

Key Stage 4 Options

Booklet

A guide to qualifications and courses





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Dear student, (and parents and carers)

This booklet has been designed to help you and your parents/carers make informed choices about the courses you will study in years 10 and 11. The choices you make will help to shape your future not only for the next two years but also in later life. In Key Stage 3 you have studied a foundation curriculum and experienced a wide range of subject areas.

In Key Stage 4, you will focus on the subjects/qualifications you are studying and preparing for the examinations in Year 11. You will be taking courses which help you to prepare for further study, such as an A level/Level 3 course at Sixth Form or at college, through an apprenticeship or studying one of the newer T Levels.

It is sometimes difficult to make decisions. Often there is no right or wrong answer, but the more informed you are, the easier the decision-making process is. The best place to start is to ask yourself: "What am I interested in doing and exploring after Year 11?" and "What subjects do I enjoy?". Aim to study subjects that are broad and balanced. Talk to your teachers and ask many questions; we are here to help and advise you.

Kind regards Mr Smith - Assistant Headteacher

s.smith@stowhigh.com

The KS4 Curriculum

We believe it is important that you study qualifications of the very highest quality and place you in the best position to move into further and higher education, employment, and training.

You will take more responsibility for your education and your future. You will sit final examinations during the summer of 2027 and may have examinations throughout your chosen courses.

There will be two types of qualifications available to students:

1. GCSE qualifications, which are linear qualifications where the course is assessed in one or more exams at the end of the course.
2. Technical Awards such as BTEC courses involve more assessment throughout the course. You may be required to complete coursework, practical exams and/or complete shorter exams during Year 10 and 11. These courses are usually graded in terms of Distinction* (equivalent to GCSE 8/9), Distinction (GCSE 7), Merit (GCSE 6), Pass (GCSE 4/5).

You will have the opportunity to take both types of qualification at Stowmarket High School depending on your interests and future aspirations. All students will have to study the following:

- English Language and English Literature
- Mathematics
- The Sciences:

Combined Science: two GCSEs that cover the three main sciences - Biology, Chemistry and Physics or

Triple Science, which includes Biology, Chemistry, Physics as single GCSEs

- Geography or History

To ensure you study a broad and balanced range of subjects we have put in place three pathways:

Pathway 1	Pathway 2	Pathway 3
10 GCSEs	9 GCSEs	8 GCSEs
<ul style="list-style-type: none"> • Eng x2, • Maths x1 • Triple Science x3 • Statistics x 1 • 3 Options which must include at least one of: • Geography or History • You can study both 	<ul style="list-style-type: none"> • Eng x2, • Maths x1 • Combined Science x2 • 4 Options which must include at least one of: • Geography or History • You can study both 	<ul style="list-style-type: none"> • Eng x2, • Maths x1 • Combined Science x2 • 3 Options which must include at least one of: • Geography or History • E4L/ Intervention (Entry level qual)

Pathway 3

Given the specialist nature of pathway 3 the school will initially select the pupils we think would be most suitable based on variety of factors and evidence. We will contact families directly and discuss the process in more detail before confirming this selection. If any family has not been contacted and would like to discuss this pathway, please contact Mr Smith directly for a consultation.

The English Baccalaureate

The Ebacc is NOT a qualification; it is not demanded by any university or employer, or a measure of a student's higher ability. It is recognition of a student's academic performance across a broad combination of GCSEs in English, Maths, Sciences, PLUS a Language, and History or Geography. The choice of a Language with History and/or Geography does keep more post-16 options open, as they are considered facilitating subjects, which leads to a broader choice of university courses if studied at A level. However, better grades open more doors, so struggling with an Ebacc option subject might be counterproductive.

Option Blocks

Option A	Option B	Option C	Option D
Business Studies	Drama	Art, Craft and Design	Child Development
GCSE PE	French	Business Studies	Engineering
Geography	Geography	Child Development	GCSE PE
History	Graphic Products	Computer Science	History
Health and Social Care	Health and Social Care	Engineering	Hospitality and Catering
Resistant Materials	History	Geography	Music
Triple Science*	Hospitality and Catering	History	Photography
Employability for Life*	Photography	Resistant Materials	Resistant Materials

Making Choices

You do not have to make this decision on your own. Use all the support and guidance available to you:

- Think carefully about why you want to choose some subjects in preference to others. Choose subjects because: you enjoy them, you are good at them and you may like to study them at A Levels, at College or University.
- Do not choose the subject because your friend is choosing it or because you like the teacher. You may not be in the same group.
- Research the careers you are interested in and consider which subjects would help you to achieve this goal.
- Talk to your family and your subject teachers about the subjects that you are interested in studying and find out more about the courses that you will be taking.
- If it is a subject that you have not taken before, sign up for a 'Taster Session' so that you can sample a lesson. These will take place at lunchtime or after school.
- Research subjects on our dedicated SharePoint page in outside of school.
- Try to ensure that you are studying a 'broad and balanced' mix of GCSE subjects. You should consider your own academic success up until now, your interests and your abilities in and outside of the classroom.
- There are lots of people within school who can support you and will be able to discuss your future with you, but in the end the choices that you make are your own. You may find it useful to talk to: your parents, your tutor, subject staff, students currently studying the subjects, Miss Harrigan (Head of Year 9); Mr Smith (Assistant Headteacher in charge of the curriculum), Ms Mylrea (Careers Support Officer), who is located on Floor 2 just opposite room 2.03 in the science corridor.

Frequently Asked Questions

Which subjects do I have to study in Years 10 and 11?

Core subjects are:

- English Language and Literature (2 GCSEs)
- Maths (1 GCSE)
- Science (2 or 3 GCSEs depending on Triple or Combined Science routes)
- Statistics (Only Pathway 1)
- EFL (Only Pathway 3)
- History and/or Geography
- PSHE
- Religious Studies and Citizenship (Y10 only)
- PE (Not examined)

Options subjects offered to pupils (subject to availability):

- Art, Craft and Design
- Business Studies
- Child Development
- Computer Science
- Drama
- Engineering
- French
- Graphics
- Health and Social Care
- Hospitality and Catering
- Music
- PE (GCSE)
- Photography
- Resistant Materials

How many options can I choose from?

Students will choose four option blocks depending on the suggested pathway. We will ask each pupil to choose a reserve in each block as we cannot guarantee that all pupils will get their first choice. Students will not be allowed to choose the following combinations due to qualification duplication:

- You cannot study Art, Craft and Design and Graphics

Will I get my first subject choice?

We aim to give our students their first choice and try hard to ensure that most students achieve this. However, we cannot guarantee that the precise combination of subjects that you request will always be possible, since we are limited by factors such as the number of teachers of a particular subject, the number of students in a class and specialist rooms for a particular subject. Finally, if any subjects are undersubscribed, the school reserves the right to make the difficult decision of no longer running that subject for this year group.

Can I swap courses if I change my mind?

We would recommend that students do not change courses once the academic year has begun. Changing options can cause difficulties once the option course has started. It is therefore strongly advised that you make the right choice in the first place. This is why it is important that you discuss your options with your parents and teachers now so that you make the best choices possible.

What happens next?

You will have the opportunity to attend our **KS4 Options Evening on Thursday, 26 February 2026**. You will then need to complete the online options form which will go live on the **2nd of March 2026**. The deadline for this will be the **9 March 2026**. Once the school has processed the options forms, students will find out their choices from the **22 May 2026**.

Calendar of Events

Date 2025	Event
15th January	Year 9 Tripod evening - Discussions already started
19 th January week beginning	23.01.26 Yr 9 Assembly, Booklet ready, Parent letters, Pupil timelines shared Subject Information shared (SharePoint page goes live)
26 th January – 6th February	Taster sessions (lunchtime and after school), Use of tutor time to investigate materials
13th February	13.02.26 SSM Yr 9 Assembly = Summative Assembly, Preparation for 26th February
26th February	Options evening - 4.30-6.30pm
2nd March	Options go live – Online process
9th March	Deadline for Options Forms
22nd May	Options go to Students

Art, Craft and Design

Qualification: GCSE

Examination Board: AQA

What will I learn?

The GCSE Art and Design qualification is designed to support a wide range of student interests, learning styles and aspirations for progression, providing them with the opportunity to: explore both contemporary and historical sources of art, craft and design first-hand, take an individual approach to art, craft and design making and develop the skill of selecting their best and most appropriate work for presentation.

How will I be assessed?

Component 1: Personal Portfolio -worth 60% of the GCSE. Internally assessed and externally moderated.

From centre-based starting points, students create a personal portfolio of work, compiling supporting studies, ideas and experimental pieces in sketchbooks and conclusive personal response(s); final realisations & resolved outcomes.

Component 2: Externally Set Assignment worth 40% of the GCSE. An externally set thematic starting point leads into an extended period of preparatory study, followed by a 10-hour sustained focus period in which students create individual personal responses.

Throughout the course students will receive regular assessments in sketchbooks followed by 1:1 and whole class feedback opportunities.

How will I be taught?

At KS3 we have developed a foundation of theoretical and practical skills that allows students to use specific media and processes to secure existing knowledge. In Year 10 & 11 students will further develop their practical and research skills, they will begin to consolidate and apply good practice through teacher led workshops; experimenting with a variety of 2D and 3D media across several disciplines (Fine Art, Photography, Textiles & Graphic Communication) developing work independently to encourage initiative, in order to produce unique outcomes. Students will be given regular homework to consolidate and extend their class-based learning, to demonstrate independence and promote a positive work ethic.

What skills might I develop?

The course is designed to enable students to explore a range of two- and three-dimensional approaches to their studies using a variety of media. We aim to encourage personal, creative, and imaginative approaches to the communication and expression of original ideas, feelings, and meanings. We hope to improve personal attributes such as self-confidence, independence, resilience, perseverance, self-discipline, and commitment as well as providing a working environment that gives opportunities for collaborative work.

What progressions routes exist?

On completion of your GCSE Art and Design course, you could progress to further education.

Courses at Level 3 include: BTEC Nationals in Art and Design, Specialist Diploma in Creative and Media, and GCE A level Fine Art, Photography, Textile Design, Graphic Illustration & more.

You could go on to have an exciting and rewarding creative career, for example, in Architecture, Interior Design, Industrial Design, Textiles design, Fashion, Advertising, Jewellery design, Millinery, Graphic Illustration, Photography, Games Design, Graphic Products, Gallery Curating, Museum Management, Teaching and more...

Teacher to contact for further Information:

Miss G Page – Curriculum Leader

Email: g.page@stowhigh.com

Business Studies

Qualification: GCSE

Examination Board: OCR

What will I learn?

This course focuses on the four main functions of businesses and how they operate. It will also introduce students to entrepreneurship. There are opportunities to link learning to local, national, and international businesses in regards to how businesses manage finance, people, production and marketing. In addition students study national and global factors.

Business 1: Business activity, marketing, and people: These 3 units introduce students to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business and ownership structures. Students explore market research techniques, targeting, customers and establishing price and place to sell products as well as how to promote and advertise.

Business 2: Operations, finance, and influences on business: These 3 units explore how businesses produce products, deal with consumers, manage income and plan expenditure and introduces students to ethical, environmental and global economic issues and their impact businesses.

How will I be assessed?

Business Studies is a linear 100% exam course. Grades are awarded by sitting two 90-minute exams at the end of Year 11, each worth 50%. There are four assessment objectives testing students' knowledge, understanding, analysis, explanation, evaluation, decision making and calculation skills. There is no coursework. Questions range from 1 – 9 marks.

How will I be taught?

Students study units 1, 2 and 3 from paper 1 in year 10 and units 4,5,6 from paper 2 in year 11. As there is no opportunity to study business studies prior to GCSE, students should be aware that the course includes lots of new content and requires confidence in completing calculations such as profit and loss. There is a mixture of individual, paired and group work learning activities. Much of the stimulus material is current, developing the students' understanding of the wider modern world, for example modern day entrepreneurs and well-known businesses as well as real life case studies of illegal practices. From the start of the course students are taught the skills to enable them to successfully answer examination style questions.

What skills might I develop?

When students finish education, they may be working for the public, private or voluntary sector or indeed run their own business. After studying Business studies, they will have a clear insight into how businesses operate, understanding employment and consumer rights. The recruitment section will help them apply for jobs and plan their career path. The course will develop collaborative skills and will enhance their written and oral communication, research, presentation, independence, teamworking, and problem-solving skills.

What progressions routes exist?

Students can continue their studies in business and economics at 'A' level at local colleges as well as pursue a T level or apprenticeship in a range of business facing courses such as finance, marketing, administration, and human resources.

Teacher to contact for further information:

Mrs H Utteridge - Curriculum Leader

Email: h.utteridge@stowhigh.com

Child Development

Qualification: Cambridge National Level 1/2

Examination Board: OCR

Aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the Childcare sector.

What will I learn?

R057 Health and well-being for child development: An exam-based unit looking at topics including factors affecting pregnancy, contraception, childbirth, parenting, development of children 0-5 years old, safety for children. R058 Create a safe environment and understand the nutritional needs of children from birth to five years: A coursework-based unit, creating plans for nurseries including equipment, food and activities. R059 Understand the development of a child from one to five years: A coursework-based unit where you must complete a child study and design play activities suitable for them.

How will I be assessed?

The exam unit is 40% of your final grade, with your 2 pieces of coursework making up the other 60%. You will come out with level one or two qualifications in the subject. Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2). Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

How will I be taught?

In mixed ability theory-based classes. Coursework units are computer based, so you must enjoy ICT if you are taking this course.

What skills might I develop?

Research skills, Communication skills, Practical childcare skills, Computer skills

What progressions routes exist?



Teacher to contact for further Information:

Ms G Whitfield Curriculum Leader

Email: g.whitfield@stowhigh.com

Computer Science

Qualification: GCSE

Examination Board: Pearson Edexcel

What will I learn?

Computer Science is a rapidly growing subject that plays an important role in everyday life. This course helps students learn how to solve real-world problems using programming and logical thinking. With a strong focus on practical skills, students gain hands-on experience and develop confidence in computing through frequent programming tasks. These skills prepare students for an exciting digital future both in and beyond the classroom. You will learn about ethical and environmental issues, computational thinking, data, computers, networks and programming.

How will I be assessed?

There are two exams: 1 written and 1 practical, each worth 50% of the marks:

- **Paper 1:** Principles of Computer Science – Written Examination - 1 hour 30 minutes
- **Paper 2:** Application of Computational Thinking – Onscreen examination – 2 hours. In this practical paper, students create, test and improve programs to solve a range of problems. The assessment is completed onscreen using an Integrated Development Environment (IDE) and consists of 6 questions. Students will answer these questions using the Python programming language.

How will I be taught?

You will be taught in a mixed-ability group and study both theory and practical elements together. Each week will usually focus on either theory or programming but there will always be opportunities to practice coding.

What skills might I develop?

The course encourages students to develop their understanding and application of the core concepts in computer science. Students will analyse problems in computational terms and devise creative solutions by designing, writing, testing, improving and evaluating programs.

What progression routes exist?

ICT and computing skills are in high demand and are essential for success in both further education and the workplace. This course provides a strong foundation of practical and problem-solving skills that are highly valued by employers and universities alike. After this course, you could go on to:

- **Level 3 Cambridge Technical Certificate** in IT or Computing
- **A Level Computer Science** at school or college
- **NVQs or vocational qualifications** in the workplace
- **Apprenticeships** in IT, software development, or digital industries
- **Careers in tech**, including programming, IT support, data analysis, and digital design

Teacher to contact for further Information:

Mrs C Osborne – Curriculum Leader

Email: c.osborne@stowhigh.com

Drama

Qualification: BTEC Tech Award Performing Arts

Examination Board: Pearson

What will I learn?

- Develop a personal interest in why drama matters and to be inspired, creative, driven and moved by studying a course which explores professional repertoire.
- Work imaginatively and creatively in collaborative contexts, generating, developing, and communicating ideas.
- Consider and explore the impact of social, historical, and cultural influences and the artistic intention of a performance. Understanding the impact and purpose of distinctive styles of theatre.
- Reflect and evaluate on their own learning, development, and key skills, as well as the work of others.
- Develop a basis for their future roles as active citizens in employment and in society in general, as well as for the possible further study of drama. Engage actively in the process of dramatic study to develop as an effective and independent learner and as a critical and reflective thinker with inquisitive and a problem-solving mind set.

How will I be assessed?

There are three different components of the BTEC course:

Component 1: Theory and Practical Exploration with Written Portfolio of Evidence (Worth 30%)

Learners will develop their understanding of the performing arts by practically and theoretically exploring and examining practitioners' work and the processes used to create performance. Students will create a written portfolio of evidence to show their understanding of this component.

Component 2: Scripted Performance and Evaluation Logbook (Worth 30%)

Learners will develop their performing arts skills and techniques through the reproduction of acting repertoire as performers. Students will also review their own development and application of performance skills.

Component 3: Written Examination and Devised Practical Performed (Worth 40%)

Learners will be given the opportunity to work as part of a group to contribute to a devised performance as a performer in response to a brief and stimulus provided by the exam board.

How will this be taught?

The course is taught through a mixture of practical and theoretical exploration to introduce students to different styles of professional repertoire and key skills. The course includes practical workshops, scripted and devised performance, discussions, research, and analysis.

Progression

A range of post-16 routes are available from the Tech Award Performing Arts course. Performing Arts and Drama is widely received in most career areas and can specifically help within careers such as marketing, customer service, creative arts, theatre industries, television, radio, teaching, drama therapy, coaching, law, and as an events manager.

Teacher to contact for further information:

Ms N Rea – Curriculum Leader

Email: n.rea@stowhigh.com

Employability for Life

What will I learn?

The course comprises of **12 modules**, each of which is divided into three sections. Each section should take 10 hours, which is worth one credit. Students will need 12 credits to gain the qualification. Challenges can come from Section A, B or C. The module include are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational Preparation
- Health and Fitness
- Work Related Learning and Enterprise

How will I be assessed?

This is a Stowmarket High School certified qualification. The qualification offers imaginative ways of accrediting young people's activities. It promotes and allows us to record a wide range of personal qualities, abilities, and achievements by the students, as well as introducing them to new activities and challenges. Every successful candidate will also receive a personalised letter from the headteacher at the end of the course.

How will I be taught?

Most lessons will see a challenge being set which should be completed within a specific time scale. These challenges offer a wide variety of tasks and can be completed both inside and outside the classroom as well as offsite. Students will be expected to produce high quality written planning and evaluation of their work after each challenge. Samples of these will then be taken from a student's file and handed to an internal moderator for checking.

What skills might I develop?

By building a **Portfolio of Evidence** as they complete various challenges, students must demonstrate competence in the following skills:

- Introduction to working with others
- Introduction to improving your own learning and performance
- Introduction to problem solving
- Planning and carrying out a piece of research
- Communication through discussion *and* planning
- Giving an Oral Presentation

Teacher to contact for further Information:

Ms C Ferguson – Curriculum Leader

Email: c.ferguson@stowhigh.com

Engineering

Qualification: Level 2

Examination Board: WJEC

What will I learn?

Students will gain a detailed insight into various topics relating to Engineering including types of engineering materials, their properties and applications, hands on manufacturing methods & awareness of wider engineering techniques and practices, manual drawing methods, use of computer aided design and modern engineering principles like sustainability and product development. Students will learn to apply their knowledge and skills through purposeful design and make tasks that help to develop their wider understanding of the subject. By allowing for analytical and evaluative opportunities, students will be encouraged to use their own observations and experiences to guide their own next steps

How will I be assessed?

Two Controlled Assessment Tasks – Worth 60% of the qualification

- Engineering Design – Practical Focus supported by subject knowledge and evaluative skills. (Internal Coursework – 40%)
- Producing Engineering Products – Research & Design Focus leading to developmental modelling and reasoning. (Internal Coursework – 20%)

Written Paper - Worth 40% of the qualification

- Solving Engineering Problems (External Examination)

How will I be taught?

Most projects will be of a design and make nature so will offer a learning experience that focuses on applied learning. Students will be expected to produce high quality design solutions that have been derived after careful consideration of the design brief and information gathered through researching relevant engineering materials and processes. All projects will prepare students for the Controlled Assessment Tasks studied in Year 11 that will focus of precision, safe practice, careful and controlled planning

What skills might I develop?

The course is designed for students who are looking to follow a career in Engineering and will help them to develop skills such as:

- Independent learning and development.
- The ability to solve problems.
- The skills of project-based research, development, and presentation.
- The ability to apply learning in vocational contexts.

What progressions routes exist?

The course is designed to develop the skills needed for progression from Key Stage 4 learning to further education, employment, and training. Many students go on to study courses and apprenticeships in engineering, manufacturing, and product design.

Teacher to contact for further Information:

Mr A Duszynski - Curriculum Leader

Email: a.duszynski@stowhigh.com

French

Qualification: GCSE

Examination Board: Pearson Edexcel

What will I learn?

The GCSE French course develops and builds upon the skills and topics taught at KS3. The course is taught around the following themes:

*My personal world
Media and Technology
Lifestyle and wellbeing
My neighbourhood
Studying and my future
Travel and Tourism*

How will I be assessed?

The GCSE French course has a foundation tier (grades 1-5) and a higher tier (4-9). Students will sit terminal examinations in the four skills (listening, speaking, reading, and writing), each worth 25% of the final grade. You must sit all four skills at the same tier e.g., foundation or higher. A speaking exam will also take place with your French teacher.

How will I be taught?

Lessons will continue to be taught in a lively and engaging manner using a range of resources including authentic material and literary texts. In class you will get regular practice at listening, speaking, reading, writing, and translating. We ask students to have their own German dictionary to support with work beyond the classroom. We will also recommend suitable revision guides for purchasing.

What skills might I develop?

Studying a foreign language develops a wealth of skills that will be useful to you in later life including communication skills, independence, memory skills and problem solving. The knowledge of a foreign language is rapidly becoming a necessity in today's global workplace. In addition, many universities look for undergraduates to have a GCSE in a foreign language.

What progressions routes exist?

Having successfully completed a GCSE in languages, you may consider progressing onto A-Level German. This two-year course further develops the skills you have acquired at GCSE to enable you to use and understand the target language at a more advanced level. Beyond A-Level, you could consider studying languages at university either as a degree itself or in combination with another subject.

Teachers to contact for further Information:

Miss C Pawsey – Curriculum Leader

Email: c.pawsey@stowhigh.com

Geography

Qualification: GCSE

Examination Board: Edexcel

What will I learn?

Global Geographical Issues

- Hazardous Earth: Studies of tropical storms and tectonic hazards
- Development dynamics: A study of an emerging country
- Challenges of an urbanising world: A study of a mega city in a developing or emerging country

UK Geographical Issues

- The UK's evolving physical landscape
- 2 studies of coastal and river landscapes and issues - Year 10
- Fieldwork investigation: physical

The UK's evolving human landscape

- Case study of a dynamic UK city - Year 11
- Fieldwork investigation: human
- People and the biosphere
- Forests under threat
- Consuming energy resources

The cost of compulsory fieldwork trips will be approximately £30. One is completed in year 10 and the other in year 11.

How will I be assessed?

You will sit three written examinations at the end of Year 11; there will be some choice, and the types of questions will include multiple choice, short answer, levels of response and extended writing. Marks will be awarded for spelling, specialist terminology punctuation, and grammar. Two written examinations will last 1 hour 30 minutes:

How will I be taught?

There will be opportunities for discussion, group work and individual research using the Humanities computer suite. Problem solving and decision making are an integral part of modern Geography teaching and students will be encouraged to reach informed opinions on topical Geographical issues. Practical fieldwork will also be used as a teaching strategy.

What skills might I develop?

Students will undertake two field study investigations, one in Physical Geography and one in Human Geography. Skills developed will include data collection and data processing, sampling, data presentation, analysis and problem solving. Students will also develop skills in map reading, report writing and teamwork.

What progressions routes exist?

If you specialise in Geography at higher education, you could find yourself doing things like charting oil wells or exploring continents. Since Geography is about people, and combines knowledge of Science and the Arts, this fascinating subject opens a huge number of different career paths including advertising, environmental management, Law, management and administration, finance, retail, media, teaching, and many others.

Teacher to contact for further Information:

Mr Simon Peckford – Curriculum Leader

Email: s.peckford@stowhigh.com

Graphic Design

Qualification: Level 1 / 2 Technical Award in Graphic Design

Examination Board: NCFE

What will I learn?

The Graphic Design course enables students to develop a wide range of creative skills and techniques that allow them to explore the world of Graphic Design. Students will become familiar with using a variety of graphical materials, medias, processes and editing techniques that reflect the work of recognised designers while developing their own styles. Both traditional and modern methods of work, including computer-aided design, are incorporated, and used within project-based work allowing students to discover their creative preferences and develop their own portfolio. In addition, they will also be exposed to some of the career paths available within the industry and discover the types of work Graphic Designers typically undertake.

How will I be assessed?

Controlled Assessment Tasks – Worth 60% of the qualification

- Non-Examination Assessment (NEA – Internal Examination) – Students respond to a design brief by conducting research, experimenting and developing design ideas, producing a design plan to create a final proposal supported with carefully consider justifications and explanations throughout.

Written Paper - Worth 40% of the qualification

- Examination Assessment (EA - External Examination)

How will I be taught?

Much of the learning takes place through practical experimentation, development and research tasks supported by introducing subject knowledge, technical language, and techniques through teacher-led demonstrations. Students will experience how the relationship between the design components enhances outcomes through analytical and evaluative tasks that look at existing work and their own to help them understand the impact that Graphic Design has on products and the world around us.

What skills might I develop?

The course will allow learners to develop a range of creative and design-based skills. It will challenge them to reflect on the good techniques and practice seen from other designers while encouraging their own exploration and development. Students will also develop other important skills when undertaking their own project work, such as independent learning, problem solving, design communication, critical thinking, analysis and self-evaluation.

What progressions routes exist?

People who have studied Graphic Design regularly go on to further studies and careers in Graphic Design, Product Design, Architecture, Web Design, Industrial Design, Fashion Design, Advertising, Magazine/Book Publishing & Illustration, Branding & Marketing. Many students have used their high school portfolios to successfully apply and earn places in local colleges and sixth form centres.

Teacher to contact for further information:

Mr Duszynski –Curriculum Leader

Email: a.duszynski@stowhigh.com

Health & Social Care

Qualification: Level 1/2 Cambridge National Certificate

Examination Board: OCR

Aimed at students aged 14-16 years and will develop knowledge, understanding and practical skills that would be used in the health and social care sector. **What will I Learn?**

R032 Principles of care in health and social care settings: An exam-based unit looking at topics including Individual rights, person-centred values, communication skills, health & hygiene, and safety.

R033 Supporting individuals through life events: A coursework-based unit, researching growth and development through life stages, completing an interview and study on somebody about life events.

R035 Health promotion campaigns: A coursework-based unit where you research, design, implement and evaluate your own health campaign to a chosen audience. **How will I be assessed?**

The exam unit is 40% of your final grade, with your 2 pieces of coursework making up the other 60%. You will come out with a level one or two qualifications in the subject.

Level 2 – Distinction* (*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

How will I be taught?

In mixed ability theory-based classes. Coursework units are computer based, so you must enjoy ICT if you are taking this course.

What skills might I develop?

Research skills, Communication skills, Practical healthcare skills, Computer skills

What progressions routes exist?



Teacher to contact for further information:

Ms G. Whitfield - Curriculum Leader

Email: g.whitfield@stowhigh.com

History

Qualification: GCSE

Examination Board: Edexcel

What will I learn?

Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment, and the trenches; Anglo-Saxon and Norman England 1060–88, 1189–1216 and The American West, c1835–c1895; Weimar and Nazi Germany, 1918–39.

How will I be assessed?

Paper 1: Thematic Study and Historic Environment: Written Paper 1 hour and 20 mins. Worth 30% of the GCSE Focusing on 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. Written Examination, 1 hour and 50 mins. Worth 40% of the GCSE

Focusing on the Anglo-Saxon and Norman England 1060–88, 1189–1216 and The American West, c1835–c1895

Paper 3: Modern Depth Study. Written Examination, 1 hour and 30 mins. Worth 30% of the GCSE. Focusing on Weimar and Nazi Germany, 1918–39.

How will I be taught?

I will be taught a range of traditional and innovative techniques that cater to my individual needs as a learner. I will learn as an individual, in pairs and as part of a group. I will expect to be challenged and pushed to achieve my full potential within History. I will be aspirational as will the teaching I receive.

What skills might I develop?

I will learn to be empathetic towards the experience of others. I will become tolerant of other people and cultures and understand more about the world I live in. I will learn to form my own opinions and reach judgements on complex and controversial issues. I will become a more effective thinker and develop skills transferable to other subject areas and life after school.

What progressions routes exist?

GCSE History provides a pathway into A-level and beyond. At Stowmarket High School, History is a very popular option subject and many of our students go on to study History at university, including Oxford and Cambridge. History graduates go on to careers in law, journalism, the civil service, academia, and teaching. It also provides skills that support other literary subjects, like English.

Teacher to contact for further Information:

Miss Ashleigh Hewitt – Curriculum Leader

Email: a.hewitt@stowhigh.com

Hospitality and Catering

Qualification: Level 1/2 Vocational Award

Examination Board: WJEC

What will I learn?

- During theory and practical based lessons students will:
- Develop an interest in the creative aspect and enjoyment of food
- Understand the environment in which hospitality and catering providers operate
- Understand how hospitality and catering provision operates
- Understand how hospitality and catering provision meets health and safety requirements
- Know how food can cause ill health
- Be able to propose a hospitality and catering provision to meet specific requirements
- Understand the importance of nutrition when planning menus
- Understand menu planning
- Be able to cook dishes by developing confidence in using the high-level skills necessary in food preparation and cooking. By being able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of foods whilst using different cooking techniques and equipment.

How will I be assessed?

The course is assessed by one written examination and one internal assessment as follows:

Unit 1: The Hospitality and Catering Industry – 40% written exam: Pupils apply their learning by considering all aspects of the vocational sector. They will acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Pupils will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently.

Unit 2: Hospitality and Catering in Action – 60 % internal assessment: Pupils safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations.

Pupils are given a brief to work to in which they will plan and make dishes to meet the brief.

How will I be taught?

In mixed ability theory and practical based lessons.

What skills might I develop?

Cooking skills, nutritional knowledge, ICT, evaluation, time management, independence and organisational skills.

What progressions routes exist?

Students who study this course often go onto further education leading to jobs in the hospitality and the catering industry.

Teacher to contact for further Information:

Mrs Brewster – Curriculum Leader

Email: l.brewster@stowhigh.com

Music

Qualification: BTEC Level 1/Level 2 Tech Award in Music Practice

Examination Board: Pearson

What will I learn?

The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

How will I be assessed?

The three components in the qualification give learners the opportunity to develop broad knowledge and understanding of the music sector, and specialist skills such as applying musical knowledge to music performance, music creation and music production at Levels 1 and 2.

- Component 1: Exploring Music Products and Styles Levels: 1/2 Assessment type: Internal, externally moderated
- Component 2: Music Skills Development Levels: 1/2 Assessment type: Internal, externally moderated
- Component 3: Responding to a Music Brief Levels: 1/2 Assessment type: External synoptic

How will I be taught?

This Tech Award complements the learning in GCSE programmes by broadening experience and skills participation in different types of musical techniques for different musical styles. The Tech Award gives learners the opportunity to apply knowledge and skills in a practical way through exploration and development of techniques and styles.

What skills might I develop?

The qualification enables learners to develop their skills, such as using musical elements, music creation, performance and music production, using realistic vocational contexts, and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment.

What progressions routes exist?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Teacher to contact for further Information:

Mrs A Fouracre-Smith – Curriculum Leader

Email: a.fouracre@stowhigh.com

Photography

Qualification: GCSE

Examination Board: AQA

What will I learn?

The GCSE Photography qualification is designed to support a wide range of student interests, learning styles and aspirations for progression, providing them with the opportunity to explore digital media and on-line sources of photography, as well as realising a variety of digital outcomes.

How will I be assessed?

Component 1: Personal Portfolio -worth 60% of the GCSE: Internally assessed and externally moderated. From centre-based starting points exploring still life and portraiture genres, students create a personal portfolio of work, usually one major project per year, comprising: a digital PowerPoint presentation of artist research, idea development, contact sheets, photographic images, editing, personal responses and final outcomes which conclude and resolve the whole project.

Component 2: Externally Set Assignment worth 40% of the GCSE: Internally assessed and externally moderated. Externally set assignment with a choice of broad-based thematic starting points. A class based preparatory study period (approx. ten weeks) including twenty hours of independent personal preparation for homework, followed by a 10-hour exam in which students create personal responses over two days.

How will I be taught?

Students work through two major projects. The first 'food photography' project introduces students to a range of camera and lighting skills. Students are also taught digital editing techniques using Photoshop. The second 'portraiture' project gives students more opportunities to develop personal ideas and explore the work of a greater range of traditional and contemporary photographers. Camera, lighting and editing skills are repeated and refined enabling students to create an individual set of creative imagery relating to the project title.

What skills might I develop?

The course is designed to enable students to explore themes and techniques using digital media including Photoshop. Students record their work digitally in a PowerPoint presentation. We aim to encourage personal, creative, and imaginative approaches to the communication and expression of original ideas, feelings, and meanings. Students will be able to develop their investigative, analytical, experimental, and interpretive capabilities in photography. We hope to improve personal attributes such as self-confidence, resilience, perseverance, self-discipline, and commitment. Students will learn to: apply a creative approach to problem solving, consider and develop original ideas from initial research to realisation; analyse critically their own work and the work of others, express individual thoughts and choices confidently and take risks, experiment and learn from mistakes.

What progressions routes exist?

On completion of your GCSE Photography course, you could progress to further education. Courses at Level 3 include:

BTEC Nationals in Photography, Specialist Diploma in Creative and Media, and GCE A Level Photography, GCE A Level Art and Design, Textiles and Graphic Design.

Teacher to contact for further Information:

Miss G Page - Curriculum Leader

Email: g.page@stowhigh.com

Physical Education

Qualification: GCSE

Examination Board: Edexcel

What will I learn?

- **Component 1: Fitness and Body Systems:** Applied anatomy and physiology, movement analysis, physical training and use of data
- **Component 2: Health and Performance:** Health, fitness and well-being, sport psychology, socio-cultural influences and use of data
- **Component 3: Practical Performance:** Skills during individual and team activities and general performance skills
- **Component 4: Personal Exercise Programme (PEP):** Aim and planning analysis, carrying out and monitoring the PEP, and evaluation of the PEP

How will I be assessed?

- **Component 1: Fitness and Body Systems:** Written examination: 1 hour and 45 minutes 36% of the qualification 80 marks. The assessment consists of multiple-choice, short-answer, and extended writing questions.
- **Component 2: Health and Performance:** Written examination: 1 hour 24% of the qualification 60 marks. The assessment consists of multiple-choice, short-answer, and extended writing questions.
- **Component 3: Practical Performance:** Non-examined assessment internally marked and externally moderated 30% of the qualification 105 marks (35 marks per activity). The assessment consists of students completing **three** physical activities from a set list. One must be a **team** activity. One must be an **individual** activity. The final activity can be a **free** choice.
- **Component 4: Personal Exercise Programme (PEP):** Non-examined assessment internally marked and externally moderated 10% of the qualification 20 marks. The assessment consists of students producing a Personal Exercise Programme (PEP)

How will I be taught?

You will be taught knowledge and understanding through practical application. Students will be encouraged to engage in physical activity and sport by contextualizing the theory and applying their knowledge to their practical performance.

What skills might I develop?

Encourages students to become more competent, confident, and expert in techniques, and apply them across different sports and physical activities. It helps students develop transferable skills for progression to the next level, including numeracy, communication, and an understanding of practical performances. The blend of scientific and social knowledge allows students to access a range of qualifications.

What progressions routes exist?

GCSE PE provides a smooth transition from GCSE to A level. It also is a good base to progress to BTEC Nationals in Sport/Sport and Exercise Science. All of which can feed onto Higher Education and Employment.

Teacher to contact for further information:

Ms Jess Howland – Curriculum Leader

Email: j.howland@stowhigh.com

Resistant Materials

Qualification: GCSE

Examination Board: EDUQAS/WJEC

What will I learn?

Students will gain detailed insight into various topics relating to Product Design including types of Resistant Materials (timbers, manmade boards, metals, and plastics), computer aided design, types of manufacturing tools and equipment, production processes (marking out, cutting out, shaping, joining, finishing), modern Design and Technology principles and technologies. Students will be required to apply knowledge, skills and understanding through purposeful design and make tasks to select appropriate materials and processes to manufacture successful products.

How will I be assessed?

Component 1 (Exam): Design and Technology in the 21st Century - 2 hours –50% of the GCSE. The written examination tests students' understanding of technical, designing and making principles along with their ability to analyse and evaluate design decisions and wider issues in design and technology.

Component 2 (Project): Design and Make Project (Controlled Assessment Task)-35-hours - non-examination assessment – 50% of the GCSE. A sustained design and make task, based on a contextual challenge set by the exam board, assessing candidates' ability to identify, investigate and outline design possibilities, design and make a prototype and analyse and evaluate design decisions.

How will I be taught?

Students will be taught through a combination of theory and practical activities. Some theory work, research tasks and designing may be delivered in the form of homework.

What skills might I develop?

The course will allow learners to develop a range of designing and making skills. It will also develop other important skills when students undertake their own project work, such as independent learning, problem solving, design communication, thinking critically and self-evaluation.

What progressions routes exist?

GCSE Resistant Materials develops a range of skills and knowledge to enable to move onto A Level and other Level 3 Design courses. It provides plenty of practical experience should students wish to follow a college course and pursue an apprenticeship, leading to work in any number of the building or manufacturing trades. Several of our past students have gone on to set up their own design companies whilst others have developed careers in product design and manufacturing.

Teacher to contact for further Information:

Mr J Hawkins – Curriculum Leader

Email: j.hawkins@stowhigh.com

Statistics

Qualification: GCSE

Examination Board: Edexcel

What will I study?

Students choosing the Triple Science option will also study the Edexcel GCSE in Statistics. In addition to the time allocated for GCSE Mathematics, students will have additional time for the GCSE Statistics course content. The course is spanned over both Years 10 and 11, with external exams sat at the end of Year 11. There are no internal assessments, but students are supported to undertake some practical statistical exploration within their studies.

Due to the increased amount of content in the Triple Science course and the demands of the GCSE Statistics course, this course is only for students who are currently working at Grade 6 or above in Science and who are taking the higher tier assessments in their Maths course.

How is the course structured and assessed?

GCSE Statistics is examined in two exams at the end of the course. These exams include assessment of course content, statistical knowledge and skills, analysis of data and the understanding of experimental methods.

How will I study?

GCSE Statistics students will have specific Statistics lessons to teach you the GCSE course content, these will complement much of what you study in your GCSE Mathematics but will lead to a separate GCSE in Statistics too.

Course content

Topics are clearly and logically structured and include key aspects ranging from understanding data, planning experiments, knowing the limitations of data collection, understanding how data can be misleading and using techniques to compare data and draw conclusions.

What skills might I develop?

The course is designed to enable students to explore a range of GCSE statistical techniques, including data collection, hypothesis analysis and numerical and graphical representation. Students will also learn key formulae and terminology that can be applied in the GCSE Statistics but also their GCSE Maths and Sciences. Students will be able to develop their analytical, experimental, and interpretation skills. We also want our students to become independent problem-solvers and logical thinkers.

What progressions routes exist?

Statistics is about making decisions when there is uncertainty. Perhaps one of the most versatile areas of maths, it gives students the skills to collect, analyse, interpret, and present data. It complements subjects such as GCSE Biology, Psychology, Geography, Business and Economics, and opens the door to a variety of careers – from weather forecasting, to psychology, to biological sciences.

Teacher to contact for further Information:

Mrs S Fisher – Director of Mathematics

Email: s.fisher@stowhigh.com

Triple Science

Qualification: GCSE

Examination Board: AQA

What will I study?

Students choosing the Triple Science option will study the AQA Science GCSEs in Biology, Chemistry and Physics. They will have additional hours of Science lessons each week in addition to the standard hours that all students study Science. As with the Combined Science course, the content is studied over two years; with external exams sat at the end of Year 11. There is no internal assessment or coursework, but students are expected to complete a series of required practical experiments, with their understanding of these assessed in final exams.

Due to the increased amount of content in the Triple course and the higher maths demands this course is only recommended for students who are currently working at Grade 6 or above and who are confident in their maths ability.

How is the course structured and assessed?

Each Science (Biology, Chemistry and Physics) is examined in two 105-minute exams at the end of the course, giving six external exams in total. Combined Science students also sit six external exams, though these are shorter in length. These exams include assessment of course content, scientific knowledge and skills, analysis of data and the understanding of experimental methods.

How will I study?

Triple Science Students will study science for additional hours each week. These lessons will include practical experimental work as well as lessons on the theory and history of scientific ideas and concepts.

Course content

Biology	Chemistry	Physics
1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation, and evolution 7. Ecology	1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources	1. Energy 2. Electricity 3. Particle model of matter 4. Atomic structure 5. Forces 6. Waves 7. Magnetism and electromagnetism 8. Space physics

Why should I choose this option?

Triple Science can give you an advantage at A level if you are studying a science subject. The deeper content of the course acts as a bridge between GCSE and A level knowledge.

Teacher to contact for further Information:

Mrs C Ludbrook – Director of Science

Email: c.ludbrook@stowhigh.com