



# Option Choices at Key Stage 4



# Introduction

Dear parents, carers and students,

As the Revolutionary in Year 9, our students are at an important stage of their Seven Year Journey at Stoke Park School. Selecting GCSE Options allows our pupils to begin looking ahead to their later life and how they will enact change in their own lives, their community, and the world they will live in. Every year we are committed to evaluating our curriculum provision to ensure it serves our students well, offers them opportunities to excel and has progressive pathways. It is important to us that all of our students succeed.

We are confident that we offer a curriculum that matches the needs of all students. We aim to offer a range of courses that gives all our students a chance to succeed at subjects that they enjoy and that are deemed valuable. All of our choices will allow students to excel as they progress through the Seven Year Journey to eventually build into young Scholars at Post-16.

This booklet sets out the details of the courses that are compulsory for KS4 students and those they can choose to study. We encourage students to discuss their option choices with their subject staff, tutor and parents. It is important that students start to shape their future, making choices about their destination in life.

We hope that you find this booklet useful and informative and if you have any questions or concerns, please do not hesitate to get in touch with the Year 9 Pastoral Team and Mr Owen.

Head of School: Miss N Rock

Deputy Head: Mrs A Smith

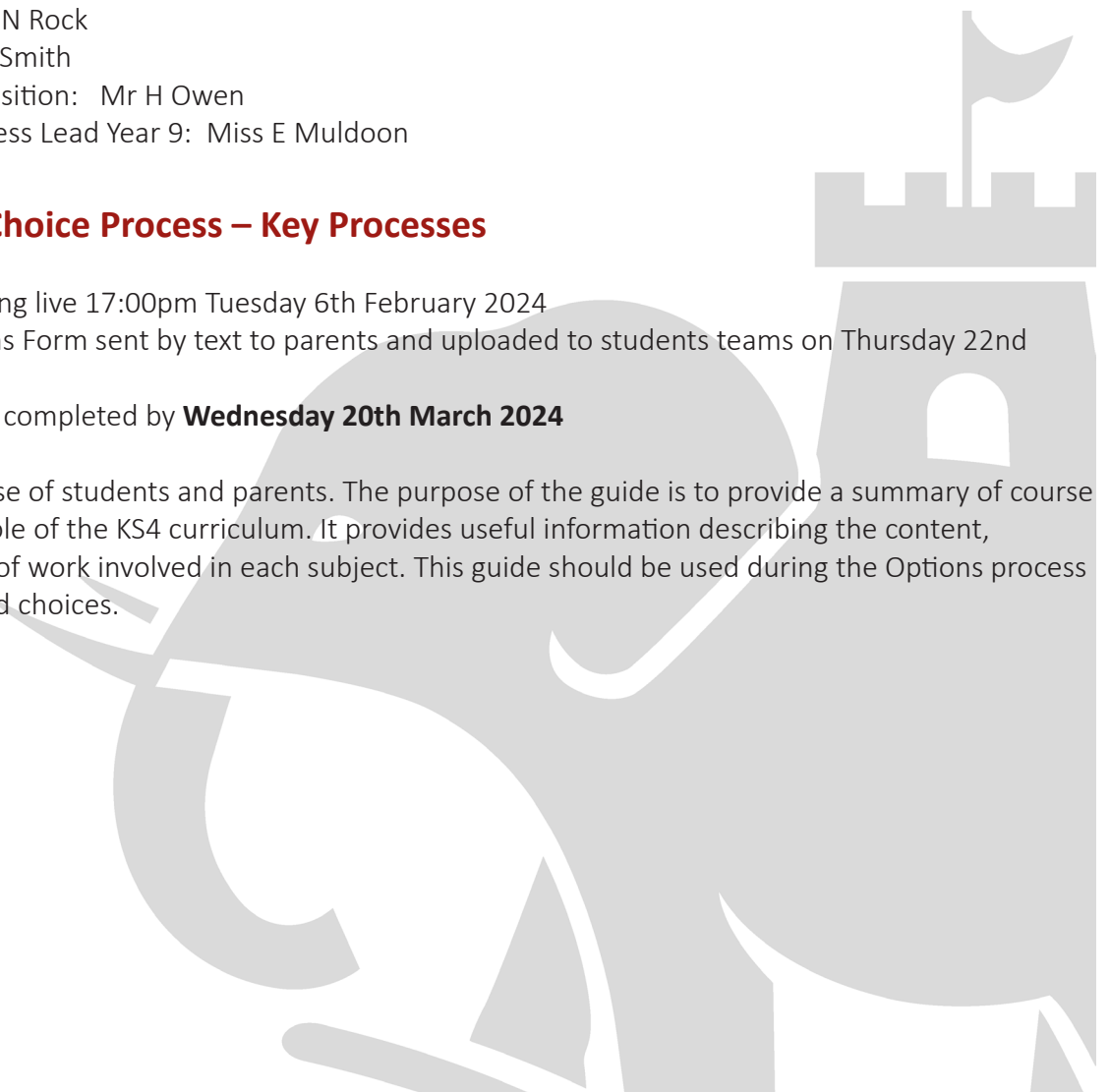
Director of KS3/4 Transition: Mr H Owen

Curriculum and Progress Lead Year 9: Miss E Muldoon

## The Curriculum Choice Process – Key Processes

- Year 9 Options Evening live 17:00pm Tuesday 6th February 2024
- Link to online Options Form sent by text to parents and uploaded to students teams on Thursday 22nd February 2024
- Options Forms to be completed by **Wednesday 20th March 2024**

This guide is for the use of students and parents. The purpose of the guide is to provide a summary of course details across the whole of the KS4 curriculum. It provides useful information describing the content, assessment and type of work involved in each subject. This guide should be used during the Options process to help make informed choices.



# Being a Revolutionary



## Thinking ahead to being the Inventor and the Architect at KS4

It is now time for you as Year 9 pupils to start thinking about the subjects you will be studying for the next two years. Some subjects you must do by law – these are called **CORE SUBJECTS**. They are a part of the compulsory National Curriculum.

There are others where you have some degree of choice- these are called **OPTIONS SUBJECTS**.

### CORE SUBJECTS FOR 2024

- All pupils must study the following subjects:  
English and English Literature GCSE
- Mathematics GCSE
- Combined Science (Double) GCSE
- Geography or History (Humanities Choice) GCSE
- PE

Information on these subjects will be available at our online Options Evening at 5pm on Tuesday 6th February 2024. Further information on Options, including links to subject specific YouTube videos, a PDF copy of this booklet and the Options Google form will be available from Friday 23rd February 2024. You can contact Subject Leaders on the email addresses provided throughout this booklet.

**Please note, students wishing to gain the EBACC, must choose French or Latin as an option.**

It is important to remember the following advice when considering your Options:

- Take your time – these are life decisions, and you need to consider your choices carefully
- Think about your Reserve Options in each Option block – we endeavour to have as many students as possible study both of their First choices, however due to class sizes, some students may need to study Reserve options.
- Read all of the information and watch all of the course videos before making your choices.
- Speak to people for advice and support, but remember that the final decision on your Options is yours, as you will be the one studying the subject for the next two years.

## Making Your Choice

Option 1	Option 2
French	French
RE	Latin
Art <i>(cannot be selected with Textiles)</i>	Textiles <i>(cannot be selected with Art)</i>
Drama	Music/Music Technology
Food Preparation and Nutrition	Computer Science
Triple Science	Sociology
Media Studies	Design Technology <i>(cannot be selected with Art)</i>
	BTEC Sport

### Note:

- All students must select either Geography or History
- All students must select 2 subjects from Choices blocks 1 and 2 (First & Reserve choices)
- To achieve the English Baccalaureate students must select French or Latin as a first choice
- Students cannot select both Art and Textiles or Design
- If you are interested in opting for Triple Science, please indicate in the space provided on the online choices form. (Link sent via text on Friday 23rd February 2024).

# Being a Revolutionary with your Choices

## Good Reasons for choosing subjects

### Build on success:

- Choose subjects which you feel you will do well in.
- Think about how you are doing in your subjects based on the report you received over Christmas.

### Go for motivation:

- Choose subjects which interest you. You are then more likely to work hard and do well.

### Choose subjects which match your learning needs:

Some students prefer a course with a large quantity of assignments and independent learning, others prefer exams. Think about what type of assessment suits you best. Do you work better with coursework or do you prefer written exams? Different courses will suit different students because of the way they are assessed. Look carefully at subject areas in which you are successful and at new courses that you have not studied at school so far.

### Think about your future career:

Try to consider a balance of subjects. You might have ideas about your future but you could change your mind! That is why we offer a broad curriculum which keeps options for the future open. We want to make sure that you are educated in a way that means you can adapt to changes during your working lives and respond to future opportunities.

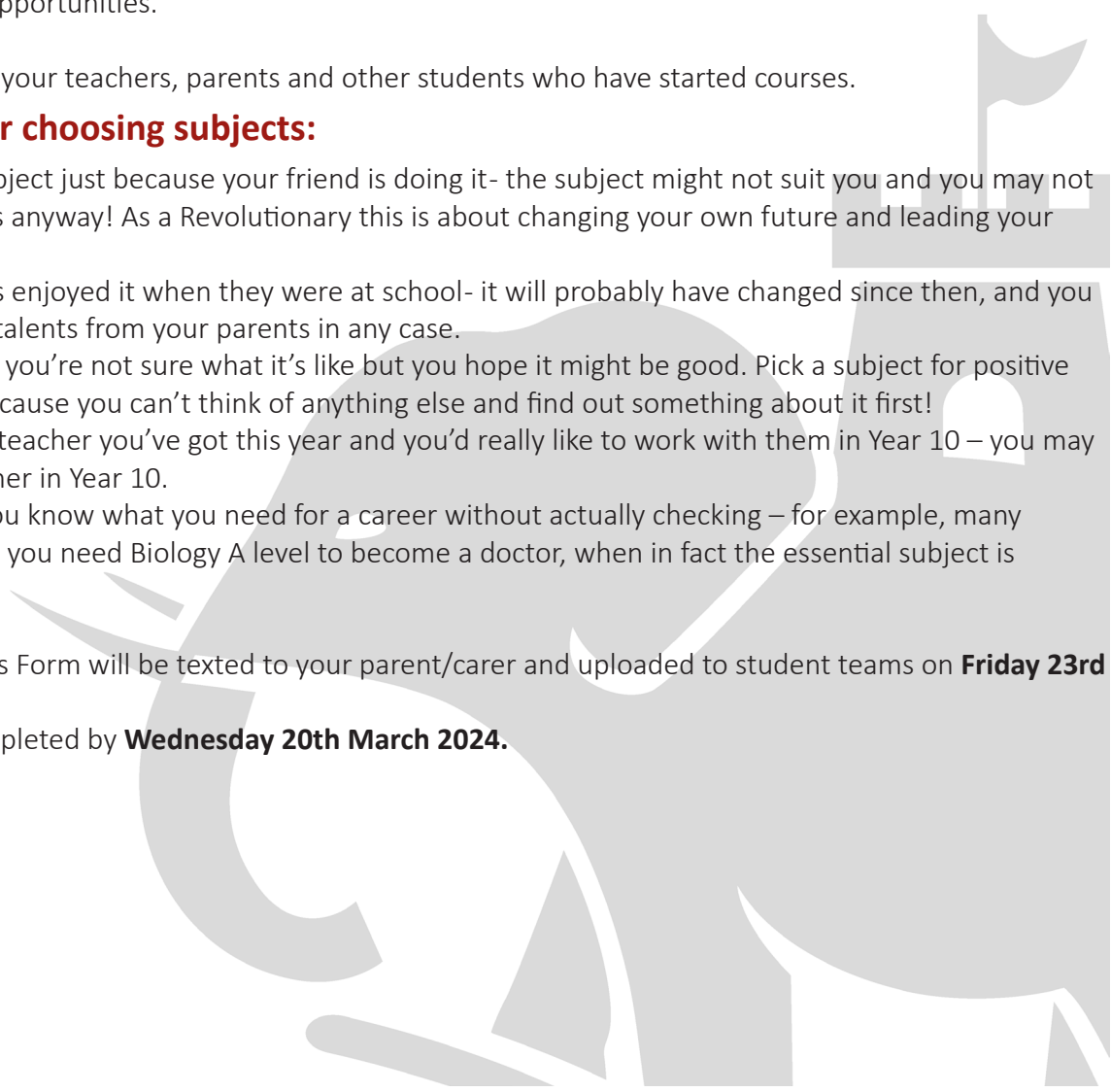
Ask for advice from your teachers, parents and other students who have started courses.

## Bad Reasons for choosing subjects:

- Picking a subject just because your friend is doing it- the subject might not suit you and you may not be in the same class anyway! As a Revolutionary this is about changing your own future and leading your own learning.
- Your parents enjoyed it when they were at school- it will probably have changed since then, and you may have different talents from your parents in any case.
- It's new and you're not sure what it's like but you hope it might be good. Pick a subject for positive reasons, not just because you can't think of anything else and find out something about it first!
- You like the teacher you've got this year and you'd really like to work with them in Year 10 – you may get a different teacher in Year 10.
- Assuming you know what you need for a career without actually checking – for example, many people assume that you need Biology A level to become a doctor, when in fact the essential subject is Chemistry.

A link to the Options Form will be texted to your parent/carer and uploaded to student teams on **Friday 23rd February 2024.**

Forms must be completed by **Wednesday 20th March 2024.**



# How Courses Are Allocated

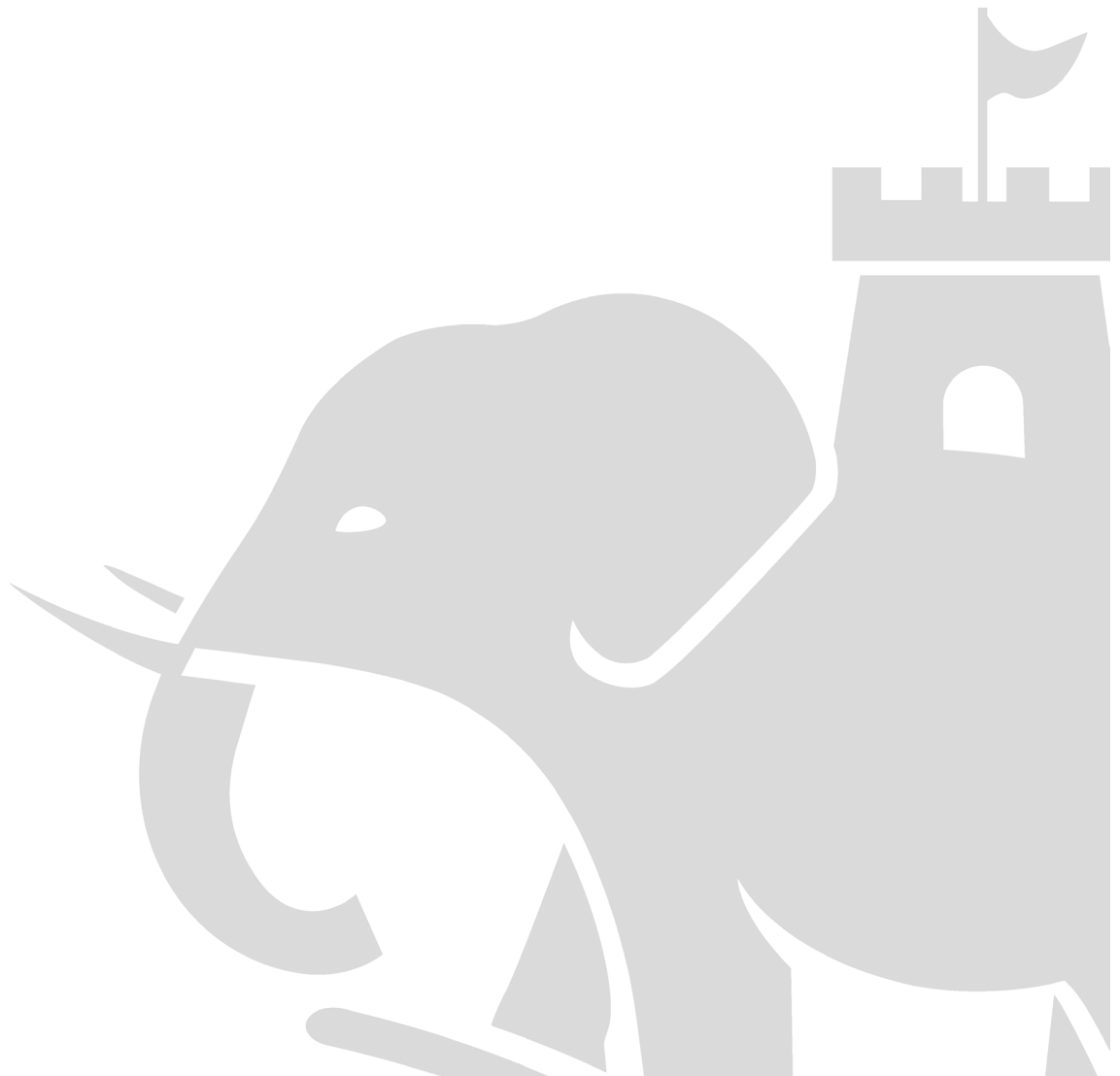
We will do our best to meet your choices, however, please bear the following in mind:

- There are a limit to the number of teachers available, and thus the number of classes, in all subjects.
- Some subjects are governed by the numbers of machines and other equipment available.
- There are limits to the number of rooms for some subjects.
- Some subjects can and will take larger numbers of pupils than others.
- Subjects which attract little interest may not be available.

**Therefore, state your preference but do try to keep an open mind.**

The important thing is to find out what the courses are like. To do this you should:

- Read the following descriptions of each subject
- Attend our online Options Evening 17:00pm Tuesday 6th February 2024
- Re-watch the subject videos that go live on Thursday 22nd February 2024
- Speak to your teachers and tutors about your decisions
- Talk to pupils in Year 10 and 11 if possible – pupils whose judgement you trust
- Talk to your parents



# English Language

## Course Overview:

This qualification teaches students to read fluently and write effectively. Students will be able to demonstrate a confident control of Standard English and write grammatically correct sentences, deploying figurative language and analysing texts from the nineteenth, twentieth and twenty-first centuries.

## Course Structure:

Students will spend two years developing their reading and writing skills across a broad range of genres in fiction and non-fiction. They will develop skills including: inference, summary, analysis, comparison, evaluation and writing to a specific brief and for a given audience.

## Assessment:

<b>Paper 1: Explorations in Creative Reading and Writing</b>	<b>Paper 2: Writers' Viewpoints and Perspectives</b>	<b>Non-exam assessment: Speaking and Listening</b>
Written exam: 1 hour 45 minutes- 50% of GCSE Section A: Reading Reading and responding to one literature fiction text and answering four questions about the text (40 marks) Section B: Writing Descriptive or narrative writing: one extended writing question (24 marks for content, 16 marks for technical accuracy)	Written exam: 1 hour 45 minutes- 50% of GCSE Section A: Reading Reading and responding to one non-fiction text and one literary non-fiction text, and answering four questions about the texts. (40 marks) Section B: Writing Writing to present a viewpoint : one extended writing question (24 marks for content, 16 marks for technical accuracy)	Teacher set throughout course; marked by teacher. Separate endorsement (0% weighting of GCSE)

## English Language AOs/skills

**A01-** Identify and interpret explicit and implicit information and ideas. Select and synthesise evidence from different texts.

**A02-** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers using relevant subject terminology to support their views.

**A03-** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.

**A04 -** Evaluate texts critically and support this with appropriate textual references.

**A05-** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.

Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.

**A06 -** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Careers:

- Digital copywriter
- Editorial assistant
- English as a foreign language teacher
- Lexicographer
- Magazine journalist
- Newspaper journalist
- Publishing copy-editor/proof-reader
- Writer

For further information about this course contact: Mrs L Jardine, Head of English  
[LJARDINE@stokepark.coventry.sch.uk](mailto:LJARDINE@stokepark.coventry.sch.uk)



# English Literature

## Course Overview:

English Literature is designed to encourage students to develop knowledge and skills in reading, writing and critical thinking. Through literature, students have a chance to develop critically, culturally and to acquire knowledge of the best that has been thought and written. This course should also encourage students to read widely for pleasure, and as a preparation for studying literature at a higher level.

## Assessment:

<b>Unit 1</b> Written exam: 1 hour 45 minutes 40% of GCSE <b>Section A Shakespeare:</b> Students will be required to write in detail about an extract from the play and then to write about the play as a whole. <b>Section B</b> <b>The 19th-century novel:</b> Students will be required to write in detail about an extract from the novel and then to write about the novel as a whole.	<b>Unit 2</b> Written exam: 2 hour 15 minutes 60% of GCSE <b>Section A Modern texts:</b> Students will answer one essay question from their drama text. <b>Section B</b> <b>Poetry:</b> Students will answer one comparative question on one named poem and one other poem from their anthology. <b>Section C</b> <b>Unseen poetry:</b> Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
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## English Literature AOs/Skills

**A01** - Read, understand and respond to texts.

Maintain a critical style and develop an informed personal response based on textual references, including quotations, to support and illustrate interpretations.

**A02** - Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.

**A03** - Show understanding of the relationships between texts and the contexts in which they were written.

**A04** - Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.

## Course Structure:

Over a period of two years, students will study units in Macbeth, a nineteenth century novel, a poetry anthology centred around the themes of Power and Conflict, as well as unseen poetry.

## Careers:

- Academic librarian
- Advertising copywriter
- Public relations officer
- Primary or Secondary school teacher
- Advertising account executive
- Marketing executive
- Arts administrator
- Lecturer in English Literature

For further information about this course contact: Mrs L Jardine, Head of English  
[LJARDINE@stokepark.coventry.sch.uk](mailto:LJARDINE@stokepark.coventry.sch.uk)



# Mathematics

## Course Overview:

Changes in the GCSE Mathematics specification mean that functional elements have been embedded in the course to ensure that students have the skills they need to use mathematics in real life contexts. The course is designed to test pupils logical thinking and problem-solving skills.

At Foundation Level students will be able to achieve grades 1-5.

At Higher Level students will be able to achieve grades 4-9.

Gaining a good GCSE grade in Mathematics is essential to moving on to many future courses in further education. It is also essential for many apprenticeships and a requirement for many jobs.

Post-16 students will be able to study Mathematics and Further Mathematics at Stoke Park Sixth Form.

## Course Structure:

Unit 1 - Exam	Unit 2 - Exam	Unit 3 - Exam
Non-calculator 80 marks 1hr 30mins	Calculator- 80 marks 1hr 30mins	Calculator- 80 marks 1hr 30mins

## Assessment:

The terminal assessment is made up of three written papers; each contributes a third of the final grade.

These assessments are taken at the end of the course. The scores on the three papers are combined to give a total score which is then converted into their final GCSE grade.

Each paper will assess students' ability to recall, select and apply their knowledge of mathematics and to interpret, analyse and solve problems.

## Careers:

- Accountancy
- Finance
- Engineer
- Teaching
- Statistician
- Stockbroker

For further information about this course contact: Mr C Hughes, KS4 Maths  
[staffmch@stokepark.coventry.sch.uk](mailto:staffmch@stokepark.coventry.sch.uk)

# Combined Science

## Course Overview:

**‘The science of today is the technology of the future’ (Edward Teller).** We believe that science has something to offer every student. We offer a curriculum that is broad, balanced and engaging. Lessons are designed to develop thinking skills, team work, and pupils will be able to analyse information and evaluate scientific practice. We prepare our pupils to develop their scientific knowledge, mathematical and problem-solving skills, which can be applied to all areas of everyday life. The GCSE builds upon KS3 content and encourages pupils to study science in ways that help them to develop curiosity about the natural world, preparing them for the 21st Century.

## Course Structure:

There is no coursework or controlled assessment. However, pupils are expected to complete a series of 18 compulsory experiments, 6 in Biology, 5 in Chemistry and 7 in Physics as part of their course. These will be carried out within lessons during the course and will be tested in the exams.

**AO1:** Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**AO2:** Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

**AO3:** Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

## Assessment:

The qualification is linear, which means that pupils will be assessed at the end of the course in Year 11. There are six papers: two for each topic. Each paper is 1hr 10 minutes. Each paper assesses knowledge and understanding from distinct topic areas, questions will be linked to the assessment objectives mentioned above. Information below shows how the topics within the three subjects are organised, how the exam is organised and the type of questions the pupils can expect.

<b>Biology Paper 1</b> Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines	<b>Biology Paper 2</b> Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles
<b>Chemistry Paper 1</b> Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria.	<b>Chemistry Paper 2</b> Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science
<b>Physics Paper 1</b> Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 – Radioactivity.	<b>Physics Paper 2</b> Topic 1 – Key concepts of physics, Topic 8 – Energy- Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Topic 13- Electromagnetic induction, Topic 14- Particle model, Topic 15- Forces and matter

**Careers:** A great science qualification opens the doors to hundreds of career opportunities. For example:

- Forensic Science Technician
- Climate Change Analyst
- Pathologist
- Registered Nurse
- Architect
- Veterinary Technologist & Technician
- Optometrist
- Physical Therapist
- Electrician
- Doctor

For further information about this course contact: Miss L Boneham or Miss L Jakubecz, Heads of Science [lboneham@stokepark.coventry.sch.uk](mailto:lboneham@stokepark.coventry.sch.uk) or [ljakubecz@stokepark.coventry.sch.uk](mailto:ljakubecz@stokepark.coventry.sch.uk)

# Triple Science

## Course Overview:

We believe that science has something to offer every student. The Stoke Park science department takes pride in offering a curriculum that is broad, balanced and engaging. We offer a curriculum that is broad, balanced and engaging. Lessons are designed to develop thinking skills, team work, and pupils will be able to analyse information and evaluate scientific practice.

## Course Structure:

There is no coursework or controlled assessment. However, pupils are expected to complete a series of 24 compulsory experiments, 8 in Physics, 8 in Biology and 8 in Chemistry as part of their course.

**A01:** Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.

**A02:** Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.

**A03:** Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

## Assessment:

This qualification is linear, which means that pupils will be assessed at the end of the course in Year 11. There are six papers: two biology, two chemistry and two physics. Each of the papers will assess knowledge and understanding from distinct topic areas and questions will be linked to the assessment objectives mentioned above.

<b>Biology Topics:</b>	<b>Chemistry Topics:</b>	<b>Physics Topics:</b>
Paper 1	Paper 1	Paper 1
Written exam: 1 hour 45 minutes	Written exam: 1 hour 45 minutes	Written exam: 1 hour 45 minutes
Foundation and Higher Tier 100 marks	Foundation and Higher Tier 100 marks	Foundation and Higher Tier 100 marks
50% of GCSE	50% of GCSE	50% of GCSE
Paper 2	Paper 2	Paper 2
Written exam: 1 hour 45 minutes	Written exam: 1 hour 45 minutes	Written exam: 1 hour 45 minutes
Foundation and Higher Tier 100 marks	Foundation and Higher Tier 100 marks	Foundation and Higher Tier 100 marks
50% of GCSE	50% of GCSE	50% of GCSE

**Careers:** A great science qualification opens the doors to hundreds of career opportunities. For example:

- Forensic Science Technician
- Climate Change Analyst
- Pathologist
- Registered Nurse
- Architect
- Science Teacher
- Veterinary Technologist & Technician
- Optometrist
- Physical Therapist
- Electrician
- Doctor

For further information about this course contact: Miss L Boneham or Miss L Jakubecz, Heads of Science  
[lboneham@stokepark.coventry.sch.uk](mailto:lboneham@stokepark.coventry.sch.uk) or [ljakubecz@stokepark.coventry.sch.uk](mailto:ljakubecz@stokepark.coventry.sch.uk)

# Geography

## Course Overview:

GCSE Geography offers a fascinating course content covering Human Geography, Physical Geography and Geographical Applications.

Human Geography covers many current world issues including mega cities, issues surrounding world resources such as water and food, and many more. Our case studies include the development of Mumbai as a mega city.

Physical Geography investigates topics such as hazards, rivers, coastal environments and the living world. This includes case studies such as deforestation of the Amazon rainforests, and solutions to these ongoing issues.

Geographical Applications covers the planning and preparation of a fieldwork task. In preparation for this we will conduct a river study at Carding Mill Valley in Shropshire and a regeneration study in Birmingham city centre.

## Course Structure:

We will study each unit in detail, using case studies, with a particular focus on the skills required for the GCSE, such as map skills, graph reading skills, evaluation and analysis.

## Assessment:

- Physical Geography- 90 minute exam- 35% of GCSE course
- Human Geography- 90 minute exam- 35% of GCSE course
- Geographical Applications- 75 minute exam- 30% of GCSE course
- 

**AO1:** Demonstrate knowledge of locations, places, processes, environments and different scales.

**AO2:** Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes.

**AO3:** Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgements.

**AO4:** Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

## Career Opportunities:

Geography is a facilitating subject accepted for all degree courses at Russell group Universities and can be considered both an arts subject (BA) and a science (BSc).

GCSE Geography is essential for many careers. Here are some examples:

- International Development
- Environmental Science
- Research and Development
- Travel and Tourism
- Marketing and Events Management
- Town Planning
- International Business

For further information about this course contact: Mr D Weston, Head of Geography  
[dweston@stokepark.coventry.sch.uk](mailto:dweston@stokepark.coventry.sch.uk)

# History

## Course Overview:

The course allows students to develop and extend their knowledge and understanding of specified key events, periods and societies in British and wider world history; and of the wide diversity of human experience.

They will also engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. They have the opportunity to develop the ability to ask relevant questions about the past, to investigate issues critically and to make valid historical claims by using a range of sources in their historical context.

History helps to develop an awareness of why people, events and developments have been accorded historical significance and how and why different interpretations have been constructed about them.

## Course Structure:

Unit 1	Unit 2	Unit 3
Medicine in Britain, c1250 – present. The British sector of the Western Front, 1914–18: injuries, treatment and the trenches = 30% Exam – 1 hour 15 mins = 52 marks Candidates answer all questions in two sections. Historical sources are used in Section A.	Henry VIII and his ministers, 1509–40. Superpower relations and the Cold War, 1941–91 = 40% Exam – 1 hour 45 mins = 64 marks Candidates answer all questions in two sections.	Weimar and Nazi Germany, 1918–39 = 30% Exam – 1 hour 20 mins = 52 marks Candidates answer all questions in two sections. Historical sources and interpretations are used.

## Assessment:

The assessment objectives for GCSE History are:

**AO1:** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

**AO2:** Explain and analyse historical events and periods studied using second order historical concepts.

**AO3:** Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.

**AO4:** Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

## Careers:

- Law
- Journalism
- Politics
- Business
- Teaching
- Research/ Museum work
- Conservation of Historic sites

For further information about this course contact: Mrs B Bennett, Head of History  
[bbennett@stokepark.coventry.sch.uk](mailto:bbennett@stokepark.coventry.sch.uk)

# French

## Course Overview:

The course consists of three Theme

### 1) Identity and Culture

### 2) Local, National, International and Global Areas of interest

### 3) Current and Future Study and Employment

Each of which is divided into four units to create 12 areas of study.

Pupils therefore have the opportunity to study a wide range of material including some that has been previously covered in KS3, but in greater depth and then also new language. For example: Marriage and Partnership; Charity and Voluntary Work; Technology in Everyday Life; Poverty and homelessness; Free-time Activities; Social Issues; Travel and Tourism; Customs and Festivals; Education and Career choices. Pupils will enhance their skills in all four attainment areas: listening, speaking, reading and writing.

## Course Structure:

The 12 areas of study are delivered over the two years. This is a linear course so all areas of study will be examined at the end of the two years. In year 10, students will cover topics including relationships, free time hobbies and holidays. In year 11, topic include careers, environment and social issues.

During the two years, students will develop skills which will enable them to become competent at responding to questions both in English and French, interpreting information, responding to literary texts and translating both into English and into French.

## Assessment:

Unit 1	Unit 2	Unit 3	Unit 4
Listening	Speaking	Reading	Writing
25%	25%	25%	25%
F: 35 minutes H: 45 minutes	F: 7-9 minutes H: 10-12 minutes	F: 45 minutes H: 60 minutes	F: 60 minutes H: 75 minutes
Section A: Answers in English Section B: Answers in French	Role Play Photo card General conversation	Section A: Answers in English Section B: Answers in French Section C: Translation into English	A combination of structured writing, open ended writing and translation

The exams will measure how the students have achieved the following assessment objectives:

**AO1:** Listening- understand and respond to different types of spoken language.

**AO2:** Speaking- communicate and interact effectively in speech.

**AO3:** Reading:- understand and respond to different types of written language.

**AO4:** Writing- communicate in writing.

## Careers:

- Travel and Tourism
- Translation
- Business: Importing/exporting; buying/selling; negotiating
- Hospitality
- Politics

For further information about this course contact: Mrs J Parsons-Moore, Head of Languages  
JParsons-Moore@stokepark.coventry.sch.uk

# Religious Studies

## Course Overview:

The course offers an in-depth study of Christianity and Islam with a variety of relevant and contemporary themes, ensuring students have a diverse choice of intriguing subjects to explore and discuss. Students will learn how religion, philosophy and ethics form the basis of our culture, and develop valuable skills that will help prepare them for further study. Students will consider different beliefs and attitudes to religious and non-religious issues in contemporary British society. They will learn that the religious traditions of Great Britain are, in the main, Christian, and that religious traditions in Great Britain are diverse.

The course is both enjoyable and engaging for students of all abilities. During their time as RE students, they will have ample opportunities for engaging discussions on topics that are relevant today and to visit places of worship and centres of reconciliation. The skills pupils develop during this course are transferable to other subjects, such as, English and History.

## Course Structure:

The GCSE is studied over two years and consists of two main components:

**Component 1:** The study of religions: beliefs, teachings and practices.

**Component 2:** Thematic studies.

- Religion Crime and punishment
- Religion peace and conflict
- Religion and life
- Relationships and families.

## Assessment:

Exam Board AQA.

Two written exams: 1 hour 45 minutes for each component (1&2).

Each exam consists of 96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG). Each exam is 50% of the GCSE.

## Careers:

- Social Work
- Teaching (Primary/Secondary)
- Youth Work
- Childcare
- Medicine
- Counselling

For further information about this course contact: Miss M Williams, Head of RE  
[mwilliams@stokepark.coventry.sch.uk](mailto:mwilliams@stokepark.coventry.sch.uk)



# Latin

## Course Overview:

A prestigious and respected qualification, we are proud to offer GCSE Latin to our first cohort of Latin students. The impact of the Latin Language can be felt everyday in our lives. Many of the words we use daily have their origins in the influence of the Latin Language; not only this, but the close connections between Latin and multiple other European Languages make it the language choice for someone with a genuine interest in languages, literature and history. The GCSE in Latin is a unique choice, in that not only is it a study of an Ancient Language, but it also combines the disciplines of English Literature and History to help learners understand not just the language itself, but the cultural context in which it was read, written, and spoken. This course carries no requirement for you to be able to write or speak Latin, only to be able to read, understand, and appreciate how it is written. Typical Latin lessons will involve rich discussion, collaboration and problem-solving, as well as linkage and connections with a range of other subjects.

## Course Structure:

This qualification is awarded through the exam Board WJEC EDUQAS and is studied over 2 years. This course is assessed only through examination with no coursework to be completed.

## Assessment:

Component One. Latin Language. - worth 50%	Component Two. Literature and sources (Themes)- Worth 30%	Component Three. Roman Civilisation- Worth 20%
Section A: A range of short comprehension questions testing understanding of the storyline (55% of the marks for this component). Translation of a passage from Latin into English, with a gradation of difficulty (35% of the marks for this component). Section B: Recognise, analyse and explain items of grammar- syntax and accidence (10% of the marks for this component).	Most recent themes (Travel by land and on sea/Magic and the Supernatural) This is open book. You have a copy of the Latin text and an English translation in front of you, as well as a range of images and non-fiction. You will be expected to discuss and analyse the literature, in the same way as you would English.	A choice of one Ancient Roman cultural topic from a choice of two. Previous options have included: Religion, Daily Life in a Roman Town, and Roman Britain. You will be required to discuss, in English, aspects of Roman culture.

**AO1** Demonstrate knowledge and understanding of the Latin language

**AO2** Demonstrate knowledge and understanding of Latin literature and/or other ancient sources.

**AO3** Analyse, evaluate and respond to Latin literature and/or other ancient sources The table below shows the weighting of each assessment objective for each component and for the qualification as a whole.

## Careers:

- Archivist
- Archaeologist
- Barrister
- Civil Service
- Editorial assistant
- Heritage manager
- Academic researcher
- Museum/gallery curator
- Newspaper journalist
- Secondary school teacher
- Solicitor
- TEFL Teacher

For further information about this course contact: Mrs  
J Parsons-Moore, Head of Languages  
[JParsons-Moore@stokepark.coventry.sch.uk](mailto:JParsons-Moore@stokepark.coventry.sch.uk)

# Computer Science

## Course Overview:

Computer Sciences is one of the newest GCSE courses available and has been developed to look at the most recent changes in technology today and how it works. Students get applicable knowledge and skills that can be applied to other subjects and their lives outside of lesson. As the world progresses as does technology and computers. This course gives students a strong underpinning of how these machines work and how to start to control them using a high-level industry programming language.

## Course Structure:

Component 1 – Computer Systems Non-calculator 80 marks 1hr 30mins <ul style="list-style-type: none"><li>• Systems Architecture</li><li>• Memory and Storage</li><li>• Computer Networks, connections and protocols</li><li>• Network Security</li><li>• Ethical, legal, cultural and environmental impacts of digital technology</li></ul>	Unit 2 – Computational thinking, algorithms and programming Non-Calculator 80 marks 1hr 30mins <ul style="list-style-type: none"><li>• Algorithms</li><li>• Programming fundamentals</li><li>• Producing robust programs</li><li>• Boolean logic</li><li>• Programming languages and Integrated Development Environments</li></ul>
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## Assessment:

All work is assessed finally through two exam papers worth 50% each. Throughout the course, students will complete small end of unit assessment and regular homework tasks to assess their learning and progress. Students are required to complete a programming task of suitable quality during their GCSE that will test their ability to program. This looks to prepare for the A-level which contains programming coursework.

## Careers:

Data scientist  
Software Developer  
Web developer  
Network Architect  
Engineer  
Cloud computing engineer  
IT security analyst  
Database administrator  
Games developer  
Systems analyst  
Animation and digital design

For further information about this course contact: Mr B Packwood, Head of Computer Science  
[Staffbpa@stokepark.coventry.sch.uk](mailto:Staffbpa@stokepark.coventry.sch.uk)

# Media Studies

## Course Overview:

Media Studies is an incredibly popular subject at GCSE and a good number of our students carry on their studies to A Level and beyond. It teaches students the ability to explore, analyse and review various media texts. Units are designed to allow students to see both our culture and other cultures around the world whilst creating an awareness of today's society and how it changes and evolves. Through exam preparation and coursework, students analyse different forms of media including television, music, radio, the internet and advertisements and how they are used to persuade, entertain, inform and advise us.

## Course Structure:

Unit 1	Unit 2	Unit 3
<b>Exploring the Media</b> Written examination: 1 hour 30 minutes 40% of qualification Students will analyse media products using media language and representation through the study of print media forms.	<b>Understanding Media</b> Forms and Products Written examination: 1 hour 30 minutes 30% of qualification Students build on their knowledge of media language and representation to answer questions on the television and music industries.	<b>Creating Media Products</b> Coursework: 30% of qualification Students create their own production piece, choosing from the brief on one of the following genres: Film, Television, Magazines, Music

## Assessment:

**A01** Demonstrate knowledge and understanding of the theoretical framework of media and the contexts of media and their influence on media products and processes.

**A02** Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.

**A03** Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.

## Careers:

- Music industry
- Business
- Photography
- Journalism
- Marketing and Advertising
- Computer programming
- Creative writing
- Teaching
- Web designer

For further information about this course contact: Mr S. Gaiser, Head of Media  
[sgaiser@stokepark.coventry.sch.uk](mailto:sgaiser@stokepark.coventry.sch.uk)

# Art

## Course Overview:

You will spend the majority of the course working on a couple of projects that you will develop over time. During the projects you will develop your observational and imaginative skills. You will get to experiment using a range of media, materials and techniques and you will be able to develop final pieces that are enjoyable to create, original and personal to you.

## Course Structure:

The course is split into two units. Unit one is based entirely on coursework including sketchbook work and final pieces. Unit two is the examination which includes 10 weeks of preparation work and a final piece created during a 10 hour exam. Throughout the course, you will be able to complete pieces that showcase your strengths and skill. You will improve your observational ability whilst creating pieces that are interesting and relevant to you.

## Assessment:

The Art GCSE award is split between 60% coursework and 40% examination.

Potentially you can enter every piece of work you complete during the two year period in order to secure the best possible mark.

There are four main assessment objectives which are centred around recording ideas, developing ideas, refining ideas and creating a personal and meaningful response. Students must have at least one project which fulfils each of the objectives. The examination project including the ten hour final piece must also include elements from each of the assessment objectives.

**AO1:** Develop ideas through investigations

**AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3:** Record ideas, observations and insights relevant to intentions as work progresses.

**AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Careers:

Most 21st century employers are looking for imaginative, creative thinkers who are able to problem solve and create new and exciting ideas, products or imagery to catch the attention of potential customers. A GCSE in Art will help you to develop these skills irrespective of what career you hope to go into. Careers you may be interested in with a more direct link with Art include:

- Games designer
- Website design
- Illustrator
- Interior design
- Beauty or interior vlogger
- Museum or gallery curator
- Architect
- Car design
- Costume
- Fashion
- Prop design
- Jewellery maker
- Fashion and/or textiles design
- Photographer
- Hair or make up design
- Set design
- Art director

For further information about this course contact:  
Miss H Pinder [hpinder@stokepark.coventry.sch.uk](mailto:hpinder@stokepark.coventry.sch.uk)

# Art & Design - Fashion & Textiles

## Course Overview:

Textile Design is defined as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose. These include:

- Art textiles
- Fashion design and illustration
- Costume design
- Constructed textiles
- Printed and dyed textiles
- Surface pattern
- Digital textiles
- Installed textiles
- Stitched and/or embellished textiles
- Soft furnishing and/or textiles for interiors

## Course Structure: There are two components

**Component 1** Portfolio: produce a sustained project and a selection of further work that represents the course of study. The coursework is worth 60% of your overall marks.

**Component 2** Externally set assignment

There's a separate externally set task paper for each title. It features seven tasks and you have to complete one of them. You get preparation time, plus ten hours of supervised time. This is worth 40% of your marks.

## Assessment:

Component 1: Portfolio	Component 2: Externally set assignment
What's assessed A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement or the realisation of intentions and a selection of further work undertaken during the student's course of study How it's assessed No time limit 96 marks 60% of GCSE	What's assessed Students respond to their chosen starting point from an external set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. How it's assessed Prosperity period followed by 10 hours of supervised time 96 marks 40% of GCSE

## Careers:

- Clothing/textile technologist
- Fashion designer
- Product designer
- Colour technologist
- Textile designer
- Retail buyer
- Interior and spatial designer
- Printmaker
- Secondary School teacher

For further information about this course contact: Miss C Branagh  
[cbranagh@stokepark.coventry.sch.uk](mailto:cbranagh@stokepark.coventry.sch.uk)

# Art & Design - Practice BTEC:

## Product Design

### Course Overview:

Good design is the backbone of our everyday lives and can impact literally everything in the world around us. From mobile phones to computers to cars and even all the way up to whole cities; all these innovations have used skills that can be learnt through a qualification in Product Design. Studying this subject at KS4 will incorporate both practical and theory-based approaches to create multiple products. These projects have specifically been designed to widen students' knowledge and skills that can be used in any prospective career and could lead to transformative product innovations of the future. Throughout your time working towards the Product Design qualification, you will work through a series of assessed 'mini-projects'. This will be focused towards different aspects of Design and Technology, each one concentrating on different tools or processes. With each project having a practical outcome, we believe that while running practical aspects alongside theory-based elements you will find the course enjoyable and rewarding.

### Assessment:

The qualification is assessed through two different units. The course is 100% coursework (component 2 is externally set but is an extended piece of coursework)

**Component 1** – 60% consists of 4 tasks: investigating, generating ideas, practical response and communication in Product design based on a brief set by the exam board.

**Component 2** – 40% is an externally set assignment that draws on the skills acquired in component 1. Students will be set a brief from the exam board and are required to produce a portfolio showcasing their research, design work and manufactured product.

### Careers:

The skills that you learn in Product Design can be described as lifetime skills. Most importantly they can directly be used as a foundation to help kick-start your working life. As you then gain experience many of these skills are transferable which will help you over time to progress your career perhaps into production or management roles. The sectors typically employing Product Designers include the following:

- Automotive Engineering
- Information Technology
- Fashion and Homeware
- Manufacturing
- Civil Engineering & Construction
- Aerospace
- Wholesale and Retail Goods
- Electro Mechanical Engineering
- Banking and Finance
- Sports and Leisure Goods

In fact any employment sector you can name depends for its survival and prosperity on having up to date and next generation products designed specifically for them to market and sell.

For further information about this course contact: Mr D Jandu, Head of Art and Design  
[DJandu@stokepark.coventry.sch.uk](mailto:DJandu@stokepark.coventry.sch.uk)

# Food Preparation and Nutrition

## Course Overview:

GCSE Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook healthy meals. The course enables students to apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. Students choosing this subject will be expected to provide their own ingredients for personalised dishes. However, the school will additionally provide ingredients for some weeks during the course.

## Course Structure:

By studying food preparation and nutrition learners will:

Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities (carbohydrate foods, fruits and vegetables, dairy foods, protein and alternative proteins, fats and sugars). Learners will develop different cooking techniques and will develop independence when using a range of cooking equipment. Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks. Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health.

Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices.

Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food.

Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

## Assessment:

### Component 1 Principles of Food Preparation and Nutrition

This component will consist of two sections and will assess the full range of specified GCSE content.

Section A: questions based on a specific stimulus/theme

Section B: a range of question types to assess content related to food preparation and nutrition

### Component 2: Food Preparation and Nutrition in Action. Issued in Year 11.

**Assessment 1:** A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.

**Assessment 2:** This assessment will require learners to plan, prepare, cook and present a selection of dishes, to meet particular requirements such as a dietary need, lifestyle choice or specific context.

## Careers:

Jobs that food and nutrition could lead to include:

- Chef
- Food Nutritionist
- Food product development
- Sports and health nutritionist
- Toxicologist

For further information about this course contact: Miss P Marsh, Subject Lead for Food Preparation and Nutrition. [Pmarsh@stokepark.coventry.sch.uk](mailto:Pmarsh@stokepark.coventry.sch.uk)



# Music

## Course Overview:

In the Music course you can specialise in either Music Performance or Music Technology/Production. You will learn how to practise and perform on your instrument and study a variety of music styles.

## Course Structure:

### Component 1 – 30%- Exploring Music Products and Styles – Internally Marked

In Year 10, the first component allows you to study five different styles of music. You will learn and present how different styles of music are made, the music theory that underpins them and participate in a variety of practical music tasks to perform and compose in each style, to create a variety of music performances/compositions.

### Component 2 – 30%- Music Skills Development- Internally Marked

In years 10 and 11, the second component will give you the opportunity to develop your skills as a performer and composer over a period of time and plan for improvement by setting targets, monitoring your progress and developing musicianship skills on an instrument and/or computer and critically reflecting on the creative process overall.

### Component 3 – 40%- Responding to a Music Brief-Externally marked

The final component at the end of Year 11 is a performance or production piece. This will give you the opportunity to plan for a music performance/production piece of music, develop your skills as a musician and refine your music material before performing/creating it and critically reflecting on the creative process overall.

**During the course you will get lots of opportunities to perform and/or showcase your work.**

## Careers:

The music course is designed to give students real-life skills that can be used in the real world of music and employment. You will have the opportunity to join our RSL level 3 courses in music performance/ music technology at Sixth form. This will prepare you for employment within the industry or in music-related employment. These are some areas that music could lead to:

- Music Performance
- Composing /Music Production
- Education (Teaching)
- Music Business
- ICT (Gaming)
- Promotion/Marketing
- Music Law
- Management
- Sound Engineering
- Music Therapy

Many employers and universities look for imaginative and creative thinking students able to demonstrate independence, self-discipline, resilience, leadership, problem-solving and to contribute to the wider school ethos that you develop through music, valuable in any career!

For further information about this course contact: Mrs S Vincent, Head of Music  
[SVincent@stokepark.coventry.sch.uk](mailto:SVincent@stokepark.coventry.sch.uk)

# Drama

## Course Overview:

The GCSE focusses on the two main performance types, scripted and devising. The focus is on practical exploration as it gives you the freedom to choose performance texts and stimuli that will best suit you, your ability, your interests and your performance skills. This qualification has been created to equip you with the skills and expertise to help you progress into a wide range of employment opportunities within the creative and performing arts industry. The emphasis with this course is performance to an audience, so be prepared to begin building a wide range of experience performing to a wide range of audiences.

## Course Structure:

The GCSE is broken down into three components, one internal and two external.

**Component 1** (the internal) focuses on devising. You choose a topic that interests you to devise around and this is supported by a portfolio that details your journey through the devising process.

**Component 2** is centred on script exploration, you choose two extracts from one script of your choice to present to a visiting examiner.

**Component 3** is a written exam, throughout the two years you will study a set text by Edexcel and at the end of year 11 you will answer 5 questions on how you would bring this text to life from the point of view of various practitioners such as an actor, a director, a costume designer etc. You will also see a piece of live theatre throughout the two years as there are also two questions on live theatre in the written exam at the end of year 11.

## Assessment:

Year 10 – you are assessed on one Internal unit	
Component One- Devising (40% of the overall qualification)	20 minute devised performance created by you and your group on a topic of your choice 2000 word portfolio that describes your devising process
Component Three- Performance text for written examination (40% of overall qualification)	Exam preparation- Read and explore set text and start to look at how we approach it from different points of view
Year 11 – you are assessed on two external units	
Component Two- Performance from Text (20% of overall qualification)	Select two extracts from a script of your choice to perform to a visiting examiner in January. Write 200 words on how you have brought your character to life in your script.
Component Three- Performance text for written examination (40% of overall qualification)	Analyse the piece of live theatre you have seen and continue to explore your set text. Exam is in May/June, is 1 hour and 45 minutes long

## Careers:

For students interested in a career in performing Arts, the performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. The vocational nature of the qualification will allow you to explore different career pathways within this industry.

Drama also provides students with a range of transferrable skills. We are entering the 'Age of presentation', so even if you are not interested in working directly in the performing arts the world still requires workers who are adept communicators, innovative thinkers and excellent team players.

For further information about this course contact: Miss L Hall, Head of Drama  
[LHall@stokepark.coventry.sch.uk](mailto:LHall@stokepark.coventry.sch.uk)

# SPORT - BTEC Level 1/Level 2 Tech Award in Sport

## Course Overview:

The Level 2 Btec Sport course is taught over 2 years and covers a range of sporting content. This qualification is for learners who have an interest in sport and the sporting sector. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.

## Course Structure:

### Pearson BTEC Level 1/Level 2 Tech Award in Sport

Component	Mandatory units	Assessment Method	GLH
1	Preparing participants to take part in sport and physical activity	Internal	36
2	Taking part and improving others sports performance	Internal	36
3	Developing fitness to improve other participants performance in sport and physical activity	External Synoptic	48

## Assessment:

**Units 1 and 2** are internal assessments, set by Pearson, marked by the centre and moderated by Pearson.

**Unit 3** is an external synoptic written examination bringing together all prior learning. It is set and marked by Pearson. It is 1hr 30mins and has 60 marks available.

## Careers:

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 a learner can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry into higher education in a range of subjects.
- A vocational qualification at Level 3, such as a BTEC National in Sport which prepares students to enter employment or apprenticeships, or to move on to higher education by studying a degree in the sports studies and coaching areas.

## Jobs that Btec Sport could lead to include:

- Sports lecturer
- Lecturer in Sport
- PT instructor in the army
- Professional sports person
- Sports Coach
- Sports Development officer
- PE teacher
- Sports massage therapist
- Gym instructor

For further information about this course contact: Miss L Redpath, Head of Physical Education  
[redpath@stokepark.coventry.sch.uk](mailto:redpath@stokepark.coventry.sch.uk)

# Sociology

## Course Overview:

Students will be encouraged to approach the subject with an open mind and a willingness to offer your opinion, listen to that of others and be able to write the range of ideas in a clear and balanced way. The Sociology curriculum encourages students to think critically and ascertain a better understanding of the world around them.

## Course Structure:

Over a two year period, students will study a range of topics that include Families and Households, Education and Research Methods and in Year 11 we move on to Crime and Deviance and Social Stratification. Sociology is an exam-based subjects with two exams at the end of year 11.

**AO1:** Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.

**AO2:** Apply knowledge and understanding of sociological theories, concepts, evidence and methods.

**AO3:** Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.

## Assessment:

This qualification is linear, which means that pupils will be assessed at the end of the course in Year 11. There are two papers: both papers will assess knowledge and understanding from distinct topic areas and questions will be linked to the assessment objectives mentioned above.

Paper 1	Paper 2
The Sociology of families and households and education with research methods: 2hr paper- 100 marks. 50% of GCSE	The Sociology of crime and deviance and social stratification with research methods: 2hr paper- 100 marks 50% of GCSE

## Careers:

A great science qualification opens the doors to hundreds of career opportunities. For example:

- Teacher
- Lawyer
- Police
- Social worker
- Human resources
- Counsellor
- Market research
- Media and Marketing
- Journalism

For further information about this course contact: Miss T. Steane, Head of Sociology.  
[STAFFTST1@stokepark.coventry.sch.uk](mailto:STAFFTST1@stokepark.coventry.sch.uk)





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