

From September 2025



Stamford Welland  
Academy

# Guided Pathways

# Prospectus



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# Introduction

This prospectus provides you with details of the courses and other activities which are available to students at Stamford Welland Academy during Key Stage 4 (Year 9,10 and 11).

## THE KEY STAGE 4 PROGRAMME OF STUDY

### Core Curriculum

With the exception of Physical Education and Learning of Life, the entire core curriculum subjects will be examined at GCSE.

This may change as short courses or qualifications become available to be achieved during core curriculum time.

All examined subjects lead to GCSE qualifications or equivalent Level 2 qualifications such as BTEC. This means that most students will follow a complete programme of study ultimately leading to between 8 and 11 GCSEs. Careers, Information, Advice and Guidance forms an integral part of Key Stage 4 to ensure all students are supported with their next pathway at Post 16.

SUBJECTS
ENGLISH (Language and Literature)
MATHEMATICS
SCIENCE
LEARNING FOR LIFE
PHYSICAL EDUCATION

### Guided Pathways

The subjects available within this programme are wide and varied which allows students to explore new subjects, or continue those studied in Key Stage 3. Guidance is given on the pathways form as to the choice of subjects offered to each student. In making these choices, they are expressing a preference for the subjects they would like to follow.

Whilst it is hoped that all courses and subjects will be available in September, and that students are able to study their first choices, it is important that students make clear their order of preference when selecting. We cannot guarantee every student will be able to study their 1st choice or that all subjects will run, although we will do our very best to try and make that possible.

Students should consider a number of factors before making their final choices. As well as selecting subjects where they have talent and subjects they enjoy, students should consider their ambitions for future study or careers. Choosing a combination of subjects that offers some variety during their GCSE years whilst building a good foundation of subjects to move on with. They should certainly ask the question 'to what extent is a subject desirable or essential to a preferred career path'? It is possible to speak further with teachers and the leadership team during academic mentoring or in school time.



## GCSE courses

GCSE courses are aimed at the whole ability range. They are assessed by various means. Some have an element of school based assessment carried out on tasks completed during the course. All have a final examination or assessment worth at least 40% of the overall grade which is taken towards the end of the course.

To be successful in completing GCSE courses it is vital that students consistently produce their best work at all times. Controlled Assessment tasks which earn marks towards the final grade in a subject may be set at regular intervals from the very start of the course.

It is important that students organise their time efficiently and allow enough time to complete work to a high standard. Work which is rushed is seldom of the best standard and deadlines set by teachers are expected to be met at all times.

## The English Baccalaureate

This accreditation, strongly supported by the government, requires a student to achieve a grade 5 pass or higher in the following combination of subjects:

- English
- Mathematics;
- a minimum of 2 GCSEs in Science subjects;
- either History or Geography;
- French or Spanish

Students do not receive an additional certificate for achieving this combination but subjects in this list are considered to be 'facilitating' subjects and are highly regarded by both universities and future employers. In an interview or selection process, if one student has this combination and another does not, it may be that this could be used as a deciding factor.

Many leading Universities will require two facilitating subjects to be studied to Advanced Level to gain an offer. Ensuring a student has a broad range of GCSE subjects is one of the best ways to keep future career choices open.

## Humanities

### (Geography & History)

Our aim is to prepare our students for the future. Humanities subjects are highly thought of by employers and further education colleges and Sixth Forms. After completing the GCSE courses, students will apply for a place in Sixth Form, college or for an Apprenticeship. It is therefore important in ensuring all students leave Stamford Welland Academy with the best mix of subjects possible to allow them to follow any career path they wish. The personalised option form indicates that all students must select a Humanities subject as one of their choices. If a student particularly enjoys both these subjects, it is of course possible to choose both.

## Modern Foreign Languages

### (French & Spanish)

Whilst modern foreign languages are extremely well thought of, we do appreciate that not every student will be able to cope with the demands of studying a language at GCSE. Whilst studying a language is not compulsory for students, it is recommended that if you enjoy studying a language and are willing to work hard then this would be greatly beneficial. Your option form will indicate there is a choice of languages, French, Spanish or both.

## Pathways Form

A great deal of time has been invested into looking at individual students and their potential ability. Their current performance in all subjects and the bigger picture has helped make the decision about the best course of study at Key Stage 4. Stamford Welland Academy has therefore designed a pathway process that is individualised to every student and should lead to the best outcomes in terms of breadth of study and preparation for the future. Each student has been given a pathways form that is specific to them. If you have any questions regarding your options form, please contact your Form Tutor or Head of House in the first instance.

## NEW GCSE Grading

All GCSE courses have been refreshed and replaced over the past few years. This means that the qualification will no longer be graded using A\* to G Letters, but instead with a new numbering system 9 down to 1. The graphic shows the rough conversion between grades and number scores. It is also important to note that all people currently see a 'C' grade at GCSE as a Good Pass, that will change and become the new grade 5 or above. Which as you can see from the diagram, is slightly harder to achieve than the old C grade. Students should talk about, carefully consider and ask any questions they may have before making their selections. As an school we are happy to offer additional careers advice if needed and recognise the importance of taking time to decide on subject choices. Should you have any questions please do not hesitate to get in touch.

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	C
4	
3	D
2	E
1	F
U	G
U	U

When does it happen?	What do I do?
<b>Week Beginning 10<sup>th</sup> February</b> Yr 8 Parent Information shared	<b>Information Sharing</b> Look through all the literature with your child and watch the subject videos to help narrow down the choices.
<b>Fortnight Beginning 24<sup>th</sup> February</b> Yr 8 Assembly & Guided Pathways Taster Sessions	<b>Year 8 Assembly</b> The process will be explained in more detail.  <b>Taster Sessions</b> Lessons in all option subjects, to gain an insight into the content and challenge involved in each subject to inform your choices.
<b>Week Beginning 10<sup>th</sup> March</b> L4L support lessons	<b>L4L Lessons</b> L4L lessons in the week beginning 6 <sup>th</sup> March will explain process and give time to digest the information.
<b>Week Beginning 10<sup>th</sup> March</b> Reports sent home	Academic reports will be issued to parents about the progress and attainment in the subjects currently being studied.
<b>Monday 31<sup>st</sup> March</b> Hand in form to tutor by this date	<b>Option Choice Form</b> Once you have done all the above, complete and hand in Guided Pathways form to tutor.
<b>You will be informed of your KS4 Subjects before the summer holidays.</b>	

# English Language and Literature

**Qualification:** GCSE Examination

**Board:** AQA Assessment

**Method:** 100% Examination (both GCSE English Language and GCSE English Literature)

Students will study English Language and English Literature leading to two separate GCSEs. A wide range of texts are covered, including prose, poetry, drama and various non-fiction texts from the 19th, 20th and 21st centuries. English Language assesses skills in reading and writing with speaking and listening as a separate accreditation. English Literature examines the students' responses to Shakespeare (Macbeth), the Nineteenth Century English novel (A Christmas Carol) and a modern British play (An Inspector Calls).

**The course aims to develop the students' ability to:**

1. Speak and listen effectively: students are taught to formulate, clarify and express their ideas; adapt their speech appropriately according to context; listen appropriately to others; use the vocabulary and grammar of Standard English where appropriate.
2. Read effectively: students are given practice in fluent, accurate reading and are given the opportunity to enjoy and respond to literature of increasing complexity.

3. Write effectively: students are taught to develop compositional skills to aid clear communication of meaning to the reader; they are helped to develop a wide vocabulary and are taught to structure grammatically correct sentences and coherent paragraphs and whole texts; they are helped to develop good presentational skills, including accurate spelling and punctuation and legible, cursive handwriting.

**Students will focus on:**

1. Becoming mature and reflective readers, writers and speakers.
2. Developing the ability to write a variety of texts, within time limits, keeping in mind form, purpose and audience.
3. Enjoying challenging literary texts in an informed and rigorous fashion.

**For further information, contact:**

Mr B Morris –[bmorris@stamfordwellandacademy.org](mailto:bmorris@stamfordwellandacademy.org)



## Learning 4 Life (Core)

In this subject we cover four important areas of study PSHE, Citizenship, Careers and RE. Our aim is to develop students' self-awareness and personal qualities and to help them to become valuable and effective members of society. Students think about and discuss topical political, moral, social and cultural issues, problems and events. They study the legal, political, religious, social, constitutional and economic systems that influence their lives and communities, looking more closely at how they work and their effects. We explore contemporary moral and ethical issues through a study of Britain as a multi-cultural society. Students will have the opportunity to explore a range of religious and philosophical viewpoints on issues that affect them and their community. Students are taught how to express considered opinions clearly and with confidence to a range of audiences.

### Some of the key components are:

- Choices at 16+
- The World of Work
- Relationships and Sex Education
- Drugs Education
- Economic Understanding
- Managing Stress

### For further information, contact:

Mrs S Swain—[sswain@stamfordwellandacademy.org](mailto:sswain@stamfordwellandacademy.org)

## Science

### Qualification: GCSE Awarding

Body: AQA

**General outline of the course:** Science is a double award GCSE subject, studied over 3 years.

### GCSE Combined Science

These GCSEs are designed to make Science more relevant to everyday life. The course teaches and assesses important skills and problem solving abilities that can be translated into future careers and Further Education. The course is assessed through terminal examinations in Biology, Chemistry and Physics at the end of Year 11. The exams have two tiers, Higher and Foundation and will include questions based on practical activities in place of coursework. As part of the new specification GCSEs Combined Science will have a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1.

### Separate Sciences award 3 GCSEs, studied over 3 years.

### GCSE Separate Sciences - Biology, Chemistry & Physics

A small group of high achieving students may be given the opportunity to study the three separate Science GCSEs. These students may be chosen during the course of their combined science studies at the discretion of the Science Curriculum Leader and dependent on achievement.

### Assessment method:

**Six Papers:** Two Biology, two Chemistry and two Physics. Each will assess different topics and all will be sat at the end of Year 11.

**Duration:** The papers are 1 hour 15 minutes for Combined Science and 1 hour 45 minutes for Separate Sciences.

### Tiers: Foundation or higher

**Weighting:** The papers are equally weighted. Each paper is worth 16.7% of the grade, and is worth 70 marks for Combined Science and 100 marks for Separate Sciences.

**Question Types:** Multiple choice, structured, closed, short answer and open response.

### Post 16 and Career opportunities:

A-levels in Biology, Chemistry, Physics and Level 3 BTEC in Applied Science or Forensic and Criminal Investigation can be accessed by this route of study. However, students will need to meet the subject requirements before gaining entry onto the courses.

### For further information, contact:

Mr J Hickman—  
[jhickmann@stamfordwellandacademy.org](mailto:jhickmann@stamfordwellandacademy.org)

## PE (Core)

All students will have at least one physical education lesson a week to promote sports, personal Health and well being. No qualification or certificate is normally worked towards. This programme is supported by further Session 6 and lunch time clubs, as well as competitive opportunities when representing the school in sport.

## Mathematics

**Qualification:** GCSE

**Awarding Body:** AQA

### **General outline of the course:**

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.

GCSE Mathematics is changing to assess the new Key Stage 4 programme of study which schools and colleges are required to teach. 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 covers a lot of basic skills you will use in later 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.

GCSE Mathematics is tiered into two levels. It is envisioned by the Examination boards that the majority of students will be entered for the Foundation tier.

The grades available for award at each tier are:

- Higher: Grades 9, 8, 7, 6, 5 and 4.
- Foundation: Grades 5, 4, 3, 2 and 1
- Grade 9 is the highest possible award.

There are three exam papers that will be taken at the end of the course. Both Higher and Foundation papers are 1 hour 30 minutes long. All papers contain a mixture of short and long questions with the questions arranged so that the easier questions are at the beginning of the paper. The first paper on each tier is a non-calculator paper, the remaining two are calculator papers.

**Assessment method:** 100% Exam

**For further information, contact:**

Mr K Edwards—

[kedwards@stamfordwellandacademy.org](mailto:kedwards@stamfordwellandacademy.org)



# Art

## What will I study?

Students will develop an understanding of past and present Art and Design and be able to produce pieces of Art (2D and/or 3D) linked to a range of ideas. They will develop ideas, refine skills, record images using starting points covering Art, Design and Craft. The skills that students will develop during the GCSE Art and Design course will be varied. They will develop a working knowledge of the materials, practices and technologies through teacher led instruction and by exploring art independently. Students will develop an understanding of past and present Art and Design and be able to discuss artists and meaning behind art through history. They will work in sketchbooks to develop ideas and branch out to larger portfolio pieces and final outcomes appropriate to the theme.

## What will I learn?

During the course students will develop the skills to investigate, analyse and experiment using Art. They will develop their imaginative powers and the skills to express their ideas feelings and meanings. Areas of study include: drawing, painting, collage, printing, 3D studies and craft incorporating computer aided design and photography.

## How will I learn?

During the course students will complete a number of GCSE projects, gaining confidence with each one, which contribute towards their final grade. They will have the opportunity to attend workshop based out of school sessions which are aimed at introducing students to advanced skills which require specialist instructions and equipment. Students will develop an understanding of past and present Art and Design and be able to produce a personal response linked to a range of ideas. Students are required to purchase sketchbooks either from the Art department or from Art stores, and should own some artistic materials to do their homework and skills development with.



- Unit 1 (Coursework)

Over the course students produce a portfolio in Art and Design which contributes to 60% of their final grade. The themes for the assignments are set at school. All students must produce practical outcomes and supporting studies, including thoroughly developed ideas using sketchbooks to record their evidence. Approximately 45 hours of lesson time and homework is allowed for controlled assessment.

- Unit 2 (Exam)

In their final year students are presented with an Externally Set Assignment which contributes the final 40% of their final grade. Students are presented with an externally set assignment with preparatory time to produce supporting studies, culminating in a 10 hour period of sustained study.

## What homework will there be?

Homework is usually in the form of an extended task from the current coursework. This can be set as an individual teacher set task or it can be that a student judges what they need to complete at home in order to be able to show their work to their best ability. Students are expected to work for at least one to two hours per week, but this can include attending an Art workshop either after school or at lunch time.

## What skills, knowledge and understanding do I need?

It's about having a creative, adventurous and enquiring approach to Art and Design and developing the skills to express it. You need to be willing to work with a variety of different materials and equipment and you must be willing to complete all coursework to a high standard by acting on advice. Having a selection of materials at home of your own will be an advantage.

## What special requirements are there?

Students must be graded on Spelling, Punctuation and Grammar in their written analysis.

There is a lot of written work in the Art GCSE which is completed in unison with the student's practical work. If students are prepared for this and are willing to put in the effort, then the written work will enhance their artwork with deeper knowledge and more ideas. It is about finding out information, recording it and writing about their own work. Students are required to be committed to their studies and take active involvement in their learning by doing independent research and join after school workshops to improve and enhance their skills.

## What qualification will I gain?

Students will gain a GCSE qualification in Art and Design.

### **How will I be assessed?**

Students will be internally assessed throughout the course and each project will be marked out of a possible 80 marks. Students learn to achieve marks across 4 Assessment Objectives equally. They must do this in order to achieve the Art and Design GCSE. Students will receive a final mark for Unit 1 which forms 60% of their final grade. In year 11 students are set an external task from the exam board which will involve approx. 20 hours of medium controlled preparation time to produce a sketchbook with their responses and then they will produce a final piece of Art in a 10hr exam. The exam takes place in the Art Department over the course of 2 full school days. Mock exams in both Year 10 and Year 11 take the form of 1 full day.

### **What can I do with this subject in the future?**

There are many courses which can follow on from GCSE Art and Design. Students who do Art can go on to complete A level Art courses in Graphics, Art and/or Design and Textiles. They can then go on to further education at Degree level and have a career in the creative industries.

<http://www.thecreativeindustries.co.uk/industries>

This website has a wide range of ideas with information about each sector and working in the UK.

### **Who should I see for more help?**

Mrs A Walker —

awalker@stamfordwellandacademy.org

## **Business (Enterprise & Marketing)**

### **Why Study Business?**

Would you like....

- To be your own boss running your own business?
- To understand just what goes on in the world of work?
- To know what businesses look for when they recruit staff?
- To see how a business gets its money to operate?
- To know why so many adverts are aimed at teenagers?
- To understand why the same big businesses operate around the world?

Business is the course to take if you want the answers to these and many other questions. When you leave school you may be working for a business or other organisation. After studying Business you will have an insight into just how businesses operate, including how to set up a business of your own. So why should you not be the next Richard Branson?



### **What will I learn?**

- Marketing, including advertising, development of products, setting the best price.
- Recruitment, including how businesses get the right staff and keep them working well.
- Business structures, including the different ways to set up a business.
- Finance, including how businesses get the money to set up and operate and how they make a profit.
- Business operations, including how businesses produce the things we buy.
- Influences on businesses, including the environment and how many businesses are operating around the world.

### **How will I be assessed?**

Two exams at the end of the course, each 90 minutes long. There is no controlled assessment. Some questions will be multiple choice; some will be extended writing to test your ability to explain why you made a particular decision.

### **What can I do with this subject in the future?**

Business can lead on to many vocational qualifications and is a good stepping stone for you in A Level subjects, especially economics, accountancy and of course A Level Business.

### **Who should I see for more help?**

Mrs J Nolan—[jnolan@stamfordwellandacademy.org](mailto:jnolan@stamfordwellandacademy.org)

# Creative iMedia

## Why study Creative iMedia?

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

This qualification will help students develop specific and transferable skills such as research, planning, and review, working with others and communicating creative concepts. The qualification's hands-on approach has strong relevance to the way young people use the technology required in the creative media industries.

## What will I learn?

The mandatory units of pre-production and creating digital graphics underpin the qualification and reflect key industry skills. The pre-production skills unit is assessed through an examination and contributes 25% of the marks for the Certificate size qualification.

The wide range of optional units cover different media disciplines allowing you to offer your students a course that will motivate them, appeal to range of learning styles and allow students to demonstrate their ability and passion. Each optional unit is assessed through a practical task-based assessment with OCR-set tasks to support our students in producing assessment evidence.

## How will I be assessed?

### Mandatory Unit: Unit R094: Visual identity and Digital Graphics Coursework (25% of the total mark)

In this unit you will learn how to develop visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

### Directed Optional Unit: Unit R097: Interactive Digital Media Coursework (35% of the total mark)

In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience. Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.

### Examined Unit: Unit R093: Creative iMedia in the Media Industry (40% of the total mark)

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. You will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide you with the basic skills for further study or a range of creative job roles within the media industry.

## Assessment Grading

The award will be graded at:

Grades	Current GCSE equivalence
Level 2 Distinction *	8+
Level 2 Distinction	7
Level 2 Merit	5 – 6
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1

## What can I do with this in the future?

- There is currently a huge demand for a skilled and digitally literate workforce.
- Digital media products are not restricted to a limited array of industries. Every organisation benefits from some digital media, be it their website, viral video on YouTube, advertising both in the traditional and non-traditional forms and their increasing social media presence.
- Digital media is now an intrinsic part of our day to day lives, which is reflected in the variety of industries in the digital media field which did not exist 20 years ago.
- It is vital to the economy of the UK that the workforce is equipped with creative people who can harness these new technologies.

## Who should I see for more help?

Mrs D Harris—DHarris@stamfordwellandacademy.org

# Dance

## Why Study Dance?

You will have the opportunity to study various styles of Dance; from contemporary and jazz, to street and commercial styles. You will build the confidence to perform in front of live audiences. Your performances will be exciting and dynamic, leaving your audiences wanting more. You will learn about working as a 'company'. This involves a high level of team work, similar to what would be expected of you in the professional Dance industry. You'll study choreography, and learn how to create original pieces of dance; as well as learning set routines to perform. You will study existing works by professional choreographers and have the opportunity to go and see live performances in theatres.

## What will I learn?

This course is highly practical and geared towards understanding the Dance industry. You will learn by completing assignments that are based on professional situations. There will be many performance projects to complete, as well as portfolios of evidence to show your understanding.

**Component 1-** Exploring the Performing Arts – This component will develop learners' understanding of the performing arts by examining practitioners' work and the processes used to create performance.

**Component 2-** Developing Skills and Techniques in the Performing Arts – In this component learners will develop their performing arts skills and techniques through the reproduction of acting or dancing repertoire.

**Component 3-** Performing to a Brief - In this component learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

## How will I learn?

There will be a practical approach to learning, which will involve dance and choreography workshops. There will be visits to the theatre to see live performance pieces and students may have the opportunity to perform in local venues. It is important that you are able to keep to rehearsal schedules, work independently as well as in a team, and keep to deadlines. There will be a great deal of group work and the ability to co-operate is essential. Homework will involve research, completing assignments and decision-making exercises. There will also be some rehearsals to attend at lunchtimes and after school.

## What skills, knowledge and understanding do I need?

You need to be interested in Dance and be prepared to work outside of lesson times and show initiative. It is a practical based subject and teamwork is a must. You must also be willing to study a variety of dance styles.

## What special requirements are there?

You will be required to wear SWA Performing Arts kit to every practical lesson. You will also be required to work in appropriate footwear at all times. This includes bare feet for Contemporary Dance, soft jazz shoes for Jazz Dance (available online), and trainers for Street Dance. Assessment will often be in front of a live audience and so it is very important to note that you will be expected to take part in performance evenings and school productions. You should also be prepared to attend SWA's Dance Company Session 6, or dance classes outside of school. There will often be opportunities to see professional live dance performances. These opportunities are a course requirement and participation is vital to your success.

## How will I be assessed?

You will be assessed through practical performances and written portfolio work.

Component 1- Internally assessed, externally verified- You will be assessed theoretically on each practitioner that you will study. A research project.

Component 2- Internally assessed, externally verified- You will be assessed practically on your finished performance. You will also be assessed on your written portfolio detailing the entire rehearsal process, and your personal contribution to the production.

Component 3- Externally assessed- Your group dance and written logs will be filmed and sent away to be marked. You will have four tasks to complete that will all be in response to a "brief".

## Assessment Grading:

- Level 1 Pass
- Level 1 Merit
- Level 2 Pass
- Level 2 Merit
- Level 2 Distinction
- Level 2 Distinction \*

## What can I do with this subject in the future?

This course is aimed at preparing you to go into the Performing Arts industry. Students could go on to study Dance or Performing Arts (A level or BTEC Level 3, and then even degree level!) Some students go on to jobs in the entertainment industry, but Dance can help you access almost any career or higher education subject. The Dance curriculum is full of essential skills such as commitment, focus, teamwork and initiative. These are qualities that will open doors to a wide variety of careers. The skills you learn in Dance will help you to achieve your goals.

## Who should I see for more help?

Mrs Chester—LChester@stamfordwellandacademy.org

# Design & Technology:

## Why Study Design and Technology?

AQA Design Technology GCSE is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of society.

This course will aim to:

- Increase understanding of the world of work and what is available to them;
- enable you to start get experiences for working life in the 21st century;
- help to develop skills used in the technology sector.

## What will I learn?

The qualification gives learners the opportunity to develop sector-specific knowledge and skills in a theory and practical learning environment. The focus will be on three key areas:

### Area 1 – Core Technical Principles.

Key areas covered will be: New and emerging technology. Energy, materials, systems and devices. Materials and their working properties.

### Area 2 – Specialist Technical Principles.

Key areas covered will be:

Common specialist technical Principles

Papers and boards. Timber based materials. Metal based materials. Polymers. Textile based materials.

Electronic systems

### Area 3 – Designing and Making Principles.

Key areas covered will be: Designing principles to include investigation, the work of others, design strategies and prototyping. Making principles to include material selection, tolerances, material management, specialist tools and equipment, surface treatments and finishes.

## How is the GCSE broken down and assessed?

GCSE AQA is split into two areas:

**Exam** – One 2hr exam sat at the end of the course. This is worth 100 marks (50% of the qualification). The exam covers all the theory based content in areas 1 and 2 of the subject content.

**NEA (Non examined assessment)** – A coursework based task set in year 10 based on a contextual challenge set by the exam board. This will cover area 3 of the subject specification. This challenge will be to research and design a product based on the contextual challenge set. The design will then be realised and made as a prototype for assessment. The NEA is worth 100 marks (50% of the qualification) and should last approximately 35 hrs. It is expected the NEA is set under controlled examination conditions.

## How will I learn?

All GCSE subjects include some 'traditional' classroom based teaching. However they also involve more practical learning approaches such as:

Opportunities for visits from industry workers who discuss skills, techniques, processes and equipment used.

Designing and making for real live briefs

presenting findings/proposals in a realistic work-focused way; The opportunity to use professional CAD/CAM software on a regular basis.

## What can I do with this subject in the future?

There is a choice of directions after taking Design and Technology based qualifications at Key Stage 4 which build upon your previous achievements in both general and vocational qualifications on an equal footing.

GCSE Design and Technology can help students' progression to study other qualifications in school or college at a higher level, such as AS or A levels, including vocational A levels in technology or other subjects. Some students may go on to take another vocational qualification at the same or a higher level, in an engineering-related or different technology area. Some students might choose to start work after taking their GCSE's and take an Apprenticeship leading to a skilled career within a trade industry.

## Who should I see for further guidance?

Mrs K Smith

[ksmith@stamfordwellandacademy.org](mailto:ksmith@stamfordwellandacademy.org)

# Drama

## Why Study Drama?

Studying Drama gives you the opportunity to learn about many different topics and interesting characters. You will build the skills to be able to perform confidently in front of live audiences; as well as to produce your own exciting and engaging pieces of theatre. You will learn all about team work, and be expected to work as a 'company' (just like a professional theatre company!) You will learn how to create and develop characters so that they are believable and interesting for an audience. You will study existing plays; really getting to grips with the fascinating story lines. You will also have the opportunity to go and see live productions in theatres.

## What will I learn?

You will learn about various Drama practitioners and playwrights and how their work affects the way performance work is created. Different genre, styles and conventions will be studied and used throughout the course. There will also be the opportunity to learn about technical aspects of Drama – lighting, sound, props and scenery. Everything is geared to enable you to create and perform your own theatre pieces.

**Component 1-** Exploring the Performing Arts – This component will develop learners' understanding of the performing arts by examining practitioners' work and the processes used to create performance.

**Component 2-** Developing Skill and Techniques in the Performing Arts – In this component learners will develop their performing arts skills and techniques through the reproduction of acting or dancing repertoire.

**Component 3-** Performing to a Brief - In this component learners will be given the opportunity to work as part of a group to create a workshop performance in response to a given brief and stimulus.

## How will I learn?

Most of the work will be practical, but you will be expected to complete your own research. Each performance is accompanied by a written portfolio; this should include anything from a costume design to detailed evaluations of the dramatic process and the final performance piece. You are expected to rehearse your work outside of lesson time; this may include rehearsals during the school holidays. There will also be research tasks to complete.

## What skills, knowledge and understanding do I need?

You must have an interest in Drama, be prepared to work outside of lesson times and show initiative. It is a practical based subject and teamwork is a must!

## What special requirements are there?

You will be required to wear SWA Performing Arts kit to every practical lesson. Assessment will often be in front of a live audience and so it is very important to note that you will be expected to take part in performance evenings and school productions. You should also be prepared to attend SWA's Theatre Company Session 6, or a Youth Theatre outside of school. There will often be opportunities to see live theatre. These opportunities are a course requirement and participation is vital to your success.

## How will I be assessed?

You will be assessed on your practical performances and your written work. You will be assessed both internally and externally throughout the course. As this is a BTEC course, you will be graded either Level 1 Pass, Level 2 Pass, Merit, Distinction, Distinction\*

**Component 1-** Internally assessed, externally verified- You will be assessed theoretically on each practitioner that you will study. A research project and repertoire.

**Component 2-** Internally assessed, externally verified- You will be assessed practically on your finished performance. You will also be assessed on your written portfolio detailing the entire rehearsal process, and your personal contribution to the production.

**Component 3-** Externally assessed- Your group dance and written logs will be filmed and sent away to be marked. You will have four tasks to complete that will all be in response to a "brief" that is released every January by Pearson.

## Assessment Grading:

**Level 1 Pass, Level 1 Merit, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction \***

## What can I do with this subject in the future?

This course is aimed at preparing you to go into the Performing Arts industry. Students could go on to study Drama or Performing Arts (A level or BTEC Level 3, and then even degree level!) Some students go on to jobs in the entertainment industry, but Drama can help you access almost any career or higher education subject. The skills you will learn are invaluable and can be applied to a variety of areas. Employers and education providers alike are looking for confident young people who are committed and focussed. If you are able to take the initiative and work well in a team you are opening the door to a career of your choice. The skills you learn in Drama will help you to achieve your goals.

## Who should I see for more help?

Mrs Chester—LChester@stamfordwellandacademy.org

# Food

We all love food, but have you ever thought about where it comes from? How is it manufactured or grown? How can food help to keep you healthy? Have you ever wanted to be on The Great British Bake off or Master Chef? Food is an engaging and inspiring subject to study, it will lead to a Level 1 or 2 Award, a widely recognised GCSE equivalent and give you the life skill of preparing healthy food. You will develop your practical skills and understanding through a variety of topics, assessments and briefs. Your study will support these skills by providing you with a working knowledge of Hospitality & Catering Industry, from jobs to establishments, and health & Safety to practical food preparation.

If you are interested in a career working with food, then this course will provide you with several pathways into the Hospitality industry. The industry itself employs over two million people and contributes significantly to the UK economy. It is an ever changing, innovative and diverse industry and can open doors for you to work in many sectors both at home and around the world.

## What will I study?

Initially in year 9 we will develop your knowledge and skills in the preparation of Food. We will develop your skills to enable you to create dishes from scratch, such as fresh pasta, homemade sauces and pastries.

WJEC Vocational Awards in Hospitality and Catering consist of two units:

**Unit 1**— Hospitality and Catering industry: focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector.

**Unit 2**—Hospitality and catering in action: develops learners' practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs.

Both units have also been designed to provide learners with an understanding of how the learning is relevant to the sector.

## How will I learn?

- Practicing skills taught through demonstrations and practical cooking.
- Completing assignments through class work, research and homework tasks.
- Visits to local hotels and restaurants and visiting speakers

## What homework will there be?

- Research tasks
- Evaluation exercises
- Planning for tasks to be carried out in lessons
- Revision for tests

## What skills, knowledge and understanding do I need?

- Good at working with food or eager to learn
- An interest in food, from learning about why we need food to developing interesting recipes and producing good quality dishes

## What special requirements are there?

- Be prepared to complete practical work.
- Be prepared to learn from your mistakes
- To provide ingredients for weekly practical activities
- Complete all assessments and homework on time

## What qualification will I gain?

WJEC Level 1 / 2 Award in Hospitality & Catering. Equivalent to a GCSE, grades 1—9

## How will I be assessed?

In year 10 you will study unit 2 and prepare for the Assessment which makes up 60% of the qualification. You will be given a brief and plan to prepare and cook 2 dishes fitting that brief, discussing nutrition, diets, cooking methods, techniques for each in your portfolio. You will produce a time plan for your practical work. You will then have 3 hours of assessed practical cooking to produce the dishes for your brief.

In year 11 you will take the online exam for **unit 1**. This is a 90 minute exam with multiple choice, short and longer answer questions marked out of 90. This will constitute 40% of your qualification.

- **Non-exam Assessment (NEA)**

**Task 1:** Food investigation – Students' understanding of the working characteristics, functional and chemical properties of ingredients.

Practical cooking is a compulsory element of this NEA task.

**Task2:** A written or electronic portfolio including photographic evidence of your cooking. You must include photographic evidence of the three final dishes produced.

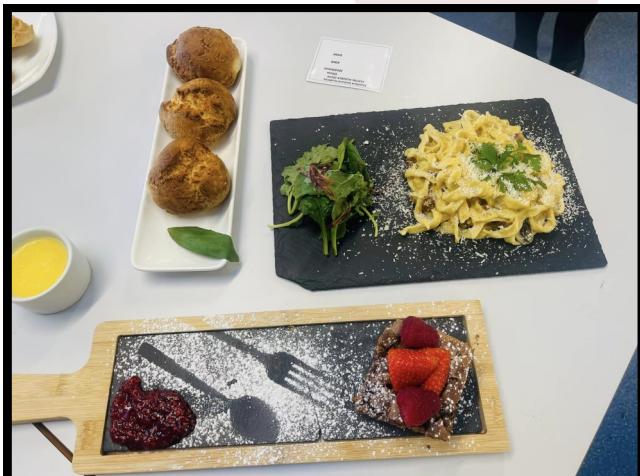
### **What can I do with this subject in the future?**

Why wait? Enter the Rotary Young Chef Competition in year 9!

- A Level and Level 3 courses that can lead to study at university
- Careers within the Food and Hospitality industry
- A Professional Cookery Apprenticeship
- Hospitality supervision and leadership
- Food and Beverage Service Apprenticeship

### **Who should I see for further guidance?**

Ms C Boyd— cboyd@stamfordwellandacademy.org



# French

THEME 1: PEOPLE AND LIFESTYLE	THEME 2: POPULAR CULTURE	THEME 3: COMMUNICATION AND THE WORLD AROUND US
Identity and relationships with others	Free-time activities	Travel, tourism, and places of interest
Healthy living and lifestyle	Customs, festivals and celebrations	Media and technology
Education and work	Celebrity culture	The environment and where people live

## What will I study?

Over the three years you will be learning to write, speak and understand French based on the topics in the table above.

## What will I learn?

You will learn how to communicate with others using the four key skills of listening, speaking, reading and writing.

## How will I learn?

You will be learning through a variety of activities and games, working independently and in groups throughout the three years. We will be especially concentrating on writing and translating from memory and being able to speak about a variety of topics and pictures in French.

## What homework will there be?

You can expect one piece of homework per week; this will mainly be learning new vocabulary and grammar via the LanguageNut online platform. The homework will be tailored to help you prepare for vocab tests and assessments in class.

## What skills, knowledge & understanding do I need?

You have already built up a lot of valuable language skills which will help you to be successful in this GCSE. Enthusiasm to learn is also a very important quality for the study of languages as well as a willingness to participate. However, the students who do best in this subject are those who are prepared to put in time at home to learn the words and key phrases covered in class.

## What special requirements are there?

You must have studied French at KS3 in order to take this option as a GCSE.

## What qualification will I gain?

GCSE French (Grades 1-9)

## How will I be assessed?

You will be assessed through 4 examinations at the end of year 11.

- A writing and translation examination (worth 25%)
- A 10 minute speaking examination (worth 25%)
- A reading examination (worth 25%)
- A listening examination (worth 25%)

## What can I do with this in the future?

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE French means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV.
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.
- Be able to work or study in a French-speaking country in later life.
- Be able to study A level French courses to further your knowledge of the language and culture.
- Find it easier to learn other languages later if you want to.

## Who should I see for further guidance?

Ms N Mezenguel —

[nmezenguel@stamfordwellandacademy.org](mailto:nmezenguel@stamfordwellandacademy.org)

# Geography

## What will I study?

Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Upon completion of this two-year course, students will have the skills and experience to progress onto A-level and beyond.

## What will I learn?

You will learn about:

- Rivers and Coasts
- Population and Settlement
- Natural Hazards - Tectonic and Climatic
- Extreme Environments and Resource Issues
- Economic Development
- Geographical skills:  
How to conduct Geographical Investigations

## How will I learn?

There will also be options of taking fieldtrips as part of conducting Geographical Investigations. There will be a variety of methods used, which will include opportunities to research via the internet; newspaper accounts; watching documentaries, as well as the traditional use of textbooks and statistics. There will be enquiry based activities, as well as thinking skills exercises, which will develop the understanding that humans have with the physical world.

## What skills, knowledge and understanding do I need?

It is important to be interested in global events as diverse as Global Warming to the effects of flooding in Britain. Working at In Line or better in year 8 Geography assessments is advisable.

## What homework will there be?

Homework is important to show not only what you have understood from the lessons, but also as a useful research tool. Examples of homework could be answering practice exam questions, writing news reports or researching a particular topic as well as GCSE POD, Seneca Learning and using BBC Bitesize.

## What qualification will I gain?

A Full GCSE qualification: 1-9

## How will I be assessed?

There are three units separate tests to be conducted at the end of the course.

Paper 1 - Living with the physical environment (35%)

Paper 2 - Challenges in human environment (35%)

Paper 3 - Geographical application (30%)

## What can I do with this subject in the future?

Geography is a valued subject in many different employment areas e.g. if you are interested in travel & tourism; leisure & recreation; town planning and quantity surveying or would like to study Geography at a higher level, then this is the course for you.

Not only that but it opens doors to other qualifications such as studying Economics, Politics and Sociology.

It could take you towards a number of careers including climatologist, marketing, environmental management, emergency services manager, public relations officer, teacher, lawyer, architect, urban planner/community developer and writer/researcher. You could be a science writer or a travel writer for a magazine or newspaper.

## Who should I see for more help?

Mrs J Wishart —

jwishart@stamfordwellandacademy.org

# Health & Social Care

## What will I study?

This course is made up of 3 components. You will have the opportunity to complete assignments at Pass, Merit or Distinction standard.

## What will I learn?

All awards are work related. You will investigate human development, the different care services and values, human lifespan development, as well as looking at health and well-being.

### **Component 1: Human Lifespan Development**

You will learn about the different life stages and the areas of development: physical, intellectual, emotional and social (PIES), and how different aspects of development can be affected. Learning aim B explores life events – expected and unexpected – their impact and how individuals cope. This component is internally assessed through coursework and work 30% of your final grade

### **Component 2: Health and Social Care Values**

You will study and explore health and social care services and how they meet the needs of real services users. You will also develop skills in applying care values. This component is also internally assessed through coursework and worth 30% of your final grade.

### **Component 3: Health and Wellbeing**

This component is more of a synoptic component and is externally assessed through a 2 hour exam. You will study the factors that affect health and wellbeing, learning about the physiological and lifestyle indicators and how to design a health and wellbeing improvement plan.

## How will I learn?

All awards have some practical, however, there is a lot of written work required for this course too. You will learn how to apply your knowledge both on your own and as a member of a team to develop your skills and abilities.

## What homework will there be?

You will have to meet specific deadlines throughout the course and this will involve working in your own time to make sure that you hand in work on time.

## What skills, knowledge and understanding do I need?

The course is aimed at young people with enquiring minds who are prepared to work independently. Students must take the responsibility for working on assignments both in and out of school.

## What special requirements are there?

There are no special requirements although an interest in people and a willingness to work with them is useful.

## What qualifications will I gain?

BTEC Tech Award in Health and Social Care

The new BTEC Tech Awards are assessed at level 1 or 2. You could receive a level 1 or 2 qualification, graded at Pass, Merit, or Distinction. A Distinction\* is also achievable at level 2.

## How will I be assessed?

You will complete assignments for components 1 and 2 which will be graded at a Level 1 or 2 Pass, Merit, or Distinction.

Component 3 will be externally assessed with a two hour exam which will be sat in the January or June of year 11. This qualification counts as 1 GCSE equivalent.

## What can I do with this subject in the future?

The study of this option will prepare you for further study or training in the Health and Social Care sector and also for a future career in Health and Social Care. It is also useful for any public sector career.

Learners who achieve at Level 2 may progress onto A Levels or level 3 vocational qualifications, such as a BTEC National in Health and Social Care, which prepares students for employment or as preparation for entry into higher education in a range of subjects at level 3.

## Who should I see for help?

Mrs P Goode—[pgoode@stamfordwellandacademy.org](mailto:pgoode@stamfordwellandacademy.org)

# History

## What will I learn?

History is an interesting and challenging subject which covers a range of topics, some of which will be familiar to you and others which you will not have studied before. The content of the course is very varied and ranges from medieval ideas about medicine to the rise of Hitler and life in Nazi Germany in the 1930s. There are many skills you will develop as you follow the course:

- You will be able to demonstrate your analytical skills through the examination of evidence;
- How to read critically and think independently;
- How to gather, organise and evaluate evidence;
- How to analyse and assess a wide variety of viewpoints and situations;
- How to construct a logical and well thought out argument;
- How to communicate effectively in written and oral work;
- How to organise and manage your time.

## What homework will there be?

Homework is important to show not only what you have understood from the lessons, but also as a useful research tool. Examples of homework could be answering practice exam questions, writing news reports or researching a particular topic.

## What skills, knowledge and understanding do I need?

Interest and a curious mind to learn about people of the past. Also History does involve note taking and writing an extended answer and you should be prepared for this.

## What qualification will I gain?

GCSE History 1-9

## How will I be assessed?

- **Unit 1:**  
**Thematic Study and Historic Environment (30%)**  
Based on medicine through time in Britain from 1250 to present day
- **Unit 2:**  
**Period study and British depth study (40%)**  
Based on Elizabethan England and life under one of the greatest ever monarch and the American West from 1835 – 1895.
- **Unit 3:**  
**Modern depth study (30%)**  
Weimar and Nazi Germany c1918-c1939

## What can I do with this subject in the future?

This is a traditional GCSE subject, which shows that you have good analytical skills and can make reasoned judgements. Historians develop skills of enquiry, debate and presentation and go into jobs like journalism, business, law, politics, and the media. Also the nature of the content gives a good grounding for anyone interested in studying medicine and thinking about becoming a health professional. It equips you with the critical skills to question what you see, form your own views, and to be able to explain them to others – useful for any further education course.

## Who should I see for further guidance?

Mrs Z Ballard—zballard@stamfordwellandacademy.org

# Media

## What will I learn?

The BTEC Technical Award in Creative Media Production is a practical hands-on introduction to life and work in the media industry. Students get the chance to develop valuable skills and techniques across different media disciplines. These will include filming and editing, news journalism and publishing and online advertising and marketing. Computer based design and film and photograph editing skills will play a key role in your lessons.

This gives learners the opportunity to:

- Developing technical media skills and techniques
- Produce a digital media product in response to a brief
- Develop essential skills and attributes prized by employers, further education colleges and higher education institutions

## How will I be assessed?

The qualification is composed of:

- Component 1:  
Exploring Media Products  
Written Unit
- Component 2:  
Developing Digital Media Production Skills  
Practical Unit
- Component 3:  
Response to a Brief  
Practical Exam

Components 1 & 2 each represent 30% of the course and are internally assessed.

Component 3 represents 40% of the course and is externally set and assessed.

## What can I do with this subject in the future?

Gives full-time learners the opportunity to progress to other vocational qualifications, GCE A level, or to enter an apprenticeship in the creative media sector.

What's more, the transferable skills students master during their studies such as self-reflection, communication, teamwork and problem solving will also support their progress in the present and future.

This will equip any learner for progression towards a career in the creative media industries, such as:

- digital media marketing,
- web-designer,
- photographer,
- moving image editor,
- journalist.

## Who should I see for help?

Mrs A Walker—  
[awalker@stamfordwellandacademy.org](mailto:awalker@stamfordwellandacademy.org)

# Music

## What will I study?

You will be completing BTEC Level 2 Tech Award in Music Practice. If you enjoy performing, composing and learning about different genres of music, then BTEC Tech Award in Music Practice is the course for you! Studying music helps you to develop skills as a performer, listener and creator of music. It also helps you develop confidence, independence and team work skills. If you enjoy practical learning, discovering the power of Music and love being creative, then you should choose this course! In the Btec course you will have the opportunity to specialise on one instrument and you will be assessed on performance, composition and musical knowledge.

The course is split into 3 components:

- Exploring Music Products and Styles
- Music Skills Development
- Responding to a Music Brief

In year 9 you will develop your composition, performing and knowledge skills, by learning through practical activities.

## What skills, knowledge and understanding do I need?

You will have a desire to:

- Improve performing skills
- Develop composition skills to create music
- Expand your knowledge of history of music, popular styles and music theory.
- Apply knowledge, understanding and skill set to perform with expression and musicality, to depict different styles of music and compose using a variety of compositional devices.

## How will I be assessed?

Components 1 and 2 are assessed through non-exam internal assessment set by Pearson, marked by us. For these you demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities where you will need to show the link between practice and knowledge.

The focus is on:

- Development of core knowledge and understanding of musical techniques used in a range of music styles, and how to respond to a music brief
- Development and application of skills such as practical and interpretative, musical rehearsal and performance
- Reflective practice through the development of skills and techniques that allow you to think about the development of your idea from the initial plan to the final musical product.

Prior to submitting marks for moderation, where a learner has not achieved their expected level of performance for an assignment, the centre may authorise one opportunity over 15 working days for learners to improve evidence and resubmit for internal assessment. After this, retakes are not allowed on that series

Component 3 is through an external assessment set by Pearson and completed under supervised conditions. This takes place at the end of the course and there is no retake opportunity.

## Grading:

Internal units are assessed using a mark-based grading scale. All components are graded as:

- Level 1: Pass, Merit, Distinction, Distinction \*
- Level 2: Pass, Merit, Distinction, Distinction \*

The overall qualification is graded from level 1 pass to level 2 Distinction \*

## Is this the course for you?

You will need to show enthusiasm and need to succeed in the following activities:

1. A need to participate in public performance events: Winter, Spring and Summer Performances.
2. A need to develop your performing and composing skills.
3. An interest in researching the music profession. -What? Why? Who? When?
4. Completion of assignments and musical project work.
5. Record your musical development.
6. Develop your knowledge on how to create a business plan.
7. Keep a record of rehearsal recordings, to evidence progress over time.

## What qualification will I gain?

This qualification is equivalent to 1 GCSE.

Btec Grade	GCSE (9-1) Grade Equivalent
Pass	Grade 4/5
Merit	Grade 6
Distinction	Grade 7
Distinction*	Grade 8

## Who should I see for further guidance?

Mrs L Kollati—lkollati@stamfordwellandacademy.org

# Spanish

THEME 1: PEOPLE AND LIFESTYLE	THEME 2: POPULAR CULTURE	THEME 3: COMMUNICATION AND THE WORLD AROUND US
Identity and relationships with others	Free-time activities	Travel, tourism, and places of interest
Healthy living and lifestyle	Customs, festivals and celebrations	Media and technology
Education and work	Celebrity culture	The environment and where people live

## What will I study?

Over the three years you will be learning to write, speak and understand Spanish based on the topics in the table above.

## What will I learn?

You will learn how to communicate with others using the four key skills of listening, speaking, reading and writing.

## How will I learn?

You will be learning through a variety of activities and games, working independently and in groups throughout the three years. We will be especially concentrating on writing and translating from memory and being able to speak about a variety of topics and pictures in Spanish.

## What homework will there be?

You can expect one piece of homework per week; this will mainly be learning new vocabulary and grammar via the LanguageNut online platform. The homework will be tailored to help you prepare for vocab tests and assessments in class.

## What skills, knowledge & understanding do I need?

You have already built up a lot of valuable language skills which will help you to be successful in this GCSE. Enthusiasm to learn is also a very important quality for the study of languages as well as a willingness to participate. However, the students who do best in this subject are those who are prepared to put in time at home to learn the words and key phrases covered in class.

## What special requirements are there?

You must have studied Spanish at KS3 in order to take this option as a GCSE.

## What qualification will I gain?

GCSE Spanish (Grades 1-9)

## How will I be assessed?

You will be assessed through 4 examinations at the end of year 11.

- A writing and translation examination (worth 25%)
- A 10 minute speaking examination (worth 25%)
- A reading examination (worth 25%)
- A listening examination (worth 25%)

## What can I do with this in the future?

People with language skills and knowledge usually have an advantage over people without them. They stand out as talented and successful people, with broad and exciting horizons.

Taking GCSE Spanish means you will:

- Add an extra dimension to your personal skills profile which will impress anyone who reads your CV.
- Be in a stronger position to get a job in companies with international links or improve employability if you would like to work abroad.
- Be able to work or study in a Spanish-speaking country in later life.
- Be able to study A level Spanish courses to further your knowledge of the language and culture.
- Find it easier to learn other languages later if you want to.

## Who should I see for further guidance?

Ms N Mezenguel —

[nmezenguel@stamfordwellandacademy.org](mailto:nmezenguel@stamfordwellandacademy.org)

# Sport

## What will I study?

### Three different Components

- Contemporary issues in sport
- Performance and Leadership in sports activities
- Sport and the Media

Develop independent study skills, presentation skills, communication and self-discipline skills

Use different study methods in order to produce evidence to meet the assessment criteria

## What will I learn?

Over the duration of the course you will learn about:

- Body systems
- Injuries and rehabilitation
- Technology in sport
- Training principles, fitness testing & training methods
- Nutrition
- Psychology
- Sports Leadership

## How will I learn?

A OCR vocational course is very different from courses that you will have studied in KS3. A OCR course:

- You will undertake lessons that are delivered in a classroom, in these lessons you will be required to participate in group work and class discussions.
- Independent research tasks; both during lessons and as part of homework will be set. This will be to support the development of your knowledge and understanding in a range of topic areas.
- Students will be assessed using a range of assessment methods, including presentations, this will require you to present information to an audience and answer questions at the end of the presentation.
- Practical sessions where appropriate will be used to support the delivery of course content, this will require students to take part and lead across a number of different practical elements.

## What homework will there be?

You will have to meet specific deadlines throughout the course and this will involve working in your own time to make sure that you hand in work on time.

## What special requirements are there?

A commitment to the schools Session 6 sporting programme, you will need to attend as either a player or a coach, supporting the delivery of sessions to younger students. Exemplary leadership and team work skills as there will be opportunities for some students to work as part of the sports leadership programme in supporting the delivery of activates and events to local primary schools. Have a passion for sport and physical activity.

## What qualification will I gain?

BTEC Level 2 Tech Award in Sport, Activity and Fitness  
This will be equivalent to at least a Grade 4. You will achieve a Pass, Merit or Distinction for the course.

## How will I be assessed?

One unit will be assessed externally through an examination. The remaining two units of work will be assessed by coursework. Coursework takes many different forms such as presentations, reports, observations and videos so a creative mind would help if you choose this qualification.

## What can I do with this subject in the future?

- A Levels as preparation for entry to higher education in a range of subjects
- Vocational qualification at Level 3, such as a BTEC National in Sport, which prepares learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas.
- Sports Apprenticeships

## Who should I see for more help?

Mr C Emmerson -  
[cemmerson@stamfordwellandacademy.org](mailto:cemmerson@stamfordwellandacademy.org)



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