



The Stanway School



Year 9 Options Booklet 2024

A guide to selecting
the right subjects for you

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The Year 9 Pathway Process

Dear Parents/Carers,

In recent years, schools and academies greater freedom to design a curriculum that best suits the needs, interest and aptitudes of its students. At Stanway we have aimed to keep the curriculum as broad as possible maintaining a full KS3 curriculum across Years 7-9.

At Stanway, we have created our curriculum offer to ensure we can give appropriate time for the delivery of English, Mathematics, Science and other core subjects, allowing students the opportunity to develop a deeper understanding of key concepts.

Our timetable structure allows us flexibility to create personalised pathways for a student's learning by extending our provision of:

- targeted interventions to support those students who are not making the expected level of progress;
- accelerated learning opportunities.

Alongside the core subjects of English, Mathematics and Science students will also continue to study Core PE, Personal Development (including PHSE and Citizenship) Sex and Relationships and Religious Education.

In addition to their lessons, students will also be supported in the wider curriculum by trips, visits and events to support the subjects they study. Although these experiences will be built throughout the five years at Stanway, some of these will be closely linked to this programme of study in Years 10 & 11.

We hope you enjoy our Pathway Evening.

Yours faithfully



Executive Headteacher



Option Pathways

In order to meet the needs of all students at Key Stage 4 we offer three different 'Pathways'. You will be provided with a Google Form which will be personalised to the 'Pathway' that is the most appropriate to the student. This form then needs to be submitted prior to the 22nd March 2024 (this allows for a "first priority" preference when it comes to options and class sizes).

English Baccalaureate Pathway

- Students take a language option **and** either Geography or History which leads them to obtaining the full 'English Baccalaureate'. In addition they will take a further two subjects of their choice from the available lists. This pathway is for approximately 70% of students.

Open Pathway

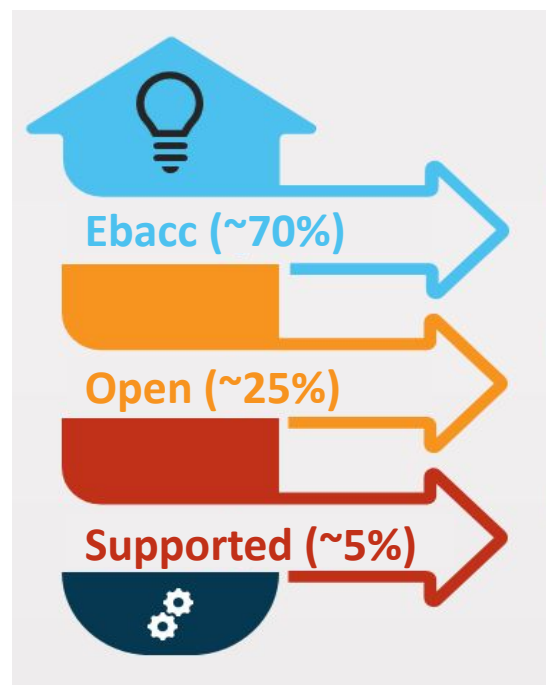
- Students take a minimum of one 'English Baccalaureate' subject (French, German, Spanish, Geography or History). In addition they will take a further three subjects of their choice. This pathway is for approximately 25% of students.

Supported Pathway

- This is an invitation only pathway and parents are encouraged to meet with our SENCo in order to discuss this further. In this pathway, students will undertake Entry Level Qualifications in English, Mathematics and ICT Skills, get support for their subjects (in particular in coursework modules) and still have 2 option choices. This path is for approximately 5% of students.

Which is your pathway?

Check the inside back cover (page 43).



1. Options Pathways Evening	14th March 2024
2. Form Returned (online submission)	22nd March 2024
3. KS4 Subjects Confirmed	June 2024
4. Start KS4 Courses	September 2024
5. Key Stage 4 Results	August 2026

Choosing Subjects

You should choose your subjects carefully, as it could be hard to change courses once you have started. Your choice of KS4 subjects should be determined by five important factors:

1. Your ability and/or aptitude for subjects;
2. Your interest and enthusiasm for all your chosen subjects;
3. The relation of your chosen subjects to each other;
4. Your plans for higher education and potential careers;
5. Whether you wish to undertake the 'English Baccalaureate'.

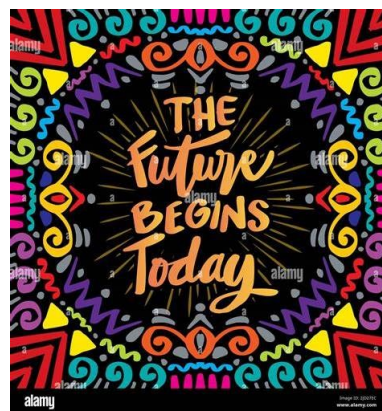
Some of you already have a clear idea of your chosen career and therefore the subjects you must choose at KS4. For most of you, the subjects you are good at will also be the ones you like and they will therefore probably combine well with each other. However, many of you have not yet decided on a career path and for you the choice can be bewildering. However, don't panic! There's lots of help available.

Firstly, you should consult with as many people in school as possible before making any decision. Heads of Department and subject teachers can offer you advice on your ability in the subject and can give you further details on the course content and nature of assessment. Your Form Tutor can also give you an overall picture of your academic progress thus far. Our Careers Advisor, Mrs Laney, will also be able to give you specific advice on subject requirements and the qualifications needed for various future courses and careers.

Finally, please don't choose subjects based on your favourite teachers; we obviously can't guarantee that you'll be in their class or that they will be here in September! It is also important that you don't choose subjects because your friends are doing them; carefully consider **your** future and what **you** want to do.

Should you require any further information, please do not hesitate to contact Mr Stuart, Assistant Headteacher at the following email address:

richard.stuart@stanway.school



The English Baccalaureate

What subjects does the English Baccalaureate cover?

The English Baccalaureate (EBacc) is not a qualification and there is no certificate, as it is achieved by amalgamating GCSE qualifications. However, by taking the subjects outlined in the English Baccalaureate, students will be giving themselves the best options and opportunities for further education, by ensuring they have the broad base of core academic subjects that universities and colleges prefer.

The English Baccalaureate comprises English, Maths, History or Geography, two Sciences and a Language. To qualify for the English Baccalaureate, you need to achieve a 'Good Pass' in each of these areas (grade 5 or above). The number of subjects in the English Baccalaureate has been kept deliberately small to allow pupils to still choose subjects that interest them and to pursue school careers that match their abilities and their ambitions.

Why were these subjects chosen for the English Baccalaureate?

Some of the requirements for the English Baccalaureate are already compulsory, such as English and Maths. The subjects for the English Baccalaureate were selected in consultation with university groups, such as the Russell Group. They explained the subjects that they would like to see candidates qualified in, as well as subjects that gave pupils the best possible range of options when it came to choosing A Levels and university courses.

Keeping options open

Few of us really know what we want to do in life in Year 9, when we make our GCSE choices, so it is well worth keeping options open. Not many university courses ask for specific GCSEs other than English and Maths, which are compulsory anyway. However, students will usually need the equivalent GCSE to study a subject at A' Level. Students should therefore keep their options open for A' Levels by studying as wide a range of courses as possible. The English Baccalaureate should help students do this in two ways; firstly by ensuring our school offers a wide range of core subjects, and secondly by leaving options open beyond the five core elements of the English Baccalaureate.

Case Study: University College London — Entry Requirements

'University College London encourages intercultural awareness in all its students, and considers experience of learning a foreign language a vital element of a broad and balanced education. UCL wishes to ensure that all of our graduates have had some experience of exploring another culture through language'.



Core: English Language

Why?

Students will read a range of varied and engaging texts in order to explore language and write creatively. This specification asks students to read a range of fiction and non-fiction texts, in order to explore genre, a writer's message, language and structural choices. Students will be asked to write creatively with varied tasks such as stories, descriptive writing, newspapers, letters and articles. Not only are building key writing skills such as vocabulary development or varied punctuation useful for wider life, but students will be encouraged to develop a personal writing style using a range of language devices. Students will be encouraged to debate and discuss topical issues through speaking and listening tasks.

What?

1) Critical reading and comprehension

- Identifying and interpreting themes, ideas and information
- Reading in different ways for different purposes
- Supporting a point of view by referring to evidence
- Identifying bias and considering a writer's viewpoint

2) Writing

- Writing effectively for different purposes and audiences
- Using language imaginatively
- Selecting, organising and emphasising facts, ideas and key points (citing evidence)

3) Spoken Language

- Listening to and responding appropriately to questions and feedback
- Expressing ideas using Standard English and effective language devices

Assessment

Paper 1 Explorations in Creative Reading and Writing

50% 1 hour 45 minutes

Paper 2 Writers' Viewpoints and Perspectives

50% 1 hour 45 minutes



Further Information:

Ms Rivett

Core: English Literature



Why?

“There is more treasure in books than in all the pirate’s loot on Treasure Island”
- Walt Disney.

Through Literature, students will explore some of the greatest books, plays and poems ever written. They will learn about a variety of famous authors and explore the social historical context in which they were written.

Students will gain an appreciation of language, genre and an author’s intent. They will be encouraged to make connections between texts and gain an understanding of literary heritage.

What?

For Paper 1 students will study Shakespeare. Possible texts are: Romeo and Juliet, Macbeth and Much Ado About Nothing. Students will also study a 19th century novel in detail. Possible texts are: A Christmas Carol, Great Expectations and Frankenstein.

For Paper 2, students will look at a modern text, for example, An Inspector Calls, Lord of the Flies or Blood Brothers, alongside poetry with the themes of Power and Conflict or Love and Relationships.

Students will also need to be prepared to answer questions relating to previously unseen poetry within the examination.

Assessment

Paper 1	1 hour 45 minutes	Shakespeare and the 19th century novel	40%
Paper 2	2 hours 15 minutes	Modern texts and poetry	60%

Further Information: Ms Rivett

Core: Mathematics

Why?

Our GCSE Mathematics curriculum is designed to provide students with the ability to secure a wide range of skills that include; problem solving, logical thinking, contextual analysis, and communication. Students will build mathematical fluency through our ambitious programme, building on prior knowledge and making links between concepts to further deepen their understanding. Using their knowledge of key skills and teaching how to apply them in different contexts, allows students to gain confidence in translating their mathematical skills into everyday life. We provide students the opportunity to challenge themselves, explore the abstract nature of mathematics, and take ownership of their own learning.

What?

Number—Addition, subtraction, multiplication, division, fractions, multiples, factors, prime numbers, percentages, decimals, ratio, rounding, estimating, accuracy, powers & roots, standard form, surds.

Algebra—Algebraic vocabulary & notation, manipulating expressions, solving equations & inequalities, rearranging formula, deriving formula and equations, sequences, plotting equations and transformation of functions.

Ratio, Proportion and Rates of Change—Compound measures [speed/distance/time, volume/mass/density, rates of pay], conversion between measures, scale factors in length/area/volume, dividing by a given ratio, recipe proportion, percentage as proportion, interpret the gradient of a straight line graph, growth and decay.

Geometry & Measures—Properties of angles, properties of shapes, interior/exterior angles of polygons, rules of parallel lines, symmetry, reflection, rotation, translation, constructions, loci, plans & elevations, Pythagoras, trigonometric ratios, sine & cosine rule, exact values of sine, cosine & tangent for key angles, geometrical proofs, circle theorems, measuring, standard units of measure, perimeter, area, volume for triangles, quadrilaterals and compound shapes, enlargement, congruent & similar shapes, vectors, scale, bearings, coordinates.

Probability—Theoretical probability, understanding of fairness and bias, relative frequency, listing outcomes, sample space, Venn diagrams, tree diagrams, calculating probabilities, probabilities sum to 1, calculating conditional probability with replacement and non-replacement.

Statistics—Surveys, sampling, questionnaires, bias, data collection, 2 way tables, drawing & interpreting, bar charts, pie charts, scatter graphs, frequency polygons, cumulative frequency graphs, box plots, histograms and finding averages, quartiles & ranges from various sized data sets, comparing spread and distribution.

Assessment

The GCSE consists of three examination papers: one non-calculator and two calculator, all three are 1 hour 30 minutes long. Each paper is worth 80 marks and all papers have equal weighting in final grade. All aspects of the syllabus can be assessed as part of any of the 3 papers.

Tiers of entry: Foundation (Grade 1 through to 5) and Higher (Grade 4 through to 9). A final decision about which tier a student is entered for will be made by the school in the spring term of Year 11 after the mock examination in the December.

Further Information: Mrs Ridgwell

Why?

The Science Department offers two different routes in KS4.

1. AQA Trilogy Combined Science
2. AQA Science (Three separate GCSEs; Biology, Chemistry and Physics)

These routes reflect the varied needs of our students and cater for whether or not Science forms a part of their post 16 aspirations. Each route is taught in well-equipped laboratories by enthusiastic subject specialists.

What?

1) GCSE Combined Science

Route 1 provides students within the A and B populations the opportunity to gain two GCSEs in Science. It is studied throughout Key Stage Four where the content is separated into Biology, Chemistry and Physics. Completing the course successfully would result in a student obtaining two GCSEs in Science allowing them to continue studying Science post 16.

2) Triple Science

Triple Science will be offered to the X population. The course runs parallel to Route 1 and includes further content with longer examinations which contribute to a third GCSE award. Students successful in completing Triple Science would expect to achieve three GCSEs in Biology, Chemistry and Physics as separate sciences.

Assessment

Combined Science (Trilogy)

The AQA Trilogy GCSE course is assessed with six papers which are each 75 minutes long. Each of the six papers is worth 16.7% of the total grade and are available at either Foundation or Higher Tier. They cover content from Biology, Chemistry and Physics.

Triple Science (Biology, Chemistry and Physics)

Each of the AQA GCSE Separate Sciences are assessed with two papers which are 105 minutes long. Each of the two papers is worth 50% of the total grade. Six papers will be sat in total with each paper being sat at Higher Tier.



Further Information:
Mrs Watt

Core: Beliefs, Philosophy and Ethics (BPE)

Why?

All students will have one lesson a fortnight of Beliefs, Philosophy and Ethics.

Beliefs, Philosophy and Ethics is an excellent opportunity to take a step away from other subjects that can be very prescriptive in their nature. It gives all students the refreshing opportunity to reflect upon the complexities of human beings, the Universe and their place in it.

84% of the world's population follow a named religion and over half of the remaining 16% believe in some kind of higher power. Spirituality is of concern to nearly all of us. In order to understand each other we need to have an understanding of belief.

What?

Over the two years we will be studying a variety of philosophical and ethical ideas through a variety of different tasks including lots of debate and discussion

- Medical Ethics
- Relationships and the Family
- Religion and Science
- Equality
- Wealth and Poverty
- Alternative Spiritualities



Assessment

There will be no exam for this subject but there will be a focus on soft skills including

- Empathy
- Critical thinking
- Oracy
- Creativity
- Participation
- Literacy (including skills for persuasive writing)

Further Information: Ms Gray

(Personal, Social, Health and Economic Education)

Why?

By educating students about themselves and lifestyles it helps them to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Students build knowledge, confidence and self esteem and make the most of their abilities. They learn about managing new or difficult situations positively, how to deal with challenges and to accommodate diversity in all its forms.

What?

PSHE Education is delivered both by Form Tutors during registration and through Dedicated PSHE lessons. In addition there will be Enrichment days and activities supporting students personal development and decision making. PSHE compliments topics that are covered within core subjects. PSHE is divided into two areas:

- **Personal Wellbeing**

Cultural awareness, personal development, relationships and sexual health education (RSHE), drugs education, healthy lifestyles, risk, first aid, discrimination and prejudice.

- **Economic Wellbeing and Financial Capability**

Work related learning, careers education, enterprise education and financial capability.

RSHE, Work related learning and Careers education are statutory in the school curriculum.

Stanway Standard Awards

Students are expected to demonstrate the Stanway Standard during their time at The Stanway School. Students are expected to be considerate, respectful, proud, responsible, and determined.



Through displaying positive behaviours linked to the Standards, and getting involved in the school community via school events, volunteer work, clubs, experiences, and trips, students are able to develop employability skills, soft skills, and personal qualities that will benefit them for years to come.

**Further Information:
Mrs Deighton**

Core: Careers Guidance

What?

The school has a statutory responsibility to secure independent and impartial careers guidance from year 8 to post 16. This includes:

- How to make informed choices and be enterprising and ambitious
- How to develop employability, team working and leadership skills
- Develop flexibility and resilience
- About economic and business environment
- Information relating to the labour market

Careers Education at Stanway is an integral part of the PSHE Education curriculum, and we were awarded the Quality in Careers Award for Careers Education Information Advice and Guidance in April 2018. The careers programme aims to widen students' appreciation of the world of work and the needs of employers. It is delivered through a wide range of activities, such as small group discussion, role play and problem solving exercises as well as individual work which helps to prepare students for adult working life.

As a school we provide impartial advice and opportunities to provide the students with the knowledge to enable them to make informed choices at 13+ and 16+. Specialist advice is available from our Careers Adviser, who organises visiting speakers, exhibitions and visits on a variety of career pathways. Students are encouraged to log in to the following sites whose links are available via the school website: National Careers Service, Target Careers, u-explore and Apprenticeships and plotr.co.uk where they can access careers support materials and find out about careers that interest them along with support and advice they may need.

Work-Related Learning

Work Related Learning is delivered at KS4 through a number of routes. This involves learning through experience of work, learning about work and working practices and learning the skills for work. Other Work Related Learning experiences include:

- Contributions from all curriculum areas, where appropriate.
- Individual Taster Days, Careers Days and Careers Fairs.
- Guest speakers from a variety of working environments
- Business Enterprise activities incorporated within Enrichment activities

Mock Interviews

In Year 10 students all students experience a mock interview thanks to the local business people of Colchester and our Business Mentor Network. This provides students with advice on how to handle themselves in an interview and helps prepare them for future college and job interviews which commence in Year 11.

For more information, please visit
<https://sites.google.com/stanway.school/careers-hub/home?pli=1>

Further Information:

Mrs Laney



Core: Physical Education

Why?

Regardless of whether students choose Exam PE or not, they will all still do core PE lessons over KS4. Getting a moderate amount of physical activity every week encourages students to make healthier choices. Through effective physical education, children learn how to incorporate safe and healthy activities into their lives. Physical education is an integral part of developing the "whole" student for success in social settings and the learning environment.

What?

All students in years 10 and 11 follow a course in Physical Education for 3 periods per fortnight. In year 10 students will be required to follow a programme in line with the National Curriculum, therefore full participation is necessary. The curriculum requires students to take part in activities across at least three areas; Games, Striking and Fielding, Athletics, Gymnastics and Dance. Although the continued development of skills is encouraged, students are taught to develop their coaching and officiating knowledge through games based activities. Students are also given the opportunity to specialise in certain areas of physical activity.

In Year 11 the students are given greater flexibility and some opportunities to choose which activities they wish to participate in. The activities programme is split into four half-term blocks over which time the students will study different sports. The ethos behind the activities programme is to develop students' breadth of experience in sport and also to try to get them involved in activities which they are likely to participate in once they have left school.



Further Information: Mr Wade

Option: Art and Design

Why?

This specification provides students with a wide range of creative, exciting and stimulating opportunities to explore their interests in art and design. Students opting for this course should be able to demonstrate an enjoyment and commitment to the subject, as well as a willingness to develop their skills. Students are given the opportunity at the start of the course to purchase an 'Art Kit' containing a range of materials. On occasions where a visit is made outside of school we would ask for a donation towards the cost.

What?

Students produce three major projects over the two academic years (this includes the mock examination in year 11). A project consists of a sketchbook and a 'final piece'. Sketchbooks contain a variety of research including observational drawings, artist research and design ideas for a 'final piece'. The 'final piece' is a student's personal response to the project theme and is produced outside of the sketchbook, for example a painting or sculpture.

Project 1 Pop Art (Confectionary)

Students will work towards an A1 Pop art inspired acrylic painting.

Project 2 Ceramic Sculpture

Sketchbook research followed by the creation of a clay sculpture.

Project 3 Mock Examination

Students will work on a past AQA examination question. The final piece will be completed in a 10 hour mock examination.

Assessment

- Portfolio of Work: (60% of the overall grade)
- Externally Set Assignment: Additional major project where the theme is sent from the examination board. *There is no written examination.* (40% of the overall grade)

Further Information:

Mrs Eves



Option: **Beliefs, Philosophy and Ethics (BPE)**

Why?

Belief, Philosophy and Ethics is an excellent opportunity to take a step away from other subjects that can be very prescriptive in their nature. It gives all students the refreshing opportunity to reflect upon the complexities of human beings, the Universe and their place in it.

84% of the world's population follow a named religion and over half of the remaining 16% believe in some kind of higher power. Spirituality is of concern to nearly all of us. In order to understand each other we need have an understanding of belief.

What?

The course will be split into two parts

Beliefs Teachings and Practices
Christianity

Beliefs Teachings and Practices
Islam or Buddhism

We will be looking at different denominations but we will also address secular ideas such as humanism and atheism.

Thematic Studies

Relationships and the family
Religion and Life
Peace and Conflict
Crime and Punishment

Assessment

Beliefs, Teachings and Practices
exam—1 hour 45 minutes

Thematic Exam—1 hour 45
minutes



Further Information:
Ms Gray

Option: **Business Studies**

Why?

The course makes the students' learning experience as real, applicable, relevant and interesting as possible. Students are encouraged to learn by using local and national businesses. They are also encouraged to use social media, the internet, along with friends and family knowledge to support their work.

As well as looking at the core business skills, the subject also develops a variety of interpersonal and cross curricular skills. This includes: numeracy, literacy, ICT and problem solving. Other skills include, analysing, evaluating, and developing social skills. Students are expected to take part in a considerable amount of group study sessions, that are both practical and project based.

What?

- The course consists of three modules: two of which are internally assessed and one that is an examination.

RO67- Enterprise and Marketing Concepts 40%: This unit allows students to gain underpinning knowledge and understanding relevant to the business world. The module allows students to gain an understanding of what an Entrepreneur is and the risks and rewards of starting up a business.

RO68- Design a business proposal 30%: This unit uses creativity to design a new product, which students see as an exciting challenge. The students learn that if you want to make a profit, then they must meet the needs of their customer. They also learn about unique selling points as well as developing market research tools.

RO69- Market and pitch a business proposal 30%: This unit continues on from the RO68 in which students created a product. They will use this to create brand identity and promotional plans for a business plan.

Assessment

- RO67: 40% examined unit
- RO68: 30% centre assessment.
- RO69: 30% centre assessment.



Further Information:
Miss Conway

Option: Child Development

Why?

Child Development aims to give students an insight into the challenges, excitement, considerations and responsibility surrounding children's development and the agencies and people involved in caring for them. The course covers all aspects of child development and parental responsibility, from conception to five years. Pupils will develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being. We will cover the principles and concepts of Child Development including health and Well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years.

Careers destination include learning pathways to related fields in Child Care, Health and Social Care, Teaching, Psychology, Sociology and Biology.

What?

The course:

- Challenges students to investigate the equipment needed for babies, toddlers, preschool children up to five.
- Develops understanding of the 'developmental norms' from birth to five years and the stages and benefits of play.
- Encourages multiple approaches to learning, such as practical opportunities and real-life scenarios, which will support students to develop their applied knowledge and practical skills. Developing learning and practical skills that can be applied to real-life contexts and work situations
- Encourages students to think creatively, innovatively, analytically, logically and critically.
- Develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.

Assessment

- R057: Health and well-being for child development - 40% examined unit
- R058: Creating a safe environment and understand the nutritional needs of children from birth to five years - 30% centre assessment.
- R059: Understand the development of a child from one to five years. 30% centre assessment.

Further Information:
Mrs Deighton



Option: **Citizenship**

Why?

Citizenship helps to produce motivated and responsible learners, who relate positively to each other, to staff and to the surrounding community. For society it helps to create an active and responsible citizen, who is willing to participate in the life of the nation, the wider world and play its part in the democratic process.

What?

Students will consider five key themes:

- Theme A: Living in the UK
- Theme B: Democracy in the UK
- Theme C: Law & Justice
- Theme D: Power & influence
- Theme E: Taking Action

Candidates study diversity and rights in the UK and abroad; issues such as immigration and what it means to be British, Human Rights to working and consumer rights; Political structures, and voting systems in the UK and abroad, issues currently in the news to do with the UK's relationships with other countries, NATO, the EU and the UN; action within our local community and abroad.

Assessment

100% examination

This will comprise of 2 separate exams that will be sat at the end of Year 11:

Paper 1 - 1 hour 45 minutes (Themes A, B & C)

Paper 2 - 1 hour 45 minutes (Themes D & E plus one question linked to content from Themes A-C)



**Further Information:
Miss Hamblen**

Option: Computer Science

Why?

GCSE in Computer Science is challenging, engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in Computer Science. With computational thinking at its core it helps students to develop the skills to solve problems, design systems and understand human and machine intelligence.

This qualification gives students a clear progression into further and higher education.

What?

Component 01: Computer systems

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

Component 02: Computational thinking, algorithms and programming

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

Assessment

GCSE (9-1) Computer Science is now assessed through two written examinations.

Each exam is worth 50%.

- Paper 1 : Computing systems
- Paper 2 : Computational thinking, algorithms and programming

Further Information:
Mr Russell



Option: Construction

Why?

Students who enjoy working on practical projects including the preparation and planning for the task. The construction industry offers a wide range of exciting opportunities, from tradesperson to leading large scale construction projects, and from an architect to renovator of our historic built environment.

Eduqas Level 1/2 Vocational Award in Construction and the Built Environment offers a learning experience for 14-16 year olds that focuses on learning through application, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

What?

In this course, students will study:

The qualifications have been devised around the concept of a 'plan, do, review' approach as in the construction industry. Learners are introduced to a design brief for the construction task, apply and extend previous learning to plan activities, carry out a range of construction tasks and evaluate their practical outcomes and learning. Students will also have the opportunity to explore a range of professional and trade based careers in the construction industry. As such, the qualification provides learners with a broad appreciation of work in construction and wider opportunities for progression into further education, employment or training.

Learners will complete two mandatory units, one internally assessed practical assignments and one externally assessed online examination.

Students will study and develop their practical skills in three construction trades for the practical assignment including the planning, undertaking and evaluation of each construction task.

All students will be expected to be able to work independently, to complete all work thoroughly to the best of their ability, and to do regular work at home.

Assessment

Unit 1 : Introduction to the Built Environment

Online Examination

Unit 3 : Constructing the Built Environment

Internal Assessment

Further Information:

Mr Callaby &

Mr Wilkinson



Option: Dance BTEC

Why?

In addition to core Physical Education, students may wish to study Dance at Key Stage 4 as an option subject. This option would be ideal for students that have a keen interest in Dance.

Dance is both a practical and theory based subject and the syllabus is designed to emphasise performance and choreographic skills. Students will learn skills, techniques and a wide variety of dance styles and will be expected to perform a number of short pieces in both groups and a solo performer.



What?

The course is made up of **three** components; two core and one specialist component.

Component 1: Exploring the Performing Arts

Developing understanding of the performing arts and the processes used to create a performance

Component 2: Developing Skills as a Dancer

Developing your performing skills and techniques through Dance.

Component 3: Exploring an assignment brief(externally assessed)

The opportunity to work as part of a group to contribute to a workshop or performance as a performer in response to a given brief and stimulus.

Skills required:

To complement their understanding, students will complete written projects, which are assessed and contribute to their final grade. Students will have five lessons over two weeks, two of which would usually be theory based. Students will be required to demonstrate solo, duo and group dance pieces and be prepared to perform these to an audience. There will be the opportunity to go and watch performances and take part in workshops throughout the course.

Assessment:

- Components 1 and 2 will be assessed within school
- Component 3 will be assessed externally by a BTEC assessor

Further Information: Mr Wade

Option: Drama

Why?

Drama is an exciting GCSE where a range of Drama styles, genres and playwrights are explored in both a practical and theoretical way. Throughout the course, students will be given the opportunity to develop their skills, exploring the key techniques as a theatre student and using these to enhance their performance skills. Taking Drama at GCSE will fuel your passion and enjoyment for the subject, whilst helping you develop confidence, performing skills and theatre appreciation.

What?

The aims are to enable each student to use the Drama form to respond creatively to a variety of stimuli; develop imagination, sensitivity and self confidence; encourage personal and group creative expression and cooperation; create your own performances and put on your own events; experiment with different areas of Drama including acting, set and lighting design, costume and hair and makeup. Students will also learn to evaluate their own work and the work of others; to appreciate and understand Drama as an art form; to use the Drama process to promote equal opportunities, enquiry and critical thinking.

All students will be expected to cooperate in group practical activities arising from a variety of stimuli and be prepared to present this work to peers and invited audiences. Consequently, students should be prepared to rehearse and perform after school hours when necessary. As part of the course students are required to participate in theatre visits to experience and appreciate the work of theatre professionals.

Assessment

Year 10

Devising Drama—based on stimulus plus written portfolio 30%

Year 11

Presenting and Performing Texts—Two performances to an Examiner plus a short written account of your creative interpretation 30%

Drama Performance and Response - Written Exam:

- Section A Response to text (your own creative ideas)
- Section B Evaluation of Live Theatre Performance 40%

Further Information:

Mr Halford-Pollard



Option: Food or Catering

Why?

Students who have enjoyed working in food technology at KS3 could consider developing their practical skills and technical understanding in Key Stage 4. This could lead to further studies in the catering industry at The Colchester Institute or A' level studies in Food Technology, and ultimately to career opportunities in the food, hospitality and catering industry.

What? There are two routes we might offer - we will choose the most appropriate:

Food Preparation & Nutrition GCSE (OCR)

This course will equip students with the knowledge, understanding and skills to be able to feed themselves and others better. They develop practical cookery skills and techniques as they explore underlying principles of food science, nutrition, food traditions and food safety.

Assessment

Food Investigation (35%): an OCR set task focusing on scientific principles through practical experimentation to investigate and evaluate. It is assessed through a 1500-2000 word report.

Food Preparation (35%): an OCR set task in which students plan, prepare, cook and present 3 dishes relating to the task. This is assessed through a 3 hour practical assessment.

Written Examination (50%): The written exam with a variety of question styles from short answer to more essay based questions. Assessed through 1 ½ hour examination.

Hospitality & Catering WJEC Level 1/2 Vocational Award

The hospitality and catering sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, pubs and bars, airlines, tourist attractions, hospitals and sports venues.

Assessment

Unit 1 (worth 40%): The Hospitality and Catering Industry. Students will apply their learning in relation to front of house and kitchen operations. This unit is externally assessed, with both short and extended answer questions that are based around applied situations.

Unit 2 (worth 60%): Hospitality and Catering in Action. Students apply their learning to safely prepare, cook and present nutritional dishes. This unit is internally assessed



Further Information:

Mrs Gascoyne

Option: French

Why?

French is a beautiful language that provides enjoyment and intellectual stimulation. As well as being the language of our nearest European neighbours, it is also the first or second language in more than 40 countries; spoken by 125 million people around the world. French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.

During the GCSE French course, students develop the ability to use the language effectively for purposes of practical communication and creative expression. Learning a language encourages a positive and open-minded approach to other cultures and civilisations, as well as promoting independent learning and communication skills.

What?

GCSE French builds on the foundations laid in KS3 and students will study a range of topics linked to the following themes:

- **Theme 1: People and lifestyle**
 - Topic 1: Identity and relationships with others
 - Topic 2: Healthy living and lifestyle
 - Topic 3: Education and work
- **Theme 2: Popular Culture**
 - Topic 1: Free-Time Activities
 - Topic 2: Customs, Festivals and Celebrations
 - Topic 3: Celebrity Culture
- **Theme 3: Communication and The World Around US**
 - Topic 1: Travel and Tourism, including places of interest
 - Topic 2: Media and Technology
 - Topic 3: The environment and where people live

Students will foster their courage, determination, resourcefulness and resilience as they develop their skills of listening, speaking, reading and writing in French. This is a demanding but highly rewarding subject that will be beneficial to students when they move on to employment as well as in leisure and social situations.

Assessment:

Assessment is 100% examination based (at the end of Year 11). Papers will be tiered.

Listening and Understanding	25%
Reading and Understanding	25%
Speaking	25%
Writing	25%

Further Information:

Mrs Reid



Option: Geography

Why?

Geography is the study of the world around us. This includes our natural environment, the quality of life of different groups of people, industry, recreation and the study of low income countries (LiC) and high income countries (HiC).

Students who study the GCSE will be well prepared for A' Levels in Geography, World Development and Environmental Science. They could also apply some aspects of their learning to Citizenship, Geology and Sociology.

What?

Paper 1 Physical Environment 35% - During this unit of study, students will learn about a range of physical landscapes and their features. They will focus on UK landscapes, including rivers and coasts, and the features within these. They will contrast these to hot desert and tropical rainforest landscapes from further away. This unit of study will also involve learning about natural hazards, such as volcanoes and earthquakes, and their effects on people, the economy and the environment they occur within.

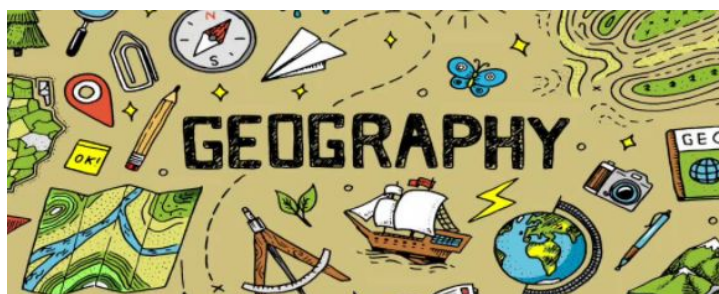
Paper 2 Human Environment 35% - During this unit of study, students will learn about the resources that we as humans need to survive and the challenges that are associated with ensuring these resources are available. This unit will also involve four major case studies, to allow for comparisons between high income countries, newly emerging economies and low income countries. When exploring cities, the case studies of Rio de Janeiro, Brazil and Bristol, UK will be compared. This will be followed up by looking further into the economies of Nigeria and the UK and drawing parallels and differences between these locations.

Paper 3 Geographical Applications 30% - This unit of study involves applying geographical skills to a range of situations. Students will be given a pre-release based on one of the topics from Paper 1 and Paper 2 to make a decision about. The second half of this unit of study involves completing two compulsory field studies. The first is based on physical landscapes, conducted at Walton on the Naze, to explore the impact of coastal defences on the area. The second is focused on challenges within our human environment in our local area in Colchester.

Assessment

Students will be studying the AQA Geography specification and will sit three examinations at the end of Year 11 (outlined in more detail above). One based on the physical geography units, one on the human geography units and the other based around decision making, skills and field studies.

Further Information: Mrs Wright



Option: German

Why?

German is a fascinating language to learn and it can lead to all sorts of opportunities. German is one of the most spoken languages in Europe and German skills are in high demand in workplaces. If you have conversational ability, this will give a good impression and can help to build relationships and make new contacts.

The country and other German speaking countries are beautiful places to visit and full of culture, whether it be music, literature, sport or art. Learning German can also help develop a wide range of useful skills such as public speaking, problem-solving, resilience and risk-taking. It will help you to become a global citizen allowing you to travel, work, collaborate and communicate with other cultures. A language can also help improve your brain capacity and memory.

What?

GCSE German builds on the foundations laid in KS3 and students will study a range of topics linked to the following themes:

- **Theme 1: People and lifestyle**
 - Topic 1: Identity and relationships with others
 - Topic 2: Healthy living and lifestyle
 - Topic 3: Education and work
- **Theme 2: Popular Culture**
 - Topic 1: Free-Time Activities
 - Topic 2: Customs, Festivals and Celebrations
 - Topic 3: Celebrity Culture
- **Theme 3: Communication and The World Around US**
 - Topic 1: Travel and Tourism, including places of interest
 - Topic 2: Media and Technology
 - Topic 3: The environment and where people live



Topics will be familiar, culturally relevant and engaging, allowing students to develop their written and spoken language skills, as well as their reading and listening comprehension. This is a demanding but highly rewarding subject that will be beneficial to students when they move on to employment as well as in leisure and social situations.

Assessment

Assessment is 100% examination based (at the end of year 11). Papers will be tiered.

Listening and Understanding	25%	Speaking	25%
Reading and Understanding	25%	Writing	25%

Further Information:
Mrs Whiteman

Option: **Graphic Design**

Why?

Graphic Design is the **Art of Communication**, a process of designing primarily visual material to convey information, ideas, meaning and emotions (in response to a given or self-defined brief).

We are immersed in graphics; creative solutions from print to digital, from packaging to poster, from screen to website ... the talented hand of the graphic designer is everywhere. It can be a rewarding and challenging career.

What?

Students are required to submit two/three major projects across the two academic years. The course explores a range of contemporary and traditional creative techniques to solve a variety of relevant design issues; evidenced through sketchbooks and digital portfolios (including photography).

Students will be expected to research a variety of subjects and explore a range of techniques in preparation for their final 'product'. A significant portion of the course investigates the digital creative process through engagement with Adobe Illustrator and Photoshop - during the course students will have their *own* Adobe licence.

Assessment:

Portfolio of work (Year 10 and 11): 60%

Externally Set Assignment (Year 11): 40%

The ESA is an additional major project with a starting 'Theme' set by the AQA. It concludes with a 10 hour Controlled Assessment, *there is no 'exam' in Graphic Design*.

Internally assessed and externally moderated.

Further Information:

Mr Bennett

Grace Bird - Branding Project.



Option: Health and Social Care

Why?

Health and Social Care gives students an insight into some aspects of the health and social care environment, ranging from how to address different public health challenges such as mental health and obesity, to different types of support that might be used during different life events, and to seeing how care values are expressed by care workers.

About three million people in the UK work in the health and social care sector - the equivalent to 1 in every 10 people. Demand for both health and social care is liable to continue to rise due to the ageing population, and so will play a very important role within UK society. With this, there will be a greater demand for people to work in these roles.

Studying Health and Social Care teaches students about providing physical, emotional and social support to help people live their lives.

What?

The course is assessed through two coursework units which require students to be independent thinkers and creative with their ideas with many tasks requiring independent research to produce personalised advice to a chosen target audience. Some of the topics covered require a mature approach and sensitivity such as grief and bereavement. One unit requires students to present their ideas to an audience whilst another requires students to interview a person of their choice therefore both require and develop personal skills. The written exam covers topics such as the rights of service users, safeguarding, communication skills and person-centred values to help students understand the principles of conduct in different health and social care settings.

The pathways into work are vast in Health and Social Care. It can lead to careers in Nursing, Counsellor, Occupational Therapist, Mental Health worker, Social Worker, Youth Worker, Early years practitioner, Teacher, Chiropractor, Physiotherapist, Paramedic, Midwifery etc.

Assessment:

R032: Principles of care in health and social care settings. (40% examination)

R033: Supporting individuals through life events. (30% centre assessed)

R035: Health promotion campaigns (30% centre assessed)



**Further
Information:
Miss Hibben**

Option: History

Why?

GCSE History offers students the opportunity to study national and international history. History is not simply a story of the past. It is an examination of the people and events that have shaped the world in which students live. This exciting course not only allows students to use the skills and knowledge they have developed in years 7, 8 and 9 but allows them the opportunity to study new topics and new people.

What?

There are four units in total. Students will also have a comprehensive revision programme at the end of the course which will include targeted revision focusing on a student's individual needs for knowledge skills and understanding. Our topics are:

Paper 1: Thematic study and historic environment - 30% of the qualification

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.

Paper 2: Period study and British depth study - 40% of the qualification

Early Elizabethan England, 1558–88.

Superpower relations and the Cold War, 1941–91

Paper 3: Modern depth study - 30% of the qualification

Weimar and Nazi Germany, 1918–39

Assessment:

There are three components to the GCSE course, each with an examination at the end of the three year course in year 11.

- Paper 1: 1 hour and 15 minutes
- Paper 2: 1 hour and 45 minutes
- Paper 3: 1 hour 20 minutes

**Further
Information:
Mrs L Jones**



The Stanway School
Humanities and Maths & Computing College

Supported Pathway Only: Life and Workplace Skills

Why?

This pathway is an invitation-only pathway designed to help support students that have some difficulties accessing the range and depth of mainstream education. This is likely due to particular educational needs of the student that we feel will be better supported through this pathway. The pathway will be taught across two option blocks.

In this course students will further their English, Maths and ICT skills completing Entry level qualifications to build confidence and support their progress at GCSE. In addition they will follow a Life skills programme to focus on developing their independence and employability skills.

What?

- Digital Functional Skills Entry Level Qualification
- Entry Level Certificate in Mathematics
- Entry Level Certificate in English
- ...along with a life skills programme tailored to meet the cohort's needs

Assessment:

The Digital Functional Skills Entry Level Qualification consists of one externally assessed assessment, available on screen, on-demand. Each assessment comprises two sections – a test section and a task section.

The Pearson Edexcel Entry Level Certificate in Mathematics consists of one externally-set test and one externally-set task for Entry 1 and 2 and two externally-set tests and one externally-set task for Entry 3.

The Pearson Edexcel Entry Level Certificate in English consists of three components: speaking and listening, writing, and reading. Each component is internally assessed and externally moderated. Students must complete all three components.

There is no formal assessment for the independence and employability skills.

Further Information:

Mrs Jaggard



Option: Media Studies

Why?

Studying the media provides students with an opportunity to investigate a range of media products, find out why and how they become a success, learn how they engage their target audiences and discover how the mass media affects all our lives.

The course will examine a wide range of topics, studying set products and their social context. The exam focuses on audience, representation and the Media as an industry.

There will also be a task that involves planning, designing and marketing your own products.

Future Courses: 'A' level Media Studies, 'A' level Film Studies, BTEC level 3 Creative Media followed by specialist degrees.

Careers: editing, presenting, camera work, marketing, promotion, Journalism, website design, magazine design and layout, sound production, radio.

What?

- **Film promotion** - Film posters and trailers (analysis followed by designing promotional materials for a new film of their own devising).
- **Magazines & Newspapers** - Analysis of front covers from the past and present, followed by the designing and launching of a new product.
- **TV** - Analysis of set programmes, focussing on representation of characters
- **Music video** - A study of both classic and modern music videos.
- **Social Media** - An investigation of how music artistes use websites and social media for promotional purposes
- **Advertising & Marketing** - A study of advertising - both current and historical
- **Video Games** - Set product : Pokemon Go
- **Radio** - Focus on radio drama

Assessment:

This will consist of some practical work and also some formal examinations.

Further Information:
Miss Jessop



Option: Music GCSE

Why?

If you enjoy **playing, creating** and **listening** to music this course is for you!

Studying Music gives you the opportunity to spend two years developing all sorts of skills, many of which are transferable to a variety of future pathways.

Employers are increasingly looking to the **creative industry** at people with skills in the Arts. Your confidence will develop, as will your ability to adapt to different situations.

You will be expected to learn an instrument and dedicate a good amount of time getting better at it and performing in a variety of contexts.

What?

Do I need to be able to play an instrument/sing?

You will need at least some basic skills on an instrument or voice. You don't need a grade, however the benchmark to aim for by year 11 is at least grade 3 equivalent standard. We can put you in touch with a tutor.

How practical is it?

We believe it is important to learn musically by using instruments/technology to realise key words and theory, however it is not one big jam session and there are dedicated theory lessons to help you learn to read and write music.

Do I need to have 1-1 lessons?

It is recommended that you develop your instrumental skills with the help of a specialist teacher in order to help meet the performing standard by year 11.

Get the most out of it...

You are expected to take part in at least 1 extra-curricular ensemble and get involved in school music events. Have a look in the department to find out more!

GCSE or Equivalent ?

In recent years, music students have been either following a GCSE or Vocational pathway in years 10 and 11 with great success. This has enabled them to make the best use of their skills and to study what interests them.

The GCSE course is better suited to those who prefer to perform.



Assessment:

All assessment takes place in Year 11

Two performances (grade 3 standard or equivalent)	30%
Two compositions you create yourself	30%
Listening and Appraising written exam	40%

Further Information: Mr Hanlon

Option: Music Technology

Why?

Electronic music made £2.5 billion for the UK economy last year. This growing sector of the entertainment industry offers various exciting career paths; with opportunities to work in studios, on the road with artists, or with large national organisations such as the BBC or Netflix.

This course gives you the chance to learn about this vocational sector and the potential it can offer for careers and further study. It will also give you the opportunity to develop a range of specialist and general skills that would support progression to employment.

This course will suit you if: **you enjoy creating music, using technology** and are interested in the **music business**.

What?

The course consists of 3 mandatory units:

Unit 1: Performing (60 marks)

In this unit learners will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of professional/published work.

Unit 2: Creating (60 marks)

In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts.

Unit 3: Performing Arts in Practice (80 marks)

This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission.

Each of these units will focus on the use of technology (computers, live sound equipment and instruments).

Course: Eduqas Level 1/2 Vocational Award in Performing Arts (Technical Award)

Assessment:

There will be **no written examination** – assessment will be via portfolios of evidence. The three units are:

Unit 1 – Performing (30%) – Internally Assessed, externally moderated.

Unit 2 – Creating (30%) – Internally Assessed, externally moderated.

Unit 3 – Performing Arts in Practice (40%) – Externally assessed portfolio.



Further Information: Mr Hanlon

Option: Physical Education

Why?

In addition to core Physical Education, students may wish to study PE at Key Stage 4 as an option subject. This option would be ideal for students that have a keen interest in sports, fitness and the science behind the athlete.

Career pathways include various coaching and physiotherapy roles, alongside the common routeways into Personal Training, teaching and diagnostics work.



What?

Students will follow the OCR GCSE PE course. This will be split into three theory and two practical lessons a fortnight. **Competing outside of school for at least one sports team** is very beneficial to succeeding in this subject.

GCSE Physical Education is aimed at those students who have a practical proficiency in sport and a good knowledge and interest of human psychology/physiology. As part of the course, students produce a coursework module analysing an athlete's performance and designing an exercise programme to improve their skill set for a particular sport. They will be able to identify and explain the principles of training used to produce the programme. GCSE PE is 70% theory, so the majority of the grade is from the theory examination sat at the end of Year 11 and students need to be aware of the difficult and in depth requirements of the curriculum. The theory content is split into two sections: Paper 1 - Physical factors affecting performance and paper 2 - Socio-cultural issues and sports psychology.

Students who choose GCSE PE should attend a number of extra-curricular school clubs in a variety of different sports to be able to develop their competitive game knowledge and experience.

Assessment:

- Practical Assessment in 3 chosen sports: 1 individual, 1 team and 1 other (30%)
- Analysis of Performance Coursework (10%)
- Theory Exam: 2 x Exam papers in year 11 (60%)

Further Information: Mr Wade

Option: Spanish

Why?

Spanish is the official language of 21 countries in the world, which means that if you speak it you can communicate with more than 400 million people and enter a vast diversity of societies and cultural traditions, customs and beliefs. Learning Spanish will also enable you to :

- Access unique job opportunities across the globe.
- Enjoy a common language to make new friends and contacts.
- Stand out from rival job candidates.
- Increase your brain power.
- Travel more easily.
- Access Spanish and Latin American popular culture - music, film, tv, theatre.....

What?

Spanish is a demanding option as you have to do five years of learning in just three! A willingness to engage in independent study is essential to ensure your skills develop consistently throughout the course, and you reach your potential.

- **Theme 1: People and lifestyle**
 - Topic 1: Identity and relationships with others
 - Topic 2: Healthy living and lifestyle
 - Topic 3: Education and work
- **Theme 2: Popular Culture**
 - Topic 1: Free-Time Activities
 - Topic 2: Customs, Festivals and Celebrations
 - Topic 3: Celebrity Culture
- **Theme 3: Communication and The World Around US**
 - Topic 1: Travel and Tourism, including places of interest
 - Topic 2: Media and Technology
 - Topic 3: The environment and where people live

Students will foster their courage, determination, resourcefulness and resilience as they develop their skills of listening, speaking, reading and writing in Spanish.

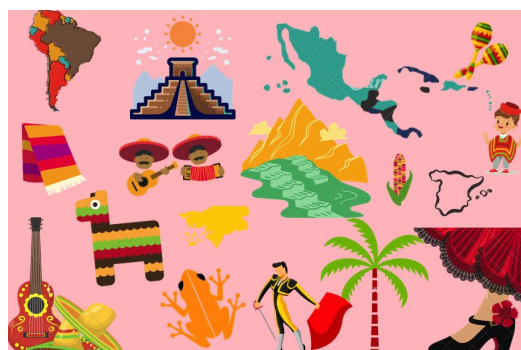
Assessment:

Assessment is 100% examination based (at the end of Year 11). Papers will be tiered.

Listening and Understanding	25%
Reading and Understanding	25%
Speaking	25%
Writing	25%

Further Information:

Mrs Reid



Option: Technology

Why?

Students who have enjoyed working in resistant materials at KS3 could consider developing their practical skills and technical understanding of making and designing.

Through a mixture of theory and practical work, students will study for an GCSE in Design and Technology, young learners will have the opportunity to develop skills in making high quality products using woods, metal, polymers (plastics), textiles and cards.

Students will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose.

What?

Learners will complete three mandatory units:

Unit 1: Core: students will learn about the basic principles of Design Technology looking at a wide range of materials including; woods, metals, polymers, textiles and cards.

Unit 2: Focused: Students will focus on woods and manufactured boards and learn their properties in details along with the correct commercial methods of marking out and shaping them to produce a desired outcome

Unit 3: Non Exam Element: Controlled assessment task focusing on the design process and the development of a prototype to meet a given need supplied by the examination board.

Assessment:

50% 2 hour written examination

Section A - Core principles of design technology

Section B - Specialist technology knowledge

Section C - Designing and making principles

50% Non-Examination Assessment - Brief given by exam board in the July of Year 10

Further Information

Mr Wilkinson



Option: Travel & Tourism

Why?

The travel and tourism sector is recognised globally as being fast-paced and dynamic, providing a range of employment opportunities both directly and indirectly across the world. In Essex alone, it accounts for more than 1 in every 10 jobs.

There are many factors which can impact the sector and the organisations that operate within it. The use of technology and innovation means that the sector is at the forefront of emerging trends and developments, igniting our passion for exploring new destinations and providing exciting opportunities to learn more about the world we live in.

What?

This course will give you the opportunity to develop knowledge and technical skills in vocational contexts, by exploring the aims of different travel and tourism organisations, the features of tourist destinations, how organisations meet customer requirements, and the influences on global travel and tourism.

- Component 1: Travel and Tourism Organisations and Destinations.
- Component 2: Customer Needs in Travel and Tourism
- Component 3: Influences on Global Travel and Tourism.

You could progress to a Level 2 programme or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

Assessment:

Components 1 and 2 are assessed through non-exam internal assessment. Non-exam internal assessments are delivered through exam board set Assignments. These assignments are marked by the centre and moderated by the exam board. Each piece is worth 30% of the overall course grade.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. The examination is worth 40% of the overall course grade.



Frequently Asked Questions

(continues overleaf)

Q. How many qualifications will my son or daughter study?

The vast majority of students will study 9 qualifications. They will be awarded five GCSEs in the core subjects - English Language, English Literature, Mathematics, Science (2 GCSEs)- and they will then supplement that with the 4 qualifications they will be awarded in their 4 option subjects. Students that take Separate Sciences will have 10 qualifications overall.

Q. Does one of my option choices have to be a Modern Foreign Language, Geography or History?

Yes, all students must choose at least one EBacc option from the following list: a Modern Foreign Language, Geography or History (except those students on the Support pathway).

Q. What do I do if my preferred combination of Option Subjects does not fit into the option blocks?

When students first choose their options, unlike at some schools, the 'option blocks' are not yet defined, giving them a free choice within their options pathway. We will try and build the option blocks, and our timetable, around students' options choices. Where it isn't possible to allocate a student to all four of their preferred choices, we will make use of their reserve choice. Where this is still not possible, we will look into alternatives that could be available and discuss with both the student and their parents.

Q. What is an OCR Cambridge National / BTEC qualification/ Vocational Award?

These are broad and engaging level 1 and level 2 qualifications that equip students with applied knowledge and associated practical skills. These courses tend to have a higher coursework ratio but are worth the same as GCSE subjects. It will be especially important that students on these courses are well organised and fully committed to their coursework throughout Years 10 and 11, as coursework will contribute significantly to their final grade.

Q. What if my child speaks a second language?

If your child has a home language other than English or has lived in another country and become proficient in another language, it may be possible to enter them for an extra GCSE in this. The majority of these examinations are assessed in the four skills of listening, speaking, reading and writing, so it is essential that your child can read and write the language. Whilst we are unable to offer teaching for these examinations (the responsibility will be on the student to ensure their language skills are practised) the MFL department may be able to offer sessions to help students approach the examination papers. If you would like any more information, please speak to the Head of Department for Modern Foreign Languages.

Frequently Asked Questions

(continued from overleaf)

Q. Which subjects should I choose?

The subjects that are best for you depend on who you are and where you want to go. Think about your strengths and interests. Which subjects are you doing best in? Which subjects do you find most interesting? Think about which career might be right for you and which subject you might like to study at university. You don't have to have your future mapped out, but start thinking about the future. You are more likely to do well in a subject that you are achieving well in or that you enjoy. Much will change between now and age 18 so it's a good idea to follow a broad range of qualifications to keep more possible pathways open.

Q. What is the deadline for return of Options Forms?

The online options forms must be completed and submitted by **Friday 22nd March 2024**.

You will receive a personalised options form link by email. It needs to be completed while signed into the student's school Google account. It can help to visit Google Mail and sign into that first, to ensure you are logged into the correct account, then open the form.

Q. When do students find out which subjects they will be studying?

Students should find out which option subjects they will be studying around mid-June. If for any reason there are changes to a course, we will contact parents/carers and students.

Q. What happens if my child wants to change subject once they have begun the course?

We will look at individual cases where a student is not happy studying a particular course and try to accommodate any requests where possible. We can only make these changes if places exist on alternative courses and if the request is made within a reasonable timescale. Contact your child's Head of Year in the first instance.

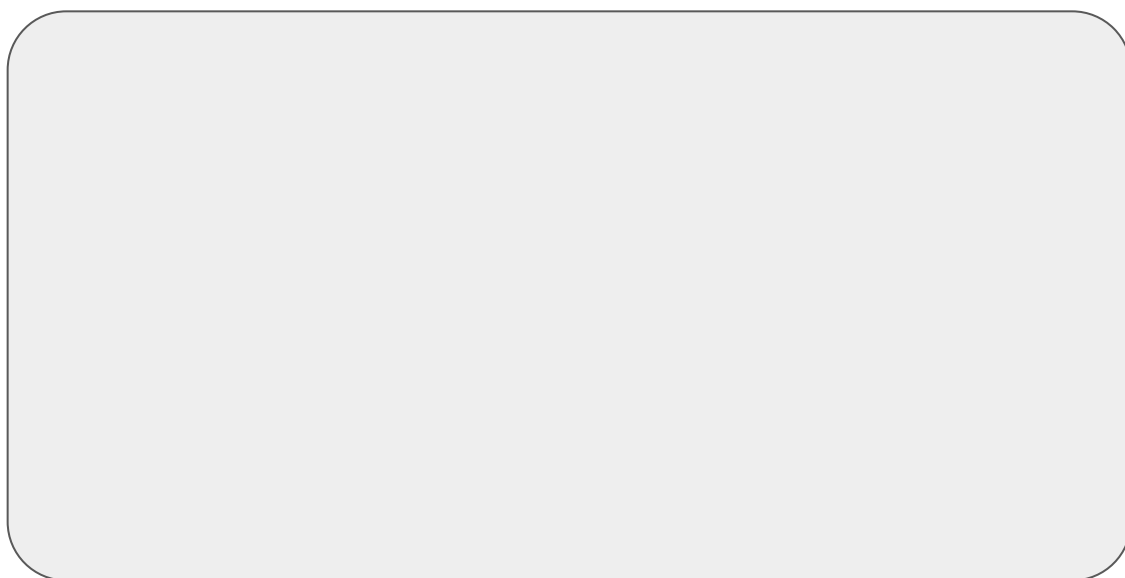
Q. How can I cope with the decision making around options?

Fear not – you can do this! It's tough to choose, but you'll feel quite good about your final list of options once you've done it. Please remember that however impossible it might feel to make this big decision, you're not alone. Everyone finds it tough to choose their options, yet somehow it happens, and you can then breathe a sigh of relief and move on. Hopefully the advice you've found here will help some of your choices become a bit clearer, but if you need any more help and guidance, come and see us!

Glossary

AQA	One of the many GCSE examination boards— www.aqa.org.uk
BTEC	Business and Technology Council. A type of vocational qualification equivalent to GCSE offered by Pearson
Controlled Assessment Coursework	Those parts of your work which are done throughout Key Stage 4 and which count towards your GCSE Examination. You will be issued with a coursework calendar to help you plan your work in your various subjects. You can expect homework in all subjects which will not necessarily be related to assessed coursework.
Core Subjects	Subjects you have to take at The Stanway School.
English Baccalaureate (EBacc)	This is also known as the EBacc and is not a qualification in itself. This performance measure recognises where students have achieved a grade 4 or better across a core of academic subjects—English, Maths, History or Geography, the Sciences and a Language.
Externally moderated	Assessed work which is checked by an outside agency.
GCSE	General Certificate of Secondary Education: a system of examinations, with most subjects awarded grades 1 - 9, with 9 being the highest.
Internally assessed	Work which is marked in school.
KS3	This is the National Curriculum term for Years 7, 8 and 9.
KS4	This is the National Curriculum term for Years 10 and 11.
OCR	One of the many GCSE examination boards— www.ocr.co.uk
OCR Nationals	A type of vocational qualification equivalent to GCSE offered by OCR.
Option Subjects	Subjects that students can choose to study.
Pearson Edexcel	One of the many GCSE examination boards— www.edexcel.co.uk
Post 16	Options open to students after Year 11.
Tier of Entry	In some subjects the examination is split into levels of ability, with different papers for each level, and different grades awarded to each level.
Vocational Award	A Level 1/2 Award equivalent to a GCSE run by exam boards such as OCR and WJEC.
WJEC (Welsh Board)	One of the many GCSE examination boards— www.wjec.co.uk

Personalised copies of this booklet issued at Options Evening will have a sticker showing which pathway you have been allocated to here:



Please see page 4 for an explanation of what this pathway means. We will also explain this thoroughly in our presentations in the Atrium at Options Evening.

Please contact Assistant Headteacher Mr Stuart on richard.stuart@stanway.school with any further queries about the pathways or options process. Thank you.

