career in marketing, graphic design, publishing or architecture, but is also very relevant to fashion design, engineering, interior design and a wide range of other fields.

The analytical skills we develop are a key skill in any career and life in general.



## Which Qualification Will I Receive?

AQA GCSE Design Technology 1-9

## What Will I Learn?

The Engineering course is now a highly academic and theoretical course, with an emphasis on Design, Mathematics and Physics. With there no longer being any type of assessed practical exam (and only a fraction of marks being awarded for coursework practical) the vast majority of lesson teaching time will be focused on teaching the theory of Engineering and Design. This will include understanding, interpreting and generating technical drawings, material properties, designing to a client brief, CAD skills etc, and then some practical workshop skills. It is recommended that since the final exam paper is so biased towards mathematical calculations and scientific principles that pupils should be expecting at least a GCSE Level 5-6 in these subjects before considering taking the Engineering course.



## How Will I Be Assessed?

Assessment is approximately 2/3 coursework based, with 1/3 assessed by a written exam with a theme set by the Exam Board, WJEC. Coursework begins in Y10 and continues into Y11; the written exam will be at the end of Y11.

The course will be assessed in a variety of ways including written coursework, quality of design and communication skills and knowledge tests. The assessment will take place on a continuous basis from the start of the course, therefore you will need to be motivated and focused on the work at all times.

The coursework based work will include a design task where you will need to design a new product to a set brief as well as a task where you will need to interpret an engineering drawing/data tables and make a simple component.

## What Career Could This Course Lead To?

This course will allow you to access a range of Engineering courses at college (mechanical engineering, civil engineering, aeronautical engineering) either full time or as part of an apprenticeship linked to employment, and could lead to vocational work in engineering and employable skills within the manual engineering sector.

## Which Qualification Will I Receive?

WJEC Award in Engineering

[illegible]A photograph showing a cracked egg with a whole egg next to it. The cracked egg is on the left, showing a bright yellow yolk and a clear, colorless liquid (egg white) that is beginning to solidify. The whole egg is on the right, showing its brown, speckled shell. The background is plain white.

## 26

## What Will I Learn?

Throughout this course you will:

- Learn about Health and Social Care
- Develop skills, knowledge and understanding that will enable you to progress
- Understand aspects of personal development
- Develop a critical and analytical approach to problem solving

Topics will cover some of the following:

- R033 Supporting individuals through life events (Internal)
- R032 Principles of Care in HSC settings (External exam)
- Optional R034: Creative and therapeutic activities (Internal)
- or either R035: Health Promotion Campaigns (Internal)

You will be ideally suited to this course if you:

- Want to go on to work in health and social care related areas
- Are good with the young and elderly alike
- Can work independently on major pieces of work

## How Will I Be Assessed?

To achieve the full qualification, you must complete a total of three units. Two units will be internally assessed and ONE unit will be an external examination.



## What Career Could This Course Lead To?

Care Worker / Professional, Nursing, Nursery Nurse, Social Worker, Early Years Education, Paramedic, Teacher and many more . . .

## Which Qualification Will I Receive?

OCR Level 1 or 2 Cambridge National in Health & Social Care

Option

## What Will I Learn?

### BTEC Tech Award Level 1/Level 2 in Sport

The BTEC Tech Award in Sport consists of three units of work:

#### Component 1:

Preparing participants to take part in sport and physical activity (Internal assessment)

#### Component 2:

Taking part and improving other participants Sporting Performance (Internal assessment)

#### Component 3:

Developing fitness to improve other Participants Performance in Sport and Physical Activity (External assessment)



## How Will I Be Assessed?

The externally assessed unit will be a written paper at the end of Year 11. This assessment is worth 40% and the written exam is 1 hour and 30 minutes.

The internally assessed units are assessed in school and externally verified by Edexcel.

## What Career Could This Course Lead To?

PE Teacher, Sports Coach, Sports Recreation Manager, Fitness Instructor, Strength and Conditioning Officer, Physiotherapy, Sports Development Officer, Sports Games Organiser and many more . . .

## Which Qualification Will I Receive?

Edexcel BTEC Level 1/Level 2 First Award in Sport

## What Will I Learn?

Dance is an empowering and powerful form of non-verbal communication that enables the development of creative, imaginative, physical, emotional and intellectual capacities. Dance is both physical and expressive – this is what makes it similar to and different from other art forms and physical activities.

This course will encourage you to develop your technical dance skills in a variety of styles. It will also help to improve your knowledge and understanding of dance as a choreographer, performer and as a critic. The course has a focus on choreography that gives you the opportunity to explore your own creative ideas; adapt and refine them to a performance standard. You will study professional dance works both practically and theoretically to broaden your understanding of themes, concepts and stimuli.

To be successful in this course you will need to have a keen interest in Dance and be willing to dedicate yourself. You should have a natural aptitude for leadership, performing and choreographing dance pieces for yourself or groups

## How Will I Be Assessed?

### Component 1 - Performance & Choreography

#### Performance (30%)

1. You will learn two set phrases and perform as a solo (approx. 1 minute each)
2. Either a duet or a trio based on the set phrases (approx. 3—3 and a half minutes)

#### Choreography (30%)

1. Either a solo or group choreography, (2-3 minutes) choreographed in response to a range of stimuli chosen by the exam board

### Component 2 - Dance Appreciation (40%)

1. Knowledge and Appreciation of choreographic intention, processes and performance skills
2. Critical Appreciation of your own work

## What Career Could This Course Lead To?

The course provides you with a range of skills to progress further in your education; developing a creative and confident mind, teamwork and an appreciation of art and culture where critique and analysis are used to develop questions and justify thoughts.

You could go on to take AS or A level in dance or performance studies. With Further study, you could go on to careers in entertainment and dance, PE and Dance teaching as well as fitness instruction/yoga.

## Which Qualification Will I Receive?

AQA GCSE Dance

## What Will I Learn?

This qualification supports students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills including performing, composing and appraising. The qualification encourages students to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

### Component 1: Exploring Music Products and Styles

In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work using your instrument or voice. You will investigate and experiment with how music from a variety of styles is produced in order to create their own products.

### Component 2: Music Skills Development

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in the following areas: music performance and creating original music. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others.

### Component 3: Responding to a Music Brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer or performer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance.

## How Will I Be Assessed?

Components 1 and 2 are assessed through non-exam internal assessment. This is designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities and promotes deep learning through ensuring the connection between knowledge and practice. Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson. Component 3, which provides the main synoptic assessment for the qualification. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson.

## What Career Could This Course Lead To?

Learners who achieve this qualification could progress onto studying Music and/or Music Technology Level 3 qualifications and A levels.

## Which Qualification Will I Receive?

BTEC Level 2 Tech Award in Music Practice

## What Will I Learn?

This qualification has been developed to provide an engaging and stimulating introduction to the world of music through the use of Music Technology and is aimed at students who have a passion for creating music using digital technology. Throughout the course, you will study 3 units:

### Component 1: Exploring Music Products and Styles

In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work using digital technology. You will investigate and experiment with how music from a variety of styles is produced in order to create their own products.

### Component 2: Music Skills Development

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in the following areas: creating original music and music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others

### Component 3: Responding to a Music Brief

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a music producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as an audio recording or a Digital Audio Workstation (DAW) project.

## How Will I Be Assessed?

Components 1 and 2 are assessed through non-exam internal assessment. This is designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities and promotes deep learning through ensuring the connection between knowledge and practice. Non-exam internal assessment is delivered through Pearson-set Assignments. These assignments are set by Pearson, marked by the centre and moderated by Pearson. Component 3, which provides the main synoptic assessment for the qualification. The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson.

## What Career Could This Course Lead To?

BTEC Music prepares learners to progress onto further musical study such as a level 3 BTEC course in Music or Music Technology, A-Level Music Technology, or other vocational qualifications at a further education establishment.

## Which Qualification Will I Receive?

BTEC Level 2 Tech Award in Music.

## What Will I Learn?

GCSE Drama provides a firm foundation for a wide variety of careers. The course develops your confidence, communication, creativity, presentational skills, self-discipline and sensitivity to others through active participation in group work.

**The course does not necessarily require you to perform to an audience. You could opt to do lighting, sound, costume or set design instead!**

## How Will I Be Assessed?

Assessment is in three parts.

### Component 1: Devising (40%)

Performance **OR** design work that is teacher assessed, accompanied by a written portfolio which will take place as coursework. This whole component will take place throughout Year 10.

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

Performance **OR** design work for two extracts from a play-text studied in class. Evening performance to a visiting examiner in Year 11.

### Component 3: Written Examination (40%)

The written examination is split into two sections.

In **Section A**, you will answer questions on *An Inspector Calls*. This text is also studied for GCSE English Literature. You will write as an actor, director and designer to explain how your own concept of *An Inspector Calls* will

For **Section B** the second, you will be required to write a Theatre evaluation based on a play, which we will see in March of Year 11. For this section, you can take a maximum of 500 words of notes into the Examination



## What Career Could This Course Lead To?

Your learning will prepare you for further study of the subject at A Level or University. This may then lead to a job role in the performance and entertainment industry or various other careers which require team-work, self-confidence, effective communication, creative thinking, problem-solving and contact with the public.

Examples are : Media and Broadcasting, Youth Leadership, Producing, Teaching, Law, Stage Management, Public Relations, Advertising, Design Work, and many more!

## Which Qualification Will I Receive?

Edexcel GCSE Drama



# Resources and Enrichment Activities

During the course of Key Stage 4, we endeavour to provide enrichment opportunities across a range of subjects to enhance students' study and to enable them to gain the best possible grades. A table outlining these opportunities is given overleaf and we trust that this information is helpful.

The school will always ensure that trips, visits and revision materials are made as cost-effective as possible. We will, for example, ensure that the benefits of bulk-buying are passed onto students and many subject areas will write and publish their own revision guides.

The school operates the JMAT Charging and Remissions Policy. There is provision within this to support any student where the cost of a trip or visit may be prohibitive. This may involve one or several subject areas. Requests for such support can be made in absolute confidence to: Mrs N Wooldridge, Finance Assistant.

Please note that due to particular funding streams received by the school, some students may automatically receive books and revision material free of charge.

<b>English Literature</b>	<p>Although students will be able to borrow copies of the three set texts they will study for English Literature, these must be kept unmarked and pristine for return to school after the final GCSE examinations. If your child would like to annotate their copies to aid revision, these need to be purchased individually at an approximate cost of £20—£25 for all three texts.</p> <p>Visits to see local drama productions of the plays studied may arise at a cost of approximately £25-35 each and revision guides are available from school for £15-18 for English Literature and £6 for English Language.</p>
<b>Maths</b>	<p>Scientific Calculator (the best model is either a Casio FX85GTX. Maths set containing a ruler marked in centimetres and millimetres, a protractor (either 180 degrees or 360 degrees) and a mathematical compass for drawing circles (a range on available on Amazon, from £1.60 upwards).</p>
<b>Science</b>	<p>Revision guides are available at an approximate cost of £2.75 per book (4 books).</p> <p>There are annual visits to Laboratories and enriching events. Cost typically range from £5-£20.</p>
<b>History</b>	<p>A site visit may be planned to support the British depth study historic environment element of the course – the cost is likely to be £10-£15.</p> <p>A revision study visit may also be planned to support the Britain: Health &amp; the people element of the course – the cost is likely to be £20.</p> <p>Unfortunately a visit to the American West is not currently envisaged!</p>
<b>Geography</b>	<p>The AQA Geography course requires students to undertake two full days of field-work activities and investigations. To accommodate this requirement we intend to take students off-site for these two days at various field study centres that will cost in the region of £50, over the two year course.</p> <p>A revision guide will be available at approximately £5-£9.</p>
<b>MFL</b>	<p>We hope to arrange a trip to Paris at an estimated cost of around £400.</p>
<b>Art</b>	<p>Students will need two sketchbooks across the GCSE course, at a cost of around £3 and an optional A2 sized folder that costs £2. Other materials can be ordered, but are not essential. There is also a visit in Year 11 to a local gallery that costs around £10.</p>
<b>Design Technology</b>	<p>Although basic materials are provided for the course, students will be expected to contribute to any additional materials for the major project undertaken in Year 11. This is usually between £10—£15 for Resistant Materials and £5 for Graphics.</p>
<b>Hospitality &amp; Catering</b>	<p>Students will need to provide ingredients for practical sessions. This is an expectation of the course.</p>
<b>Music</b>	<p>If the opportunity arises for a trip to a concert or music venue this would cost around £40—£60. In addition to this, £65 per term for instrument lessons and GCSE Anthology approximately £20.</p>
<b>Drama</b>	<p>One trip to the West End—approximately £40. This will inform students' Theatre review for C3 exam. This will be in January/February of Year 11. Revisions guides will be available at a cost of £3.55, Design candidates may require extra resources.</p>



# Preference Form



This form will be used to allocate your options for 2024-2026

Name:		Form Class:	
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Please indicate in the table below which options you wish to study in Years 10 and 11, in preference order, with 1 being the option you most want to follow.

Option Preference	Subject (please circle selected option, or write subject)
1	French   Geography   History   Computer Science
2	
3	
4	
5 (reserve)	
6 (reserve)	

## Questions or Concerns

In the box below, please indicate any specific information you wish to be taken into consideration when allocating options or any additional information you require.

--

I confirm the above options choices are my preferred subjects, and that should one or more subjects become unavailable, alternatives will be discussed with me and my parents/carers.

Student Signature:		Date:		Tutor Initials:	
Parent Signature:		Date:		Date Received:	

Please return this Form to your tutor by Wednesday 20<sup>th</sup> March

Reverse side of the Options Form

Please return this form by Wednesday 20<sup>th</sup> March 2024



# Dates and Deadlines Reminder

Date	Event
Thursday 11th January	Year 9 Options Assembly
Tuesday 13th February	Options Booklets distributed
Wednesday 28th February	Options evening for students and parents
March	Student interviews (led by range of staff)
Wednesday 20th March	Deadline for completing the options choices form

## **Stowupland High School**

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01449 674827

Year 9@stowuplandhighschool.co.uk

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