



**Stratton
School**

Key Stage 4 Curriculum Options Booklet 2025 Y9

NAME _____

HOUSE _____

FORM _____

We belong at Stratton where every individual is known,
valued, and supported.



Be Kind

Be Engaged

Be Ambitious

Welcome

Our Key Stage 4 curriculum is designed to encourage all students to **BE AMBITIOUS**.

To support high aspirations, the vast majority of students will retain a broadly academic flavour to the structure of their curriculum, designed to prepare them for continued study beyond the age of 16.

Although it is not essential (and indeed quite rare) to have a firm career goal in mind at the start of Key Stage 4, it is important to remember that exam success at the end of Year 11 will dictate what education and career options become available for the next stage of our students' journey towards adulthood. The greater the commitment and success over these next few crucial years, the greater their choices will be.

A large majority of our students choose to remain with us at our Sixth Form where our students make good progress. Over twenty-five A level (and equivalent) courses are offered and last year our students gained places in universities all over the country including many Russell Group Universities. Some also undertake prestigious High-level Apprenticeships or go on to great employment opportunities.

For a proportion of students, Key Stage 4 prepares them for vocational or trade-based pathways either at Further Education Colleges or apprenticeships, but all students continue to benefit from independent career advice to support them in making the right choice for them.

This process is concerned with making decisions that will inspire commitment, excitement and dedication as students tackle subjects in greater depth and in areas where they have a particular interest.

Students will take GCSE courses in the core subjects of English Language, English Literature, Mathematics, and Science. Non-examined RE and Core-PE also form part of our core offer. Students complete their personalised curriculum by choosing a further four subjects from our extensive list of possibilities.

To give students a broad and balanced curriculum and enhance their future prospects, we expect the vast majority of students to include at least one of the following subjects in their selection: History; Geography; MFL; Computer Science.

Over the course of this process, we will be providing clear guidance as to the nature of qualifications each student should be undertaking, based on their interests and aptitudes.

These are difficult decisions requiring careful thought and consideration and we are here to support and guide.



Mr D Grant

Vice Principal

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KS4 Curriculum Summary

The **Regular Core Curriculum** is taken by approximately 95% of students and includes the following subjects:

- English Language and English Literature
- Mathematics
- Science (including Biology, Chemistry and Physics).
- Physical Education (core PE is not examined)
- Religion and Ethics (core RE is not examined)

Optional Subjects

We offer a wide range of optional subjects leading to academic and vocational qualifications.

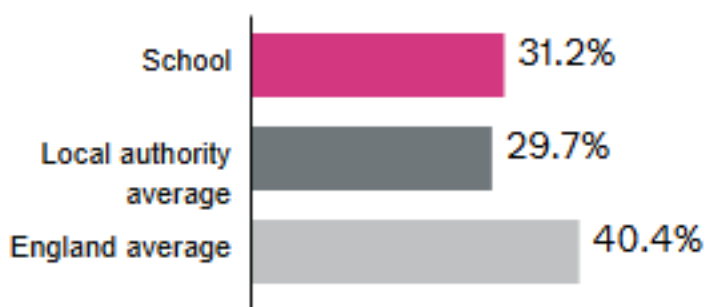
Students have 4 choices to make **but**

- **one** of the following subjects must be chosen: Computer Science*, French, German, History, Geography. This will be compulsory for virtually all Stratton students.
- to achieve an English Baccalaureate (EBacc), choices must include either French or German **and** either Geography or History. This will be highly recommended for approximately 40% of students. The precise number fluctuates annually depending on the overall academic ability of the cohort.

*Students wishing to study **Computer Science** should have at least a CURRENT INDICATOR on their recent report of Ab (ABOVE) for Mathematics.

Context

In 2024, more students at Stratton were encouraged into subjects supporting the English Baccalaureate (English, Maths, Sciences, Languages and either History or Geography) than similar students in the local authority but we still have work to do in matching the NATIONAL expectations in this area.



The Curriculum Choices Process

During Options Evening on the 13 February 2024, all students, parents and carers will have the opportunity to discuss the options process.

STUDENTS, please remember that there are certain key messages that you need to appreciate when making your choices.

- The curriculum has been designed so that you are able to cope with the workload that will be expected of you.
- The EBacc is a key measure of a student's academic abilities, but it's a good basis upon ensuring that you have a broad and balanced skills set for careers later.
- Do not worry if you are undecided about your future career or further/higher education. Try to choose subjects you enjoy, and you will achieve well at, that provide you with a balanced curriculum which gives a wide choice of options for the future.
- Do talk to parents/carers, subject teachers and your form tutor—they are all here to help.
- Do read the subject details in this booklet carefully and visit the subject areas to find out the finer details of each course.
- Do be realistic about your ability—choose subjects that will provide you with suitable challenge. Use your Progress Reports to inform your choices.
- Don't make choices based on your previous classroom experiences—be they positive or negative.
- Remember to use UNIFROG if you can to try and understand your future interests.
- It is **not** sensible to choose a subject simply because your friends are choosing it. You are making decisions about **your future**.

The deadline for completing the OPTIONS process on BROMCOM is:

Monday 3 March 2024

THE BROMCOM SYSTEM WILL GO LIVE ON

14th February 2025

Core Subjects

GCSE English Language & English Literature

English at Stratton leads to two GCSEs. One in GCSE English Language and the other in GCSE English Literature.

Why study this subject?

GCSE English Language and Literature enables students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st centuries as well as to write clearly, coherently and accurately. This course is assessed through two examinations for each one at the end of the course. There is no coursework component for this subject.

Intent

English will enable all students to develop their reading and analytical skills through the study of a range of texts from different time periods. This course is assessed through two examinations at the end of the course. There is no coursework component for this subject.

It is expected that almost all students will study both GCSE English Language and GCSE English Literature

Post-16 and Career Opportunities

- A Level studies in English Language, Literature and/or Performing Arts
- Careers in Journalism, Media, Speech Therapy, Linguistics
- All employers and Further Education establishments require English at GCSE

Course Equipment and Requirements

The annotation of texts is no longer permitted by any examination board. The examination board we follow does not allow texts to be taken into the examinations.

We encourage all students to acquire their own copies of the set texts in Literature to support with revision at home. These are: Merchant of Venice by William Shakespeare, My Name is Leon by Kit de Waal and A Christmas Carol by Charles Dickens. However, in lessons students will be provided with their own copies to read from.

Exam Board and Syllabus Number Details

ENGLISH LANG – AQA 8700 - 1 and 8700 -2

ENGLISH LIT – AQA 8702 - 1 and 8702 - 2

Kcash@stratton.school - Head of English

GCSE Mathematics

Why study this subject?

GCSE Mathematics covers a lot of basic skills you will use later in life. You will also use these skills in other GCSEs for example using formulae in science, reading charts and scales in Geography or using measures and reading scales in D&T. Many college courses as well as many jobs have GCSE Maths as an entry requirement.

Intent

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills. The subject is grouped into particular curriculum strands:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability and statistics

The new secondary mathematics programmes of study place a renewed emphasis on problem solving, functionality and mathematical thinking. The course should provide a strong foundation for further academic and vocational study and for employment, to give students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

GCSE Mathematics is tiered into two levels Higher and Foundation. The first paper of each tier is a non-calculator paper, the remaining two are calculator papers.

Post-16 and Career Opportunities

- If students achieve a high grade at Higher tier GCSE, they can study Mathematics or Further Mathematics at A Level.
- Mathematics is an important tool for other courses such as Psychology, Sociology, Biology and Geography, both at A Level and beyond and some courses have Post 16 study as a requirement of their courses.
- Mathematics is an important foundation for employment or further education and is a requirement for many university courses.
- It is possible that students who fail to achieve a grade 4 at GCSE are required to continue to study Maths post 16.

Nearly all jobs and careers require GCSE Mathematics, but the following careers make extensive use of mathematics: economics, medicine, architecture, engineering, accountancy, teaching, psychology, environmental studies, computing, information and communication technology, banking, insurance, marketing, business management, pharmacy and science.

Course Equipment and Requirements

Students are expected to have their own scientific calculators, rulers, angle measurers or protractors, and compasses in all lessons and for the examination.

Exam Board and Syllabus Number Details

AQA – GCSE Maths (9-1) 8300

Mkeating@stratton.school – Head of Mathematics

GCSE Science

Why study this subject?

Science is a compulsory core subject because it is fundamental to our understanding of the human body, the environment, industry and technology. The ability to make informed decisions on current issues depends on a sound scientific education.

Intent

All students in year 9 will follow the same GCSE science route. They will be taught a mixture of Biology, Chemistry and Physics with specialist teachers. We will monitor the students' achievement throughout the course and we will decide whether the students will be entered for GCSE Combined Science (two GCSE's) or GCSE Separate Science (three GCSE's) as they progress through the Key Stage.

Students wishing to pursue AS and A Level science can do so from both the GCSE Combined Science and GCSE Separate Science, however those studying at Separate Science level will have a wider knowledge base which can be an advantage.

Post-16 and Career Opportunities

- Careers in medicine, veterinary medicine, biotechnology, research, journalism and teaching.

Course Equipment and Requirements

Scientific calculator, ruler, black/green pens protractor and glue

Exam Board and Syllabus Number Details

Separate Science Biology: <https://www.aqa.org.uk/subjects/science/gcse/biology-8461>

Separate Science Chemistry: <https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462>

Separate Science Physics: <https://www.aqa.org.uk/subjects/science/gcse/physics-8463>

CAllen@stratton.school – Curriculum Leader, Science & Technology.

Please note:

The core offer also includes Religion and Ethics and Core PE which are non-examined elements of the curriculum.

EBacc Humanities

To achieve the EBacc suite of qualifications you **must** choose at least Geography or History*

GCSE Geography

Why study this subject?

Geography helps you to make sense of the world around you. It is a hands-on, relevant and exciting subject. The AQA GCSE course is a mix of appropriate and engaging topics such as natural hazards, urban issues, economic development, resource management and ecosystems. The course will give students the chance to understand some of the big questions which affect our world and to learn about key social, economic and physical forces and processes which shape and change our world.

Intent

Geography is an academic subject, recognised by employers and universities for its broad skill base, hence its inclusion in the English Baccalaureate. It also has a very practical side, with opportunities to learn new skills such as GIS, map skills, interpreting photographs, problem solving, and thinking skills. You will improve your literacy through written work and will make practical use of your numeracy skills when you interpret data and construct graphs. Fieldwork, or working outside the classroom, is an important part of geography. You will experience fieldwork ranging from visiting coastal areas to more urban environments.

So, if you enjoy asking questions and understanding what is going on in the world around you, then choosing GCSE Geography could be a very good option for you!

Post-16 and Career Opportunities

- Geography is offered at AS and A2 Level in the Sixth Form.
- Geography encompasses both humanities and science; as a result, it opens the door to a variety of opportunities and options at this stage.
- As a subject with a large number of transferable skills, Geography is well regarded as a basis for a range of higher education or vocational courses.

Course Equipment and Requirements

Good geographers need to keep up to date with what is going on around the world and in their local environment by reading newspapers and watching news programmes on television and making full use of opportunities to travel. All assignments should, of course, be completed to the best of an individual's ability. Geographers need pens, pencils, a calculator, access to an atlas, access to a computer if possible and a willingness to learn.

Exam Board and Syllabus Number Details

We work with the AQA exam board for GCSE (syllabus number – 8035)

AWarwick@stratton.school – Subject Leader of Geography

GCSE History

Why study this subject?

GCSE History involves the exciting study of a wide range of topics from a variety of time periods. For students who are seeking to achieve the English Baccalaureate, GCSE History is a great subject for their humanities choice.

Intent

We begin our GCSE History journey with 'Medicine in Britain; 1250-Present' where you will learn about the development of medical practice from Ancient Civilisations like the Romans and Greeks, through the disease ridden Medieval era, in to the age of invention and Victorian medicine and conclude with a study of modern treatments, preventions and public health. This topic also includes a Historical Environment study in to the impact that the First World War made to medical progress and the work of front-line medics.

Our British Depth Study unit is 'Early Elizabethan England 1558-88' where you will learn about the social, political and religious challenges faced by Queen Elizabeth I and how they were overcome to allow her reign to last over 40 years. Elizabeth I defeated all the odds to stay on the throne; defeating assassination attempts and the infamous Spanish Armada whilst we also consider why her reign is considered the 'Golden Age' for English society.

'Weimar & Nazi Germany 1918-39' is next and represents a more political edge to the latter two topics on the GCSE History course. You will start by studying Germany's defeat in the First World War and how this created a new, democratic beginning for the nation with voting rights and cultural freedoms. The course quickly develops into enquiries about Hitler and the Nazi Party's rise to power as well as life under a Nazi dictatorship.

The GCSE History course concludes with the Period Study element focusing on 'Superpower Relations & The Cold War 1941-1991'. You will be taking an in depth look at a 50-year period which gave rise to the USA & Soviet Union's global battle of capitalism versus communism. This course covers everything from the Arms Race and Space Race through to the Berlin and Cuba crises of the 1960s.

Post-16 and Career Opportunities

AS and A2 Level courses in History are a natural progression from GCSE. There are some careers that use historical knowledge directly, though these are very specialised. For most people, History is a highly regarded discipline, and any candidate who has a good History qualification is well regarded in any career area.

Course Equipment and Requirements

Students should have an open mind and an interest in past and present events. It helps a great deal to be good at communicating ideas in writing.

Exam Board and Syllabus Number Details

We work with Edexcel for GCSE (syllabus number - 1HI0).

**You are welcome to opt for further humanities choices if this is a particular area of interest for you.*

lmacwhinnie@stratton.school - Head of History

EBacc: Modern Foreign Languages

To achieve the EBacc suite of qualifications you must choose French or German

GCSE French

To be able to pursue GCSE French, it is essential to have undertaken French in Year 9.

Why study this subject?

The study of a Modern Foreign Language opens the door to a range of opportunities, both professional and personal. The study skills required in the acquisition of one foreign language are transferable to other languages later on in life. French is spoken in every corner of the globe.

Intent

In a GCSE in Modern Foreign Languages, you will build upon the three pillars of language learning: phonics, vocabulary and grammar. This allows you to understand and produce increasingly complex language as you progress through the course. It also introduces you to some of the culture and customs in the French speaking world.

You will cover a wide range of topics under 3 broad themes:

- **Theme 1: People and Lifestyle** (encompassing the topics of Identity and relationships with others; healthy living and lifestyle; education and work)
- **Theme 2: Popular culture** (encompassing the topics of free-time activities, customs and celebrations and celebrity culture)
- **Theme 3: Communication and the world around us** (encompassing the topics of travel and tourism; media and technology; the environment and where people live)

There are 4 components covering the main skills with equal weighing of 25% each:

- **Paper 1 is a listening examination**, which tests the understanding of different topics and types of spoken language. This includes a dictation task.
- **Paper 2 is a speaking examination**, which includes a role-play, a read aloud task and a picture-based general conversation covering the topic areas studied.
- **Paper 3 is a reading examination**, which includes a translation from French into English
- **Paper 4 is a writing examination**, which includes a translation from English into French

Post-16 and Career Opportunities

- Careers using French include international law, interpreting, translating, business, finance, medicine, education amongst many others.

Course Equipment and Requirements

A good French dictionary is useful; recommended editions are Collins and Oxford University Press.

Students wishing to take this subject for GCSE must have already been studying it in year 9.

Exam Board and Syllabus Number Details

AQA French 8652

gzarate@stratton.school

GCSE German

To be able to pursue German, it is essential to have undertaken German in Year 9.

Why study this subject?

The study of a Modern Foreign Language opens the door to a range of opportunities, both professional and personal. The study skills required in the acquisition of one foreign language are transferable to other languages later on in life.

Intent

In a GCSE in Modern Foreign Languages, you will build upon the three pillars of language learning: phonics, vocabulary and grammar. This allows you to understand and produce increasingly complex language as you progress through the course. It also introduces you to some of the culture and customs in the German speaking world.

You will cover a wide range of topics under 3 broad themes:

- **Theme 1: People and Lifestyle** (encompassing the topics of Identity and relationships with others; healthy living and lifestyle; education and work)
- **Theme 2: Popular culture** (encompassing the topics of free-time activities, customs and celebrations and celebrity culture)
- **Theme 3: Communication and the world around us** (encompassing the topics of travel and tourism; media and technology; the environment and where people live)

There are 4 components covering the main skills with equal weighing of 25% each:

- **Paper 1 is a listening examination**, which tests the understanding of different topics and types of spoken language. This includes a dictation task.
- **Paper 2 is a speaking examination**, which includes a role-play, a read aloud task and a picture-based general conversation covering the topic areas studied.
- **Paper 3 is a reading examination**, which includes a translation from German into English
- **Paper 4 is a writing examination**, which includes a translation from English into German

By the end of the course you should be able to understand others and be understood in German in a variety of situations.

Post-16 and Career Opportunities

- Careers using German include international law, interpreting, translating, business, finance, medicine, education amongst many others.

Course Equipment and Requirements

A good German dictionary is useful; recommended editions are Collins and Oxford University Press.

Students wishing to take this subject for GCSE must have already been studying it in year 9.

Exam Board and Syllabus Number Details

AQA German 8662

gzarate@stratton.school

COMPUTING & COMMERCE COURSES

GCSE Business Studies OCR 1/2

Why study this subject?

Whichever career students pursue, Business and Enterprise will prove invaluable for their future. The course is both active and enjoyable, enabling students to be creative and enterprising. It is also challenging students learn about the world of business and the economy through research and investigation, as well as through practical tasks.

Intent

You should choose this course if you have an interest in business, want to start one of your own or have an inquiring mind. You will learn about how businesses are set up and what it is that makes someone a great entrepreneur. This course covers every aspect of business from setting up a small business to operations management. The skills and knowledge gained by studying business will be useful in many aspects of everyday working life.

As a student of business, you will learn more about how small businesses are developed; discover how businesses promote themselves; how they keep their customers happy; how they manage both their finances and the people who work for them. A variety of businesses are studied to analyse what makes someone a successful businessperson and how to build that business into a larger enterprise. Additionally, you will find out how to develop an idea, spot a business opportunity and how to turn that into a successful business. All aspects of the course will enable you to understand how to make a business effective and manage money, as well as being able to see how the world around us affects small and large businesses and all the people involved. The course has assessed through 100% external examination at the end of the 3-year course. Students will undertake 2 papers, both 1.5 hours.

Post-16 and Career Opportunities

- University - Business-related courses are the most popular degree courses; and many other courses have a business element, including Medicine.
- Careers - management, finance, banking, human resources, retailing, teaching - in fact, any career, from law to setting up your own business.

Course Equipment and Requirements

It is unlikely that students will have studied Business before taking this course; however, an enquiring mind and an interest in business and world issues are what really matter. In addition, students who elect to do this course should have a good grasp of Mathematics, particularly working with numbers to solve business problems.

Exam Board and Syllabus Number Details

OCR GCSE (9-1) Business Studies - J204

AFisher@stratton.school – Head of Business and Finance

GCSE Computer Science

Why study this subject?

GCSE Computer Science helps you think about how technology is created. It allows you to understand how people work together with computers to develop world changing programmes like Facebook, Spotify and eBay. You'll also develop the skills that colleges, universities and employers are looking for – and they'll prove valuable for the rest of your life. GCSE Computer Science complements lots of other subjects, especially the sciences, fashion, textiles, music, maths and art and design.

In GCSE Computer Science you will gain the skills to enable you to understand how to design and build apps, investigate how algorithms help create computer codes and the importance of cyber security and the ethical impacts of digital technology.

Intent

Over the course you will cover the following:

- **Computational thinking:** this is the process of thinking through a complex problem, taking the time to understand what the problem is and then develop potential solutions for evaluation. These are then presented in a way that a computer, a human, or both, can understand.
- **Theoretical content:** here you will understand the fundamentals of data representation and computer networks. You will learn about the computer systems that you will create and use and also delve into the world cyber security and ethical legal and environmental impacts of digital technology.
- **Aspects of software development:** understand how to implement and test a design to make sure it works effectively. Learn how to complete an overall evaluation to help refine the end product.

How will you be assessed? You will have two written exams which are 1 hour 30 minutes each. Together they contribute 100% of your overall grade. Your programming project assesses your ability to use the knowledge and skills gained through the course to solve a practical programming problem. The programming project does not count towards your final grade.

Students wishing to study Computer Science should have a CURRENT INDICATOR of Ab (Above) in Mathematics.

Post-16 and Career Opportunities

The course provides an essential foundation for any further computing courses, including those specific to the use of computers and new technology, such as AS or A Level, vocational and occupational courses.

Course Equipment and Requirements

Expectations for this course require students to have pens, highlighters, pencils and a ruler. A calculator is not allowed in the exam, but it is useful when checking calculations in class. A good grasp of mathematics is required.

Exam Board and Syllabus Number Details

OCR GCSE Computer Science J277

CKilby@stratton.school – Head of Computing & Commerce

Digital Information Technology BTEC L1/2

Why study this subject?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment; studying the knowledge, understanding and skills related to data management, data interpretation, data presentation and data protection.

Intent

The focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards to present and interpret data
- process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct
- attitudes that are considered most important in digital information technology, including personal management and communication
- knowledge that underpins effective use of skills, process and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

The course is made up of three components: two that are internally assessed and one that's externally assessed.

Component 1: Exploring user interface design principles and development, developing project planning techniques while developing a new user interface design.
(internal controlled assessment, 30% of the total course)

Component 2: Collecting, Presenting and Interpreting Data. Exploring how data impacts on individuals and organisations to draw conclusions and make recommendations on data intelligence.
(internal controlled assessment, 30% of the total course)

Component 3: 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)

Post-16 and Career Opportunities

Employers take great interest in the ICT capability of prospective employees. They look for skills in effective communication and problem solving and a confidence in dealing with a range of software packages and adaptability to new technologies.

Course Equipment and Requirements

No specific equipment is required, as the school provides the facilities to complete project work. Expectations for this course require students to have pens, highlighters, pencils and a ruler.

Exam Board and Syllabus Number Details

Pearson BTEC Level 1 / Level 2 Tech Award in Digital Information Technology

CKilby@stratton.school – Head of Computing & Commerce

CREATIVE ARTS COURSES

GCSE Art & Design

The course is divided into two sections:

1. The Portfolio (60%) which consists of a foundation – where pupils are introduced to a range of techniques, processes and materials to explore all within the context of a theme chosen by the school; this then follows A Personal Investigation on a theme chosen by the learner.
2. The Externally Set Task (40%) – which consists of a topic chosen by the Examining Board and a 10-hour supervised period of study

The course is designed to develop confidence and skills in the use of a wide range of materials techniques and processes together with an understanding of the visual language. This in turn will help learners to develop their own ideas formed from experimentation and creative exploration.

Alongside the practical skills, learners will develop their visual vocabulary and how to better analyse the work of others and to articulate their own work and ideas in more depth.

This is an excellent course if you are considering a career in the visual arts industry, film industry, gaming and digital imaging industries. You will develop a range of skills in the subject and work towards specialising in the skills and techniques that suit you best. During the course you will have the opportunity to visit Art and Photography galleries and various other trips to support your learning.

Pupils are expected to complete a minimum of 2 hours Extended Learning throughout the week. This can be in the form of catch-up tasks, research, development and improvement tasks.

Students can go on to study A-level Fine Art to develop their skills and ideas to a more advised level.

Post-16 and Career Opportunities

Art-related career opportunities are available within the areas of fine art, illustration, fashion & textile design, interior design, games design, product design, architecture, conservation, restoration and employment within galleries and auction houses, to name but a few.

Course Equipment and Requirements

- A3 Sketchbook and portfolio
- Drawing materials including artists' pencils (2B to 6B), acrylic paints, charcoal, oil pastels and watercolour paints

Students are recommended to purchase basic equipment to support their practical work within lessons and as part of their independent learning.

Exam Board and Syllabus Number Details

WJEC EDUQAS 601/8087/0

clawson@stratton.school - Curriculum Area Leader: Creative Arts

GCSE Photography

The course is divided into two sections:

3. The Portfolio (60%) which consists of a Foundation unit – where pupils are introduced to a range of techniques including darkroom/wet based practise, camera less photography, animation, studio practise and the Single Lens Reflex Camera, digital image manipulation skills, exploring the history of Photography together with critical thinking skills; A 45 hour study on a theme chosen by the school; and a (30 hour) personal study on a theme chosen by the pupil
4. The Externally Set Task (40%) – which consists of a topic chosen by the Examining Board and a 10-hour supervised period of study

The course is designed to develop the understanding that photography is both a commercial and Art form with a focus on developing images in an experimental and creative way. Using SLR film cameras you will take, process and develop your own images. You will also learn how to work with digital cameras, studio lighting and how to manipulate and retouch digital images using professional software packages.

Alongside the practical skills you will develop an understanding of the visual language to better analyse the work of others and to articulate visually your own create ideas in more depth.

This is an excellent course if you are considering a career in the Photographic and digital imaging industries. You will develop a range of skills in the subject and work towards specialising in the skills and techniques that suit you best. During the course you will have the opportunity to visit Art and Photography galleries and various other trips to support your learning.

Pupils are expected to complete a minimum of 2 hours Extended Learning throughout the week. This can be in the form of catch-up tasks, research, development and improvement tasks.

Students can go on to study A-level Photography to develop their skills and ideas to a more advised level.

Post-16 and Career Opportunities

Art-related career opportunities are available within the areas of fine art, illustration, fashion & textile design, & interior decoration, product design, architecture, conservation, restoration and employment within galleries and auction houses, to name but a few.

Course Equipment and Requirements

- A3 Sketchbook and portfolio
- Digital Camera

Exam Board and Syllabus Number Details

WJEC EDUQAS 601 / 8087 / 0C656QS

clawson@stratton.school - Curriculum Area Leader: Creative Arts

Art & Design FAQs

Can I take two different specialisms?

No, Students can choose either Art and Design Fine Art or Art and Design Photography.

Do I need my own SLR camera to study Art and Design Photography?

It is advisable that you have your own camera, but it is not essential.

Can I explore animation within the Fine Art course?

Yes, you can, by exploring the style and techniques used within the art genre. If this is an area you are interested in, you would explore digital and traditional techniques along with drawing as the foundational skills.

Can I do graphic and digital art within the Fine Art course?

Yes, you can within the two-year course. If this is something you are keen to explore, it is advisable to have some form of software at home to support you outside of lesson time.

Can I do Computer Graphics within Art and Design?

We recommend you taking GCSE Media or GCSE ICT

Can I explore Photography within the Fine Art course?

Yes, we will actively encourage you to use photography as a tool to communicate your ideas visually.

Do I have homework every week?

Yes, you are required to complete 2 hours of extended learning per week. The task will mostly be to complete the work started in lessons or to collect materials for your next lesson.

Do I have a written exam?

No, all work is practical with note writing to share thoughts and ideas and to discuss the work of others.

Can I complete homework tasks in the Art and Photography department?

Yes. The studios are an open- door policy. You will need to organise with your teacher which day is best for you and them.

Will I be required to buy any materials for the course?

We do ask that you purchase general equipment ready for the start of year 10 and a list will go home in the summer term to advise you on what to buy and where from. However, for specialist lessons we will provide the equipment.

Will I get to go on trips?

Yes, part of the course requirement is to go on trips. These can include the local area and galleries in London.

I am still not sure if the course is for me, what should I do?

Have a conversation with your current teacher and discuss your thoughts.

Where will the course lead me to?

College or Sixth Form, University course, a career in the creative industry.

GCSE Drama

Why study this subject?

Theatre is a vital part of our society, theatre is a place of creativity, logic and collaboration. Every year students create exciting and dynamic work which is always an inspiration to an audience. Not only will students explore acting and develop their performance they will also develop vital life skills of communication, teamwork and problem solving.

Intent

GCSE Drama develops creativity through a mixture of practical and theory elements. It consists of three components:

- Component 1: a devising unit in which you will create your own original piece of performance work based on a stimulus. This allows you to develop your creative skills and concepts. Alongside this you will complete a journal outlining the process.
- Component 2: a scripted performance of two key extracts from a play. You will develop your acting skills through key characterisation development and explore different styles of theatre.
- Component 3: a written exam. You will study a play text practically in lessons and then develop your own concept for rehearsing and directing the play. You will answer questions on the text and explain your vision for how it could be performed. For the second part of the exam you must attend a theatre trip, which we will then study and evaluate it in class time before you write up a review in the examination.

Post-16 and Career Opportunities

Drama provides a good foundation for careers in journalism, media, speech therapy, theatre (acting), theatre (technical), public relations and human resources. Drama is highly respected by many companies and colleges, as it teaches important skills. Students can go on to study Level 3 Performing Arts

Course Equipment and Requirements

Students must be prepared to act and join in, as this is a practical subject. Visits to the theatre are a vital part of the course. Students are expected to rehearse during lunch breaks and after school prior to practical exams, as it is not always possible to complete rehearsals in lesson time.

Students should enjoy expressing themselves in active and exciting ways, working in a group, contributing their own ideas and respecting those of others, exploring their ideas by experimenting with different roles, playing many parts in different, imaginary situations, creating their own drama work and looking at plays written by others.

Exam Board and Syllabus Number Details

WJEC EDUQAS GCSE Drama:C690QS

cquiver@stratton.school - Teacher of Drama

GCSE Media Studies

Why study this subject?

Media Studies GCSE positions students, to develop their media literacy and understand the power and construction of media products. Big questions such as 'how does the media shape our perceptions of the world?' and 'how do we create media products that will engage an audience?' are at the core of this courses learning.

The media have real relevance and importance in our lives today making careers for the future and providing us with ways to communicate. The economic importance of the media is also unquestionable; by 2033 the media industry will be worth £53 billion in the UK with E-sports and virtual reality being key areas of growth. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale making your choice to study media and invest into the future, a good one!

Intent

- Component 1: concentrates on the study of 'Exploring the media'. In this component students study a whole range of media such as film marketing, newspaper, video games, magazines, advertising and radio. This exam is 35% of the final grade.
- Component 2: Concentrates on 'Understanding media forms and products'. In this unit students study television drama, and music videos in depth. This exam is worth 35% of the overall grade.
- Component 3: Concentrates on the Non-Exam Assessment and is 30% of the overall grade. Students choose from a range of media briefs, set by the exam board and create their own media products using the Adobe suite.

Post-16 and Career Opportunities

On successful completion, students will have a better grounding to continue with Media at A-Level, although this course will also be beneficial to anyone wishing to continue education in Business, Marketing, English, Art and Design, Psychology and Sociology.

Ultimately, this course can be the first step to a degree or diploma in Media, Film, Television, Script or Creative Writing, Journalism, New Media, Graphic Design or Music Technology, to name a few!

Course Equipment and Requirements

No specific equipment is required, as the school provides the facilities to create media texts. However, a keen interest in film, television, current affairs, advertising and print media is recommended. Students will also have to empathise as an audience and be open minded about social structures.

Exam Board and Syllabus Number Details

WJEC EDUQAS GCSE Media C680QS

KCash@stratton.school – Subject Leader: Media Studies

GCSE Music

Why study this subject?

GCSE Music is both a creative and academic subject that combines practical and theoretical methods in order that students can develop their musical skills. Studying GCSE music can increase your performance in other academic subjects. Increasingly, universities and high education institutions want to attract students with a “well rounded” background meaning a range of academic fields from creative and scientific subjects.

Aside from the academic reasons to study music, it can also offer students a creative outlet, offering a change of pace from other subjects and providing a chance to express themselves in different ways. A large part of studying music is the performance aspect. You'll be asked to perform both on your own and as part of a group. This can help you gain confidence and boost your self-esteem.

You will explore a variety of different ways to write your own music with composition supported by excellent music technology packages such as Ableton, Sound trap and Note flight. You will have access to outstanding facilities such as the recording studio, Ableton Push 2s, 2 suites of computers and a range of practice rooms.

Intent

The course is divided into three components:

- Component 1: Integrated Portfolio. Students will perform on their chosen instrument and compose to a brief set by the learner.
- Component 2: Practical Component. Students will perform as a group on an instrument of their choice and compose to a brief set by the exam board.
- Component 3: Listening and Appraising. Students will study a variety of pieces of music from a variety of areas of study, they will learn how to listen to music and write about it in a professional, musical way. Students will also learn how to appraise music that they have never heard before (which they will also be tested on in the exam) and will therefore develop a number of key musical and analytical skills.

Post-16 and Career Opportunities

Careers are many and wide-ranging: teaching, performing, working in the music industry itself as a song writer, producer, sound engineer, working in the media as a DJ, studio manager, presenter, music journalist, arts-related jobs, such as arts administration, arts director or concert organiser. Students can go on to study A Level Music

Course Equipment and Requirements

Students will need to perform to a high standard on an instrument of their choice (the voice counts as an instrument). They have the opportunity to take lessons in an instrument with a member of our peripatetic team through Inspiring Music. Additional information about lessons can be found at www.inspiringmusic.co.uk Attendance at music clubs within the school is expected, as it improves students' general musicianship.

Exam Board and Syllabus Number Details

OCR

Specification Code: J536

Qualification Number: 601 / 8216 / 7

Clawson@stratton.school – Curriculum Area Leader – Creative Arts

DESIGN & TECHNOLOGY COURSES

GCSE DT: Textiles

Why study this subject?

DT: Fashion & Textiles is a new, exciting and creative course. The course is suitable for students of all abilities and is ideal for those who enjoy a practical approach to learning and who have a passion for creative design and are motivated to widen their skill set using a range of design, media and manufacturing processes. The course aims to encourage independent, creative thinkers and communicators who can apply a more personal approach to problem solving through the use of their practical skills and creative know how. **Explore – Create – Evaluate** will be at the subjects' core.

Intent

The Year 10 curriculum for this course will provide students will an opportunity to build on their KS3 DT experience and upskilling in preparation for the NEA. Students will have access to a broad range of techniques, resources and materials to be able to experiment and model with. Designing techniques and communication skills also underpin the year 10 experience. It will focus mainly on the **core technical principles** and **general practical skills** before applying these to in-depth design and make projects towards the end of year 10. This **core knowledge** will then be applied to detailed design and make contextual challenge-based work where students have to consider specific users, their needs, wants & likes.

The NEA (non-examined assessment): 50% of the final marks are given for designing and making a high-quality prototype with a supporting design folder. This will link to a 'contextual challenge' that is set by the exam board. Students will select which materials and manufacturing techniques are most appropriate for their final design.

The exam: 50% of the final mark is a written exam paper. This exam is split into three sections following the three key elements of the course; general DT knowledge (Core technical principles), in-depth knowledge of one or more chosen material areas (Specialist technical principles) and finally design related content and skills (Designing and making principles).

The course will be underpinned by the following skills plus many more:

- **Design strategies** (*including iterative, user centred, creative and design influenced*)
- **Fashion drawing techniques and illustration**
- **Clothing/textiles manufacturing techniques** (*traditional and modern – including CAD/CAM*)
- **Exploring, modelling and testing ideas of Fashion, interior and accessories**
- **Dyeing, printing and embellishment technique investigations**

This is an exciting qualification which prepares students for further study or apprenticeships in various design fields, including Textile Design, Fashion Buying and Fashion Design.

Course Equipment and Requirements

Students will have access to a well-equipped Textiles room but may wish to purchase specific fabrics for projects. Revision guides will be available to purchase from the school.

Exam Board and Syllabus Number Details

AQA Design and Technology – 8552

vcollin@stratton.school Head of Department Design & Technology

GCSE DT: Product Design

Why study this subject?

Design and Technology is an exciting and creative course that is established in the Stratton community with a history of excellent results. The course is suitable for students of all levels and abilities and is ideal for those who enjoy a practical approach to learning and who have a passion for creative design and are motivated to widen their skill set using a range of design media and manufacturing processes. The course aims to encourage independent and creative thinkers and communicators who can apply a more personal approach to problem solving through the use of their practical skills and creative know how.

Intent

The final GCSE grade is a combination of two elements: 50% of the overall grade comes from the final exam and the remaining 50% from one piece of coursework, consisting of a design folder and manufactured product.

- Our world is changing rapidly – your generation needs to prepare for the unknown, Students with transferable skills will be prepared for an unpredictable future and will have the ability to innovate and respond to new challenges in a creative way.

This GCSE offers: Transferable skills, Creative skills, Applied Maths and Science. You will:

- generate creative solutions to benefit people and the planet
- communicate and develop ideas through sketches, models and computer aided design
- learn how products are manufactured in industry
- manipulate materials and use tools to create your ideas

D&T students will learn to communicate ideas, manage complex projects, generate creative resolutions to unexpected problems and address social/environmental issues. Over the two-year course you will develop a wide range of creative designing and manufacturing skills; technical knowledge and understanding of various materials as well as invaluable transferable skills such as problem solving and time management. In short, if you like and enjoy problem solving through design, making models and testing your ideas then our GCSE Graphic Products course is the ideal option for you.

Post-16 and Career Opportunities

Art & Design Foundation courses; Diploma in Manufacturing; and courses and careers in Product Design, Graphic Design, Architecture, Engineering, Marketing or a variety of manufacturing-related businesses.

Course Equipment and Requirements

An excellent range of well-maintained hand tools along with Computer Numerical Control (CNC) Machines, Laser Cutters and 3D Printers.

Exam Board and Syllabus Number Details

AQA Design and Technology - 8552

JDay@stratton.school – Teacher of Design & Technology or vcollin@stratton.school – Head of Design & Technology

Hospitality & Catering

Why study this subject?

This course concentrates on both the vocational practical skills and theoretical knowledge required to work in Hospitality and Catering industry. You will develop the knowledge and understanding in relation to a range of hospitality and catering providers; how these establishments operate and what they have to consider to be successful. You will have the opportunity to learn about nutrition, menu planning, food safety, health and safety and how topics such as these are applied in the Hospitality industry.

Intent

In this qualification, you will also develop practical food preparation and cooking skills, as well as transferable skills such as problem solving, organisation, time management and planning.

Unit 1: 40% of Final Grade - The Hospitality and Catering Industry will be externally assessed with a written examination that lasts 80 minutes.

Unit 2: 60% of the Final Grade—Hospitality and Catering in Action is internally assessed. This involves you completing a controlled assessment (12 hours in total) in school, under examination conditions. You will be set a task by WJEC, where you are tasked with planning, preparing, cooking and presenting two nutritional dishes. You will be assessed on all aspects of your planning; including justification of how your dishes met nutritional requirements, factors to consider when planning a menu, along with a detailed dovetailed timeplan. You will be marked on the complexity of preparation and cookery skills demonstrated during this assessment. Finally, you will be required to be reflective and evaluate your dishes in detail.

Post-16 and Career Opportunities

This subject can also lead to a wide range of careers in the catering industry. Including; Chef, Front House Team Member, Hotel Receptionist, Restaurant or Café Supervisor, Event's Organiser, Hospitality Business Owner, Food Critic or Food vlogger. This course also would complement learners potentially looking to study Hospitality, Professional Cookery or Business at Sixth Form or College.

Course Equipment and Requirements

Students utilise our well-equipped kitchens. Students cook weekly, therefore there is an expectation that students take ownership over bringing in ingredients. Resources can be provided for pupil premium learners upon request. Students are required to adhere the strict safety expectations of the kitchen, in terms of behaviour and hygienic practices. Please Note: Only approximately 30% of the course is made up of practical. This is reflected by 70% of your final grade being made up of the Unit 1 exam and Unit 2 controlled assessment coursework, which culminates in you cooking two dishes.

Exam Board and Syllabus Number Details

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical Award) – 5409

You will be graded as follows: Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 1 Distinction*, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

JSkipper@stratton.school Teacher of Hospitality and Catering

Construction BTEC

Why study this subject?

This course allows you to study construction and the built environment, giving you the opportunity to gain a broad knowledge and understanding of the industry.

You will develop skills such as interpreting and analysing information, identifying the infrastructure required for safe and efficient work and in understanding how client needs can shape building design.

You will build on the knowledge gained in the mandatory units by undertaking one practical unit 'exploring carpentry and joinery principles and techniques.' This will provide you with an opportunity to develop a wider understanding and appreciation of the importance of carpentry within the construction industry

Intent

This Tech Award gives the learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and practical skills in the following areas:

Component 1 – Construction Technology

40% Exam - externally assessed exam

Component 2 – Construction in Practice

30% Practical with linked Health & Safety assignments.

Component 3 – Construction and Design

30% Written assignment & portfolio including sketches.

Post-16 and Career Opportunities

This qualification enables you to develop a theoretical and practical knowledge of the built environment alongside some practical skills. It enables you to engage with the mathematical and scientific principles that underpin the construction industry and to explore the impact of design through research and the application of your own ideas in response to a design brief. It also allows you to progress to further study at level 3 of academic and/or vocational qualifications in construction and the built environment, engineering or design and to apprenticeships.

Course Equipment and Requirements

Two well equipped workshops, one purpose-built construction workshop with high quality and well-maintained hand tools and machines available.

Exam Board and Syllabus Number Details

Pearson BTEC Level 1/Level 2 Tech Award Construction and the Built Environment

jday@stratton.school Teacher of Construction

PHYSICAL EDUCATION COURSES

Sports Studies – GCSE

Why study this subject?

Sports Science is our OCR GCSE PE course that will open your eyes to the amazing world of sports performance. You will have the chance to be practically assessed in three different sports and develop your knowledge and understanding of the underpinning principles of physical activity and sport.

Intent

During the two-year course you will develop a mastery of both PE theory, and practical activity, which will include opportunities to:

- develop your practical skills in a range of physical activities
- examine the effects of exercise and to study and evaluate how training can improve performance
- find ways to improve your own performances.
- identify ways to develop and maintain a healthy and active lifestyle through participation in physical activity.

The practical element of the course is worth 40% of your final mark and incorporates assessment of three sports (one team sport, one individual sport and one of either). For this reason, it is essential that you are playing for at least one sports team outside of school and attend extra curriculum clubs. This being so, GCSE PE is not just a practical subject and the remaining 60% theoretical component that includes two final written examinations. Although not compulsory, this is an excellent grounding for students who may wish to follow on to our CTec Sport and Physical Activity course

Post-16 and Career Opportunities

- Careers in teaching, sports science, physiotherapy, occupational therapy, personal training and coaching, sport and the media and sports journalism. PE can also support applications into an extensive range of other courses at university.

Course Equipment and Requirements

The subject requires that candidates should already enjoy and have a very keen interest in physical activities. It is also important that candidates attend one or more extra-curricular Physical Education club consistently throughout Years 10 and 11. We ask that candidates are regularly participating in physical activity outside of school, and that this is bolstered through regular attendance at school clubs.

Exam Board and Syllabus Number Details

OCR GCSE PE (1-9) J587
QN: 601 / 8442 / 5

KJones@stratton.school – Head of PE and Sport

High Level Pursuit of a sport outside of school is essential for this qualification

Sports Studies OCR L2 CNAT

Why study this subject?

Have a keen interest in a variety of sports? Considering a career in the sports industry? Then this course is for you! By choosing the Cambridge National Sports Studies course, you will be given the opportunity to practically learn the theory behind sport, through engaging practical and inspiring approach to your learning.

Intent

This course is equivalent to one GCSE and students' study four units during the two years. Each one offers students different opportunities to develop their knowledge and understanding of the practice and theory behind the modern-day sporting world. One of the units is externally examined. In the other three units' students are assessed through a variety of methods including presentations, written coursework, practical demonstrations and leadership.

The aim of this qualification is to develop a range of skills in sport and physical activity in different contexts and roles. This vocational course is excellent when thinking about a career in the leisure industry and further study towards level 3 qualifications.

Post-16 and Career Opportunities

- Careers in sports coaching, leisure team instructor, personal trainer, sports journalism, Sport Studies can also support applications into an extensive range of other courses for apprenticeships, college courses and/or university.

Course Equipment and Requirements

The subject requires that candidates should already enjoy and have a very keen interest in physical activities. It is also important that candidates attend one or more extra-curricular Physical Education club consistently throughout Years 9, 10 and 11. Candidates should ideally be participating in physical activity out of school, although regular attendance at school clubs is enough. This is a vocational course, and this is reflected in the presence of two coursework units. These units will require organisation and commitment to complete, which is supported by excellent attendance to lessons.

Exam Board and Syllabus Number Details

OCR Level 1 / 2 Cambridge National Award in Sport Studies
QN: 603/7107/9

LWebb@stratton.school – Assistant Curriculum Leader for PE

PLEASE NOTE STUDENTS SHOULD **NOT** TAKE BOTH GCSE PE AND SPORT

HUMANITIES COURSES

For Geography and History see page 9 and 10

GCSE Religious Studies

Why study this subject?

GCSE Religious Studies helps students understand the role of religion in people's lives and allows an opportunity to explore contemporary ethical issues.

Intent

Year 10 and Year 11 focus on units covering the key beliefs of two major UK religions: Christianity and Islam. Students will focus on understanding the history, beliefs and teachings within these religions. The units focus on developing an understanding of key Christian and Muslim beliefs and how these beliefs influence a person's life. Students will also study religious and non-religious beliefs in relation to ethical and moral issues such as Crime and Punishment, Peace and Conflict, Relationships and Families, Religion and Life (abortion and euthanasia) etc.

The department uses a wide range of teaching methods to develop critical thinking skills, including discussion, debate and active learning tasks. This is an exciting course which directly relates to your life and complements many other options such as Sociology, History and Geography. This GCSE is 100% examined.

Post-16 and Career Opportunities

Religious Studies GCSE is valuable in a wide range of careers, especially those where analytical skills or the ability to argue clearly and effectively are necessary, e.g. law, journalism and publishing. It is of benefit in all careers where understanding of, and effective communication with others is necessary, e.g. teaching, the police force, human resources or social work.

The GCSE course is very good preparation for Religious Studies AS/A2 Level studies and, indeed, for studying related subjects, such as Psychology, Sociology, English and History in the Sixth Form.

Course Equipment and Requirements

Students will be able to buy study books for revision purposes, although it is not compulsory to do so. All other materials will be provided. An interest in discussion-based programmes and a willingness to think independently would be valuable.

Exam Board and Syllabus Number Details

AQA Religious Studies A (8062)

EJennings@stratton.school – Head of Religion and Ethics

GCSE Sociology

Why study this subject?

Sociology is the fascinating study of human society. If you are interested in understanding why people do what they do, then this is the subject for you. Sociology asks many important questions including: Why do young people commit crime? Does what we watch on television affect our behaviour? Are parents to blame for 'problem' children?

Sociology students need to be independent learners who are willing to participate in class discussions and are willing to commit their views and the views of others to paper, as essay writing is an essential requirement to passing the course.

Intent

Year 10 Topics –

- Research methods – How do sociologists research the society that we live in?
- Crime and Deviance – What types of crime do people commit? Who commits the most crime based on Gender, Social Class, Age etc.
- Education – What is the purpose of education? Who achieves better than others based on a person's Gender, social class and ethnicity?

Year 11 Topics –

- Family – What is the purpose of the family? How marriage and divorce have changed over time.
- Social Inequality – How are people unequal within society? Why do lower classes have fewer chances than upper classes?

So, if you are interested in the world around you, enjoy asking questions and enjoy understanding what is going on in society (and you don't mind writing an essay) then come and study sociology with us!

Post-16 and Career Opportunities

Sociology is a degree that delves into the depths of how our society operates and as such many careers within this sector become available to you as a result of choosing to study this subject. The range of skills that you will accumulate, make you a desirable student to many further education establishments as you will cover essay writing, investigative skills as well as how to collect and present research methods. Careers in this field can range from social work through to policy making, HR, marketing, police and government-based careers.

Course Equipment and Requirements

Expectations for this course require students to have pens, highlighters and occasionally a calculator for basic statistical work that will be covered.

Exam Board and Syllabus Number Details

We work with AQA for our GCSE qualification (syllabus number – 8192) based on a two-year teaching course.

KDoig@stratton.school – Head of Humanities

FURTHER INFORMATION

Careers Education, Information, Advice & Guidance

Stratton School is a school in which every member of its community is known, valued and supported to achieve in all areas at the highest level to become successful and confident lifelong learners.

We are committed to supporting our students in becoming confident, motivated, aspirational and high achieving young people who are prepared and inspired to make a meaningful contribution to the world beyond school in line with our values of BE KIND, BE ENGAGED and BE AMBITIOUS.

To support students in achieving this, we are committed to providing high-quality careers education, information, advice and guidance as an integral part of every student's education. We will seek to ensure that the provision is appropriate to help our students achieve their aims and aspirations, so they can move with confidence onto the next stage of their education and into working life. This means that all students and their parents/carers should be made aware of all their options as they progress through school and into their future life.

Useful resources for students and parents/carers

unifrog

To help students make the best and most informed choices, we have invested in an excellent on-line careers tool called Unifrog. Unifrog is the complete destinations platform – a one-stop-shop for students across KS3, KS4 and KS5 regardless of their interests or academic ability. It is the only place where students can compare every university course, apprenticeship and FE course in the UK as well as university in 30 other countries across the world. All students have access to this online platform, and we encourage parents/carers to look at this with their child/children at home and have a conversation about what they are thinking and exploring.

www.unifrog.org/sign-in

- Find Your Future is Central Bedfordshire's careers guide and portal, where students can find out about the great career opportunities in the local area. www.findyourfuture.org.uk
- National Careers Service provides information, advice and guidance to help students make decisions on learning, training and work opportunities. The service offers confidential and impartial advice and is supported by qualified careers advisers. A student can chat with an adviser using webchat (8 am to 10pm, 7days a week) or can call 0800 100 900 to speak to an adviser (8 am to 10 pm, 7 days a week). Calls are free from landlines and most mobile numbers. www.nationalcareers.service.gov.uk
- icould provides career inspiration and information for young people through free access to over 1200 personal video stories, detailed job information, plus practical tips, insight and advice. Start thinking about your career and discover your personality type by taking the 'Buzz Quiz'. www.icould.com
- The governments' Apprenticeship website offers guidance on how to apply for an apprenticeship as well as listing current local apprenticeship opportunities. www.apprenticeships.gov.uk/apprentices
- Career pilot is a one stop shop for useful information to help young people make careers related decisions at 14, 16 and 18 years old. www.careerpilot.org.uk/
- UCAS (University and Colleges Admissions Service) is a website for students thinking of applying to higher education along with valuable information about different options, including apprenticeships. www.ucas.com/further-education

Careers Advice for Parents

Youth Employment aims to give parents and carers an easy-to-read overview of all the essential facts on finding jobs and apprenticeships or choosing further and higher education courses which could make a real difference to their child's future career prospects.

<https://www.youthemployment.org.uk/careers-advice-for-parents/>

Independent Careers Advice

Mrs Angela Manley, (Careers Lead) is our designated careers advisor and can be contacted by students or parents/carers to discuss options, pathways and career opportunities:

amanley@stratton.school

Up to date Labour Market Information (LMI) enables students to make better-informed decisions about their future career. **Labour Market Information (LMI) is specific to the area you live in and it tells you about the current work and job environments.** It can help students identify the job sectors that are strong in the area they live in, e.g. Engineering. It can also tell students which areas need more people working for them, e.g. Construction and Health Care. SEMLEP (South East Midlands Local Enterprise Partnership) provide Labour Market Information for the South East Midlands region which includes Central Bedfordshire.

www.semlep.com/school-labour-market-information/

GCSE OPTIONS GUIDANCE

You may select **up to four subjects**. You must also **state at least two reserve choices**, since we cannot guarantee that we will be able to accommodate all students in their first choices, as staffing availability and group size are constraints in each block. We will, however, do our very best to satisfy as many of your option choices as possible.

Important Notes:

- Certain courses are limited in the numbers of places available. If oversubscribed, a letter of application may be required.
- E-Bacc subjects are indicated by an asterisk*

OPTIONS CHOICES 2025

You will see your options choices in BROMCOM. This summary is for **GUIDANCE ONLY**.

THE BROMCOM SYSTEM WILL GO LIVE ON 14th February 2025

EBACC selection (Pick one subject)	Other Subjects (Pick three subjects)
Computer Science* French* German* Geography* History*	Art & Design Business Studies Computer Science*+ Construction Drama French* Geography* German* History* Hospitality & Catering Information Technology BTEC Media Studies Music Photography Product Design Religious Studies Sociology Sports Studies GCSE++ Sports Studies OCR CNAT Textiles

+Students will only be able to pursue Computer Science with CURRENT INDICATOR Ab (Above) in Mathematics at GCSE.

++ High level pursuit of a sport outside school is essential