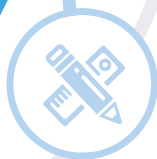


Ken Stimpson Academy
PATHWAYS
Phase Two onwards



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September 2026 Government Updates

The Department for Education is currently undertaking a consultation that will directly impact students selecting their option choices for September 2026. Although no firm details have been provided yet, we believe students will be required to select at least two subjects from a list the DfE is terming “Creative Subjects.”

To help you, we have highlighted these potential subjects in green in the list on the next page. Please note that we cannot be certain these will be the subjects on the government list, so this may affect the course combinations we can offer students once the full guidance has been released.

More details will be shared as we receive them, via our Pathways evening, follow-up video, and on our website.

Subject Choices

Compulsory

- English Language/English Literature (2 GCSEs)
- Mathematics (1 GCSE)
- Science (2 GCSEs)
- Core PE (2 Lessons)
- Personal Development (Careers, PSHE, Religious Studies - 1 Lesson)

Options

- Art and Design
- Business and Enterprise
- Childcare
- Computer Science
- Construction (tbc GCSE Design & Technology)
- Film Studies
- French
- Geography
- Health and Social Care
- History
- Hospitality and Catering (tbc GCSE Food Technology)
- Information Technology
- Performing Arts - Dance
- Performing Arts - Drama (tbc GCSE Drama)
- Performing Arts - Music
- Religious Studies
- Sports and Physical Education
- Statistics
- Textiles (tbc)
- Triple Science

What this brochure is for

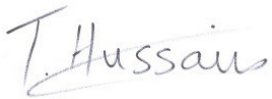
1. To outline courses offered.
2. To give specific subject information.
3. To give details about the Pathways Process

Please note:

The Key Stage 4 Pathways to Success Evening will take place on Wednesday 14th January. The evening intends to provide the opportunity for parents and students to:

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

In addition to this, we have commissioned a series of videos on our website to accompany the information in this booklet to help guide students in selecting their preferences. If you have any further queries about any of the information in this brochure then please direct them, in the first instance, to Mr Hussain, Assistant Headteacher, via email: pathways@KenStimpson.org.uk



Mr T. Hussain
Assistant Headteacher

1.0 Which subjects do all students study?

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

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

1.1 All students will study the following core curriculum:

- English - GCSE Language and GCSE Literature
- Science – Combined Science or Triple Science
- Mathematics
- Physical Education
- Personal Development (Careers, PSHE, Religious Studies)

In addition, Citizenship, Careers, Enterprise and Work-related Learning, Information, Advice and Guidance will be delivered via integration into Personal Development, the Tutorial Programme and Enrichment opportunities.

1.2 Which subjects may students study?

The following pages of this booklet provide detailed information about the subjects we offer at Ken Stimpson Academy on our Phase 2 Pathway.

Students will be asked to rank their subject preferences and will be allocated to subjects based on a number of criteria. This will include the weighting of their preferences, their ATL score in the KS3 subject equivalent, their attendance, their performance in KS3 assessments, and any changes to government guidance. Whilst we will strive to enable as many students as possible to study the subjects they select, we will ultimately allocate based on what we believe will give them the best chance of success. Our courses also require a minimum number of students to be viable for staffing and delivery, and may be withdrawn if this threshold is not met.

English Language (Core)

Compulsory Subject

Assessment: Written Exams 100%

Head of Faculty: Mr M. Tingle

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

Assessment

Exam Only: AQA Exam Board

Two papers: 1 hour 45 minutes each (each worth 50%)

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

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

Writing to argue

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

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

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

Progression to Post 16

The faculty currently offers English Language at Advanced Level.

English Literature (Core)

Compulsory Subject

Assessment: Written Exams 100%

Head of Faculty: Mr M. Tingle

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

Texts Studied

- Macbeth – William Shakespeare
- An Inspector Calls – J.B. Priestley
- A Christmas Carol – Charles Dickens
- Conflict Poetry – Various Poets

How the Course is Assessed

The course is assessed through two externally examined components, as below:

Component 1: Shakespeare and Post-1914 Literature (1 hour and 45 minutes)

- Section A – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.
- Section B – Post-1914 British play or novel: one essay question.

Component 2: 19th-Century Novel and Poetry since 1789 (2 hours and 15 minutes)

- Section A – 19th-Century Novel: A two-part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.
- Section B – Part 1: One question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper.
- Section B – Part 2: One question comparing two unseen contemporary poems.

Further Details

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>

Progression to Post 16

The faculty currently offers English Literature at Advanced Level.

Maths (Core)

Compulsory Subject

Assessment: Exam 100%

Head of Faculty: Mr J. Corcoran

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

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

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

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

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

Assessment

Mathematics will be offered at Higher or Foundation Level.

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

Progression to Post 16

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

Science - Combined

Compulsory Subject

Assessment: Exams (100%)

Head of Faculty: Mr B. Delve

What is Science at GCSE?

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

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

Combined Science

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

Progression to Post 16

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

This is our dedicated lesson in our curriculum across Key Stage 3 and 4 for Careers, PSHE and Religious Studies. It is a rotation model of subjects throughout the year.

In Careers the curriculum is designed to support the wider programme within school so that students are guided to make informed and purposeful decisions about their future career paths. Our aim is to raise self-awareness and develop thinking about the skills that can be harnessed within a future workplace and to provide a realistic understanding of the diverse opportunities that are available within the ever-evolving global landscape. We explore different professions, industries, and vocational pathways to broaden horizons and inspire a sense of direction and purpose. We encourage students to have a proactive approach to planning for their future and to understand that a sense of purpose can help them to achieve so that they can contribute meaningfully to society and thrive in their chosen future profession.

In PSHE the curriculum is designed around the three core themes of Health and Wellbeing, Relationships and Living in the Wider World. The design of this curriculum aim to support a student's personal development in a well-considered, age-appropriate programme where key themes are revisited and developed as their needs change. Our PSHE provision follows statutory guidance and supports our students to make positive choices around relationships, mental health with active, healthy lifestyles including Relationships and Sex Education (RSE). RSE is about emotional, social and cultural development of students, considering and exploring sexual health, sexuality, diversity and personal identity under the statutory guidance. The aim of RSE and PSHE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds. We aim to support students' holistic development so that they have the skills and knowledge that they need to make informed and ethical decisions about their life. We foster a culture of respect, compassion, understanding and tolerance to contribute to a more harmonious society.

In Religious Studies the curriculum is designed to be a knowledge rich programme that allows students to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. The aims is to challenge students to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Students will also explore non-religious world views, such as Humanism and atheism, to gain a greater understanding of the wider world we live in. It also develops a students' religious literacy and wider understanding of concepts that are relevant to the wider curriculum, also contributing to their spiritual, moral, social and cultural understanding of human societies. We encourage debate, curiosity, respect and promote core British values within the subject also.

Citizenship

Citizenship is an important aspect of our curriculum, and our programme is designed to encompass a range of skills, knowledge and values to prepare students to be active, informed and responsible citizens. This includes promoting democratic values, the importance of the rule of law, mutual respect and tolerance for those with different faiths and beliefs, encouraging participation in community, learning how to navigate different sources of information critically in our media age and preparation for rights and responsibilities they encounter as adults. Therefore, this subject is integrated within our curriculum throughout the key stages across different areas within the school. It is also a specialist focus in tutor time when a specially designed programme called Votes for Schools is followed that incorporates many of these different themes and skills throughout the year. It is also delivered through our special events that we run throughout the year on a wide range of topics to ensure that students understand and engage with the core British values of our society. We use a range of different activities such as special events like Remembrance, Children in Need, Anti-Bullying Week, Christmas Jumper Day, visits from outside speakers such as Parliament Outreach Team to raise awareness of a wide range of issues and how to take part in our school and wider community. We aim to demonstrate to students how they can make a difference in society and also model core British values. Students are also encouraged to take part in Year and School Council so that we can ensure that views are heard and that as a school we want them to see how their involvement can make a big difference within school.

Reading

The Tutor Reading Programme provides Students in years 7-10 with at least four reading sessions of up to 30 minutes each week. This 'daily diet' of reading indicates the importance and value of reading. Additionally, it supports our whole school strategy of ensuring our young people receive the best possible deal in their education whilst they are in school. The programme intent is to promote engagement with quality reading and a love of reading. Our students will be equipped with language and vocabulary for both their school and future life. Specifically, focus is placed on tier 2 and 3 vocabulary, understanding of unfamiliar words to boost knowledge together with empathy of characters and situations. The texts are thought provoking and lead into oracy skills development through discussion of key aspects and events. In turn, critical thinking and evaluative skills are enhanced.

The reading books have been selected from a canon and feature a variety of authors, eras, settings, contexts, genres, themes. The books have been chosen to broaden horizons and understanding of cultures and situations in life. This provides important student experiences in the safety of literature; we do not shy away from challenging topics.

Employability/ Career Preparation

Compulsory Subject

Enrichment

At Ken Stimpson we are committed to helping prepare our students for their future. Our extensive Careers Education Information and Guidance Programme for Years 7 to Post 16 exposes students to a wide range of employability activities, supported by our business community, Further and Higher Education providers and specialist staff within school. The events below are in addition to the programme that runs within the Personal Development Careers programme.

During years 7 and 8 your son/daughter will have taken part in a number of enrichment activities which will have enabled them to explore their interests for their future and support them with making informed decisions regarding their pathways choices. These activities allow students to develop the employability skills needed in their future.

During Year 8 all students will participate in our Guess the Professional event, aimed at introducing students to local employers and addressing stereotypes.

During Year 9 students will be introduced to staff from local business at our Business Networking event. Once again, another opportunity to find out careers on offer from local and national companies and looking at the skills required for these roles.

During Year 10 students will experience our Workskills Programme, participating in our World of Work Day, One-to-One mock interviews and workshops from our Further Education providers on P16 options.

During Year 11 all students will receive a one-to-one careers interview with a qualified Careers Adviser alongside receiving support from school staff in planning their future either here at Ken Stimpson, at college or by applying for apprenticeships. They will also have an additional One-to-One mock interview with a local business representative.

Support in Post 16 is bespoke with students attending University residentials in specific subject areas, taking part in National Challenges, Law Workshops, Young Enterprise and NHS Days to name but a few, this is alongside our annual Work Experience. Additional careers interviews are also held for students in Year 13 with our qualified Careers Advisor.

Please do see news of our careers programme on Facebook, Instagram and our termly newsletters.

Assessment: Coursework and Exam

Head of Faculty: Mrs K. Fowkes

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

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

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

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

How will I be assessed?

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

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

Assessment: Exam 100%

KS4 Lead: Mr S. McCall

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

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

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

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

The Year 9 Business project topics include:

- Business activity
- Production
- Marketing
- Finance

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

Assessment: Exam 40% | Internal 60%

Head of Faculty: Ms A. Mayfield

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

Unit 1: Children's Growth and Development - for the 0 to 7 age range – which is reflected in the birth up to eight years focus for this qualification. (Internally assessed 36 GLH-30% of the qualification)

Unit 2: Learning Through Play - as a route of children's learning, which forms the basis of early years frameworks, such as the Early Years Foundation Stage (England) and Foundation Phase (Wales) – which is covered in this unit (Internally assessed 36 GLH-30% of the qualification)

Unit 3: Supporting Children to Play, Learn and Develop. This unit focuses on inclusive practice and empowering children, as well as the key person within early years settings – which is covered in this unit. It has been developed to reflect recent thinking and research in the sector, including the importance of having knowledge and understanding of child development for the age range from birth up to 8 years (i.e. 7 years and 11 months). (Externally assessed and marked by Pearson. 48 GLH-40% of the qualification).

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

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

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

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

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

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

Computer Science

Option

Assessment: Exam 100%

Head of Faculty: Mr F. Satari

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

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

The course is divided into two parts:

Paper 1 – Computational Thinking and Problem Solving

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

Paper 2 – Written Assessment

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

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

Progression to Post 16

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

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

Construction*

Option

Assessment: Internal 75% | External 25%

Head of Faculty: Mrs K. Fowkes

*Note: Following upcoming Government consultation, this may change to a GCSE Design & Technology option

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

Qualification

Minimum qualification: Level 1 Tech Award

Component 1: Construction Technology External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks.

Component 2: Construction in Practice Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 8 hours of supervised assessment. 60 marks

Component 3: Construction and Design Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 2 hours of monitored preparation and 6 hours of supervised assessment. 60 marks

Progression opportunities

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

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

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

Assessment: Assessment 30% | Exam 70%

Subject Leader: Mrs L. Holmes

Film is an important part of many people's lives. It has the power to inspire a range of responses from the emotional to the reflective as students are drawn into characters, their narratives and the issues films raise. Film Studies explores what many consider to be the major art form of the last century. Students will explore the ways in which meanings and responses are generated through film and how films reflect the social, political and cultural contexts in which they are made.

Students studying Film Studies are introduced to a wide variety of cinematic experiences through films which have been important in the development of film and film technology. Learners will develop their knowledge of US mainstream film by studying films from the 1950s through to the 1980s, looking at Hollywood's development. In addition, they will study more recent films - a US independent film as well as films from Europe, including the UK. This will provide students with a contrasting, culturally diverse range of films from different national contexts.

Production is an important part of this specification. Studying a diverse range of films from several different contexts is designed to give learners the opportunity to apply their knowledge and understanding of how films are constructed to their own screenwriting and screenplays.

Film Studies is an ambitious, academic and challenging subject that will encourage students to see the world around them in a new way!

Assessment: Exam 100%

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

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

Subject Content

Assessment is set in the context of these three themes:

Theme 1: People and Lifestyle

Theme 2: Popular Culture

Theme 3: Communication and the world around us

Assessment

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

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

General information

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

Progression to Post 16

There is the opportunity to study French at A Level.

Assessment: Exam 100%

SLT Link for Faculty: Mr R. Akhtar

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

The aims of this course are to:

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

Your course will be divided into three parts:

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

Exams:

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

Your work will include:

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

Progression

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

Note: There are 2 compulsory field trips for GCSE Geography.

Assessment: Internal 60% | External 40%

Head of Faculty: Ms A. Mayfield

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

This qualification:

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

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

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

Progression to Post 16

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

Assessment: Exam 100%

Head of Faculty: Mr O. Gale

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

The aims of this course are to encourage students to:

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

The course covers four topics:

- Superpower relations and the Cold War, 1941-91
- Early Elizabethan England, 1558-88
- Medicine through time, c1250-present and The British sector of the Western Front, 1914-18: injuries, treatment and the trenches
- Weimar and Nazi Germany, 1918-39

Your work will include:

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

Progression

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

Hospitality and Catering*

Option

Assessment: Coursework 60% | Exam 40%

Head of Faculty: Mr F. Satari

*Note: Following upcoming Government consultation, this may change to a GCSE Food option

What will I do on the course?

Hospitality and Catering is an exciting and creative course where learners will gain an overview of the hospitality and catering industry and the type of job roles that may be available to assist them in making choices about progression. It will also equip learners with the knowledge, understanding and skills required to cook and prepare food. It allows them to apply the principles of nutrition, sustainability and healthy eating.

It will encourage students to cook and enable them to make informed decisions about food, nutrition and budgeting allowing them to be able to feed themselves and others affordably and nutritiously, both now and in later life. Students can also explore sustainability issues related to food, including seasonality, food miles and availability, fairtrade and freedom foods.

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

Key areas of study include:

- Hospitality and catering provision
- How hospitality and catering provisions operate
- Health & Safety
- Food Safety
- Importance of Nutrition
- Menu Planning
- Preparation, Cooking and Presentation Skills

There is a requirement for students to be able to modify recipes and create their own menus, therefore there will be some requirement for students to provide their own ingredients.

Assessment:

Written Examination worth 40% of the qualification. Questions range from short to extended answers, based around application of situations. (80 marks)

Controlled assessment worth 60% of the qualification where students will be provided with an assignment brief which will include a scenario and several tasks. (120 marks). 12 hours is given for the controlled assessment where students have to:

- Analyse the brief and recommend dishes of the customers mentioned.
- Produce production plans.
- Prepare and cook the dishes.
- Evaluate and review these dishes.
- **Review own individual performance.**

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

Information Technology

Option

Assessment: Internal 60% | External 40%

Head of Faculty: Mr F. Satari

What Will I Be Studying?

This qualification will teach the learner what different technologies can be used, why they should use them and how to make best use of them, to gather, store, manipulate and present data; this is known as data management. They will learn about tools and techniques for use in different digital hardware and software technologies, and how these can be integrated to create digital solutions to manage and communicate data and information. They will also be taught what data and information are and the legal, ethical and moral considerations when using technology to gather, store and present data and information, and how to mitigate the risks of cyber-attacks. Through this qualification they will be able to select and use the most appropriate technology safely and effectively, to complete a data management task, such as a cable TV provider monitoring customers' viewing to make recommendations for additional packages in the customer's subscription. Students will also learn to follow a project life cycle of initiation, planning, execution and evaluation to complete a data management task and use their skills, knowledge and understanding of technology to complete each of the phases of the project life cycle.

How Will I Be Assessed?

Component 1: Explore

Exploring user interface design principles and development, developing project planning techniques while developing a new user interface design. (Internally assessed assignments, 30% of the total course)

Component 2:

Develop Collecting, Presenting and Interpreting Data. Exploring how data impacts on individuals and organisations to draw conclusions and make recommendations on data intelligence. (Internally assessed assignments, 30% of the total course)

Component 3:

Apply Effective Digital Working Practices. Exploring how modern information technology is evolving, considering legal and ethical issues in data and information sharing. Understanding what cyber security is and how to safeguard against it. (Externally assessed exam, 40% of the total course)

Who Would Enjoy This Course?

Learners should take this qualification if they are looking to combine GCSE / vocational options with a vocational qualification in information and communication technologies. Learners who enjoy developing applied knowledge and practical skills in using information technologies will do well on this course and in particular if they are interested in pursuing a qualification that will enable them to progress onto other related study, such as qualifications in IT, Digital Media, Computer Science.

Progression Opportunities:

The course will develop your skills and knowledge to progress onto further IT qualifications, including BTEC Level 3 and A-level.

Performing Arts - Dance

Option

Assessment: Practical 60% | Exam 40%

Subject Leader: Mrs J. Purdy

Why study Dance?

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

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

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

Assessment

There are three main parts:

Performance - Total component 60% (80 marks)

30% Practical/40 Marks

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

Choreography

30% Practical/40 Marks

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

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

Appreciation

40%/80 Marks

Written exam 1 hour 30 minutes

Knowledge and understanding of choreographic processes and performing skills

Critical appreciation of own work

Critical appreciation of professional works

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

Progression to Post 16

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

Required

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

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

Performing Arts - Drama*

Option

Assessment: Internal and External

Head of Faculty: Mr A. Billitt

*Note: Following upcoming Government consultation, this may change to a GCSE Drama option.

What will I study?

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

How will I be assessed?

There are three units:

Unit 1 – Performing (Internally Assessed Unit)

Unit 1 enables learners to gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work. Students will plan, rehearse, perform and evaluate a scene from a well known play or production.

Unit 2 – Creating (Externally Assessed Unit)

Unit 2 enables students to gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts. Students will plan, rehearse and evaluate a performance devised by them including writing out a script and designing the set and costumes for the piece. The work will be based on a stimulus set by the exam board.

Unit 3 – Performing Arts in Practice (Externally Assessed Unit)

Unit 3 introduces students to areas of the performing arts that need to be considered when responding to an industry commission. A Live Performance – which takes the form of a controlled assessment. The controlled assessment involves the planning, execution and evaluation of a practical performance. None of the units involve a written examination however written work is completed as part of coursework and written evaluations. You will be assessed according to the grading criteria and can achieve a Pass, Merit or Distinction.

What skills will I need?

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

What happens in lessons?

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

Progression to Post 16

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

Performing Arts - Music

Option

Assessment: Internal and External

Head of Faculty: Mr A. Billitt

What will I study? The qualification is a BTEC Tech Award in Music Practice. This course will allow students to delve deeper into musical knowledge, composition and performance. The qualification is for students who are interested in a career as a musician or the music industry.

How will I be assessed? There are three Components which are provided over year 10 & 11:

Component 1: Exploring Musical Products and Styles (Internal, externally moderated)

Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. Have you ever wondered how these products are created? In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

Component 2: Music Skills Development (Internal, externally moderated)

As a performer, producer or creator in the music industry, you need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others and will develop your skills as a musician in how to use blogs, YouTube, Soundcloud and other platforms to share your work and skills development with others.

Component 3: Responding to a Music Brief (Externally Assessed)

This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will present this as a solo or group performance and you will consider how your skills and interests make you suitable for a specific music sector.

What skills will I need? You must, above all, have a real interest in Music and performance. The requirements for this course is that you already know how to play an instrument or that you have started to learn how to play an instrument (Vocals is an instrument).

What happens in lessons? In lessons you will develop skills in Music Theory, Performance and Rehearsal Techniques and Music Production. You will undergo the research and rehearsal process necessary for performance and enhance your understanding of Music Genres and Music careers. (The lessons will not teach you how to play an instrument so students will be advised to access additional lessons or to use Self learning Apps)

Progression to Post 16

The Faculty offers progression in the RSL Performing Arts courses at Level 3 called Music Practitioners.

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

Assessment: Exam 100%

SLT link for Faculty: Mr T. Hussain

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

The course provides an excellent opportunity to study two major world religions, Christianity, and Islam to allow you to study major world religions that are important in the UK today. There are also four thematic units that focus on issues that impact and influence the modern world. In the thematic unit you will study religious and non-religious viewpoints, so students will have the opportunity to express and debate their views on a wide number of issues.

The course develops students understanding and tolerance in our globalised world. It also focuses on key skills as they explore ethical and moral dilemmas that develop critical thinking skills so that students can advocate for a particular view while demonstrating tolerance of different viewpoints. You have to construct well-reasoned arguments on a range of religious and ethical issues, and the evaluation of a particular viewpoint is given considerable weighting in this course.

The examination for this course is also broken down into three different papers so this supports revision, and the question structures does not alter across the papers, so this can be useful to know for some students.

Assessment

Paper 1: Written Exam: 50%, 2 Hours (120 marks + 6 for spelling, punctuation, and grammar)

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

- Relationships
- Life and Death
- Good and Evil
- Human Rights

Paper 2: Written Exam: 25%, 1 Hour (60 marks + 6 for spelling, punctuation, and grammar)

You will study their beliefs, teachings and practices.

- Christianity

Paper 3: Written Exam: 25%, 1 Hour (60 marks + 6 for spelling, punctuation, and grammar)

You will study their beliefs, teachings and practices.

- Islam

Sports & Physical Education

Option

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

Head of Faculty: Mr W. Bradley

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

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

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

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

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

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

Assessment: Exam 100%

Head of Faculty: Mr J. Corcoran

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

Assessment Structure

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

Progression to Post 16

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

Textiles

Option

Assessment: tbc

KS4 Lead: Mrs K. Fowkes

This GCSE course is currently under consultation. Please speak to Mrs Fowkes if you are interested in taking it.

Triple Science

Option

Assessment: 100% Examination

Head of Faculty: Mr B. Delve

Why take this subject at GCSE?

Science is one of the core subjects at GCSE. It uses and develops the skills learnt in other areas of the curriculum as well as teaching its own skills, knowledge and understanding. Most employers will expect their employees to have good Science grades and look upon Science as a critical area in education. Science is all around us and in everything we do and see. In a world where the media so frequently bombards us with scientific developments and discoveries, it is necessary for us to make up our minds on issues that affect and influence us all. A science education, therefore, must be a must for every informed citizen. For those students who have a passion and enthusiasm for Science as well as the right aptitude and attitude then the more challenging Triple Science course is for you.

What will I study in the separate sciences?

2 x 1hr 45minute exams for Biology, Chemistry and Physics (6 exams in total at the end of year 11)

100% exams-multiple choice, structured, closed short answer and open response and calculations.

Course Content

The specifications are divided into topics covering different key areas of Biology, Chemistry and Physics. Practical skills are developed throughout the courses and assessed in the written papers.

BIOLOGY - PAPER 1 50% of Biology Qualification

Topic 1 - Cell Biology, Topic 2 - Organisation, Topic 3 - Infection and response, Topic 4 - Bioenergetics.

BIOLOGY - PAPER 2 50% of Biology Qualification

Topic 5 - Homeostatis and response, Topic - Inheritance, Topic 7 - Variation and evolution, Topic 8 - Ecology.

CHEMISTRY - PAPER 1 50% of Chemistry Qualification

Topic 1 - Atomic structure and the periodic table, Table 2 - Bonding structure and the properties of matter, Topic 3 - Quantitative chemistry, Topic 4 - Chemical changes, Topic 5 - Energy changes.

CHEMISTRY - PAPER 2 50% of Chemistry Qualification

Topic 6 - The rate and extent of chemical change, Topic 7 - Organic chemistry, Topic 8 - Chemical analysis, Topic 9 - Chemistry of the atmosphere, Topic 10 - Using resources.

PHYSICS - PAPER 1 50% of Physics Qualification

Topic 1 - Energy, Topic 2 - Electricity, Topic 3 - Particle model of matter, Topic 4 - Atomic structure and radiation.

PHYSICS - PAPER 2 50% of Physics Qualification

Topic 5 - Forces, Topic 6 - Waves, Topic 7 - Magnetism and electromagnetism, Topic 8 - Space physics.

FURTHER INFORMATION

Assessment

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

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

Remember that assessment is:

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

Examinations

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

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

Process of finalising your Curriculum Pathway

The process will take place as follows:

1. Subject Information

A series of videos have been produced and published that highlight the stages within the Pathways process, alongside specific subject-related videos to explain the content of each option subject. These are available on our school website:

<https://www.KenStimpson.org.uk/curriculum/pathways>



2. Taster Weeks

Across the weeks commencing 19th January, 26th January and 2nd February, Year 8 students will attend a series of lessons that are 'tasters' of what to expect if they were to study that subject at Key Stage 4. By the end of the three weeks, all students will have sampled all of the option subjects available to them and be more informed in their decision making.

3. Pathways Evening

Held on Wednesday 14th January, this face-to-face evening will allow us to deliver information about the Pathways process and gives you the opportunity to explore the options available to students.

4. Parents Evening

A virtual Parents Evening will be held on Wednesday 11th February allowing parents/carers to discuss how students are performing in subject areas and gather further advice to greater inform option selections.

5. Online Form

The link to the online form will be sent to student's school email address on Friday 13th February. Students are encouraged to complete the form in conjunction with their parents/carers. It is worth remembering that it will not be feasible to offer all choices to all students and therefore it is necessary to choose reserve subjects. The deadline for submitting the form is Friday 27th February.

6. Pathways Interview

If necessary, students will be invited to a personal Pathways appointment, with a member of the Pastoral or Leadership Team. At this interview we will look at the choices the student has made and discuss alternatives if required i.e if a course hasn't received a large enough uptake or chosen courses clash on the final timetable.

7. Confirmation

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

We hope this booklet provides you with all the information you need to make your preferences. If you have any questions or queries, please contact pathways@KenStimpson.org.uk

Your notes

Visit our website to find out more KenStimpson.org.uk/Curriculum/Pathways



Headteacher: Damien Whales, Ken Stimpson Academy is a school within the Four Cs Multi-Academy Trust (MAT)

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