

Year 9 GCSE Options
2025 - 2028

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Welcome

Dear Year 8,

With year nine (the final year of Key Stage 3) soon approaching, it is time to start making some choices about which options you might wish to pursue to GCSE/ GCSE equivalent level. This booklet will help offer you and your parents support and guidance as you make decisions about the next important stage in your education.

In the first two years of secondary school (years 7 and 8) all students follow the same programme of study. In year 9 (the final year of Key Stage 3 studies), students have the opportunity to make some choices about the subjects and types of courses they wish to study, whilst continuing to experience a broad range of subjects. Finally, in year 10, students focus options down to a smaller group of subjects so that they can achieve GCSE/ GCSE equivalent qualifications in them.

The choices you make now (in year 8) start to shape your future opportunities for college, university and employment. It is important that you think carefully about your options and talk widely with your parents and teachers. The options process presents you with a genuine opportunity to compile a personalised curriculum appropriate to you. In creating the range of optional subjects, we have attempted to consider every interest and enthusiasm. Students of different aptitudes and abilities should be able to create a selection of courses that fulfil their ambitions and interests. Along with this, the compulsory core subjects, such as English, mathematics and science, will enable you to follow any future career pathways.

You will be aware that if you choose a route, which combines English, mathematics, science, history or geography and a modern foreign language, you will be eligible to secure the English Baccalaureate. This will be an important combination of subjects and it is expected that most students will pursue this combination of subjects at Kineton High School.

Genuine interest and enthusiasm in a subject are always a sound basis from which to start the selection process. The choices are for you and your parents to make. We will always be happy to provide you with advice and guidance; but we are insistent that the choice is yours.

I do hope you find the information in this booklet helpful. If you need to seek clarification from me, staff in subject departments or from any of my senior colleagues, please do not hesitate to approach any of us. I am very confident that you will go on to achieve high levels of success in this very important phase of your studies and we will be here to support you in every way that we can.

Good luck!

Ms Sandra Young
Assistant Headteacher, Data and Achievement

Choosing your Options

Which subjects do I have to study in Year 9?

Everyone will study the following subjects in order to ensure a balanced education:

- Character and Culture
- Combined Science
- Core Physical Education
- Spanish
- Mathematics
- English
- Philosophy and Ethics

How do I choose my options?

In addition to the core subjects, students are asked to choose which subjects they would prefer to study. Students will choose subjects from three 'suites'.

Students will choose 3 subjects from the Art and DT Suite (they must have at least one arts subject and one DR subject), 2 subjects from the humanities suite, and 2 subjects from the new experiences suite. If French is chosen, it double counts so no other new experience can be taken alongside it.

Art and DT Suite		Humanities Suite	New Experiences Suite
CHOOSE 3 – at least one from each column		CHOOSE 2	CHOOSE 2
Art: Fine Art Art: Textiles Drama Music	Graphics Resistant Materials Food	Geography History Religious Studies	Computer Science French (counts as 2) Media Business Health and Social Care Sport

What will happen with my options at the end of Year 9?

At the end of Year 9, when Key Stage Three ends, students will 'narrow down' their options further so that they study a smaller selection of subjects to qualification level. **Next year, when students choose GCSE options, they will be strongly encouraged not to opt for a subject they decided not to study in Year 9.**

At least one of the subjects they will have to study to GCSE must come from the following list:

- Computer Science
- French
- Geography
- History
- Spanish

This should be taken into account when making decisions at this stage.

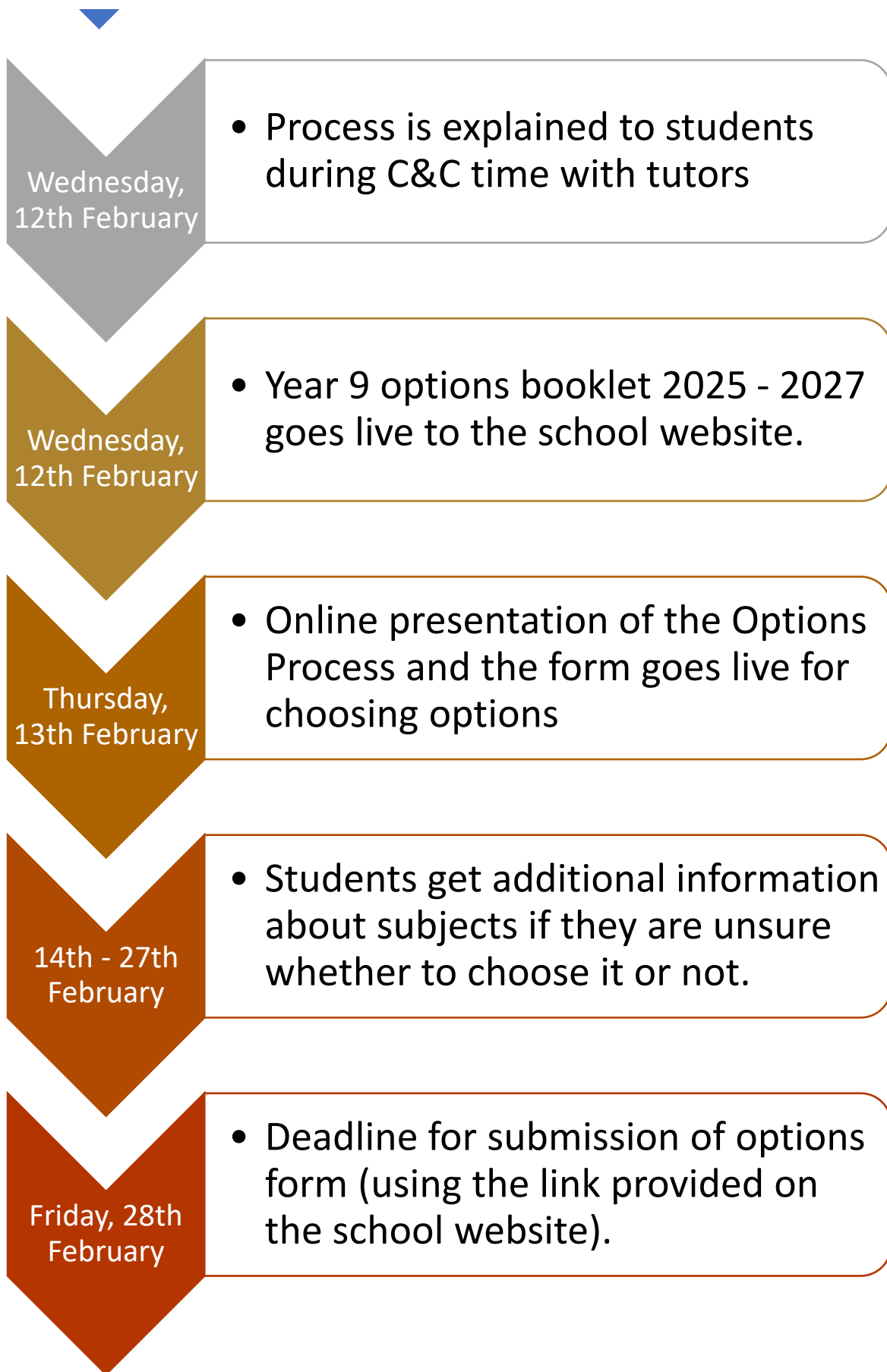
Will I get my first choices?

Most students will get the subjects they choose but we ask all students to rank order all subjects in the list. We are sometimes unable to timetable particular combinations of subjects or there may be too few students who select a particular subject for it to run. In these circumstances we will talk to you and discuss your choices with you.

When is the deadline for choosing my Year 9 options preferences?

Online forms should be completed and submitted by **9am on Friday 28th February 2025.**

Timeline



Making Informed Choices

How do I decide what options are best for me?

Choosing the subjects you want to study in Years 9, 10 and 11 takes time and needs careful thought. Your parents or carers, your tutor, your teachers, your friends, careers advisors and others will all help you with your decisions.

You will need to do some research and we can help you with that. A good starting point is to ask yourself some of the following questions:

- Which subjects do you like now?
- Is there a career that attracts you? If there is not – don't worry!

Our advice when considering your subject choices is to choose subjects that:

- You are most likely to work enthusiastically in and succeed at.
- You think you will enjoy and you feel you are good at.
- Provide a balance and variety. By keeping a balance at this stage, you will not close off future options.
- You may need for your future education and/or career path.

Some DOs and DON'Ts are:

- Do talk to parents, subject teachers, your form tutor, older students, careers staff—they are all here to help.
- Do read the subject details in this booklet carefully and ask if you need to know more.
- Do opt for a balanced choice of subjects to keep open future careers and study options.
- Do choose subjects you enjoy.
- Do use Options Evening and Parents' Evening to talk to teachers about what the courses involve and how suited you are to studying each one.
- Don't choose a subject just because you like a particular teacher (or avoid a subject because you dislike a teacher). You may well have a different teacher next year.
- Don't choose a subject because your friends are choosing it. You are making decisions about your own future here. Also, they may not be in the same group as you.

You also may wish to consider....

What is the English Baccalaureate (Ebacc)?

The Ebacc is not a qualification in its own right, but is attained by gaining a Grade 5 or above in the subjects listed here: English Language, English Literature, Maths, Combined Science, History or Geography and French or Spanish. The Government is keen for students to achieve these standards as they demonstrate good achievement in key academic subjects. Studying these subjects might give students an advantage over others when applying for university or employment in the future.

What am I planning to do after Year 11?

The Sixth Form at Kineton High School has a broad variety of courses for a wide range of abilities and interests. You may wish to look ahead to possible future A level choices when choosing GCSE's. The Russell Group universities (a group of 24 world class, research led universities) have launched a website called 'Informed Choices'. This website suggests subjects that students may wish to study at A level in order to gain access to a particular course at university. At this stage in their education, we are not expecting our students to know which A Levels or Level 3 qualifications they want to study after their GCSEs but this website, in conjunction with our Sixth Form entry requirements, can be used to help guide students whilst they are selecting their GCSE options and help them to make a more informed choice for their future.

Alternatively, students could look for a job with training or they could continue with their studies at college.

All young people now have to stay on in education or training at least part-time (20 hours), until they are 18 years old.

How much homework will I get in my options lessons?

Every subject has different coursework and homework requirements. This booklet gives you information about the sort of independent learning expectations for the different subjects.

What sort of enrichment opportunities are linked to the different options?

Students will continue to participate in a range of activities designed to enhance their learning and develop their skills and experiences including:

- Field, residential and day trips linked to their curriculum subjects
- Enterprise and work experience activities
- Extra-curricular activities including music, sport and drama
- Helping younger students in a variety of ways
- A range of competitions and awards

What if I change my mind in September (after my options have been chosen)?

It is important to choose the subjects that are right for YOU. However, before October half term, if you feel you have made a mistake and want to change a subject, you **might** be able to do so. This is not always possible and is subject to class sizes and timetabling. So, you must choose your subjects carefully at this stage. **Beyond October half term, changes to options are not possible.**

Sixth form choices – what are the entry requirements?

At KHS Sixth Form we offer a wide range of A level and Level 3 BTEC courses. You may not know yet what subjects you want to go on and study post 16, but it might be helpful to see which GCSEs you need in order to apply for certain subjects.

Subject	Entry Requirements
Applied Business	4 in GCSE English (Language or Literature)
Art	5 or above in GCSE Art and Design
Biology	6,6 or above in Combined Science or 6 in Biology GCSE (higher tier) and a 5 in Maths
Business Studies	5 or above in GCSE Maths
Chemistry	6,6 or above in Combined Science or 6 in Chemistry GCSE (higher tier) and a 6 in Maths
Computing	5 or above in GCSE Computer Science (or experience of computer coding), 6 in GCSE Maths and 5 in GCSE English
Drama	5 or above in GCSE Drama
DT	5 or above in GCSE Design Technology
Digital Media	4+ in English Lit or Lang
English Lang	6 in GCSE English Language
English Lit	6 in GCSE English Literature
Further Maths	7 in GCSE Maths. Acceptance onto A-Level Maths Course.
French	6 in French
Geography	5 or above in GCSE Geography
HSE	4 in GCSE English, Maths and Science
History	5 in GCSE History
Maths	6+ in GCSE Maths
Music	BTEC Level 2 in Music: Merit or above, GCSE Music 5 or above
Philosophy	5 in GCSE RE or English
Photography	5 or above in GCSE Art and Design or DT Graphics or present a portfolio to the Art department in February, to consist of 15 Photographic images you have taken yourself with annotation.
Physics	6 or above in Combined Science or Physics GCSE (higher tier) and a 6 or above in Maths. We strongly advise taking A-Level Physics alongside A-Level Maths.
Psychology	Minimum 5 at GCSE Maths, Science and English (Literature or Language)
Sociology	Minimum 5 at GCSE English Literature or Language
Spanish	6 in Spanish
Sport	5 in GCSE PE (If not taken at GCSE please speak to Mr Pearce)

Useful Contacts

If you're not sure who to contact, your child's form tutor is a good place to start. Alternatively, the members of staff listed below will be able to help you with any options-related queries.



Mrs S Young
Assistant Head, Achievement
Young.s@stowevalley.com



Miss C Stallwood
Head of Year 8
stallwood.c@stowevalley.com



Mrs A Woodward
Assistant Head, SENCO
Woodward.a@stowevalley.com

Careers Advice

Further education and the working world are competitive environments. At Kineton High School students can take part in many different activities that will help differentiate them in the future when they are applying for post 16 courses and employment.

During Key Stage 4 we support student opportunities to learn about work, through work and for work. We create a sustainable and meaningful approach to Enterprise Education through subject areas, extra-curricular activities and Enterprise Challenge days. Lessons in Character & Culture help students make informed decisions about their future careers. They have the opportunity to participate in computer assisted careers packages. These help to identify interests and match them to personal qualities, preferences and abilities. A careers adviser also visits school to work with students.

In Year 10 students prepare carefully for their Work Experience which takes place in the summer term. Under the guidance of their tutor and our work experience co-ordinator, students make choices about the type of placement they would like to choose. We find that Work Experience gives every student an introduction to the 'World of Work', develops key skills and the appropriate attitudes needed to be work ready, helps inform future career decisions and develops confidence in a world outside of the normal school and home environments.

In Year 11 students prepare a Curriculum Vitaes and participate in mock interviews with local business people who kindly volunteer their time to give students experience of an interview situation. All students receive at least one careers interview with a careers advisor.

Further careers information is also available from the Careers Office, which is open every day during term time until 2pm or for more information you can contact Ms Stock, our Careers Coordinator at stock.d@stowevalley.com.

Core Subject Information

Combined Science GCSE

English Language GCSE

English Literature GCSE

Mathematics GCSE

Spanish GCSE

Character and Culture

PE Core

Philosophy and Ethics

Combined Science: Trilogy GCSE

Head of Department Mrs N Hancock – hancock.n@stowevalley.com

Exam Board and Course Number: AQA (8464)

Web Link to Course: [AQA](#) | [Science](#) | [GCSE](#) | [GCSE Science](#)

Pre-requisites for course: None



Why Study this subject?

We live in an increasingly scientific world. The National Curriculum recognises the importance of science in schools by including a compulsory study of all three sciences up to the age of sixteen. At KHS the combined approach means GCSE students will achieve at least TWO GCSEs in Science with some students completing the triple science qualification. This will keep career choices open, as well as providing you with a good basis for further scientific study

How is this subject Assessed?

Non-exam Assessment Percentage	0%
Non-exam Assessment Requirement	Students must complete 21 required practicals (these can be tested on the exam)
Final exam Percentage	100%
Number of Final exams	6 x 1hr15min.
Tiered papers and Grades Available	Higher paper – grades 9 – 4 Foundation paper – grades 5 – 1

Course Description

In Years 9-11 the majority of students will study Combined Science. The content of the Science course for Years 9, 10 and 11 is controlled by the National Curriculum. It covers the three main sciences, Biology, Chemistry and Physics, and develops practical skills. In Years 9-11 Science is taught as separate sciences by staff who specialise in that area.

Biology topics: cell biology, organisation, infection and response, bioenergetics, infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology

Chemistry topics: Atomic structure and the periodic table, Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; Energy Changes; The rate and extent of chemical change, organic chemistry, chemical analysis, chemistry of the atmosphere, using resources

Physics topics: Energy; Electricity; Particle model of matter; Atomic structure; Forces; Waves; Magnetism and electromagnetism

Some students will be able to opt to take Triple Science when they enter Year 10. This process happens as part of Year 9 options.

Independent Learning

Students do weekly science homework that will be checked by their teachers during lessons. Students will have access to an online learning platform called Educake, where they will be able to complete quizzes that consolidate their learning.

How Families Can Help

Families can help students gain a wider understanding of science by visiting science museums and technology exhibitions. Television and the media also provide support and students should be encouraged to watch and discuss science programmes.

Parents can assist students with their homework and ensure the timetable is clearly visible for the students at home

English Language GCSE

Head of Department Mrs H Kirwan – kirwan.h@stowevalley.com

Exam Board and Course Number: AQA (8700)

Web Link to Course: [AQA | English | GCSE | GCSE English Language](#)

Pre-requisites for course: None



Why Study this subject?

You will develop your ability to read, understand and respond to a range of fiction and non-fiction writing, and develop new methods to improve your reading skills. You will be taught to construct and convey what you wish to write using correct grammar and standard English. You will develop your understanding of the spoken word and acquire the ability to express yourself effectively in a variety of speaking and listening situations.

How is this subject Assessed?

Non-exam Assessment Percentage	0%
Non-exam Assessment Requirement	Must do a spoken language presentation (this does not count towards your grade)
Final exam Percentage	100%
Number of Final exams	2 x 1hr45min
Tiered papers and Grades Available	GCSE grades 9-1

Course Description

Your programme of study is separated into three main areas: Reading, Writing and Spoken Language (previously referred to as Speaking and Listening).

You will have opportunities to tell of personal experience, views and feelings, share and exchange ideas, use language to inform and explain, plan and take part in presentations, and vary your communication to suit a wide range of situations. You will read a number of fiction and non-fiction works from the 19th, 20th and 21st Centuries.

You will be given the opportunity to appreciate and evaluate the books and articles you study and you will be encouraged to discuss and comment in writing on a range of media texts including newspaper and magazine articles.

You will produce written texts which meet the demands of specific audiences and purposes and you will experiment with ways of editing and revising your own writing. Your writing will become more varied in form, topic, purpose and audience.

Independent Learning

Independent Learning for English is accessed via an online learning platform called Educake. Tasks carried out on Educake will support learning in lessons.

How Families Can Help

You may wish to help your child in their studies in English. Areas where they will benefit from your interest and help include:

- By encouraging and sharing in your child's reading - with the demands of the specification it is important that students are reading widely. Reading should include pre-20th century texts.
- By taking an interest in homework assignments and encouraging your child to take a pride in their written work.
- By encouraging your child to take a lively interest in our language, in order to become an effective and thoughtful speaker and listener.
- By purchasing appropriate revision guides.

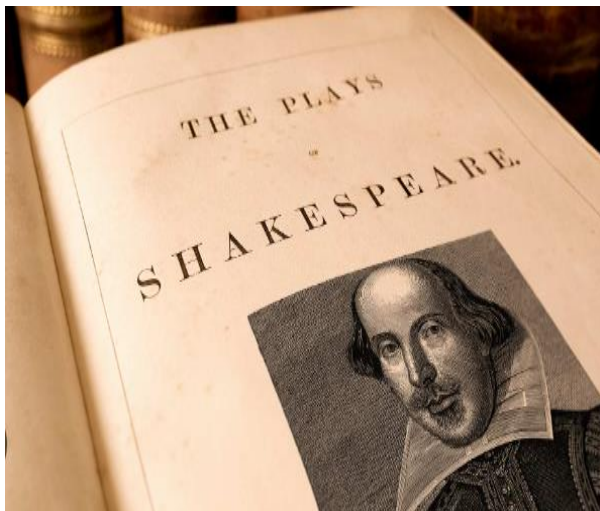
English Literature GCSE

Head of Department Mrs H Kirwan – kirwan.h@stowevalley.com

Exam Board and Course Number: AQA (8702)

Web Link to Course: [AQA | English | GCSE | GCSE English Literature](#)

Pre-requisites for course: None



Why Study this subject?

You will be given the chance to explore your literary interests and you will be helped to develop your ability to read efficiently and effectively. You will come to understand and respond to many types of fiction text - prose, poetry and drama - and to appreciate the ways in which writers achieve their effects. You will learn to place your reading into a personal and social context which will make the texts more alive and relevant to you. You will be helped to convey your personal response to the texts you read through speaking and writing successfully about them.

How is this subject Assessed?

Non-exam Assessment Percentage	0%
Non-exam Assessment Requirement	None
Final exam Percentage	100%
Number of Final exams	1 x 1hr45min. (40%) – Shakespeare and then 19 th Century novel 1 x 2hr15min (60%) – Modern texts and poetry
Tiered papers and Grades Available	GCSE grades 9-1

Course Description

You will study a range of prose, poetry and plays, including Shakespeare.

You will have the opportunity to compare set texts, and study individual works in depth.

You will acquire some appreciation of those social and historical influences which have combined to produce a particular novel, play or poem.

You will be helped to make mature responses to literature and interpret what you have read.

Independent Learning

Assignments will be of two kinds. You will be given prose, drama and poetry texts to read, study and revise or you will be asked to write informed responses to the texts or extracts. This written work may be either critical or imaginative, and will enable you to show your understanding and response to the texts you read.

How Families Can Help

Families can support GCSE English Literature by encouraging use of Educake, attending school information evenings, online events and revision sessions. It's also useful to discuss learning and texts with students; ask questions about plot, characters and themes. If possible, trips to the theatre, cinema and key places can also be valuable experiences.

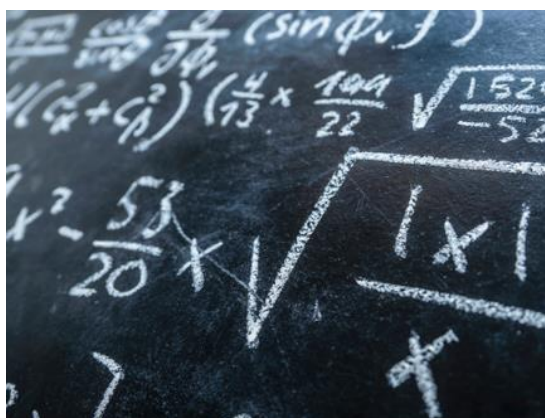
Mathematics GCSE

Head of Department Mr S Richmond – richmond.s@stowevalley.com

Exam Board and Course Number: Edexcel (1MA1)

Web Link to Course: [Maths GCSE | Edexcel GCSE Mathematics \(2015\) | Pearson qualifications](#)

Pre-requisites for course: None



Why Study this subject?

GCSE Mathematics involves the study of mathematical methods, with some practical applications. It aims to develop students' skills in problem-solving and analytical thinking. It also aims to provide all students with a firm mathematical foundation that they will need for life, work and further study.

How is this subject Assessed?

Non-exam Assessment Percentage	0%
Non-exam Assessment Requirement	None
Final exam Percentage	100%
Number of Final exams	3 x 1hr30min (2 calculator and 1 non-calculator papers)
Tiered papers and Grades Available	Higher paper – grades 9 – 4 Foundation paper – grades 5 – 1

Course Description

The course covers the six main strands of Number; Algebra; Ratio, Proportion and Rates of Change; Geometry and measures; Probability; Statistics

In addition there is:

- A broader, deeper mathematical content.
- Additional requirements to provide clear mathematical arguments.
- A greater focus on problem-solving.

Independent Learning

Homework is set weekly and consists of a mixture of computer based activities, written tasks, research or project based work and revision exercises.

How Families Can Help

- Complete homework as soon as it has been set.

- Bring a scientific calculator to every lesson (students find CASIO calculators easier to work with than other models, they are available from the Learning Resource Centre (LRC)).
- Use a revision guide and exam workbooks. These are available from the LRC and are specific to the syllabus.
- Attend after-school sessions on Tuesdays, Wednesdays or Thursdays for help if they are finding a topic tricky.
- Use revision websites such as KESH maths, Maths Genie, Mymaths and Corbett Maths.
- Complete 5-a-day questions from Corbett Maths

Spanish GCSE (Ebacc)

Head of Department Ms H Sharpe – sharpe.h@stowevalley.com

Exam Board and Course Number: AQA (8698)

Web Link to Course: [AQA | Spanish | GCSE | GCSE Spanish](#)

Pre-requisites for course: None



Why Study this subject?

Spanish is a communication subject and studying a Modern Foreign Language gives students the chance to develop these vital interpersonal skills, relevant for every walk of life. Having an MFL GCSE shows colleges, universities and employers that as well as the unquestionable benefit of knowing the language itself, students are able to communicate in both written and spoken word, and have excellent comprehension and listening skills.

Studying a MFL GCSE is a key element of the English Baccalaureate.

How is this subject Assessed?

Non-exam Assessment Percentage	0 %
Non-exam Assessment Requirement	None
Final exam Percentage	100 %
Number of Final exams	Listening (25%) – 35 mins (foundation) or 45 mins (higher) Speaking (25%) – 7-9 mins (foundation) or 10-12 mins (higher) Reading (25%) – 45 mins (foundation) or 1 hour (higher) Writing (25%) – 1 hour (foundation) or 1hr15min (higher)
Tiered papers and Grades Available	Higher tier – grades 9 – 4 Foundation tier – grades 5 – 1

Course Description

Throughout the Year 9 course, students build upon the language skills and knowledge they have learnt previously, covering familiar topics in greater depth.

- 3 lessons per fortnight
- Lessons taught predominantly in Target Language
- High focus on speaking skills to develop confidence and spontaneity

Independent Learning

The most important independent learning that students will do will be the learning of new vocabulary. It is vital that students learn this new vocabulary thoroughly and are able to reproduce it for the test the

following lesson. Knowing the vocab will enable students to then use it in written and spoken work, and develop their language further. In addition to this essential piece of the course, students will also be required to prepare their responses to a series of oral questions that they will have in advance.

How Families Can Help

Students will have to learn vocabulary regularly. Once they have learnt the words it is extremely helpful if they can be tested at home – it really makes a difference to how much they retain and is a very practical thing that parents can do to help. The person doing the testing does not need speak the language as they can test by asking students in English to spell the word in the foreign language.

Character & Culture (Non-Exam)

Head of Department Mrs A Adams – adams.a@stowevalley.com

Exam Board and Course Number: Not applicable

Web Link to Course: Not applicable

Pre-requisites for course: None



Why Study this subject?

Encourage personal decision making in order to make informed decisions.

Help you understand your personal strengths, qualities and abilities.

Develop your confidence to express your ideas and opinions.

Develop your ability to work with other people and understand points of view.

Encourage you to take responsibility for your actions.

Encourage you to make carefully considered healthy choices.

How is this subject Assessed?

Non-exam Assessment Percentage	0 %
Non-exam Assessment Requirement	Completion of all in-class tasks and assessments
Final exam Percentage	0 %
Number of Final exams	None
Tiered papers and Grades Available	None

Course Description

Students have fortnightly lessons in Character and Culture which rotate through 3 specific topic areas (Employability, Relationships and Sex Education, and Health). Through these specific areas students will cover all aspects of a planned curriculum from Year 7 through to Year 11.

Employability

This topic area looks at various issues that impact on students' futures and the jobs and careers they may wish to pursue, such as money matters, skills and qualities, options choices and careers advice.

Help is available from your Form Tutor, Careers Advisers and the Careers notice-board. Furthermore, you may choose to research careers using the website: <https://nationalcareersservice.direct.gov.uk>

Relationship and Sex Education (RSE)

Relationship and Sex Education includes topics covering a range of issues related but not limited to:

Healthy Relationships, Contraception, Sexually Transmitted Infections, including HIV and Aids. The benefits

of a stable marriage and family life and the responsibilities of parenthood are also included. Further information can be obtained from these websites: www.bbc.co.uk/health and www.warwickshire.gov.uk Health

Within this area students will learn how to keep themselves healthy both physically and mentally. This will focus on a range of areas under physical health, such as the health risks of alcohol, tobacco/vaping and other drugs, as well as the positives related to exercise and diet, and personal hygiene. Students will also look in depth at how to keep themselves mentally healthy, delving into a range of positive coping strategies as well as looking at the negative impacts of having a poor diet, lack of sleep and spending too much time online.

Independent Learning

None.

How Families Can Help

Encourage your son or daughter to take an active interest in current affairs.

Talk to them about what they are doing in Character & Culture.

Encourage them to take responsibility for their own learning and managing their own time.

Physical Education (Non-Exam)

Head of Department Mr K Pearce – pearce.k@stowevalley.com

Exam Board and Course Number: Not applicable

Web Link to Course: Not applicable

Pre-requisites for course: None



Why Study this subject?

Encourage pupils to become independent life-long learners. Develop pupils' ability to enjoy and participate in regular physical activity.

Encourage all pupils to develop skills, techniques and tactical awareness in a broad range of activities.

Provide all pupils regardless of age, gender and ability the opportunity to participate in a wide range of activities during curriculum time.

Develop team spirit through competitive situations.

Encourage participation in extracurricular activities by providing students with a contrasting range of opportunities.

Enhance students' moral development in the promotion of fair play, tolerance, co-operation and understanding others' strengths and weaknesses.

Promote maximum levels of physical participation, regardless of ability.

How is this subject Assessed?

Non-exam Assessment Percentage	0 %
Non-exam Assessment Requirement	Completion of all in-class tasks and assessments
Final exam Percentage	0 %
Number of Final exams	None
Tiered papers and Grades Available	None

Course Description

Through KS4 students will study a wide range of sports and continue to develop their knowledge and understanding of Healthy Active Lifestyles.

Independent Learning

None.

How Families Can Help

Encourage your son or daughter to make healthy choices with regards to fitness and sport.

Philosophy and Ethics (Non-Exam)

Head of Department Miss D Jones – jones.d@stowevalley.com

Exam Board and Course Number: Not applicable

Web Link to Course: Not applicable

Pre-requisites for course: None



Why Study this subject?

Develop a greater understanding of the different cultures and beliefs that help form the world we live in.

Encourage discussion of major ethical issues affecting our world.

Develop your confidence to express your ideas and opinions. Develop your ability to work with other people and understand points of view.

Encourage you to take a genuine interest in society and form opinions that help create a unified world.

How is this subject Assessed?

Non-exam Assessment Percentage	0 %
Non-exam Assessment Requirement	Completion of all in-class tasks and assessments
Final exam Percentage	0 %
Number of Final exams	None
Tiered papers and Grades Available	None

Course Description

The programme covers the following areas:

- Introduction to a range of philosophical approaches and theories including; Situation Ethics, Virtue Ethics, Aquinas' Natural Law, Just War Theory and Bentham's Act Utilitarianism.
- In depth analysis of business ethics, environmental ethics, medical ethics and ethics of capital punishment.
- Debating and public speaking tutorials and workshops.
- Working with the national charity WE.org to think about our roles and responsibilities as citizens.
- Considering issues of local citizenship such as cyber bullying and homelessness, and issues of global citizenship such as absolute poverty, health problems and right to education.

Independent Learning

None.

How Families Can Help

Encourage your son or daughter to take an active interest in Philosophy and Ethics.

Optional Subjects

Geography GCSE (Ebacc)

History GCSE (Ebacc)

Religious Studies GCSE

Art and Design: Fine Art GCSE

Art and Design: Graphic Design BTEC

Art and Design: Textile Design GCSE

Drama GCSE

Food Preparation and Nutrition GCSE

Product Design GCSE (Resistant Materials)

Computer Science GCSE

Enterprise and Marketing CAMBNATIONAL

French GCSE (Ebacc)

Health and Social Care BTEC

Media GCSE

Music GCSE

PE GCSE/ Sport BTEC

Geography GCSE (Ebacc)

Head of Department Mrs S Lovell – lovell.s@stowevalley.com

Exam Board and Course Number: Eduqas A (C111QS)

Web Link to Course: [GCSE A Geography | Eduqas](#)

Pre-requisites for course: None



Why Study this subject?

Geography is the study of the Earth, its inhabitants and the relationships between them. It enables students to make sense of their surroundings and the wider world.

We want you:

- To enjoy learning about our dynamic world.
- To understand how the natural environment is formed and changed.
- To develop useful skills and approaches to study
- To build up a knowledge of people and places.
- To develop awareness of people and environments.

How is this subject Assessed?

Non-exam Assessment Percentage	0 %
Non-exam Assessment Requirement	Undertake geographical fieldwork on at least two occasions and with respect to at least two contrasting environments
Final exam Percentage	100 %
Number of Final exams	1 x 1hr30min. (Component 1) – 35% 1 x 1hr30min (Component 2) – 35% 1 x 1hr30min (Component 3 – 30%
Tiered papers and Grades Available	GCSE grades 9 – 1

Course Description

The Eduqas Geography A syllabus is made up of three components taught in Years 10 and 11.

Component 1: Changing Physical and Human Landscapes

This component forms 35% of the GCSE and is assessed through two structured data response questions including 'landscapes and physical processes' and 'rural to urban links' as well as one structured question from either 'tectonic landscapes and hazards' or 'coastal hazards and their management'.

Component 2: Environmental and Development Issues

This component also forms 35% of the GCSE and is assessed through two structured data response

questions including 'weather, climate and ecosystems' and 'development and resource issues' as well as one structured question from either 'social development issues' or 'environmental challenges'.

Component 3: Applied Fieldwork enquiry

This component forms 30% of the GCSE and is assessed in three parts; approaches to fieldwork methodology, how fieldwork investigates Geography and the ability to make and justify a decision.

Fieldwork

As part of the GCSE and in preparation for component 3 students will be required to take part on two days of fieldwork, one in Year 10 and the other in Year 11. Both the Physical Geography and Human Geography fieldwork will be based at the Bishops Wood Field Studies Centre in Worcestershire. These field trips are compulsory and will involve a cost.

Independent Learning

Homework will be set weekly and will involve reading, writing, collecting data, and practice examination questions. The activities are planned to help you with all aspects of the course.

How Families Can Help

Parents/Carers can provide valuable support by:

- Encouraging an interest in world affairs through the media.
- Checking that homework requirements are met.
- Encouraging the use of 'out of school' resources.
- Helping to develop an awareness of surroundings.
- Encourage watching 'geographical' related programmes.

History GCSE (Ebacc)

Head of Department Mr M Davies – davies.m@stowevalley.com

Exam Board and Course Number: Edexcel (1HI0)

Web Link to Course: [Edexcel GCSE History \(2016\) | Pearson qualifications](#)

Pre-requisites for course: None



Why Study this subject?

- To help you to explore a variety of ideas and develop a range of transferable skills.
- To reflect on the development of the world around us.
- To develop critical analysis of historical sources and interpretations.
- To increase your knowledge and understanding of both British and international history.

How is this subject Assessed?

Non-exam Assessment Percentage	0 %
Non-exam Assessment Requirement	None
Final exam Percentage	100 %
Number of Final exams	Paper 1: Thematic study and historic environment (1hr20min) – 30% Paper 2: Period study and British depth study (1hr 50min) – 40% Paper 3: Modern depth study (1hr30min) – 30%
Tiered papers and Grades Available	GCSE grades 9-1

Course Description

The programme covers the following areas:

Paper 1 Thematic Study and Historic Environment: Crime and punishment in Britain c.1000-present and Whitechapel c.1870-c.1900: crime, policing and the inner city

Paper 2 Period Study and British Depth Study: The reigns of King Richard I and King John, 1189-1216 and Superpower relations and the Cold War, 1941-91

Paper 3 Modern Depth Study – The USA, 1954-75: conflict at home and abroad – This unit is a detailed examination of the USA between the years 1954 and 1975. It assesses the impact of the Civil Rights

movement; the emergence of Black Power; and the USAs involvement in, and reactions to, the Vietnam War.

Independent Learning

ILTs will be set every week and will consist of carefully planned activities to ensure your understanding of the topics.

How Families Can Help

Parents:

- Taking an interest in progress and homework.
- Encouragement to engage with resources beyond the classroom. These can include TV programs, websites, magazines or visits to historical sites.

Religious Studies GCSE

Head of Department Miss D Jones – jones.d@stowevalley.com

Exam Board and Course Number: Edexcel B (1RB0)

Web Link to Course: [Edexcel GCSE Religious Studies B \(2016\) | Pearson qualifications](#)

Pre-requisites for course: None



Why Study this subject?

To make Religious Studies meaningful and exciting we provide a GCSE course for all students. The course also covers many aspects of Citizenship Education. We are very proud of our GCSE results – for many students, RS was one of their higher grades. We study RS to:

- Help you develop an understanding of your own values and stimulate your interest in religion and moral issues.
- Develop a greater understanding of the diversity we see in society, and get to grips with challenging issues of meaning and purpose.
- Develop a range of skills such as reflection, empathy, communication, reason, enquiry and evaluation and such attitudes as respect, sensitivity and open-mindedness.

How is this subject Assessed?

Non-exam Assessment Percentage	0 %
Non-exam Assessment Requirement	None
Final exam Percentage	100 %
Number of Final exams	2 x 1hr45min
Tiered papers and Grades Available	GCSE Grades 9 – 1

Course Description

In Year 9 you will have an introduction to ethical and philosophical enquiries, and build a foundational understanding of Christianity and Islam. In Years 10 and 11 you will study the following topics from the viewpoint of Christianity and/or Islam and non-religious people. You must also draw conclusions about your own opinions on these:-

Islam

- Religion, Peace and Conflict (causes of war, includes family conflict)
- Crime and Punishment (capital punishment, how we punish people)
- Muslim Beliefs
- Living the Muslim Life

Christianity

- Equality and Social Justice (equality, discrimination and prejudice)
- Philosophy (questions of God's existence, contrast with science, origins of the universe, religious experience)
- Christian Beliefs
- Living the Christian Life

Independent Learning

You will be set regular homework and research tasks to enable coverage of the syllabus.

How Families Can Help

- Take an interest in what has been studied.
- Encourage discussion of various viewpoints.
- Encourage sensitivity towards people with other views.
- Keep a look out for material in the media on the issues mentioned.
- Help ensure students complete homework.
- Help learn key words and teachings which are essential to this new syllabus.
- Encourage an awareness of current affairs by watching and discussing news items and global issues.

Art and Design: Fine Art GCSE

Head of Department Mrs C Purnell – Purnell.c@stowevalley.com

Exam Board and Course Number: Eduqas (C651QS)

Web Link to Course: [GCSE Art and Design | Eduqas](#)

Pre-requisites for course: None



Why Study this subject?

GCSE Art and Design will give you an opportunity for creative thinking which will not only support your other subjects but also give you the skills to think creatively and adventurously in whatever career you aim for. Art and Design will develop the use of your powers of observation, imagination, practical skills and personal expression. In addition, it is hoped that the course will be an exciting and rewarding experience for you which will result in increased self-confidence and independence. The aim of the course is to generate enthusiasm and interest and to encourage you to experiment with ideas, techniques and media. It will give you the opportunity to communicate and express your ideas, feelings and interests.

How is this subject Assessed?

Non-exam Assessment Percentage	100 %
Non-exam Assessment Requirement	60% - Consists of a personal portfolio of four completed units of work (described below). 40% - an independent project, on themes set by the Exam Board, which consists of ten school weeks spent on preparation work and a ten hour controlled assessment on a final painting or artwork.
Final exam Percentage	0%
Number of Final exams	None
Tiered papers and Grades Available	GCSE grades 9 - 1

Course Description

During this two year practical course you will begin with a 'Foundation Still Life Project' to develop your observational drawing skills and practice using a variety of different techniques and media.

You will then explore possible `Thematic` areas such as Cultural Decoration and Pattern, Flora and Fauna, Self-Identity, and possibly Barriers, gradually becoming more independent. Preparation would include observation work, research, development of imaginative ideas, and exploration of a variety of media, both 2D and 3D. Inspiration and analysis of the work of other artists is a very important element of the course.

These projects would each culminate in a large scale final piece, using media of your own choice.

Independent Learning

These tasks will be set every week and could involve drawing, researching, taking photographs, planning and gathering information in a sketchbook, on a given project, which will then be developed further in lessons.

How Families Can Help

- By visiting art galleries, museums and places of interest.
- By encouraging them to be involved in practical activities at home.
- By helping them to use the local libraries and ICT for their research work.
- Encouraging use of photography as a resource to extend their work.
- It would be very beneficial for students to have an A2 plastic folder, pencils, paints and pastels. A GCSE set can be bought from school for approximately £15.00.

Art and Design: Graphic Design NCFE

Head of Department Mrs T Bigham – bigham.t@stowevalley.com

Exam Board and Course Number: Not applicable

Web Link to Course: [NCFE Level 1/2 Technical Award in Graphic Design | NCFE](#)

Pre-requisites for course: None



Why Study this subject?

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and directly related to those experiences. It provides an opportunity for learners to gain an introduction to a wide range of themes. It encourages the learner to apply their knowledge and use practical tools across a range of areas within graphic design.

Learners will develop the following knowledge and skills:

- adapting their own ideas and responding to feedback
- evaluating their own work
- independent working
- working to deadlines
- presentation skills

How is this subject Assessed?

Non-exam Assessment Percentage	60 %
Non-exam Assessment Requirement	120 marks - One unit completed in Yr11 – 17h30m
Final exam Percentage	40 %
Number of Final exams	1 x 1hr30min - 80 marks - Completed at the end of the course in Yr11
Tiered papers and Grades Available	Level 2 Distinction* - Level 1 Pass

Course Description

Mandatory unit: Understanding graphic design (H/618/6063)

The course is comprised of this one mandatory unit with multiple content areas:

Content area 1: Components of graphic design

Content area 2: Work of graphic designers

Content area 3: Requirements of a graphic design brief

Content area 4: Planning, development and experimentation

Content area 5: Graphic design production

Content area 6: Design, present and promote graphic design work

Independent Learning

This is very important and set each week. It may involve research, planning, designing, drawing techniques and revision.

How Families Can Help

- By discussing and monitoring the work that is being done in lessons and for homework and ensuring that targets and deadlines are being met.
- By supporting the research work that students will need to undertake by providing suitable resources.
- By proof reading students' homework to ensure that it is of a suitable standard.

Art and Design: Textile Design GCSE

Head of Department Mrs C Purnell – Purnell.c@stowevalley.com

Exam Board and Course Number: Eduqas (C653QS)

Web Link to Course: [GCSE Art and Design | Eduqas](#)

Pre-requisites for course: None



Why Study this subject?

GCSE Art and Design (Textiles) will give you an opportunity for creative thinking which will not only support your other subjects but also give you the skills to think creatively and adventurously in whatever career you aim for. Art and Design (Textiles) will develop the use of your powers of observation, imagination, practical skills and personal expression. In addition, it is hoped that the course will be an exciting and rewarding experience for you which will result in increased self-confidence and independence. The aim of the course is to generate enthusiasm and interest and to encourage you to experiment with ideas, techniques and media. It will give you the opportunity to communicate and express your ideas, feelings and interests

How is this subject Assessed?

Non-exam Assessment Percentage	100 %
Non-exam Assessment Requirement	60% - Consists of a personal portfolio of four completed units of work (described below). 40% - an independent project, on themes set by the Exam Board, which consists of ten school weeks spent on preparation work and a ten hour controlled assessment on a final painting or artwork.
Final exam Percentage	0%
Number of Final exams	None
Tiered papers and Grades Available	GCSE grades 9 - 1

Course Description

This title is defined as the creation of designs and products for woven, knitted, stitched or printed fabrics and involves an understanding of fibres, yarns and fabrics.

Students undertaking the textile design title are required to demonstrate the knowledge, skills and understanding through areas of study relevant to their chosen title. Areas of study include:

- Constructed textiles
- Digital textiles
- Dyed fabrics
- Printed fabrics
- Fashion design
- Installed textiles
- Soft furnishings
- Stitched and/or embellished textiles.

Work is not limited to one area of study

Independent Learning

These tasks will be set every week and could involve making, sewing, drawing, researching, taking photographs, planning and gathering information in a sketchbook, on a given project, which will then be developed further in lessons.

How Families Can Help

- By visiting art galleries, museums and places of interest.
- By encouraging them to be involved in practical activities at home.
- By helping them to use the local libraries and ICT for their research work.
- Encouraging use of photography as a resource to extend their work.
- It would be very beneficial for students to have an A2 plastic folder, pencils, paints and pastels. A GCSE set can be bought from school for approximately £15.00.

Drama GCSE

Head of Department Mrs H Frost – frost.h@stowevalley.com

Exam Board and Course Number: OCR (J316)

Web Link to Course: [GCSE - Drama \(9-1\) - J316 - OCR](#)

Pre-requisites for course: None



Why Study this subject?

Drama teaches students many skills. We focus on communication: how we can communicate our ideas, feelings, thoughts and points of view to others using various methods – skills that are transferable to a wide range of careers and vocations. Drama is engaging and rewarding and teaches students a sense of discipline and commitment that feeds into their future aspirations and successes. Drama is a passion for many students and at GCSE we foster and feed this passion to help students develop into confident, articulate and successful young people.

How is this subject Assessed?

Non-exam Assessment Percentage	60 %
Non-exam Assessment Requirement	Portfolio: Research and explore a stimulus, work collaboratively and create a piece of devised drama with an accompany portfolio of evidence. Showcase: Present a showcase of two extracts from a performance text.
Final exam Percentage	40 %
Number of Final exams	1 – Explore practically a performance text. Answer questions based on this and analyse and evaluate a live theatre performance seen as a class within the exam.
Tiered papers and Grades Available	GCSE Grades 9 – 1

Course Description

The GCSE Drama course is varied and engaging; throughout the two years you will explore and stage play texts, learn to devise and make your own theatre from stimulus and develop skills in analysing live theatre.

You will be trained in a variety of specialist areas and styles including naturalism, surrealism and physical theatre. You will devise and make your own Drama and perform this to an invited audience and produce a

supporting portfolio of evidence. You will explore exciting play texts and perform a showcase to a visiting examiner and invited audience based on two extracts from the play. In addition you will be taught how to effectively explore character and setting and be able to analyse and evaluate this effectively within your written work. Finally – you will be taken to the theatre to watch exciting and unique live performances to prepare for your live theatre evaluation.

The course is challenging with a mixture of practical and written elements but it is also exciting, rewarding and varied.

Independent Learning

Homework is set on a weekly basis and involves devising scenes, learning lines and completing coursework. Help is given to students who find written work difficult

How Families Can Help

- Help students learn lines
- Support attendance of after school/weekend rehearsals
- Promote a passion of experiencing live theatre and television drama of an intense / sensitive nature
- Support students with written coursework/deadlines

Food Preparation and Nutrition GCSE

Head of Department Ms V Jordan – Jordan.v@stowevalley.com

Exam Board and Course Number: AQA (8585)

Web Link to Course: [AQA | Food preparation and Nutrition | GCSE | GCSE Food preparation and nutrition](#)

Pre-requisites for course: A commitment to bringing ingredients into school on a regular basis.



Why Study this subject?

This new GCSE Food Preparation and Nutrition is an exciting and creative course that focuses on practical cooking skills and a thorough understanding of nutrition, food provenance and working characteristics of food materials (food science).

How is this subject Assessed?

Non-exam Assessment Percentage	50 %
Non-exam Assessment Requirement	15% Food Investigation (10 hours) 35% Food preparation assessment (20 hours including a 3hr practical assessment).
Final exam Percentage	50 %
Number of Final exams	1 – 1hr45min – 20 marks multiple choice and 80 marks questions of varying style and approach
Tiered papers and Grades Available	GCSE grades 9 – 1

Course Description

The course is divided into the five key heading listed above, and each of these is divided into many subsections, some of which are listed here:

- Food preparations skills:- knife skills, using equipment, prepare and combine, dough, raising agents fruit and vegetables, using the cooker etc
- Food nutrition and health – macronutrients, micronutrients, minerals, water, needs and health, energy, nutritional analysis, diet
- Food science – cooking foods and heat transfer, cooking methods, functional and chemical properties of food

- Food safety – food spoilage and contamination, principles of food safety,
- Food choice- factors affecting food choice, British and international cuisine, sensory evaluation, food labelling and marketing
- Food provenance – environmental and sustainability issues with food, food processing and production

Independent Learning

The emphasis is very much on independent learning and becoming an independent cook. The non examined assessments are independent tasks. Homework will be set every week, and students will also have to prepare and gather ingredients at home, as well as prepare recipe/time plans.

Students will need to provide a folder, and of course they will be required to bring ingredients in on specific days of planned practical lessons.

How Families Can Help

By supporting students with acquiring the required ingredients necessary containers/cooking dishes for lessons. These will be given with usually a weeks' notice, and will be written in students' journals. Parents should look at journals weekly.

Students should be encouraged to cook at home whenever possible, or join in with preparation of family meals.

Music GCSE

Head of Department Miss B Reader – reader.b@stowevalley.com

Exam Board and Course Number: Edexcel (1MU0)

Web Link to Course: [Edexcel GCSE Music \(2016\) | Pearson qualifications](#)

Pre-requisites for course: None

Why Study this subject?

This qualification has been developed to provide an engaging and stimulating introduction to the world of music. It includes three specialist components consisting of Performing, Composing and Appraising. All of the components offer a thorough and varied experience of each part of the subject area.



How is this subject Assessed?

Non-exam Assessment Percentage	60 %
Non-exam Assessment Requirement	30% Performing (60 marks) – Solo and Ensemble performance required 30% Composing (60 marks)
Final exam Percentage	40 %
Number of Final exams	1 x 1hr45min – 80 marks (Component 3)
Tiered papers and Grades Available	GCSE Grades 9 – 1

Course Description

You will need to study 3 compulsory Components: Performing, Composing and Appraising. The Performing and Composing components are internally assessed and externally moderated. The Appraising component will be externally assessed in the form of a written exam.

These components explore a range of skills within each of them. Learners will experience performing as a solo act, and within an ensemble. The Composing component will explore student's ability to compose to a brief, as well as create a free and expressive composition. Appraising includes the study of 8 contrasting Set Works within 4 areas of study, as well as exploring and developing student's ability to identify and analyse musical elements and contexts using specialist subject terminology.

Independent Learning

None.

How Families Can Help

- Ensure that homework is completed on time.
- Ensure that students learning to play an instrument practise as much as they need to.
- Give students the opportunity of attending concerts, both locally and in major concert halls, for example, Symphony Hall in Birmingham, or Warwick University Arts Centre in Coventry.
- Watch programmes about music on media platforms and listen to the radio.

Product Design GCSE

Head of Department Ms V Jordan – Jordan.v@stowevalley.com

Exam Board and Course Number: AQA (8552)

Web Link to Course: [AQA | Design and Technology | GCSE | GCSE Design and Technology](#)

Pre-requisites for course: Completion of Product Design (ResMat) in Year 9



Why Study this subject?

Many of the products we use in our everyday lives have been designed by someone - from houses, furniture and clothes, to personal stereos and toothbrushes. We seldom stop to think how they were made, or how they came to look as they do. Yet, design is by no means reserved for professional designers. We are all involved in designing to some extent probably more than we realise.

As consumers we face the challenge of coping with an increasingly sophisticated world. We need to become 'conscious consumers', so we are better equipped to make sensible decisions about our purchases.

How is this subject Assessed?

Non-exam Assessment Percentage	50 %
Non-exam Assessment Requirement	Approximately 30 - 35 hours; Design and Make Activity from a range of contextual challenges set by the Exam Board; To be completed in school.
Final exam Percentage	50 %
Number of Final exams	1 x 2hr – Section A - Core Technical Principles (20 marks); Section B – Specialist Technical Principles (30 Marks); Section C – Designing and Making Principles (50 Marks)
Tiered papers and Grades Available	GCSE Grades 9 – 1

Course Description

This syllabus will:

- Require you to effectively communicate a variety of creative design ideas, through technical drawing and CAD, for a variety of scenarios and consumers.
- Encourage you to consider the effects and implications of new and emerging technology.
- Give you the opportunity to develop your practical abilities and the confidence to design, make and modify products and systems.
- Require you to combine designing and making skills with knowledge and understanding, in order to design and make quality products.

- Encourage you to develop critical thinking skills, in order to evaluate existing products, as well as your own ideas.
- Require you to develop your knowledge and understanding of material science, including properties and suitable applications
- Enable you to develop your awareness of industrial practices from New Product Development to Manufacture.

This new course assesses your subject knowledge and designing and making skills. You will develop a core knowledge covering a range of material areas as well as developing your chosen specialism. You will spend Year 10 developing your knowledge and understanding of the subject content and your designing and making skills.

During Year 11 you will continue to develop your subject knowledge and complete your Non Examined Assessment (NEA). This will be a Design and Make task chosen from a range of contextual challenges set by the exam board. The NEA is to be completed during school time. Structured revision will also occur during Year 11.

Independent Learning

This is very important and set each week. It may involve research, planning, gathering materials, preparing presentations or writing evaluations.

How Families Can Help

By checking the student's classwork/homework each week.

By regularly discussing with students the work being done in Design and Technology.

By encouraging students to consider how technology has affected their lifestyle.

By supporting research work and ensuring all necessary resources are available.

On occasion you may be asked to make small donations towards materials used, or provide some of their own materials.

Computer Science GCSE

Head of Department Mr D Wicks – wicks.p@stowevalley.com

Exam Board and Course Number: OCR (J277)

Web Link to Course: [GCSE - Computer Science \(9-1\) - J277 \(from 2020\) - OCR](#)

Pre-requisites for course: 8S or higher in Maths – or agreement from Mr Wicks



Why Study this subject?

This carefully planned course gives students a real, in-depth understanding of how computer technology works. The qualification builds on the knowledge, understanding and skills established through the Computing elements of their KS3 programme of study. The content has been designed not only to allow for a solid basis of understanding but to engage students and get them thinking about real world application.

It offers an insight into what goes on 'behind the scenes', including computer programming. It's a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Students who want to go on to higher study and employment in Computer Science and the wide range of related courses will find it provides a superb stepping stone. Computer Science contributes towards the English Baccalaureate.

How is this subject Assessed?

Non-exam Assessment Percentage	0%
Non-exam Assessment Requirement	20 hours of timetabled time to complete a Programming Project. The Programming Project does not count towards the final grade, but is a requirement of the course.
Final exam Percentage	100%
Number of Final exams	2 x 1hr30mins
Tiered papers and Grades Available	GCSE grades 9 - 1

Course Description

The course consists of two mandatory units.

Unit 1 - Computer systems. (Exam 50%)

This unit covers systems architecture, performance, memory and storage, wired and wireless networks, network topologies, protocols and layers, system security, system software and ethical, legal, cultural and

environmental concerns as well as computer systems in the modern world and legislation and privacy. This unit is assessed by a written paper, which has a mixture of short and long answer questions.

Unit 2 – Computational thinking, algorithms and programming. (Exam 50%)

This unit covers algorithms, programming techniques and producing robust programs, computational logic, translators and facilities of languages and how data is represented.

There is no controlled assessment however...

Students will use an OCR Programming Project task to develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language This can be in Python or Visual Studio, and check its functionality using a suitable and documented test plan. Finally, they will evaluate the success of their solution and reflect on potential developments for the future.

Independent Learning

Homework will be set each week based on the 'Flipped Learning' technique or practical 'hands on' software tasks.

How Families Can Help

- By discussing and monitoring the work that is being done in lessons and for homework, and ensuring that targets and deadlines are being met.
- By supporting the research work that students will need to undertake by providing suitable resources.
- There is no requirement for students to have any specialist software installed on their personal equipment however having access to either an installed or on-line version of Python and Visual Studio will be beneficial.

Enterprise and Marketing CAMBRIDGE NATIONAL

Head of Department Mr J Keevil – keevil.j@stowevalley.com

Exam Board and Course Number: OCR (J837)

Web Link to Course: [Cambridge Nationals - Enterprise and Marketing Level 1/Level 2 – J837 - OCR](#)

Pre-requisites for course: None



Why Study this subject?

This qualification is for students aged 14–16 who wish to develop applied knowledge and practical skills in enterprise and marketing. Students explore how businesses operate in terms of identifying their market, how they maximise profits from their market share, and the strategies they use to expand their market share through enterprise.

As part of the course students develop their own business ideas, learn how to pitch them to prospective buyers, thereby developing presentation skills.

How is this subject Assessed?

Non-exam Assessment Percentage	60 %
Non-exam Assessment Requirement	2 pieces of coursework, externally moderated
Final exam Percentage	40 %
Number of Final exams	1 x 1hr15min
Tiered papers and Grades Available	Level 2 Distinction* - Level 1 Pass

Course Description

Unit 1 – Enterprise and marketing concepts

This is assessed by an exam. In this unit, you will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business. Topics include:

- Characteristics, skills, risk and reward for enterprise
- Market research to target a specific customer
- What makes a product financially viable
- Creating a marketing mix to support a product
- Factors to consider when starting up and running an enterprise.

Unit 2 – Designing a business proposal

This is assessed by a set assignment. In this unit, you will identify a customer profile for a specific product,

complete market research to generate product design ideas, and use financial calculations to propose a pricing strategy and determine the viability of their product proposal. Topics include:

- Market research
- How to identify a customer profile
- Develop a product proposal for a business brief
- Review whether a business proposal is financially viable
- Review the likely success of the business proposal.

Unit 3 - Market and pitch a business proposal

In this unit, you will develop pitching skills to be able to pitch your business proposal to an external audience. Finally, you will review your pitching skills and business proposal using the learning, self-assessment and feedback gathered. Topics include:

- Develop a brand identity to target a specific customer profile
- Create a promotional campaign for a brand and product
- Plan and pitch a proposal
- Review a brand proposal, promotional campaign and professional pitch.

Independent Learning

Homework will be set each week and may involve:

- Investigation and research of real-world business situations
- Learning business terms
- Rehearsing examination technique for a range of different questions
- Essays
- Revision for tests

How Families Can Help

- By discussing and monitoring the work that is being done in lessons and for homework and ensuring that targets and deadlines are being met.
- By supporting the research work that students will need to undertake by providing suitable resources.
- By proof reading students' homework to ensure that it is of a suitable standard.

French GCSE (Ebacc)

Head of Department Ms H Sharpe – sharpe.h@stowevalley.com

Exam Board and Course Number: AQA (8658)

Web Link to Course: [AQA | French | GCSE | GCSE French](#)

Pre-requisites for course: None



Why Study this subject?

French is the first or second language in more than 40 countries and is spoken by 125 million people around the world, on every continent. Because French is the foreign language of choice for so many people in the world, knowing French will increase your chances of communicating in a non-English speaking country. You can use French to develop international friendships, as well as to communicate via the Internet. International job applicants who are proficient in at least two languages will be at a distinct advantage in the global market. When you know French, you can be part of communications and transactions occurring daily in French on every continent. Studying a MFL GCSE is a key element of the English Baccalaureate.

How is this subject Assessed?

Non-exam Assessment Percentage	0 %
Non-exam Assessment Requirement	None
Final exam Percentage	100 %
Number of Final exams	Listening (25%) – 35 mins (foundation) or 45 mins (higher) Speaking (25%) – 7-9 mins (foundation) or 10-12 mins (higher) Reading (25%) – 45 mins (foundation) or 1 hour (higher) Writing (25%) – 1 hour (foundation) or 1hr15min (higher)
Tiered papers and Grades Available	Higher tier – grades 9 – 4 Foundation tier – grades 5 – 1

Course Description

Throughout this course, students will learn the structured basics of French in a variety of topics designed to fully showcase the language and their progress. At the end of the year students will have the language, grammar and vocabulary required to complete their GCSE exams.

Independent Learning

The most important independent learning that students will do will be the learning of new vocabulary. It is vital that students learn this new vocabulary thoroughly and are able to reproduce it for the test the

following lesson. Knowing the vocab will enable students to then use it in written and spoken work, and develop their language further. In addition to this essential piece of the course, students will also be required to prepare their responses to a series of oral questions that they will have in advance.

How Families Can Help

Students will have to learn vocabulary regularly. Once they have learnt the words it is extremely helpful they can be tested at home – it really makes a difference to how much they retain and is a very practical thing that parents can do to help. The person doing the testing does not need speak the language as they can test by asking students in English to spell the word in the foreign language.

Health and Social Care BTEC

Head of Department Mrs B Rigg – rigg.b@stowevalley.com

Exam Board and Course Number: Edexcel (603/7047/6)

Web Link to Course: [Health & Social Care \(2022\) | BTEC Tech Award | Pearson qualifications](#)

Pre-requisites for course: None



Why Study this subject?

Y9 studies of Health and Social Care can help you take your first steps towards a career in the care sector. You'll learn essential skills including care values that are vitally important within this sector, develop key skills that enable you to interpret data about a person's health and gain a good understanding of human growth and development.

Social care provides a whole range of services to support children, adults and the elderly. If you work in social care, you could help people in their own homes, in residential care or in a number of other places such as day centres or supported housing.

How is this subject Assessed?

Non-exam Assessment Percentage	60 %
Non-exam Assessment Requirement	Coursework 1 to be completed in y10 Coursework 2 to be completed in y11.
Final exam Percentage	40 %
Number of Final exams	1 x 2hrs - 60 marks - Completed at the end of the course in Yr11
Tiered papers and Grades Available	Level 2 Distinction* - Level 1 Pass

Each unit you cover will have a small assessment within it, this could be creation of advertising material for a particular career in health and social, peer work and building up to extended writing as practise for those who continue with the subject into y10. Units covered are: working in health and social care, healthy living, equality & diversity and lifespan development.

Course Description

We aim:

- To provide an opportunity to develop a good understanding of the skills and expertise required to be successful, if choosing to work in the health care sector.
- To develop strong communication skills and understanding the barriers some face with communication.
- To explore and understand questions such as: How do people grow and develop throughout their lives? How can factors such as lifestyle, relationships and life events affect your growth and development? What is good practice in health and social care?
- If continuing into y10 you will be completing two pieces of coursework set by Pearson, under exam

conditions during lesson time. You will also have one exam at the end of y11 with a qualification available that is equivalent to one GCSE.

Independent Learning

Independent study will be set to reinforce the research and independent work needed to prepare for y10 coursework pieces.

How Families Can Help

Encourage your child to take an active interest in Health and Social care, keep up to date with news topics into these areas.

- By ensuring that independent study is done thoroughly.
- By supporting students to undertake work experience in a Health Care setting
- Encouraging students to take an interest in television programmes about the Health Care professions

Media GCSE

Head of Department Mrs L Simpson – Simpson.l@stowevalley.com

Exam Board and Course Number: AQA (8572)

Web Link to Course: [AQA | Media Studies | GCSE | GCSE Media Studies](#)

Pre-requisites for course: None



Why Study this subject?

Media Studies focuses on four main areas: Media Language, Industries, Audience and Representation. The course is an opportunity for exploring and analysing various aspects of Media.

Media Studies should be studied by anyone with an interest in film, television, video games, magazines and popular culture in general. It's a GCSE qualification focused on the skills of analysis, creativity and interpretation and a step towards Level 3 courses or employment.

How is this subject Assessed?

Non-exam Assessment Percentage	30 %
Non-exam Assessment Requirement	Choice from 5 Briefs. Creating a piece of media such as articles, posters, tv adverts, etc.)
Final exam Percentage	70 %
Number of Final exams	2 x 1hr30min
Tiered papers and Grades Available	GCSE Grades 9 – 1

Course Description

This is a subject that focuses on creative, analytical and essay writing skills that are present in your other English GCSEs. It also links well with Art, Graphics, ICT and Photography. Media is a creative, engaging and challenging GCSE that will rely on your abilities to write analytically, form creative and original ideas and be able to meet deadlines as well as revising case studies for your external exam. This is not a subject focused on simply 'watching films'.

The course will help you to develop broad academic skills in: creativity, discussion, analysis and evaluation. It involves disciplined, methodical research and the ability to handle theoretical ideas. In addition, it encourages creativity, inventiveness and imagination, while offering opportunities for leadership, collaboration and cooperation. Furthermore it builds on English skills and ties in closely with English Language and Literature at GCSE as well as being a solid foundation for A Level English Language, or a post-16 course in Media Studies.

Independent Learning

There are numerous opportunities for independent learning in this subject such as: investigating and collating case studies, producing individual pieces of practical work, researching existing successful marketing brands, investigating the backgrounds of institutions as well as producing your own creative texts.

How Families Can Help

Firstly, Media Studies relies on students having a wide contextual knowledge therefore watching the news, keeping up with trending news, reading reviews and using a variety of Media platforms will be beneficial. Secondly, Media Studies will involve interacting with set exam pieces that need to be researched and studied. It would be useful if students were allowed to download and interact/play/study exam set pieces. At no point should these cost anything, and you do not need to pay in-game charges; the basic free packages are all that would be required.

Physical Education GCSE (Sport in Y9)

Head of Department Mr K Pearce – pearce.k@stowevalley.com

Exam Board and Course Number: AQA (8582)

Web Link to Course: [AQA | Physical Education | GCSE | GCSE Physical Education](#)

Pre-requisites for course: Must have studied Sport in Year 9



Why Study this subject?

Do you enjoy PE and games? Would you enjoy studying it at a higher level and getting a qualification for it? Would you like to develop a theoretical understanding of physical activity? Perhaps you already spend some of your leisure time playing sport, whether it is in a school team or as a member of a local club. If any of this applies to you then you will certainly enjoy GCSE PE.

We aim:

- to promote physical activity and a healthy lifestyle.
- to develop positive attitudes and good sporting behavior.
- to develop an understanding of how the body works in order to take part in exercise.

How is this subject Assessed?

Non-exam Assessment Percentage	40 %
Non-exam Assessment Requirement	30% Final Practical Assessment in 3 Sports 10% Analysis and Evaluation (Coursework)
Final exam Percentage	60 %
Number of Final exams	2 x 1hr15min
Tiered papers and Grades Available	GCSE Grades 9 – 1

Course Description

Physical Education is a practical-based subject with the emphasis on physical activity. 60% of the marks for this subject are for theory, 40% for Non-Exam Assessment (NEA) (10% for coursework and 30% are for practical).

NEA

Practical Work

You will take part in a variety of different sports throughout the course.

You will be assessed on a combination of your 3 strongest activities.

One of your practical activities must be a team game. One of the activities must be an individual activity.

The final activity can be a free choice.

The practical activities must be drawn from a set list.

Coursework

You will write about your strengths and areas of improvement or one of your selected practical sport. You will then write a plan and program of how you intend to improve your fitness.

Theory Work

The syllabus for this section of the course is divided into two sections.

Paper 1 - The human body and movement in physical activity and sport

1. Applied Anatomy and Physiology
2. Movement Analysis
3. Physical Training
4. Use of Data

Paper 2 – Socio-cultural influences and well-being in physical activity and sport

1. Sports Psychology
2. Socio-cultural influences
3. Health, fitness and well-being
4. Use of data

Independent Learning

Homework will be set to reinforce the theory content of the course. Students will also be encouraged to develop their expertise further in extra-curricular activities and local clubs where appropriate.

How Families Can Help

- By ensuring students have correct PE kit.
- By ensuring that theory homework is done thoroughly.
- By supporting students in any form of extra-curricular sport – Internal or external.
- Enabling students to watch a variety of sport on media platforms.
- Supporting students if they wish to watch local sporting events.

Sport BTEC (Sport in Year 9)

Head of Department Mr K Pearce – pearce.k@stowevalley.com

Exam Board and Course Number: Edexcel (603/7068/3)

Web Link to Course: [Sport \(2022\) | BTEC Tech Award | Pearson qualifications](#)

Pre-requisites for course: None



Why Study this subject?

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology.

How is this subject Assessed?

Non-exam Assessment Percentage	66.6 %
Non-exam Assessment Requirement	2 x coursework (externally moderated)
Final exam Percentage	33.3 %
Number of Final exams	1 x 1hr30min
Tiered papers and Grades Available	Level 2 Distinction* - Level 1 Pass

Course Description

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Students will explore the different types of participant and their needs in order to gain an understanding of how to increase participation for others in sport and physical activity and further develop their knowledge and understanding of anatomy and physiology. Students will undertake practical sessions to develop skills in planning and delivering sports activity sessions to participants. The qualification enables our students to develop their sector-specific skills, such as sport analysis and sports leadership, using realistic vocational contexts, and personal skills, such as communication, planning, time management and teamwork through a practical and skills-based approach to learning and assessment.

Independent Learning

You will be set regular homework and research tasks to enable coverage of the syllabus.

How Families Can Help

- By ensuring students have the correct kit and equipment.
- By ensuring that independent study is done thoroughly.
- By enabling students to view and participate in a variety of sports and opportunities.

Reminder:

Options forms must be returned online by 9am on Friday 28th February.