

Ken Stimpson  
Community School  
**PATHWAYS**  
Phase Two onwards

# Pathways 2021 - 2024

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## Compulsory Subjects

English Language/English Literature (2 GCSEs)

Mathematics (1 GCSE)

Science (2 GCSEs)

PSHE/Well-being/Careers/Religious Education (1 Lesson)

Core PE (2 Lessons)

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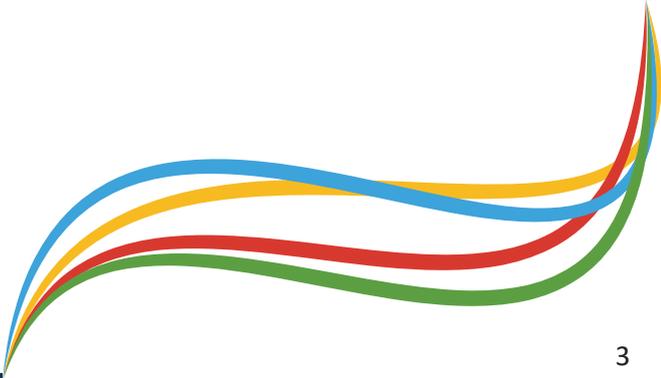
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# What this brochure is for

1. To outline courses offered.
2. To give specific subject information.

## Please note:

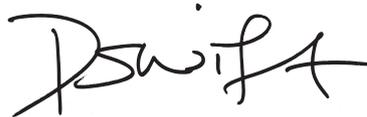
The Key Stage 4 Pathways to Success Evening will no longer take place due to Government guidelines. The evening intended to provide the opportunity for parents and students to:

- Explore key issues relating to the transition from Key Stage 3 to 4.
- Gather KS4 information.
- Ask questions.

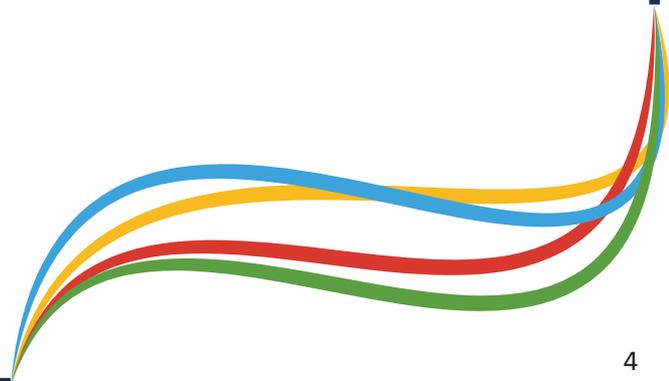
We have commissioned a series of videos to accompany the information in this booklet to help guide students in selecting their preferences. If you have any further queries about any of the information in this brochure then please direct them, in the first instance, to Mr Swift, Assistant Principal, via email: [pathways@kscs.org.uk](mailto:pathways@kscs.org.uk)



Bryan Erwin  
Principal



Paul Swift  
Assistant Principal



# 1.0 Which subjects do all students study?

The next three years will be an important period in your child's life and will help determine their future education and career. Many students will use their Key Stage 4 study as a platform for Post 16 courses at Ken Stimpson Community School.

Key Stage 4 work offers an opportunity for a fresh start, although you will notice progression in most subjects from the work covered in Years 7 and 8.

## 1.1 All students will study the following core curriculum:

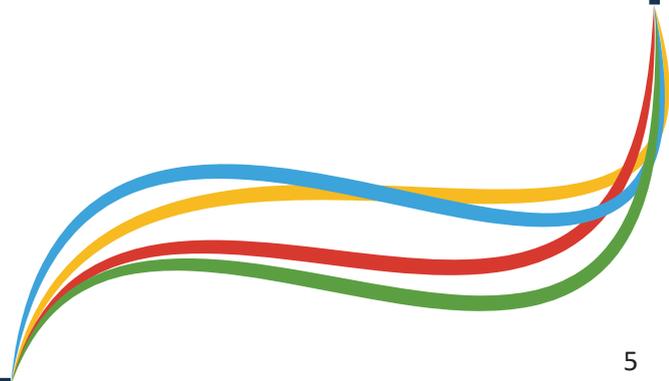
- English
- Science – Combined Science or Triple Science
- Mathematics
- Physical Education
- PSHE and Wellbeing
- Religious Education

In addition, Citizenship, Careers, Enterprise and Work-related Learning, Information, Advice and Guidance will be delivered via integration into PSHE and curriculum days.

## 1.2 Which subjects may students study?

The curriculum pathways, which are illustrated on page 2, indicate a number of subjects within each box. The pages which follow provide more detailed information about them. Students are required to select a subject from each box. The same subject cannot be selected multiple times. Students must select at least one subject from the following:

- Computer Science
- Geography
- History
- Italian
- Students wishing to study Triple Science should consult with the Head of Faculty (Mr Mantell) as this begins in Year 10 rather than Year 9



# English Language (Core)

# Compulsory Subject

**Assessment:** Written Exams 100%

**Head of Faculty:** Mrs C. Willoughby

In English Language students will develop and improve their ability to respond to texts. This involves commenting upon, evaluating and analysing language and structure used by writers to create effect. They will also develop their writing in a variety of styles and purposes, including writing to narrate, describe and argue. There is also a spoken language component, which involves a presentation followed by a discussion. This must be completed to validate the written exams.

## Assessment

Exam Only: AQA Exam Board

Two papers: Each 1 hour 45 minutes (each 50% of exam)

Paper 1: 20th century fiction reading (40 marks) descriptive writing (40 marks)

Paper 2: 19th century text and 20/21st century text: Non fiction (40 marks)

## Writing to argue

Students will be requested to write about how writers use language and structure for effect and will be asked to evaluate writers' methods. They will also be asked to write for a variety of purposes. They will be marked for content, organisation, vocabulary and grammar, including punctuation.

During the spoken language component, students will present a topic of their own choice, which will be followed by a five minute discussion.

AQA: <http://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

## Progression to Post 16

The department currently offers English Language at Advanced Level.

# English Literature (Core)

# Compulsory Subject

**Assessment:** Written Exams 100%

**Head of Faculty:** Mrs C. Willoughby

Students will read a Shakespeare play, a 20th century British drama, a 19th century British novel and a variety of British poetry, both seen and unseen. They will explore the writers' use of language and structure as well as commenting on the context of the poems and the Shakespeare play. Students will also compare and contrast a variety of poetry.

## Assessment

Paper 1: Exam Only: AQA Exam Board

- Shakespeare (Romeo and Juliet)
- The 19th century novel (A Christmas Carol)

## How it's assessed

Written exam: 1 hour 45 minutes (64 marks - 40%)

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B the 19th century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern texts and poetry: An Inspector Calls and Anthology of Poetry.

## How it's assessed:

Written exam: 2 hours 15 minutes (96 marks - 60%)

Section A: Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B: Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C: Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem.

<http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702>

## Progression to Post 16

The department currently offers English Literature at Advanced Level.

# Maths (Core)

# Compulsory Subject

**Assessment:** Exam 100%

**Head of Faculty:** Mr L. Donnelly

In GCSE Mathematics, students will continue to develop the skills and knowledge they have gained in Key Stage 3. The topic areas build on the foundations secured in number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

The aims and objectives of the Mathematics qualification is to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

We would like to encourage all of our students to use the specific website <https://hegartymaths.com> to assist them in their learning. It contains tutorials on specific mathematics topics that can come up in the examinations with personalised questions for students to attempt. This website is ideal for revision as well as for those students who want to get ahead in mathematics and accelerate their progress.

Students need to bring the correct equipment to each Mathematics lesson, including a ruler, protractor, compass and a scientific calculator. If purchasing a new calculator, we recommend at foundation level the Casio fx-85GT plus and at higher level the Casio Classwiz.

## **Assessment**

Mathematics will be offered at Higher or Foundation Level.

The qualification is assessed through 3 equally weighted exams at the end of Year 11. This consists of 1 non calculator paper and 2 calculator papers. All exams are for 1 hour and 30 minutes. We look to regularly assess students internally through key pieces of work and tests on the various modules that form the scheme of work. Students are in roughly equivalent ability sets and the assessments are used to monitor and track students' progress. In year 11 in particular, we additionally use past papers and practice papers in order to help prepare the students for their final examinations.

## **Progression to Post 16**

The department offers Mathematics and Further Mathematics at A Level as well as Level 3 Core Mathematics.

# Science - Combined/Triple Science Compulsory Subject

**Assessment:** Exams (100%)

**Head of Faculty:** Mr A. Mantell

## What is Science at GCSE?

Science at GCSE level builds on the knowledge and skills that have developed during Key Stage 3. GCSE aims to further develop students' knowledge and understanding of scientific theories, but also their ability to apply that knowledge, analyse and evaluate information, in practical and everyday scenarios. It gives students good life skills, regardless of the path they follow.

The GCSE qualifications are assessed through external examinations that take place in May/June of Year 11. There are no coursework units in Science. Practical work is still a very important part of the Science GCSEs, not only to consolidate learning, but also, to develop skills in planning, analysing and evaluating. These skills will be assessed as part of the written examinations at the end of the course.

## Routes through Science

For the majority of students there are two main routes to Science GCSEs, either a two-GCSE Combined Science, or a three-GCSE Separate Science route (consisting of Biology, Chemistry and Physics). A small number of students may follow the Level 1 Entry Level Science qualification coupled, where appropriate, with dual entry to either GCSE in Biology or combined Science.

## Combined Science

This is a two-GCSE sized (double award) qualification covering the three science disciplines of Biology, Chemistry and Physics. Students are awarded a grade based on their combined performance across these three disciplines. Combined Science students will sit six exams at the end of the course. All exams are 1 hour 10 minutes, and each exam will cover half of the content for that discipline. There will be Standard tier and Higher tier papers available.

## Separate (Triple) Sciences

Students in the top group in each year half will be taught the three separate Science GCSE specifications. Triple Science will not be in the option blocking. Students will be selected for this course based on their previous achievement, aptitude and attitude to Science. The teaching staff will make a professional judgement as to the suitability of students who wish to complete the more demanding Triple Science course. Students undertaking Triple Science will be expected to complete at least one Science A Level at Post 16. Separate Science students will sit six, 1hr 45 minutes exams at the end of their course.

## Entry Level Science

Entry Level Science is a foundation course allowing students to build their skills and understanding through a more informal internal assessment route. There are no terminal exam for this course and the students will sit internal tests throughout the course to demonstrate their understanding. In year 11 the students, where possible, will complete a single GCSE in Biology or be entered for combined Science (worth 2 GCSEs) alongside their Entry Level studies. Suitability of students for the Entry Level course will be made by the professional judgement of the teaching staff.

## Progression to Post 16

The Science faculty currently offers AS and A Level qualifications in Biology, Chemistry and Physics.

Enrichment

## Citizenship

Citizenship enables students to develop the knowledge, skills and understanding to be informed, active and responsible members of local, national and global communities.

Citizenship is a statutory requirement of the school curriculum and is embedded across all curriculum subjects. Citizenship learning is factual and conceptual and looks at criminal and civil law, government and politics, electoral systems, the economy, democracy and justice. The focus is to give students the opportunity to address real-life issues and show them how they can make a difference.

Student Voice is an essential part of Citizenship. "Active Citizenship" participation can be through involvement with the Student Council, peer education, buddying and charity weeks. It can also involve contributing articles to the school weekly newsletter and leading events organised for local primary schools; these are but a few opportunities our young people have to make a difference.

## Personal, Social, Health Education (PSHE)

PSHE will be delivered through a weekly lesson. Topics will vary according to the needs of the cohort and current topics that we feel are appropriate and would benefit the health and well-being of students in Key Stage 4. Current topics are: Careers, Team Sports, Health, Diet and Exercise, Wellbeing and Life Skills.

## Religious Studies

Religious Studies will now be delivered through a weekly lesson. It has always been integrated within the curriculum at Ken Stimpson Community School but we recognise the importance of this subject. We are therefore ensuring that we meet the statutory requirement for this subject through a distinct lesson.

Religious Studies will focus on exploring a range of philosophical and ethical issues using religious and non religious viewpoints. Our aim within the subject is to raise awareness of diversity to encourage tolerance and respect for all members of society.

We will study a range of different topics, some will focus on a religious theme such as arguments for the existence of God and some topics will focus on an ethical theme such as human rights. Religious Studies will also support the development of oracy through the use of topical debates and students will have the opportunity to think about the values and beliefs that are important to them. The aim isn't to make anyone religious, but to harness curiosity to explore two key world religions and ethical issues that affect the world today.

# Employability/ Career Preparation

# Compulsory Subject

## Enrichment

At Ken Stimpson we are committed to helping prepare our students for their future. Our extensive Careers Education Information and Guidance Programme for Years 7 to Post 16 exposes students to a wide range of employability activities, supported by our business community and Higher Education providers.

During Years 7 and 8 your son/daughter will have taken part in a number of enrichment activities which will have enabled them to explore their interests for their future.

During Year 9 many students will experience a visit to a local University or College, working on projects linked to exploring subject courses. All students, will take part in either - The National Enterprise Challenge or Guess the Professional, where they will have exposure to local and national businesses whilst working independently and in teams.

During Year 10 every student will experience our three stage Workskills Programme:

1. CV writing workshop;
2. Business networking event;
3. One-to-one mock interviews.

In addition to this we will visit local and national careers fairs. We will also participate in workshops offered by local business. Towards the end of Year 10 students will complete our Futurewise Career Profiling Assessment - an online assessment which produces a report on career families that each student is ideally suited to.

In Year 11 every student will receive a one-to-one interview with an external professional careers adviser alongside receiving support from school staff in planning their future either here at Ken Stimpson, at college or by applying for apprenticeships.

Support in Post 16 is bespoke with students attending university residentials in specific subject areas, taking part in national challenges, law workshops, Young Enterprise and NHS Discovery Days to name but a few.

# Art and Design

Block  
1 | 2 | 4

**Assessment:** Coursework and Exam

**Head of Faculty:** Mrs K. Fowkes

This is an exciting yet challenging course that is ideal if you love art and design. It may be that you want to go into an Art and Design based career or you may just want to develop your skills in creative thinking. This course is suitable for students of all abilities, we just ask for hard work and enthusiasm. You will be taken on visits to iconic places to get inspiration from real artists and we also organise for local artists to come into school and take workshops where possible.

In the first two terms of year 9 the pupils practise and improve upon their drawing, painting and 3D skills, which prepares them for their GCSE coursework.

The first GCSE project is based on Natural Forms and Landscapes and focuses initially on producing some detailed drawings from direct observation moving onto, pattern work using both acrylic and watercolour paint. Pupils are introduced to a range of artists and develop ideas based on this.

The second project is based on the theme of Reflections and after an initial term of working on similar starting points, the pupils will start to work more independently, looking at their own choice of artists and subject matter.

How will I be assessed?

You will be assessed on a regular basis using the assessment objectives below and you will be introduced to a personal tracking system that will enable you to independently monitor the progress you are making over time.

- Develop - Develop ideas through investigations.
- Refine - Refining your ideas through investigating materials, techniques and processes.
- Record - Record ideas and observations as your work progresses
- Present - Producing a final outcome that reflects your artists and personal development.

# Business and Enterprise

Block  
1 | 3

**Assessment:** Exam 100%

**Head of Faculty:** Mrs S. Bates

It is unlikely that you will have studied Business before taking this course but that does not matter. You might have an interest in business and want to start your own one day. Or you might be thinking about becoming a manager and running a large company. You may just have an interest in the business world and finding out about what it is that makes a successful company.

This course will cover all of this and more! What will I learn? Business Studies is about the world around us. On the course you will investigate business activity in the public and private sectors and learn about how the major types of business organisation are established, financed and run.

You will learn about the different functions within a business, including marketing, accounting, production and human resources and will also explore factors influencing business decision-making, such as laws and the economy. You will not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry.

In Year 9, you will learn about business through a practical project 'Kenny Subs'. The project will include market research, making products, controlling costs and promoting your business.

The Year 9 Business project topics include:

- Business activity
- Production
- Marketing
- Finance

At the end of Year 9 project, we will guide you onto the right pathway for you to ensure you maximise your academic progress.

# Childcare

# Block 4

**Assessment:** External 25% | Internal 75%

**Head of Faculty:** Ms A. Mayfield

This qualification has been developed to provide an engaging and stimulating introduction to the world of early years for learners aged 13 and over. All 3 of the units in this qualification are compulsory to ensure that learners develop a broad and comprehensive understanding of the early years sector, taking into account the recent Nutbrown review (June 2012) and its recommendations for content within early years qualifications, including the importance of:

**Unit 1: Patterns of Child Development** - for the 0 to 7 age range – which is reflected in the birth up to eight years focus for this qualification. (Externally assessed 30 GLH- 25% of the qualification)

**Unit 2: Promoting Children's Development Through Play** - as a route of children's learning, which forms the basis of early years frameworks, such as the Early Years Foundation Stage (England) and Foundation Phase (Wales) – which is covered in this unit (Internally assessed 30 GLH)

**Unit 3: The Principles of Early Years Practice.** This unit focuses on inclusive practice and empowering children, as well as the key person within early years settings – which is covered in this unit. It has been developed to reflect recent thinking and research in the sector, including the importance of having knowledge and understanding of child development for the age range from birth up to 8 years (i.e. 7 years and 11 months). (Internally assessed 60 GLH).

Assessing learners through external assessment will help learners as they progress either into higher levels of vocational learning or to related academic qualifications, by providing independent assessment evidence of learning alongside the portfolio-based assessment. This approach will also assist learners in developing a range of transferable skills, and in applying their knowledge in unfamiliar contexts.

The remaining 2 units are internally assessed. Internal assessment enables learners to develop a wider range of skills and provide evidence towards meeting the unit assessment criteria.

The assessment criteria require learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the mandatory units in an integrated way. Assignments will support learners in drawing knowledge and understanding from across the qualification. Examples of this include drawing on knowledge of how early years settings structure play to promote children's learning and development. This assessment is assessed internally according to the regulations.

**Progression opportunities** The Pearson BTEC Level 1/Level 2 First Award in Children's Play, Learning and Development provides the knowledge, understanding and skills for level 2 learners to progress to:

- other level 2 vocational qualifications
- level 3 vocational qualifications, such as the BTEC Nationals in Children's Play, Learning and Development, or the BTEC Nationals in other sectors, such as in health and social care
- related academic qualifications
- apprenticeships within the early years and health and social care sectors.

Learners who achieve the qualification at Level 1 may progress to related level 2 vocational or academic qualifications, such as BTECs or GCSEs.

# Computer Science

Block  
1 | 3 | 4

**Assessment:** Exam 100%

**Head of Faculty:** Mr F. Satari

This course gives students a real, in-depth understanding of how computer technology works. Students will no doubt be familiar with the use of computers and other related technology; however, this course will give them an insight into what goes on 'behind the scenes', including computer programming, which many students find absorbing.

This course provides excellent preparation for higher study and employment in the field of computer science. The increasing importance of information technology means there will be a growing demand for professionals who are qualified in this area.

The course is divided into two parts:

**Paper 1 – Computational Thinking and Problem Solving**

A written examination lasting 2 hours and contributing 50% towards the final grade.

**Paper 2 – Written Assessment**

A written examination lasting 1 hour 45 minutes and contributing 50% towards the final grade.

This course will develop critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

**Progression to Post 16**

You would choose this course if you are interested in developing computer programs and writing code to create applications. You could also choose this course if you are simply interested in how a computer program functions 'behind the scenes'. However, this course is not the same as traditional 'ICT' – you need to be both interested and good at maths to be successful in this qualification.

The faculty would encourage students successful on this course to consider the Computer Science A Level as an option for Post 16 studies. However, students may decide to consider a Level 3 IT qualification, as a second choice.

# Construction

Block  
1 | 4

**Assessment:** Internal 75% | External 25%

**Head of Faculty:** Mr F. Satari

This course is designed to inspire and enthuse students to consider a career in the construction sector. It gives students the opportunity to gain a broad understanding, knowledge of, and skills in, the construction sector. It supports progression to a more specialised level 3 vocational or academic construction course or an apprenticeship and gives students the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry.

## Qualification

Minimum qualification: Level 1 First Award

**Unit 1:** Construction Technology – this unit covers the different forms of construction that can be used for low-rise offices, retail units and homes. Students will develop an understanding of the structural performance required for low-rise construction, and explore how substructures and superstructures are constructed. This unit will be externally assessed.

**Unit 2:** Scientific and Mathematical Applications for Construction – in this unit students will apply scientific and mathematical knowledge, understanding and skills to practical construction contexts. Students will develop an understanding of the scientific principles affecting the performance of construction materials and develop skills to perform mathematical calculations in construction contexts.

**Unit 3:** Construction and Design – in this unit students will develop a broad understanding of the construction industry, the sort of projects it undertakes and the contribution it makes to wider society. They will also look at how client needs can shape the design of a building and develop their own design ideas to a given brief.

**Unit 4:** Follows the principles of carpentry and joinery.

## Assessment approach

Unit 1 is assessed externally.

Units 2, 3 and 4 are assessed internally via completion of assignments.

## Progression opportunities

The First Award in Construction and the Built Environment provides the skills, knowledge and understanding for Level 2 learners to progress to:

- Other Level 2 vocational qualifications
- Level 3 vocational qualifications, such as BTEC Nationals, specifically the Edexcel BTEC Level 3 in Construction
- Related academic qualifications
- Employment within the construction industry

Due to Health and Safety restrictions, Construction is limited to 20 places.

# Dance

# Block 2

**Assessment:** Practical 60% | Exam 40%

**Subject Leader:** Mrs J. Purdy

## Why study Dance?

If you have a passion for dance then this course is for you!

If you have interest in the Performing and Creative Arts industry including Musical Theatre then this course will help you acquire the necessary skills to take part in it!

The new specification for Dance is now much broader whilst still retaining the basics of the old specification with a real focus on practical skills.

## Assessment

There are three main parts:

### Performance - Total component 60% (80 marks)

30% Practical/40 Marks

- Set phrases through a solo performance (approximately one minute).
- Duet/trio performance (three minutes in a dance which is a maximum of five minutes in duration).

### Choreography

30% Practical/40 Marks

- Solo or group choreography (Solo - 2-2 1/2 minutes or a group dance for two to five dancers of 3-3 1/2 minutes).

**Non-exam assessment (NEA) marked by the centre and moderated by AQA.**

### Appreciation

40%/80 Marks

Written exam 1 hour 30 minutes

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

Questions based on students' own practise in performance, choreography and the GCSE Dance anthology

### Progression to Post 16

This qualification in Dance naturally leads into an A Level or Level 3 course in Performing Arts, Musical Theatre or Dance either here at Ken Stimpson as part of a broader curriculum or further afield in a full-time theatrical course. If you are considering a career in theatre or Dance Schools then this course is essential.

### Required

After-school sessions must be attended for rehearsals and students will need to participate in school shows and productions.

Due to Health and Safety restrictions, Dance is limited to 22 places.

# Food Technology

Block  
1 | 3

**Assessment:** Coursework 50% | Exam 50%

**Head of Faculty:** Mr F. Satari

## What will I do on the course?

Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure that students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topics:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

## Who is the course for?

If you enjoy working with food and the topics of nutrition, health, food safety and food science interest you then this would be a suitable option. Students will take part in practical lessons weekly to practise a wide range of food preparation skills. Students will need to prepare, cook and present food as well as apply nutrition-related information to tasks set.

## Assessment:

Written exam of 1 hour 45 minutes accounting for 50% of the overall grade. It will contain multiple choice questions (20 marks) and five questions each with a number of sub questions. (80 marks)

## Non-exam assessment:

Students complete two tasks, a food investigation and a food preparation assessment:

The food investigation assesses an understanding of the working characteristics, functional and chemical properties of ingredients.

The food preparation assessment assesses a knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved.

Due to Health and Safety restrictions, Food Technology is limited to 20 places.

# Italian

## Block 2 | 3

**Assessment:** Exam 100%

**Heads of Faculty:** Miss H. Frith | Mrs M. Ferguson

The Modern Foreign Languages (MFL) Faculty offers Italian allowing students to continue with the language they have studied in Years 7 and 8. The course is designed to improve on linguistic skills as well as to broaden cultural horizons. The topics covered are intended to challenge and inspire students in their language-learning journey. Through studying a language, students will gain an important life skill which is viewed very favourably by employers and higher education providers.

Students study all of the following themes on which the assessments are based:

**Theme 1:** Identity and culture

Topic 1: Me, my family and friends

Topic 2: Technology in everyday life

Topic 3: Free-time activities

Topic 4: Customs and festivals in Italian-speaking countries/communities.

**Theme 2:** Local, national, international and global areas of interest

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

Topic 3: Global issues

Topic 4: Travel and tourism

**Theme 3:** Current and future study and employment

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education Post 16

Topic 4: Jobs, career choices and ambitions

**Assessment**

All four skills (listening, reading, speaking and writing) are weighted equally and are assessed by exam papers at the end of the three year course.

MFL has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier.

**General information**

We expect students to spend 1-2 hours per week completing homework tasks, such as vocabulary learning, grammar exercises, independent study and assessment preparation.

**Progression to Post 16**

There is the opportunity to study Italian at A Level.

# Geography

Block  
1 | 2

**Assessment:** Exam 100%

**Head of Faculty:** Miss J. Berry

This course is designed to offer students the opportunity to study the physical, human and environmental aspects of Geography and how these interrelate. Students take an investigative approach to the work undertaken in the classroom and field. The need to develop sustainability is also an important factor which runs throughout the course of study. **The aims of this course are to:**

- Acquire knowledge and understanding of a range of places, environments and geographical patterns at a range of scales from local to global and acquire an understanding of the physical and human processes, including decision making, which affect their development.
- Develop a sense of place and an appreciation of the environment, as well as awareness of the ways in which people and environments interact, the importance of sustainable development in those interactions, and the opportunities, challenges and constraints that face people in different places.
- Develop an understanding of global citizenship and the ways in which places and environments are interdependent.
- Appreciate that the study of Geography is dynamic, not only because geographical features, patterns and issues change but also because new ideas and methods lead to new interpretations.
- Acquire and apply the skills and techniques, including those of map work, fieldwork and Information and Communication Technology (ICT), needed to conduct geographical enquiry. Using appropriate geographical knowledge, encourage and enable students to appreciate the significance of people's values and attitudes in their perception of the world and their actions within it.

**Your course will be divided into three parts:**

- Theme 1: Changing Places and Economies (urbanisation, urban and rural areas of the UK development)
- Theme 2: Changing Environments (coasts, rivers, weather and climate/climate change)
- Theme 3: Environmental Challenges (ecosystems, water resources and desertification)

**Exams:**

- 1 - Investigation into Geographical Issues (assesses all three themes) - 1 hour 45 minutes (40%)
- 2 - Problem Solving Geography (assesses skills used in all three themes) - 1 hour 30 minutes (30%)
- 3 - Applied Fieldwork Enquiry - 1 hour 30 minutes (30%)

**Your work will include:**

Researching using books, ICT and videos; fieldwork (work outside the classroom and trips); role-play and discussion; group presentations and writing reports.

**Progression**

There is the opportunity to study Geography at A Level and a number of students go on to study Geography at University.

# Health and Social Care

Block  
3 | 4

**Assessment:** Internal 60% | External 40%

**Head of Faculty:** Ms A. Mayfield

This qualification allows students to develop knowledge and understanding by applying their learning and skills in a work-related context, engaging students in taking responsibility for their own learning, and develop essential work related skills, such as working to deadlines and presenting information effectively.

### **This qualification:**

- Is a Level 2 qualification; however it is graded at Unclassified, Level 1 Pass, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction\*
- Has 3 units (components)
- Has an external assessment up to 40% of the qualification. Edexcel sets and marks this assessment
- Presents knowledge in a work-related context
- Gives students the opportunity to develop and apply skills in English and Mathematics in naturally occurring, work-related contexts

Students complete two internally assessed units and then a third externally assessed unit to make up the full award:

- Unit 1 - Human Lifespan Development
- Unit 2 - Health and Social Care Services and Values
- Unit 3 - Health and Well-being

### **Progression to Post 16**

Having successfully completed the BTEC level 1 or 2 course students could then progress to BTEC Level 3 courses in Post 16.

# History

Block  
3 | 4

**Assessment:** Exam 100%

**Head of Faculty:** Mrs K. Hackett

This course offers students the opportunity to study important themes and eras from history. Some topics cover a relatively short period of time and in some depth, whilst other themes are studied over a much longer time period in order to understand the processes of change and continuity. Key events, people and issues from the past are covered to give students a greater understanding of the past and its impact on the modern world.

The aims of this course are to encourage students to:

- Acquire knowledge and understanding of the human past.
- Investigate historical events, changes, people and issues.
- Develop understanding of how the past has been represented and interpreted.
- Use historical sources critically in their historical context.
- Organise and communicate knowledge and understanding of history.
- Draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted objectives.
- Develop an interest in and an enthusiasm for history, and to acquire a sound basis for further historical study. Employers regard History students very highly due to the research process and skills they acquire within the subject.

**The course covers four topics:**

- The American West c1835-c1895
- Early Elizabethan England, 1558-88
- Medicine through time, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches
- Weimar and Nazi Germany, 1918-39

**Your work will include:**

- Researching using books, ICT and videos
- Role play and discussion
- Group presentations
- Source analysis (Inference, Comparisons, Reliability, Interpretations and Evaluation)

**Progression**

There is the opportunity to study History at A Level; a number of students go on to study History at university each year. It would also link well with their study of Politics at A Level.

# Media Studies

Block  
2 | 3

**Assessment:** Assessment 30% | Exam 70%

**Subject Leader:** Mrs N. Scott

Media Studies is a contemporary and interactive subject which encourages students to develop their creative, analytical, research and communication skills, through exploring a range of media forms and perspectives.

**Assessment:** Exam (70%) | Non-Examined Assessment (30%)

## **Media One (1hr 30 mins, 35%)**

Section A focuses on Media Language and Representation in forms such as magazines, advertising, newspapers, social media and video games.

Section B focuses on Media Industries and Media Audiences in forms such as radio, music videos, newspaper, social media, film and video games.

## **Media Two (1hr 30 mins, 35%)**

Section A is based on an extract from a television product and assesses depth of theoretical knowledge.

Section B will be based on either newspapers, online material or video.

## **Non-Exam Assessment - Creating a Media Product (30%)**

Students respond to one of five annually changed briefs set by AQA. They produce a statement of intent and a media product for an intended audience. This task is assessed by teachers and moderated by the exam board. The task created will use one of the following forms:

- Television
- Music video
- Radio
- Newspapers
- Magazines
- Advertising/marketing
- Online and social media
- Video games

## **Progression to Post 16**

After completing this course students have the opportunity to go on to study Media Studies at Post 16 Level.

# Performing Arts - Drama

Block  
2 | 3

**Assessment:** Internal and External

**Head of Faculty:** Mr R. Norman

## What will I study?

The qualifications in Creative and Performing Arts offer a range of key acting units spanning across the Performing Arts industry. These are the qualifications for anyone who is serious about a career in the Performing Arts sector.

## How will I be assessed?

There are three units:

### Unit 1 – Acting for the Camera (Internally Assessed Optional Unit)

Many aspiring actors are drawn to work in film/television and commercials. To work in these areas an actor must be able to deliver and adjust instantly, almost entirely without the rehearsal process customary in theatre. An actors' contribution on the screen will be controlled by others. Acting for the Camera requires actors to have a different mind-set from stage work. Students are required to develop and plan for a filmed performance either independently or as part of a collaboration.

### Unit 2 – Performing Text (Internally Assessed Optional Unit)

The aims of this unit are to develop the skills necessary for analysing a piece of dialogue in drama and to be able to perform it appropriately. To give learners practical experience of these skills using both modern and classic texts. The purpose of this unit is to enable learners to develop the skills to perform text appropriately.

### Unit 3 – Live Performance (Externally Assessed Core Unit)

The Certificate has an externally assessed core unit – Live Performance – which takes the form of a controlled assessment. The controlled assessment involves the planning, execution and evaluation of a practical performance. None of the qualifications involve a written examination.

You will be assessed according to the grading criteria and can achieve a Pass, Merit or Distinction.

**What skills will I need?** You must, above all, have a real interest in acting, performance and stage craft. The basic requirements will have been covered and developed during your time in Years 7 - 8 and this qualification gives you the opportunity to expand on this further. You also need to be self-disciplined, as much of the required work is undertaken independently.

**What happens in lessons?** In lessons you will develop your skills in acting. You will undergo the research and rehearsal process necessary for performance and enhance your understanding of acting and stage craft. Throughout the lessons you will work on a reflective diary where you will document and record your process throughout the modules. This will then be submitted to the external examiners for approval.

## Progression to Post 16

The Faculty offers progression in the RSL Performing Arts courses at Level 3 in both Acting and Musical Theatre.

# Performing Arts - Music Performance

# Block 1

**Assessment:** Internal and External

**Head of Faculty:** Mr R. Norman

## What will I study?

Qualifications in Music offer a range of key units spanning across all areas of the Music Industry and Musicianship. If you have an interest in Music, either as a Performer or in Music Technology, then one of these are the qualification for you!

## How will I be assessed?

There are three units:

### Unit 1 – Live Music Performance (Externally Assessed Core Unit)

The Certificate has an externally assessed core unit – Live Performance – which takes the form of a controlled assessment. The controlled assessment involves the planning, execution and evaluation of a practical performance.

### Unit 2 – Musical Knowledge Development (Internally Assessed Core Unit)

This second core unit – Musical Knowledge Development – is designed to give all performers the range of knowledge and skills to be a more rounded and accomplished musician. You will study various popular musical styles such as Jazz, Rock'n'Roll, Rap and Eighties and learn about the distinctive traits that comprise them as well as the recognition of musical characteristics. You will listen to important, seminal recordings and learn about important popular musical artists before choosing two to focus a research project on.

### Unit 3 – Using a DAW (Internally Assessed Optional Unit)

This optional unit aims to enhance your operation of a DAW (Digital Audio Workstation). Throughout Years 7 - 8 you have had some experience of using Cubase and/or Bandlab and this module of work takes these experiences further by looking at more advanced features before creating your own 'Beats' to match the unit criteria. This includes drum patterns, bass lines and chords. You will also look at what uses a DAW has which will involve areas of live recording and writing to film.

In all units you will be assessed according to the RSL grading criteria and can achieve a Pass, Merit or Distinction.

**What skills will I need?** You must, above all, have a real interest in Music and performance and be prepared to perform in front of classmates and larger audiences either as part of a group or as a soloist. The basic requirements will have been covered and developed during your time in Years 7 - 8 and this qualification gives you the opportunity to expand on this further. You also need to be self-disciplined, as much of the required work is undertaken independently. ***Please note that there is no requirement to be able to read music to undertake this course.***

**What happens in lessons?** In lessons you will develop your skills in Music with plenty of time to rehearse and practise. Upon starting the course, you will undertake a skills analysis to guide you in the next stages of your development as a musician whilst, throughout the lessons, working on a reflective diary where you will document and record your process throughout the modules. This will then be submitted to the external examiners for approval.

Due to Health and Safety restrictions, Music is limited to 16 places.

# Performing Arts - Music Technology

# Block 1

**Assessment:** Internal and External

**Head of Faculty:** Mr R. Norman

## What will I study?

This qualifications in Music offers a range of key units spanning across all areas of the Music Industry and Musicianship. If you have an interest in Music, either as a Performer or in Music Technology, then one of these is the qualification for you!

## How will I be assessed?

There are three units:

### Unit 1 – Music Sequencing and Production (Externally Assessed Core Unit)

The Certificate has an externally assessed core unit – Music Sequencing and Production – which takes the form of a controlled assessment. The controlled assessment involves the use of Cubase software to a more advanced level to create, and produce, a musical composition in an electronic style following a set of criteria detailed by the exam board. This will include elements of remixing as well as digital effects and the creation of drum tracks, amongst other relevant skills.

### Unit 2 – Musical Knowledge Development (Internally Assessed Core Unit)

This second core unit – Musical Knowledge Development – is designed to give all musicians the range of knowledge and skills to be a more rounded, and accomplished, musician. You will study various popular musical styles such as Jazz, Rock'n'Roll, Rap and Eighties and learn about the distinctive traits that comprise them as well as the recognition of musical characteristics. You will listen to important, seminal recordings and learn about important popular musical artists before choosing two to focus a research project on.

### Unit 3 – Using a DAW (Internally Assessed Optional Unit)

This optional unit aims to enhance your operation of a DAW (Digital Audio Workstation). Throughout Years 7 - 8 you have had some experience of using Cubase and/or Bandlab and this module of work takes these experiences further by looking at more advanced features before creating your own 'Beats' to match the unit criteria. This includes drum patterns, bass lines and chords. You will also look at what uses a DAW has which will involve areas of live recording and writing to film.

You will be assessed according to the grading criteria and can achieve a Pass, Merit or Distinction.

**What skills will I need?** You must, above all, have a real interest in Music. The basic requirements will have been covered and developed during your time in Years 7 - 8 and this qualification gives you the opportunity to expand on this further. You also need to be self-disciplined, as much of the required work is undertaken independently. ***Please note that there is no requirement to be able to read music to undertake this course.***

**What happens in lessons?** In lessons you will develop your skills in Music with plenty of time to experiment and hone your Cubase skills. Upon starting the course, you will undertake a skills analysis to guide you in the next stages of your development as a musician whilst, throughout the lessons, working on a reflective diary where you will document and record your process throughout the modules. This will then be submitted to the external examiners for approval.

Due to Health and Safety restrictions, Music is limited to 16 places.

# Religious Studies

# Block 2

**Assessment:** Exam 100%

**Subject Leader:** Miss V Nottingham

This is a new subject that we are offering at GCSE as part of the development of Religious Studies across the school curriculum. This course is open to all, students with faith, students without faith, students that want to discuss philosophical and ethical issues about the world we live in.

The course provides an excellent opportunity to study two major world religions, Christianity and Buddhism to allow you to study two very contrasting religions. There are also four thematic units that focus on issues that impact and influence the modern world. In the thematic unit you will study religious and non-religious viewpoints, so students will have the opportunity to express and debate their views on a wide number of issues. Big topics such as: evolution, abortion, evil, war and pacifism.

## **Paper 1: Written Exam (Each religion marked out of 48)**

The first part of the course focuses on two world religions. You will study their beliefs, teachings and practices.

- Christianity
- Buddhism

## **Paper 2: Written Exam (Each theme is marked out of 24)**

The second part of the course focuses on four thematic studies. You will study religious, philosophical and ethical arguments related to the issues raised. It will focus on religious and non-religious perspectives such as atheism and humanism.

- Relationships and families
- Religion and life
- Religion, peace and conflict
- Religion, crime and punishment

Our aim is to help you become a great RE student who can:

- Think deeply and reflectively
- Appreciate diversity
- Respect other people's views
- Resist extremist narratives
- Use specialist vocabulary
- Research thoroughly
- Analyse sources thoughtfully
- Think critically and use logical reasoning
- Enjoy finding out about others' lives and beliefs
- Asking searching questions
- Love a good debate

# Sports & Physical Education

# Block 4

**Assessment:** Practical 30% | Written Exams/ Coursework 70%

**Head of Faculty:** Mr W. Bradley

If you love taking part in different sports and have a keen interest in leading physical activities sessions, then this could be the course for you.

If you are competing in a sport with a club/team on a regular basis, and have a thirst for learning about the physical/psychological factors and the socio-cultural influences that affect sports performance and participation then this course is for you.

Over the duration of the course, students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media.

Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport and how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

Students are assessed in performing three practical activities and one performance analysis task. In the practical performance they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

# Statistics

# Block 2

**Assessment:** Exam 100%

**Head of Faculty:** Mr L. Donnelly

Our Statistics qualification develops skills that you will use in other subjects such as Science and Geography, and reinforces techniques needed for Maths as well as supporting progression to A Level Maths. Real-life scenarios will capture your interest and give you an insight into the importance of statistics in the real world. In brief, the course looks at the collection of data, processing, representing and analysing data as well as probability.

### **Assessment Structure**

The examination is split into two 90 minute papers that focus on the same content and skills. This gives students and teachers an opportunity after the first paper to reflect on the areas they need to work on in order to strengthen performance in the second paper. Each paper is worth 50% of the final grade.

### **Progression to Post 16**

The department offers Mathematics and Further Mathematics at A Level and Level 3 Mathematical Studies.

# FURTHER INFORMATION

## Assessment

Assessment forms an important part of Key Stage 4 courses. It consists of work done throughout the course which counts towards your final examination grade. It may take the form of:

- Classwork
- Homework
- Assignments
- Tests
- Fieldwork
- Projects

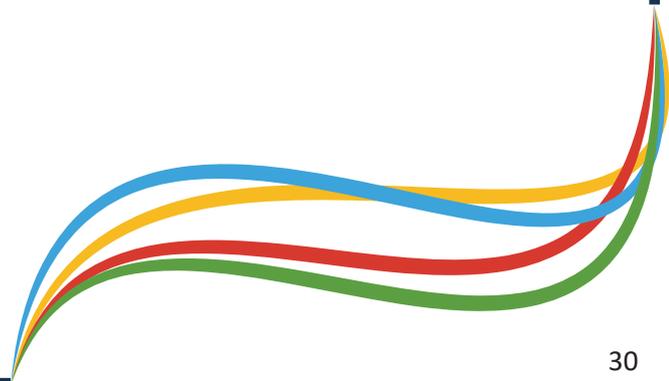
Remember that assessment is:

- spread over the length of the course
- a continuous indicator of how you are doing
- helpful to students who perform less well in examinations
- a good preparation for Post 16 work.

## Examinations

Most courses have an examination at the end of Year 11. Our policy is to enter students for all examinations in which we believe they may achieve a recognised grade.

We require that parents pay for entry for students who the school believes will be unlikely to achieve a recognised grade. The criteria for identifying these students are a poor level of attendance (less than 90% in the last calendar year) and the failure to complete coursework. If a 'parental entry' student does achieve a pass grade then the cost will be reimbursed by the school.



# Process of finalising your Curriculum Pathway

The process will take place as follows:

## 1. Subject Information

A series of videos have been produced and published that highlight the stages within the Pathways process, alongside specific subject-related videos to explain the content of each option subject. These are available on our school website: <https://www.kscs.org.uk/curriculum/pathways>

*Scan me* →



We will aim to publish a follow-up video on the week commencing 19 April to answer any frequently asked questions that we receive. This will be published onto the school website for students and parents to access.

## 2. Taster Week

Across the week commencing 19 April, Year 8 students will attend a series of lessons that are 'tasters' of what to expect if they were to study that subject at Key Stage 4. By the end of the week, all students will have sampled all of the option subjects available to them and be more informed in their decision making.

## 3. Pathways Interview

All students are invited to a 10-minute personal Pathways appointment, with a member of the Pastoral or Leadership Team, using our virtual parents evening system. This is your opportunity to ask any specific questions you have relating to your child's pathways preferences.

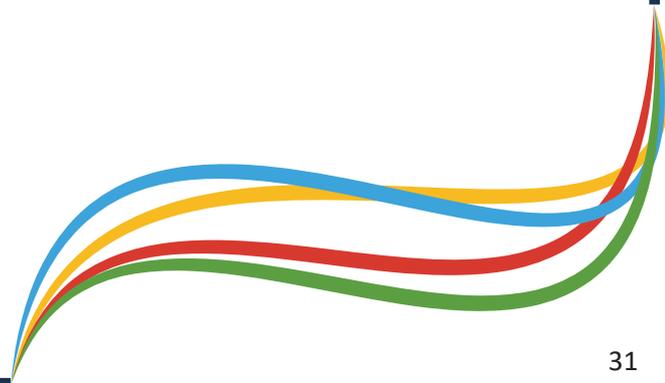
## 4. Online Form

The link to the online form will be sent to student's school email address on Tuesday 4 May. Students are encouraged to complete the form in conjunction with input from their parents/carers. It is worth remembering that it will not be feasible to offer first choices to all students and therefore it is necessary to choose a backup subject in each block. The deadline for submitting the form is Friday 14 May.

## 5. Confirmation

During the Summer Term, a letter will be sent to parents/carers to confirm the subjects of study for September.

We hope this booklet provides you with all the information you need to make your preferences. If you have any questions or queries, please contact [pathways@kscs.org.uk](mailto:pathways@kscs.org.uk)





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