



Year 8 Options 2022

Subject Pages



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Curriculum Leader: S Hill
Course Title: English Language GCSE
Course Grading: 9-1

Course Content:

At the heart of communication, English is an essential skill for life and an English Language GCSE is a vital qualification to access further studies.

The course will enable students to:

- read a wide range of texts fluently and with good understanding;
- read critically and use knowledge gained from wide reading to inform and improve their own writing;
- write effectively and coherently using Standard English appropriately;
- use grammar correctly, punctuate and spell accurately;
- acquire and apply a wide vocabulary alongside knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language; and
- listen to and understand spoken language and use spoken Standard English effectively.

Assessment Details:

English Language is a linear course consisting of two externally examined components and one endorsement or spoken language at the end of Year 11. Students must complete all assessments in the same series. Spoken language will be reported as a separate grade on the student's certificate.

Progression Routes:

This subject provides an excellent route into A levels and all other courses after the age of 16. The ability to communicate effectively is essential in all Post 16 subjects; GCSE English Language will provide a strong background in analysing information and creating a suitable response.

Career Education Guidance:

English Language is an essential element in progression and achieving a Grade 5 or above allows students to access many further education and career options Post 16. A grade 4/5 or above is often a requirement for many professions including teaching and nursing.

English Literature

Curriculum Leader: S Hill

Course Title: English Literature GCSE

Course Grading: 9-1

Course Content:

English Literature enables students to:

- read a wide range of classic literature fluently and with good understanding and make connections across their reading;
- read in depth, critically and in order to evaluate, so that they are able to discuss and explain their understanding and ideas;
- develop the habit of reading widely and often;
- appreciate the depth and power of English literary heritage;
- write accurately, effectively and analytically about their reading, using Standard English; and
- acquire and use a wide vocabulary (including grammatical terminology) and other literary and linguistic terms which they will need to apply to critical and analytical reading.

Literature allows you to access and experience ideas and events that will alter the course of your thinking.

You will study a range of poems, plays and prose texts during the course.

You will explore how writers use language for effect and will look at ideas, themes and issues, characterisation and settings within the set texts. You will also be able to relate them to the time in which they were written.

There are a range of texts you will encounter during the course including:

- Animal Farm
- A Christmas Carol
- Macbeth

Assessment Details:

English Literature is a linear course. It consists of two externally examined components. Students must complete all assessments in May/June in any single year.

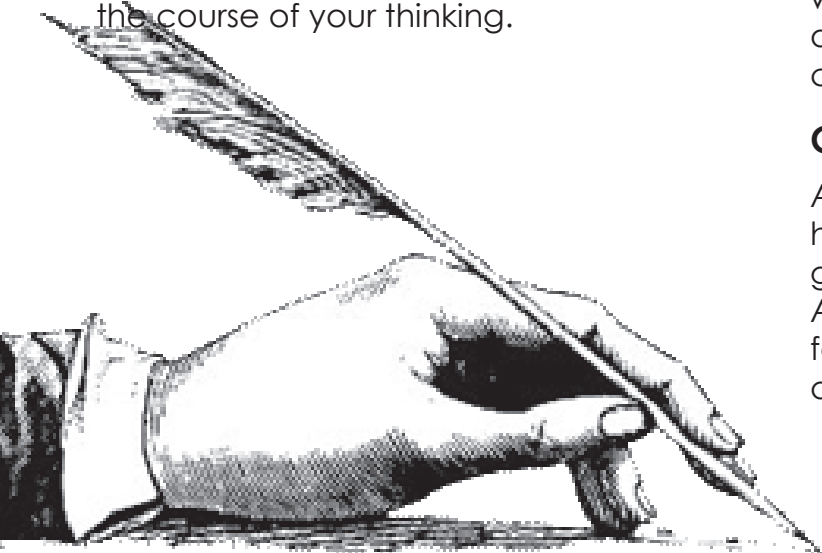
Progression Routes:

The study of great literature can only improve the ability to communicate effectively, and English Literature is regarded as a core in supporting other studies. Across a range of books, students will understand how the greatest writers have reflected their times and drawn their readers into their characters and stories.

This can be continued through to A level where it is highly valued by universities and employers as evidence of advanced communication skills.

Career Education Guidance:

A very useful subject for Higher Education, highly valued by employers and universities, good grades from GCSE allows access to A level English Literature – it is a university facilitating subject favoured across all degrees.



Mathematics

Curriculum Leader: R Cannings
Course Title: Mathematics GCSE
Course Grading: 9-1

Course Content:

The course aims to develop the ability of all students to use and apply Mathematics in both abstract and real life problems, as well as to communicate Mathematics orally and in written form. Number, algebra, geometry, statistics, as well as functional skills are all developed.

Students are grouped into two top sets and the remaining as mixed attainment in Year 9 but then grouped by target grades in Years 10 and 11. They are taught using a variety of learning activities. Practical work is set when applicable. Where appropriate the use of IT is incorporated into teaching and learning activities, including student use of IT applications for both classwork and homework.

Homework is set weekly throughout the course and students are assigned an approximate GCSE grade to allow them to gauge their progress towards their end of year target. This is complemented with regular tests completed under exam conditions. By the end of Year 10 and throughout Year 11, students will be completing full exam papers on a regular basis. These are marked and graded in line with the official examination mark schemes. These assessments are always followed up with feedback to students allowing them to identify how they can improve. This is in addition to regular written comments and dialogue through marking and in lessons.

Assessment Details:

All students follow a linear scheme of work and will be tested by traditional examinations at the end of the course in the June of Year 11. There are two tiers of entry – the **Higher Tier**, which is aimed at grades 4 to 9, and the **Foundation Tier**, which is aimed at grades 1 to 5. The final decision on entry will be made on an individual basis, dependent on progress across Years 10 and 11 and performance in mock exams.

Progression Routes:

Currently a grade 4 is a pass and a grade 5 is a strong pass. Within the Sixth Form, two A level courses are currently being offered in both Mathematics (Pure Maths, Mechanics and Statistics) and Further Maths (Further Pure Maths, Further Mechanics, Further Statistics and Decision Maths). A one year AS qualification is also available in 'Mathematical Studies'.

Career Education Guidance:

A facilitating subject for Further Education: A grade 5 in Maths is a basic entry requirement for most Post-16 qualifications

A grade 6 or more in Maths is required to study Maths at A level in our Sixth Form as well as for a number of other subjects. A pass in GCSE Maths is required for most Higher Education Post-18 qualifications, especially at university level.

Combined Science

Curriculum Leader: Dr V Larnier
Course Title: Combined Science
GCSE x 2
Course Grading: 9-1

Course Content:

This course leads to two GCSE qualifications. You will study Biology, Chemistry and Physics, this is not optional, and will sit separate exams for each science but the grades are combined.

The key difference between GCSE Combined Science and GCSE Separate Science is that the Separate option covers a broader range of topics making it more suitable for students who already know they want to study A levels in science or students with a keen interest in science.

GCSE Combined Science is more accessible to students who do not have a science career in mind. There is less content to learn than in Separate Science and the exams are shorter in length.

Biology

GCSE Biology will give you an understanding of human biology, organisms, evolution and the environment. You can see how science is used to solve problems ranging from infectious diseases to creating biofuels. The course helps put Biology in the context of students' everyday lives so they can understand more about themselves and the living world around them.

Chemistry

GCSE Chemistry will give you the opportunity to gain an understanding of the nature of substances and how they react together, how Chemistry is used in business and industry and how our use of raw materials

in fuels and manufacturing can affect the global and local environment.

Physics

How did the Universe begin? How will it end? GCSE Physics offers you the chance to gain an understanding of the use and transfer of energy, waves, radiation and space. You will investigate how topics relate to their everyday lives such as the efficiency of electrical appliances and braking distances as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.

Progression Routes:

Combined Science could lead on to further study in Science at A level or other science-related subjects or more vocationally-related courses. It can open the doors to future careers in Medicine and the Sciences and is highly regarded by employers and further education providers.

Career Education Guidance:

Facilitating subjects for Higher Education: At least two good grades in Science GCSE is required to study Science at A level within our Sixth Form.

PE, Sport Science & Sports Studies

Curriculum Leader: G Wnuk

Course Title: GCSE Physical Education
or Cambridge National Sport Science
Course Grading: 9-1 for GCSE

Physical Education/Sports Science has always been a core subject. At Stratford upon Avon School students are given the opportunity to achieve a qualification within this area. *In Year 9 all students will study physical education and as they move into Year 10 the PE department will ensure that each student progresses onto the most suitable pathway, either GCSE Physical Education or Cambridge National Sports Science or Cambridge National Sports Studies.*

Course Content:

Have you ever wanted to know what makes Andy Murray's serve so powerful? What makes Mo Farah so quick on his feet? Or even how Cristiano Ronaldo is able to kick the ball so accurately? Discover the Science behind sport and develop an understanding of how your body works and changes during exercise. The course is divided between practical and theory elements. During the practical sessions students will develop their existing skills in a range of sports as well as concentrating on the tactical aspects of their activities. During these lessons there will be an opportunity to develop other roles within sport, focusing upon officiating, leadership and umpiring. The theoretical element of the courses will delve into the human body and the effect that exercise has upon it. Lessons will be delivered both in the classroom and practically to embed the theory behind sport.

Assessment Details:

The GCSE course is assessed in two areas. The theory element is assessed through an externally set examination. The practical

element of the course is assessed under controlled conditions, included within this section is the Personal Exercise Programme. Students are continuously assessed throughout the year, both theoretically, with end of unit tests and practically, in preparation for the controlled assessment towards the end of Year 11.

The Cambridge National Sports Science and Sports Studies course is a vocational based qualification. The Sports Science course includes two units of coursework focusing on the body's response to physical activity and applying principles of training. In addition, there is one external examination focussed on reducing the risk of sports injuries. Although students will still take part in practical lessons their sporting ability does not contribute to their final grade. The Sports Studies course includes two units of coursework focusing on performance and leadership in sports and increasing awareness in outdoor and adventurous activities. In addition, there is one external examination focused on contemporary issues in sport

Progression Routes:

This course allows students to develop knowledge of sport and take that interest on further. Examples of the professions available are: PE Teacher, Physiotherapist, Sports Scientist, Nutritionist roles, Sports Coaching roles and opportunities within the Leisure Industry. A level and BTEC National Awards in Sport would be the next step towards those professions. Further information is available from the staff in the Physical Education Department.

Career Education Guidance:

Behind every professional sports-person is a team of highly trained experts; from nutritionists and physiotherapists to coaches and managers. Sports Science blends well with all areas of the Sciences

Separate Science: Biology, Chemistry, Physics

Curriculum Leader: Dr V Larner

Course Title: GCSE Biology, GCSE Chemistry, GCSE Physics

Course Grading: 9-1

Course Content:

This course leads to three separate GCSEs, all independent of each other. This option is suited to you if you intend to take Science A levels, if you want to streamline into a career in science, and if you have a genuine interest in science and are willing to work hard for it.

GCSE Science lessons aim to set academic concepts in a real life setting. Whenever possible we teach via demonstrations and practical activities to allow you to explore the world around you.

GCSE Biology

GCSE Biology gives students a wide ranging understanding of human biology, organisms, evolution and the environment. You can see how science is used to solve problems ranging from infectious diseases to creating biofuels. The course helps put Biology in the context of students' everyday life so you can understand more about your self and the living world around you.

GCSE Chemistry

GCSE Chemistry gives you the opportunity to gain a good understanding of the nature of substances and how they react together, how Chemistry is used in business and industry and how our use of raw materials in fuels and manufacturing can affect the global and local environment.

GCSE Physics

How did the Universe begin? How will it end? GCSE Physics offers you the chance to gain a good understanding of the use and transfer of energy, waves, radiation and space. You will investigate how topics relate to their everyday lives such as the efficiency of electrical appliances and braking distances as well as larger concepts like nuclear fission and fusion and evidence of the Big Bang.

Progression Routes:

GCSE Biology, Chemistry and Physics could lead on to further study in Science at A-level or other science-related subjects or more vocationally-related courses. It can open the doors to future careers in Medicine and the Sciences and is highly regarded by employers and further education providers.

Career Education Guidance:

Facilitating subjects for Higher Education: at least two good grades in Science GCSE is required to study Science at A level within our Sixth Form.

Individual Sciences are highly regarded by employers as evidence of technical and logical thinking and a facilitating subject at A Level for universities across all degrees.

French

Curriculum Leader: T Rogers

Course Title: French GCSE

Course Grading: 9-1

"I absolutely could not have competed at the level I did in sailing if I hadn't spoken French fluently. French opened up a whole new world of interviews and avenues for funding." Ellen MacArthur (World record sailor)

Why choose French?

Would it surprise you to learn that nearly 30% of English words have a French origin? Would you like to travel through 29 countries, knowing you can communicate with the local population? Ever been on holiday and got your 'Patisserie' confused with your 'Boulangerie'? If you have answered yes to any of these questions then GCSE French is for you!

Course Content:

In this course you will learn useful vocabulary to help in many situations, and you will also learn how French people think and what French young people are into. You will develop your communication and problem solving skills and you will learn to give information about yourself, express your opinions and talk about your interests. You will learn how to cope with being in a foreign country because you will be able to use the language and will understand the way of life there. Like any subject this course requires your full commitment in lessons either in the classroom or completing all homework to the best of your ability. Homework will be set to complement your work in class and allows you to apply the skills you have learnt and use them in a more creative way.

Assessment Details:

The four skills of Listening, Reading, Speaking and Writing are examined by a formal examination at the end of the course. There are Foundation and Higher Tier exams for Listening, Reading and Writing. Your teacher will help enter you for the correct level in Year 11. There will also be a Speaking examination with your language teacher.

What other skills will I develop?

Languages are all about communication so if you love to talk and say what you think then this is the course for you! You will also use problem solving skills to work out what is being said or written so that the next time you go to France or La Réunion, you can get your message across.

Students will be given the opportunity to participate in our French Exchange and our Paris Work Experience trip in Year 11.

Career Education Guidance:

A facilitating subject for Higher Education. In business, the ability to speak a second language is highly valued.



Spanish

Curriculum Leader: T Rogers

Course Title: Spanish GCSE

Course Grading: 9-1

Why choose Spanish?

Ever wanted to know what David de Gea or Rafael Nadal are saying? Have you ever wondered what Spanish teenagers are into? Do you want to be able to talk to most of South America? If you have answered yes to any of these questions then GCSE Spanish is for you!

Course Content:

How will I learn Spanish? Learning any language means that you will find out how the language works but it is not just about that! You will also understand what Spanish people think and do. The culture of a country is so important to understanding people, their differences but also their similarities. As well as finding out why Spaniards have crazy festivals like the tomato throwing festival, you will of course be able to speak and write in Spanish so that you can give your own point of view about things you like doing, you don't like doing and what you got up to at the weekend. In lessons there will be lots of opportunities for you to practice speaking, listen to others and write about recent events as well as understanding how the language really works. Like any subject this course requires your full commitment in lessons and completing all homework to the best of your ability. Homework will be set to complement your work in class and allows you to apply the skills you have learnt and use them in a more creative way.

What other skills will I develop?

Languages are all about communication so if you love to talk and say what you think then this is the course for you! You will also use problem solving skills to work out what is being said or written so the next time you

go to Spain or Mexico, you can get your message across. You can also participate in our Spanish Exchange trip and immerse yourself in the language and culture.

Assessment Details:

The four skills of Listening, Reading, Speaking and Writing are examined by a formal examination at the end of the course. There are Foundation and Higher exams for Listening, Reading and Writing. Your teacher will help enter you for the correct level in Year 11. There will also be a Speaking examination with your language teacher

Progression Routes:

This course is a good basis for continuing with language learning after GCSEs. More and more of you will find that jobs in the future will require you to keep up your language skills and even learn another language so you can trade abroad. Spanish clearly has a strong part to play, with many countries having Spanish as their first language which could bring you more opportunities. However, even if you don't continue with learning a language, you will always have that skill and who knows, you may end up living in Peru or Chile and be thankful that you can make yourself understood!

Career Education Guidance:

A facilitating subject for Higher Education. In business, the ability to speak a second language is highly valued, as it is by universities across all degrees.

Geography

Curriculum Leader: C Stacey
Course Title: Geography GCSE
Course Grading: 9-1

Do you want to learn about wild weather and conflict at the coast or are you passionate about population? If so this is the GCSE for you. You will learn about topics like this and develop your skills of analysing real geographical issues facing our world.

Choose Geography if:

You want to find out more about the country you live in and other places in the world.

You want to develop a range of useful skills and see how they can be applied to real life.

You would like to investigate problems facing our world, and maybe even play a part in solving them in the future.

Course Content:

How hazardous is our planet?– You will learn how and why different types of hazards affect us, such as earthquakes and tropical storms, as well as how our climate is changing.

Could we run out of resources? You will consider whether resources such as fossil fuels and food are spread evenly and consider the future of our resources.

Why do the world's plants and animals vary? You will learn why different ecosystems can be found throughout the world and the plants and animals that live there.

What is the UK like and why? – You will learn how the UK landscape has been shaped and how society is changing.

Why are cities growing? You will investigate the issues created by so many of the world's people living in cities. You will also consider how cities in rich and poor countries are different.

How is life different in poorer countries? You will aim to explain why some countries are poorer than others and how this affects people living there.

Assessment Details:

Geography GCSE will be assessed by exams at the end of Y11. There will be no controlled assessment or coursework. All Geography students also get to participate in a Fieldwork trip.

Progression Routes:

Geography can take you places! Good geographers are very employable people. This course will enable you to show that you can investigate the world and explain why places vary. You will develop a range of transferable skills such as data handling, analysing current issues and teamwork. Possible career routes include work in flood management, town planning, logistics, resource management and many more.

Career Education Guidance:

A facilitating subject for Higher Education; a bridge between the Sciences and Humanities it is highly regarded by employers and universities.

“Geography explains the past, illuminates the present and prepares us for the future. What could be more important than that?”

Michael Palin 2007

History

Curriculum Leader: C Gallimore

Course Title: GCSE History

Course Grading: 9-1

This course is a great preparation for the future and will teach you important values and skills. The course has a range of topics with something to interest and excite everyone. If you are passionate about the past and love hearing the facts behind the fiction then History is for you.

Course Content:

- **Year 9:** A Thematic Study covering Medieval to Present Day: Crime and Punishment c.200 to present day (including a study of the historic environment of Whitechapel and the Jack the Ripper murders of the 1880s)
- **Year 10:** British Depth Study: Anglo-Saxon and Norman England, c1060–1088
- **Year 10:** Non-British Study: The American West, 1835–1895
- **Year 11:** A Modern Depth Study: Weimar and Nazi Germany, 1918–1939

Why Study History?

History is all around us; it is a subject that allows students to discover links between the past and present, how cultures are formed and why we are who we are today.

The course develops vital skills for the future including analysis, evaluation and writing structure. The GCSE has a hugely varied range of topics to study that will give a thorough and detailed understanding of history over time and across cultures.

You will also get the opportunity to participate in some of the many History trips to places like: The WWI battlefields, Berlin and the USA.

Assessment Details:

History GCSE will be assessed by exams at the end of Y11. The exam board we study is Edexcel.

Progression Routes:

Routes: GCSE History is a highly regarded exam that reflects good academic ability. It forms part of the English Baccalaureate of subjects. GCSE History begins to develop the skills required for the A level History examination. History is a well-respected academic qualification for university admissions. It is also an excellent preparation for jobs such as Law, Journalism, Intelligence Services, Business Leadership and Politics as it teaches skills that are transferable to a wide variety of areas.

Career Education Guidance:

A facilitating subject for Higher Education and an EBacc subject. It is valued for the development of research, opinion and essay skills, History is highly regarded by employers and universities.



Art and Design – Fine Art

Curriculum Leader: C Owen
Course Title: Art & Design- Fine Art
GCSE,
Course Grading: 9-1

Could you be the next Dali or Hockney?

Our Art GCSE will allow you to work in any medium, 2D, 3D, large or small. Projects are designed so you are able to use your imagination as well as demonstrate your drawing skills by working realistically.

You will be required to create a coursework Portfolio for the AQA GCSE in Art and Design worth 60% – this is done in lesson time. Part of this will cover work produced from different themes, but will centre on a major project completed over three terms in Year 10 & 11. You will choose your project theme for the major project.

Students this year made large wire figure sculptures and then painted them on large sheets of cardboard. They also made different versions using breeze blocks, plaster and carving into soap!

Previous students have torn apart fresh mackerel and created fish sculptures. They have also painted still life objects as realistically as possible! All these experiences have been a prelude to students working more independently on their major project.

Supporting Studies:

Supporting studies will chart your progress, as you need to be able to show how your ideas develop before you complete your final piece. This will be evidenced through the use of large sheets of paper, each will contain drawings, photos, notes, worksheets, design sheets, different scale rough studies, samples, swatches, test pieces, maquettes, digital material and any other means that demonstrate your thinking and the

development of your ideas. This work will be presented on A1 sheets.

You will have a block of time after Christmas in Year 11 to prepare your idea for the 10 hour timed set task. Which is the externally Set Assignment in Art and Design

The externally set assignment represents the culmination of the GCSE course and worth 40%.

Assessment Details:

There are four assessment objectives which must be covered through the assessed portfolio tasks and controlled test. These cover:

- research by collecting images e.g photographs you may have taken and realistic observation drawing;
- your research, developing imaginative ideas through experimenting with media, and developing techniques;
- making links and being inspired by the work of other Artist's; and
- creating an amazing final outcome for each project.

Progression Routes:

Direct access to our successful A level Art course. To gain entry to Art related Further Education courses.

Use as a qualification to show future employers you possess a problem solving, imaginative mind, regardless of whether your career is Art related or not.

It is no secret that our most successful students are often those with a real passion for Art. It is essential that having chosen Art you regularly attend after school catch ups, and continue working at home. **Whatever your ability, your eventual grade will reflect the amount of time and effort you have put into your work!**

Dance

(Performing Arts)

Teacher of Dance: A Thomas

Course Title: Dance BTEC

Course Grading: Pass – Distinction*

Course Overview: The course has been created through working with dance teachers and subject experts to create a qualification that encourage students to develop their creative, physical, emotional and intellectual capacity, whatever their experience in the subject.

Dance can play an expressive part in a young person's life and students will study a range of Dance styles and style fusions.

Course Content:

Component 1: Exploring the Performing Arts

In this component you will develop an understanding of the performing arts by examining practitioners' and the processes used to create performance in different dance styles.

Component 2: Developing Skills and Techniques in the Performing Arts

Working as a performer, in this component you will explore the application of skills, techniques and practices that enable you to produce and interpret a performance work.

Component 3: Responding to a Brief

In this component you will work as part of a group to contribu

Assessment Details:

Component 1: Exploring the Performing Arts

Internally assessed – marked by your SUAS Dance teacher

30% of overall BTEC Qualification

Component 2: Developing Skills and Techniques in the Performing Arts

Internally assessed - marked by your SUAS Dance teacher

30% of overall BTEC Qualification

Component 3: Responding to a Brief

Externally assessed – Assignment Brief set by BTEC which is released in January and marked by an unknown Dance teacher

30% of overall BTEC Qualification

Progression routes:

Many students who complete BTEC Dance go on to study dance at Further Education or at prestigious vocational Dance Colleges such as Laine Theatre Arts, The Urdang Academy and TrinityLaban Conservatoire of Music and Dance. Studying dance at KS4 level will embrace the thinking dancer, containing a good mix of both practical and academic elements.

Career Education Guidance:

These qualifications can lead onto either Level 3 Performing Arts or A level Dance qualification.

Dance can build confidence in all areas of life, developing better communication, presentation and teamwork skills.



Drama (Performing Arts)

Subject Lead: G Hill
Course Title: Drama GCSE
Course Grading: 9-1

Course Content:

This course develops an understanding of the skills and techniques which contribute to the creative processes of Drama and Theatre. The GCSE in Drama encourages students to:

- work imaginatively and creatively in a collaborative context, creating, developing and communicating ideas;
- actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds;
- reflect on and evaluate their own work and that of others;
- develop and demonstrate competence in a range of practical, creative and performance skills;
- consider and explore the impact of social, historical and cultural influences on drama texts and activities; and
- explore and develop a clear understanding of the importance of Drama and the Theatre in today's society.

Assessment details:

You will be assessed in several key areas, encouraging you to develop your knowledge, understanding and skills as a performer, director and designer. You will work collaboratively to create an original piece of theatre in response to a stimulus. As a performer you will interpret a script and perform extracts to a visiting examiner. You will also explore an entire play text, learning about the context in which it is set and in which it was written, as well as

considering how you would perform the roles of its characters. You will be able to explain how you would direct fellow performers on stage, and how different design elements such as Costume, Lighting and Sound can all communicate meaning to a live theatre audience.

Progression Routes:

Skills gained through the study of Drama are transferable and widely valued by many universities and employers. With Edexcel being a well recognised examination board for Drama, past students of Drama have gained places at well respected universities. Other students have been successful in gaining places in vocational courses at acting schools. The skills and qualities developed can not only support vocational pathways in the Performing Arts, but also feed into other industries where skills such as public speaking and team-work are valued.

Career Education Guidance:

Drama can build confidence in all areas of life, developing better communication, presentation and teamwork skills.

'The joy of preparing young people for the creative industries is that they can't lose. There are growing numbers of jobs in these sectors, but equally the skills developed by studying arts subjects are the very ones that employers across the economy tell us are the most important for the future of their industries – 21st-century skills like decision-making, team-working, flexibility and originality'. (Bakshiri et al. (2017) *The Future of Skills: Employability in 2030*)

Music

(Performing Arts)

Teacher of Music: H Deeley

Course Title: BTEC First Award in Music

Course Grading: Pass - Distinction*

Course Content:

The BTEC course consists of three units, comprising the analysis of different musical genres, performing and composing. All three explore music in a practical manner enabling students to develop their individual instrumental skills and their knowledge and understanding of different styles through both research and practical tasks. The ability to play an instrument or sing is essential.

Exploring Music Products and Styles: explore musical styles and techniques and gain an understanding of how to apply these to performance and composition.

Music Skills Development: develop practical musical skills, setting targets and documenting your progress.

Responding to a Commercial Music Brief: put all the skills you have developed into practice by responding to a brief as a composer or performer. This is completed in Year 11.

Assessment Details:

Exploring Music Products and Styles: Internally assessed (30%).

Music Skills Development: Internally assessed (30%)

Responding to a Commercial Music Brief: Externally assessed, meeting a brief set by the exam board (40%).

Progression Routes:

The ability to perform, compose and understand music opens up many opportunities Post-16 such as Music Technology, Performance and Production based qualifications. In addition to this it plays a part in many aspects of life including developing skills required by many careers otherwise unrelated to music. For example, working with others, listening, target setting and resilience to name just a few.



Photography

Curriculum Leader: M Iggulden
Course Title: Art & Design
Photography (Light and Lens Based
Media) GCSE
Course Grading: 9-1

Course Content:

Forget Instagram. Unleash your creative potential. Want to be the next Rankin, Cartier-Bresson, or Testino. With Photography you call the shots!

Skills Development: a six week block, get to grips with the equipment; let the creativity flow in the darkroom. This is real photography – 'Old Skool' style.

Outline of Course:

Learn to shoot film using an SLR camera.

Process your own black and white film, then see the print appear before your eyes like magic. Move on to digital cameras, just like the professionals. Create and enhance your images using Photoshop.

Projects require that you are a creative individual, capable of taking an initial idea and making it into a highly personalised response. This means lots of experimentation to test and develop your style and technique, before producing a final set of images for each project.

You will be required to create a Personal Portfolio

- Year 9: Skills based learning tasks
- Year 10: Two Coursework projects (one with a controlled test mock exam)
- Year 11: One further piece of coursework

There will also be an externally set Controlled Assessment (exam). The assignment represents the culmination of the GCSE. Students choose a theme from a choice of eight topics and work to produce an individual creative response over a series of weeks.

Assessment Details:

There are four assessment objectives which must be covered through the assessed portfolio tasks and controlled test.

All grades are subject to internal standardisation and external moderation

For coursework assignments, mock exam and final Year 11 exam, students must fulfil the criteria below:

- Research and ideas generating techniques, linked to contextual and cultural references, act as a starting point for investigation
- Experimentation to develop ideas using a range of media and techniques to test out ideas
- Further research and development of ideas, ability to refine ideas, carry out test shoots, provide evaluation and on-going self – critique. Link to other influences from the Art and Design world.

Create a final set of images that fit a theme, annotate and evaluate.

Progression Routes:

Direct access on to our successful A-Level Photography course

To gain entry to other Art & Design/ Photography/Media related Further Education courses.

Use as a qualification to show future employers you possess a problem solving, imaginative mind regardless of whether your career is Art & Design related or not.

Career Education Guidance:

Creativity is valued in all areas of business and the portfolios developed in photography can act as evidence of the ability to capture, manipulate, evaluate and communicate new ideas.

Architecture (Design, Engineer Construct) (Technology)

Curriculum Leader: R Webber
Course Title: Technical Award – TLM
Eduqas Designing the Built Environment
Course Grading: Pass – Distinction*

Course Content & Assessment:

Consider a day in your life from the minute you wake up to the time you go to bed. Architecture, Engineering and Construction is all around you, providing you with somewhere to live and go to school, giving you power, heat and light, and a supply of clean, safe water. Roads, bridges, tunnels, sports stadiums, shopping malls, schools, skyscrapers, dams and drainage systems, these are just few things that make up the built environment. All these fantastic creations are born out of the talent of highly skilled designers, engineers and construction professionals – people who one day were students just like you. In this course you will carry out a series of projects where you design sustainable buildings in the local community. You will use industry standard software (autodesk and BIM) and work alongside construction experts from industry.

The course is broken down into Level 1 and Level 2 :

Level 1 is taken in year 9 over 4 Units – 100% Portfolio Based

Unit 1 – Defining a sustainable construction project

Unit 2 – Roles in construction project teams

Unit 3 – Producing a technical design and sharing information

Unit 4 – Planning permission, costing and presenting a sustainable building project

Level 2 is taken in year 10 and 11 over 4 Units – 50% Portfolio / 50% Exam

Unit 1 – Defining a sustainable construction project

Unit 2 – Developing a sustainable construction project

Unit 3 – Delivering a sustainable construction project

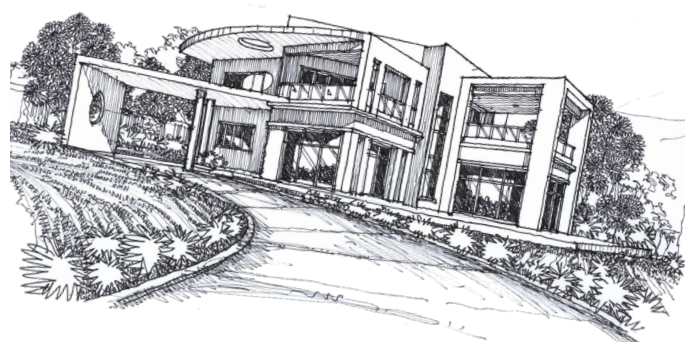
Unit 4 – Evaluate a sustainable construction project

Progression Routes:

This course will provide an introduction for any construction career for example: architect, land surveyor, structural engineer, building services engineer and quantity surveyor

Career Education Guidance:

"If we are to compete on a global scale in a rapidly urbanising world, we need to develop a new generation of professionals who will uphold our reputation for world class innovation." Keith Howells – Chairman Mott MacDonald PLC



Design Technology - Resistant Materials

Curriculum Leader: R Webber
Course Title: GCSE Design
Technology Resistant Materials
Course Grading: 9-1

Course Content:

Do you like designing and making things, and being creative with different materials? Are you a hands-on, practical person? Are you creative and do you enjoy learning new making skills? Do you appreciate the beauty of different materials? Do you appreciate the skills required to manufacture items of quality? If so, this is the course for you.

If you want to study design in a practical way and understand the working properties of metals, polymers (plastics) and specifically timbers, then you will really enjoy this course. It enables you to work in a hands-on way to develop the skills to make high-quality products. You will have the opportunity to use traditional skills as well as modern technologies such as laser cutting and 3D CAD/CAM.

It provides you with a range of transferable skills including communication, planning and teamwork. It helps you to develop the knowledge, skills and experience required within industry and could potentially open the door to a wide range of careers, as well as providing core design and manufacture skills that would be of benefit further studying in the areas of Design and Engineering.

Theory content:

As well as the focus area of Timbers, students will study five core areas to equip them with a broad knowledge and understanding of design technology. These areas are:

Design and technology and our world

Smart materials

Electronic systems and programmable components

Mechanical components and devices

Materials

The course has two parts:

Component 1: Examination

This is assessed through a written examination that is a combination short and long answer questions. This accounts for 50% of the course. Section A of the paper focuses on core content (woods metals and polymers, as well as Graphics and Textiles), and Section B the elective (timbers).

Component 2: Non-Examination Assessment

This involves students undertaking a project based on one of several contexts released by the examination board at the end of Year 10. The project will test students' skills in investigating, designing, making and evaluating a prototype of a product. This accounts for 50% of the course and takes up to 35 hours..

Assessment Details:

Component 1 (examination) is taken at the end of Year 11.

Component 2 (Non-Examination Assessment) is started at the end of Year 10, for completion at Easter of Year 11. The unit is initially assessed in school and is externally moderated.

Career Education Guidance:

Careers such as Engineering and Product Design require evidence of design, practical and technical skills. Success at Resistant Materials builds on these skills and develops a portfolio to display your talents. As well as opening up a wide range of career paths, Resistant Materials offers many transferrable skills such as problem solving, risk taking, teamwork and communication.

Design Technology

- Textiles

Curriculum Leader: R Webber

Course Title: GCSE Design

Technology Textiles

Course Grading:9-1

Course Content

Do you have a passion for making textiles products, or even designing and making your own clothes? Are you inspired by the ever changing world of fashion and would like to know more about how the industry works? Are you thinking about studying Fashion and Textiles in further education, with the view to one day working in the fashion industry? If you have answered yes to any of these questions, then this course may well be for you.

GCSE Design Technology offers a unique opportunity for learners to identify and solve real problems by designing and making products. Through studying this course, learners will be prepared to participate confidently and successfully in an increasingly technological world and be aware of the wider influences on design and technology, including historical, social/cultural, environmental and economic factors.

Subject content:

The subject content is presented under two headings; technical principles (50% of the qualification) and designing and making principles (50% of the qualification). The content is further divided into core knowledge and understanding and in-depth knowledge and understanding.

Technical principles:

Students will study five core areas to equip them with a broad knowledge and understanding of design technology. These areas are:

- Design and technology and our world
- Smart materials
- Electronic systems and programmable components
- Mechanical components and devices
- Materials

Assessment Details

In-depth knowledge and understanding:

In this section students specialise in their chosen area of textiles, where they will learn in greater detail about; the classification of fabrics and fibres, technical processes including garment construction, fashion design and industrial production.

These two areas are assessed in an examination worth 50% of the qualification at the end of Year 11.

Designing and making principles:

In this section students will use their in depth knowledge and understanding to produce a non-exam assessment (NEA) piece of coursework, taking approximately 35 hours and being worth the remaining 50% of the qualification.

The topic for the NEA assessment is released in June of the year preceding the exam and will offer the students a choice of subjects to choose from.

Progression Routes

Careers such as Costume Design and Interior Design require evidence of design, practical and technical skills.

Success in Textiles, builds on these skills and develops a portfolio to display your talents. As well as opening up a wide range of career paths, Textiles offers many transferrable skills such as problem solving, risk taking, teamwork and communication.

Health and Social Care (Technology)

Curriculum Leader: R Webber
Course Title: BTEC Tech Award Health and Social Care
Course Grading: Pass – Distinction*

Course Content:

Have you wondered how you have become who you are? Would you like to know find out how people grow and develop over time? Would you like to learn life skills which will help you with whichever path you take in the future? Then Health and Social Care may be the subject for you!

Students will have the opportunity to learn about human development and how it is supported by the health and social care sector. Students will examine a range of factors which can affect life (including illness, disabilities and mental health issues) and what provision is available for people needing support.

The Health and Social Care sector is a major employer of almost 4 million people in the UK. This past year, more than ever, people have seen the essential role Health and Social Carers play in this country, and BTEC Health and Social Care will provide an insight into this profession and give you the skills required to succeed in this field

Assessment Details:

Most units are assessed by the teacher and checked by the examination board. In addition to the assessment, all students sit an examination which tests the knowledge gained throughout the projects.

Progression Routes:

This is an extremely useful course to follow for life skills. It can provide a good foundation to progress to BTEC Level 3 Health and Social Care and similar courses.

Career Education Guidance:

Recent changes in minimum qualifications for working with children mean this is a great first step to further study at Level 3 apprenticeship routes and careers in childcare, nursing and the caring services are all supported by Health and Social Care.

Hospitality and Catering (Technology)

Curriculum Leader: R Webber
Course Title: Technical Award in
Hospitality and Catering

Course Content

Do you enjoy trying new flavours and ingredients? Are you interested in learning new practical food skills? Are you jealous of Jamie Oliver's chopping skills? Are you interested in Heston Blumenthal's creative cooking? If so Hospitality and Catering is the option for you. The Hospitality and Catering industry is one of the biggest employers in the UK, offering more than three million jobs across the UK since 2016. Such a growing industry offers so much potential for creative, hard working students.

In Hospitality and Catering, you will be asked to make a range of food products and develop skills related to commercial food preparation including food hygiene, food presentation and considering production in quantity. You will need to apply technical and practical expertise to ensure that food meets customer needs and preferences and is appropriate for a given occasion. You will have the opportunity to use a wide range of practical skills and techniques, gaining an understanding of catering and an awareness of related career paths. You will also develop valuable transferable skills including communication and collaboration. This course allows you to gain a greater understanding of what the Hospitality and Catering industry is about and potential career paths you may wish to follow in the future.

Assessment Details:

The course is broken down into two units.

Unit 1 is the theory content of the course. Students need to have an understanding of topics such as food hygiene and safety, different types of catering establishments, job roles and specialist equipment. This knowledge is then tested in an exam which is worth 40% of the final grade.

Unit 2 is one piece of coursework which includes; research, planning and making two dishes linked to a brief set by the exam board. This is worth 60% of the final grade.

Progression Routes

This Technical Award is designed to give you the practical skills in Hospitality and Catering that you need to progress to further general or vocational study. You will develop a broad understanding of the Hospitality and Catering industry, so you can make informed decisions about career opportunities. Possible careers could include; working in recipe development, buying and purchasing, pastry chef, or even a chocolate taster!

Business Studies

Curriculum Leader: A Qureshi
Course Title: Business Studies GCSE

(As students move into Year 10 the department will review students progress onto the most suitable qualification).

Course Grading: 9-1

'McDonalds, Apple & Coca Cola are all No.1 brands in their market, have you ever thought why do they still advertise?

Do you prefer Pepsi or Coca Cola; have you ever wondered how you were persuaded to pick one over the other?

How would you start a business in your garage that will one day make you a millionaire?

The answers to these and many more questions you may have will be looked at in the Business Studies course we run. Thinking of running your own business or want to work in business? Then this is the GCSE course for you. Enrol for GCSE Business Studies and you could be the next Steve Jobs, Alan Sugar, Anita Roddick or Richard Branson.

Course Content

Theme 1 – Investigating small business

This topic introduces key business concepts, issues and skills involved in starting and running a small business. It provides a framework for you to explore core concepts through the lens of an entrepreneur setting up a business.

In this theme, you will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 2 - Building a Business.

This topic examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on

aspects of marketing, operations, finance and human resources.

Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, you will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions.

Theme 1: Investigating small business	Theme 2: Building a business
1.1 Enterprise and entrepreneurship	2.1 Growing the business
1.2 Spotting a business opportunity	2.2 Making marketing decisions
1.3 Putting a business idea into practice	2.3 Making operational decisions
1.4 Making the business effective	2.4 Making financial decisions
1.5 Understanding external influences on business	2.5 Making human resource decisions

Assessment Details:

All exams will be taken at the end of Year 11

Paper 1 - Theme 1: Investigating small business	Paper 2 - Theme 2: Building a business
Written exam: 90 minutes, 90 marks 50% of the total GCSE Multiple choice, calculation, short-answer and extended-writing questions There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.	Written exam: 90 minutes, 90 marks 50% of the total GCSE Multiple choice, calculation, short-answer and extended-writing questions There are three sections in the paper. Each section is ramped, starting with multiple choice questions, moving to short answer questions and ending with extended writing. Sections B and C are based on real life, relevant business contexts and examples.

Progression Routes:

At Stratford upon Avon School we offer A level courses in Business Studies and Economics, which pupils progress onto. Many students also progress into apprenticeships in Marketing, Accounting, Insurance etc.

Career Education Guidance:

Recent research into employability skills showed an understanding of the world of business to be highly valued by all employers.

Citizenship

Curriculum Leader: B Moore

Course Title: Citizenship Studies GCSE

Course Overview

Citizenship studies investigates how the citizen is enabled by society to play a full and active part and how citizens are empowered to effect change within society. Citizenship understanding develops through the knowledge of how a society operates and functions and its underlying values.

The overarching theme of this course is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in Modern Britain, Rights & Responsibilities and Politics & Participation. The skills, processes and methods underpin the specification.

Course Content

The following topics will be taught over the 3 years:

- [1. Citizenship skills, processes and methods](#)
- [2. Life in modern Britain](#)
- [3. Rights and responsibilities](#)
- [4. Politics and participation](#)
- [5. Active citizenship](#)

The Citizenship Action

Students will be required to undertake and evaluate the success of their own Citizenship Action Project at the end of Year 10. Students will be encouraged to work in

groups and can choose any topic relevant to the course for their project.

Students will then be asked questions on their project in Paper 1 of the exam.

Assessment Details

Students will complete 2 final written exams at the end of Year 11. Each exam will last for 1 hour 45 minutes. Each exam is worth 80 marks or 50% of the final GCSE mark. Both exams will include the following question types: multiple-choice, short answer, source-based questions, extended answer.

Each paper will be divided into 2 sections as follows:

Paper 1

Section A: Active citizenship questions: questions on the citizenship action of others and questions on the students taking citizenship action investigation (40 marks)

Section B: Politics & Participation question (40 marks)

Paper 2

Section A: Life in Modern Britain questions (40 marks)

Section B: Rights & Responsibilities questions (40 marks)

Progression Routes

The course will help students progress to A-level subjects such as Sociology, Criminology, Economics, History, geography, Politics and Law. The course can be useful for students considering Further Education courses and careers in International Relations, Human rights, the Environment, Education, Politics, Law, Journalism, Social Work, Emergency Services, Care work.

Computer Science

Curriculum Leader: A Qureshi

Course Title: Computer Science GCSE

Have you ever wondered:

How do computers work?

What happens when you connect to a website?

How is data stored in a computer?

What does it actually mean when a download speed is 72Mbps?

How can I make my computer system less vulnerable to cyber attacks?

Course Content

- Studying Computer Science empowers you to solve complex, challenging problems, enabling you to make a positive difference in the world.
- Computing jobs often come with high salaries.
- Computing skills are essential in a wide range of professions, from astronomy to financial analysis – not just in IT related jobs!
- Studying Computer Science can significantly improve performance in other academic subjects.
- The future possibilities for people with Computer Science skills are unlimited, and these skills are only going to become more important.
- Computers are everywhere so understanding them puts you in charge of your world

Assessment Details

Students are assessed on the knowledge and understanding of the topics taught, with computational thinking skills and computer systems being the main focus:

Paper one – Computer Systems

Written exam: 1 hour 30 minutes

80 marks

Some multiple choice and mixture of short and extended response questions

50% of total GCSE

Paper two – Computational thinking, algorithms and programming

Written exam: 1 hour 30 minutes

80 marks

50% of total GCSE

Progression Routes

The course has been developed to enable natural progression onto studying Computer Science at A-Level. Due to Computer Science being a very diverse topic area, this does make students attractive to employers in these areas for:

- Software Engineering
- Cyber Security
- Network Management
- Artificial Intelligence
- Computer Service Technician

Curriculum Leader: A Qureshi
Course Title: OCR Nationals
Certificate in Creating iMedia
Course Grading: Level 1 and Level 2
Pass, Merit, Distinction & Distinction*

Course Content

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This qualification will help you develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in creative media.

Two mandatory units underpin the qualification and reflect the key aims, including to understand about how and why digital media products are used in sectors of the media industry. This will allow students to learn how to use the software used to create digital media products as well as how they are planned for and create products that are fit for purpose and audience.

The range of optional units cover different media disciplines such as; web development, comic strip, animation, sound and video. This will motivate students and appeal to a range of learning styles and allow students to demonstrate their ability and passion. Each optional unit is assessed through a practical task-based assessment with OCR-set tasks to support you in producing assessment evidence.

Assessment Details:

The course is assessed in the following way:

One external examination in year 11:
Creative iMedia in the media industry

- 1 hour 30 minutes
- Possible resit
- 40% of overall course

Two coursework units:

- Visual identity in digital graphics (mandatory)
- 30% of overall course

Plus one option unit for example:

- Characters and comics
- 30% of overall course

Progression Routes:

At Stratford School we offer Media Studies at Level 3. Students can also progress into apprenticeships in the many areas of IT.

In addition students who have taken Creative iMedia, have progressed on to other areas such as;

- Media Studies
- Business Studies
- Computer Science

Media Studies

Curriculum Leader: S Hill
Course Title: GCSE Media Studies
Course Grading: 9-1

Course Content:

Media has an increasingly prominent role in our society, covering every aspect of daily life. It also offers a large and varied number of careers within the many associated businesses.

This course enables students to:

- demonstrate skills of enquiry, critical thinking, decision-making and analysis
- acquire knowledge and understanding of a range of important media issues
- develop appreciation and critical understanding of the media and its role both historically and currently in society, culture and politics
- understand and apply specialist subject-specific terminology to analyse and compare media products and the contexts in which they are produced and consumed in order to make informed arguments, reach substantiated judgements and draw conclusions about media issues
- appreciate how theoretical understanding supports practice and practice supports theoretical understanding
- develop practical skills by providing opportunities for creative media production.

Assessment Details:

Media Studies consists of two 90 minute examinations focused around Exploring the Media and Understanding Media Forms and Products worth 35% of the course each. There is a non-examination coursework unit worth 30%, where students create media products of their own.

Progression Routes:

For students who so choose, GCSE Media Studies will provide a foundation for the study of Media Studies at A Level and the analytical skills will contribute to a higher degree course in Media Studies or a range of other related areas.

Career Education Guidance:

Media Studies is a multidisciplinary course, which affords you opportunities to develop and demonstrate a wide range of study and life skills. In the modern age, an element of media is evident in most careers and therefore study of media would be an asset to many careers, not only those in the media industry.



Sociology

Curriculum Leader: B Moore
Course Title: GCSE Sociology
Course Grading: 9-1

Course Content:

Have you ever wondered:

- How does your gender, religious/ethnic background, and social class open up or close down opportunities in your life?
- Is childhood getting better or worse?
- Does a good education guarantee a highly paid job?
- Why do people commit crime?
- What kind of people have the most power and influence in society?

The Sociology curriculum intends to introduce pupils to the fundamentals of the subject. Pupils will develop their analytical and communication skills by comparing and contrasting perspectives on a variety of sociological issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions based on their acquired knowledge.

By studying Sociology, pupils will develop transferable skills including how to investigate facts and make deductions, and analyse and better understand the social world. The curriculum will develop skills valued by Further/Higher Education and employers, including critical analysis, independent thinking and research, and allow pupils to gain the required knowledge, cultural capital, and skills to be able to consider careers in Sociology.

The following topics are taught:

- The sociological approach
- Sociology research methods
- The sociology of families
- The sociology of education
- The sociology of crime and deviance
- Social stratification

Assessment Details:

Students are assessed on the knowledge and understanding of the content and on their analysis and evaluation of key sociological issues

Paper 1

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Paper 2

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Each written exam has a range of multiple choice, short and extended questions. There is NO Coursework component for this course

Progression Routes:

The course has been developed to enable a smooth progression to A-level Sociology. Sociology relates closely to Criminology, Economics, History, Law, Media Studies and Psychology. The course can be useful for students considering Further Education courses and careers in;

Education, Politics, Social Work / Care Work, Policing, Nursing and Childcare, Journalism, Law, HR.

Star Programme

Curriculum Leader: A Scott-Lee

Course Programme: STAR:

STAR = 2 option block choices

Prince's Trust - Entry Level, Level 1&2
Duke of Edinburgh - Bronze Award

Over the 3 years students will gain a Princes' Trust Award qualification. Along side this they will work towards completing Duke of Edinburgh Award.

Course Content:

The STAR Programme is intended to be a flexible learning programme leading to the attainment of qualifications, and the acquisition of a wide variety of learning, experiences and skills, including:

In the Prince's Trust we study:

Career Planning -

- Be able to recognise suitable jobs and opportunities
- Understanding how to apply for jobs
- Be able to take part in interviews.

Managing Money -

- Knowing about banking services
- Know about deductions made from earnings
- Understanding the importance of their own money management

Healthy Lifestyle

- Understanding the factors that contribute to a healthy lifestyle
- Be able to plan a healthy meal
- Be able to cook a healthy meal
- Be able to work towards a healthy lifestyle.

We also do some First Aid, Health & Safety, and Food Hygiene certificates.

Duke of Edinburgh:

- Physical activity - 3 months
- Skill acquisition - 3 months
- Volunteering - 6 months
- Camping expedition including orienteering.



Remember

DO ask questions, and speak to your teachers and form tutor.

DO watch the options subject films.

DO have an open mind.

DON'T choose a subject just because your friends have.

DON'T choose a subject because of a particular teacher.

DON'T forget the deadline for returning your form to your form tutor.





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