



# Stanley High School

## Curriculum

## Year 8 Options Booklet 2019



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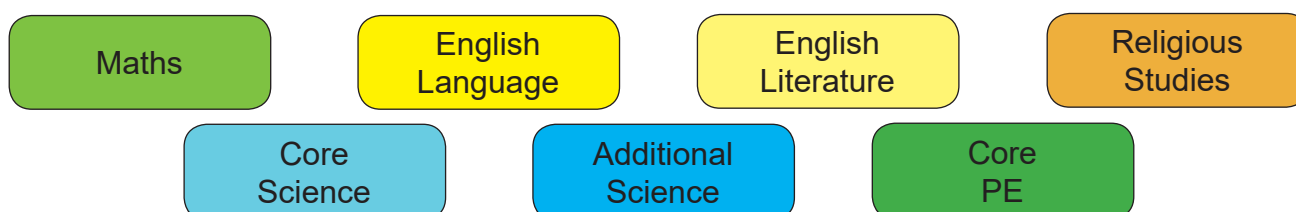
# A guide to choosing option courses

The purpose of this options booklet is to provide students, parents and carers with information and guidance to help them make informed choices about what optional subject's students will study in years 9, 10 and 11 at Stanley High. All students in all years follow the national curriculum and by definition this restricts the choices they can make due to the compulsory subjects that students must study.

## What we believe in

We are committed to the principle of providing a broad and balanced curriculum that provides students with the maximum opportunity to study subjects they enjoy whilst at the same time ensuring their curriculum is demanding academically. Our desire is to ensure that every student at Stanley makes at least, their expected progress. This means that we also provide students with unique vocational courses that will provide good progression routes when they leave Stanley.

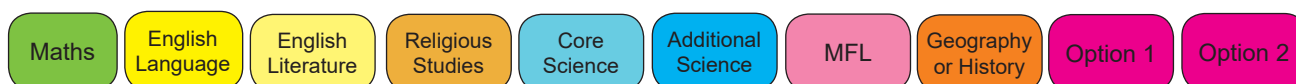
The **core curriculum** will include:



## Option Pathways

All students will have additional options choices to complete their GCSE pathway. The majority of students will follow Pathway 1 and will continue to study the Modern Foreign Language Option they selected at the end of Year 7, a Humanities Option and two further examination courses.

### Pathway 1



Where students may require additional support or have extended periods of absence, they will be offered the pathway below. This pathway will only be available following discussions with Miss Kent, Mrs Fraser-Orr and/or Mr Wright.

### Pathway 2



Our options programme is designed to ensure that students' opportunities at Key Stage 4 continue to offer pathways to ensure that whatever plans students have post 16, they will be able to progress onto suitable courses, apprenticeships or placements. Our students will continue to have flexibility to follow courses in subjects that they enjoy and in which they are most likely to be successful.

As a school we provide high quality information, advice and guidance for all our students. Our commitment to supporting each student's individual needs will ensure that the choices your child makes now are right for them and will enable them to enjoy and achieve at KS4 and beyond.

We will endeavour to allocate students their preferred option choices; however final decisions will ultimately depend on group sizes and staffing.

What do you need to do?

1. Read through this booklet carefully.
2. Ask your parents, subject teachers, Form Tutor, PSHE teacher and Miss Kent for advice.
3. Make your decisions based on your interests and abilities.
4. Attend the Options Information and Guidance evening on 7th February 2019 at 6.00pm.
5. Attend the Year 8 Parents/Carers Evening on 14th February 2019 at 4:00pm.
6. Fill in the form, have it signed by your parent/carer and return it to your form tutor by Monday 4th March 2019.

If you have any queries, please contact Mr Wright via email: [ewright@stanleyhigh.co.uk](mailto:ewright@stanleyhigh.co.uk)



**Mr E Wright**  
**Assistant Headteacher**



**Mr N Moore**  
**Headteacher**





# Important deadlines

## Year 8 Options Information and Guidance Evening Thursday 7<sup>th</sup> February, 6pm to 8pm

Come and speak to the subject teachers and find out more about the subjects you may want to opt for. Listen to the Headteacher's outline of the options at 6pm in the main hall.

## Year 8 Options Form deadline 4<sup>th</sup> March

Completed forms to be handed into the school office.

Late option preferences will be considered after option preferences that were handed in on time.

Complete all sections and return by Monday 4<sup>th</sup> March 2019.





# Core English Language

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## Key areas of Study

- Narrative and descriptive writing
- Exploration of 19th, 20th and 21st Century non-fiction writing
- Exploration of 20th and 21st Century fiction writing

## Examination length

**Paper 1:** Explorations in Creative Reading and Writing (1hr 45mins)

**Paper 2:** Writers' Viewpoint and Perspectives (1hr 45mins)

This course has no controlled assessment.

## Examination board

AQA

## What may this qualification lead to?

- Journalism
- Teaching
- TEFL
- Law
- University study

For further information please see:  
Miss G Navin

# Core English Literature

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## Key areas of Study

- A 19th Century novel, e.g. A Christmas Carol
- Shakespeare, e.g. Macbeth
- Modern text, e.g. An Inspector Calls
- Past and present: Poetry anthology (currently power and conflict cluster)
- Analysis of Unseen Poetry

## Examination length

**Paper 1:** Shakespeare and the 19th century novel (1hr 45mins)

**Paper 2:** Modern texts and poetry (2hrs 15mins)

This course has no controlled assessment or tiers of examination.

## Examination board

AQA

## What may this qualification lead to?

- Journalism
- Teaching
- TEFL
- Law
- University study

For further information please see:  
Miss G Navin

## Core

# Mathematics

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### Key areas of Study

The course content is divided into five broad areas of Mathematics:

- Number
- Algebra
- Ratio and Proportion
- Geometry and Measures
- Statistics and Probability

### Examination length

The final award is covered by three written examinations:

- **Paper 1** Non-calculator (1hr 30mins)
- **Paper 2** Calculator (1hr 30mins)
- **Paper 3** Calculator (1hr 30mins)

This course has no controlled assessment.

### Examination board

Edexcel

### What may this qualification lead to?

- A Level Mathematics
- Business
- Engineering
- Science
- Architecture
- Further education and study
- Medicine
- Finance

Higher level covers grades 4-9, and Foundation level covers grades 1-5. Students will be entered for the level most appropriate to their aptitude and ability. Each paper is worth 80 marks and weighted equally.

*For further information please see:  
Miss V Waltho*

## Core

# Combined Science (Trilogy)

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### Key areas of Study

Over the course, students will study units covering Biology, Chemistry and Physics. These topics include:

**Biology** – Cell Biology, Organisation in plants and animals, Infection and response, Inheritance, variation and evolution.

**Chemistry** – Atomic structure and the periodic table, Bonding, structure, and the properties of matter, Quantitative Chemistry, Organic Chemistry, Chemical analysis and Using resources.

**Physics** – Energy, Electricity, Particle model of matter, Forces, Waves and Magnetism & electromagnetism.

Students will also carry out a range of practical work to develop laboratory skills, access first-hand experience of scientific ideas in practice and reinforce their understanding of key concepts.

The course is linear and assessed in full at the

end of two years with six examinations in total covering all Biology, Chemistry and Physics units.

### Examination length

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each exam is tiered either higher or foundation and is 1hr 15mins long. Each exam will be out of 70 marks. This course has no controlled assessment.

### Examination board

AQA

### What may this qualification lead to?

Studying the dual award GCSE Trilogy Science provides students with two GCSEs in Science and the opportunity to progress on to A-Level Biology, Chemistry or Physics.

*For further information please see:  
Mr J Roberts*



## Core

# Religious Studies

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### Key areas of Study

- Basic beliefs of Christianity, including the birth, death and resurrection of Jesus, teachings about creation and the end of the world
- Basic practices of Christianity, including the Eucharist, worship and prayer
- Basic beliefs of Judaism, including beliefs about the Messiah, Covenants and life after death
- Basic practices of Judaism, including rites of passage and festivals
- Relationships, including marriage, divorce and family life
- The Sanctity of Life, including abortion and euthanasia
- Does God exist? Arguments for and against the existence of God.
- Human rights, including race and gender

### Examination length

Two written examinations, both 1hr 45mins.  
This course has no controlled assessment.

### Examination board

AQA

### What may this qualification lead to?

Religious Studies at GCSE can lead to studying for an 'A' level in the subject. Religious Studies is also a university degree course.

A student who is considering any occupation which involves working with people will benefit from Religious Studies due to the nature of the topics discussed and the understanding and empathy engendered. Students have gone on to study hospitality and catering, have joined the Police and become social workers. You do not have to become a vicar!

*For further information please see:  
Miss K Van-Eker or Miss M Kent*

## Core

# Careers and PSHE

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This is a non-examination course that is delivered through discrete lessons and enrichment days.

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

In PSHE education learners develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in modern Britain. Evidence shows that well-delivered PSHE programmes have an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

The PSHE Curriculum includes drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

*For further information please see:  
Mr E Wright or Miss M Kent*

# Physical Education

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Our high quality Physical Education curriculum at Stanley aims to inspire all students to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities, build character and help to embed values such as fairness and respect.

The national curriculum for Physical Education aims to ensure that all students:

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

### *Key areas of Study*

In PE all our students are encouraged to tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Students will be taught and expected to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games;
- develop their technique and improve their performance in other competitive sports, or other physical activities;
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage students to work in a team, building on trust and developing skills to solve problems, either individually or as a group;
- evaluate their performances compared to previous ones and demonstrate

improvement across a range of physical activities to achieve their personal best;

- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

At KS4 students should build on and embed the physical development and skills learnt in key stages 1, 2 and 3, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities.

They should understand what makes a performance effective and how to apply these principles to their own and others' work.

They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

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*The lesson will require full PE kit as in earlier years.*

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*For further information please see:*

*Mr J Walsh*



Core

# GCSE Modern Foreign Language – French, German or Spanish

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## *Key areas of Study*

- Me, my family and friends
- Free-time activities
- Technology in everyday life
- Customs and festivals
- Home, town, neighbourhood and region
- Travel and tourism
- Global issues
- Social issues
- Life at school and college
- My studies
- Education post-16
- Jobs, career choices and ambitions

## *Examination Details*

- Foundation Listening (35mins)
- Foundation Speaking (7-9mins plus 12mins of supervised preparation time)
- Foundation Reading (45mins)
- Foundation Writing (1hr)
- Higher Listening (45mins)
- Higher Speaking (10-12mins plus 12mins of supervised preparation time)
- Higher Reading (1hr)
- Higher Writing (1hr 15mins)

Each of the skills are worth 25% of the final grade. This course has no controlled assessment.

## *Examination board*

AQA

## *What may this qualification lead to?*

Part of the Ebacc suite of subjects. Can lead to study of French, German or Spanish at A level.

Knowledge of another language could also be beneficial when applying for university courses and is a requirement for some university courses.

## *Potential careers in a variety of areas:*

- Business
- Finance
- Computing
- Marketing
- Tourism
- Air-traffic Control
- Importer/Exporter
- Teaching
- Interpreter or Translator

*For further information please see:  
Miss J Navin*

# Option Preference

# GCSE Geography

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## Key areas of Study

- Living with the physical environment
- Natural hazards (earthquakes, volcanoes, hurricanes, extreme weather UK, climate change)
- Physical landscapes (rivers and coasts)
- The living world (rainforests and deserts)
- Living with the human environment
- Urban issues and challenges
- The changing economic world
- The challenge of resource management (energy)

## Examination length

**Paper 1:** Living with the physical environment (1hr 30mins)

**Paper 2:** Living with the human environment (1hr 30mins)

**Paper 3:** Geographical applications (1hr)

**Fieldwork:** Students will also need to complete two pieces of fieldwork as part of the course. These will be examined as part of Paper 3.

## Examination board

AQA

## What may this qualification lead to?

Good all round qualification looked for by many courses and employers. Students gaining high grades in Geography will have a wide range of transferable skills.

Can lead into a wide range of careers including:

- Land Management
- Tourism
- Development and Planning
- Transport and Logistics
- Energy Production.

## Is it for me?

Students who do well in Geography must be strong independent learners as Geography is a very challenging, literacy-based and scientific subject. A commitment to learning outside the classroom and lessons is essential.

They need to have an active interest in current affairs. They will be expected to complete two pieces of fieldwork independently of class work, so meeting homework deadlines will be vital to success.

They will need to be competent in a wide range of other school areas without needing to be outstanding: high levels of numeracy, literacy, ability in Science and competency with ICT are all expected in a good geographer.

*For further information please see:  
Miss K Van-Eker or Mr J Baxter/Miss E Chadderton*

# Option Preference

## GCSE History

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### Key areas of Study

- Crime and punishment c.1000 to present and a Thematic study: Whitechapel c.1870-1900: Crime policing and the inner city
- Period study: Superpower Relations and the Cold War 1941-1991 and British Depth study: Early Elizabethan England 1558-1588.
- Weimar and Nazi Germany, 1918-1939: Source question based on knowledge and understanding. Interpretation of sources.

### Examination length

#### Paper 1 - 30% (1hr 15mins)

Crime and punishment c.1000-present and Whitechapel c.1870-1900: Crime, policing and the inner city

#### Paper 2 - 40% (2hrs)

Superpower Relations and the Cold War 1941-1991 and Early Elizabethan England 1558-1588

#### Paper 3 - 30% (1hr 20mins)

Weimar and Nazi Germany, 1918-1939  
**Section A:** Source question based on knowledge and understanding **Section B:** Interpretation of sources.

This course has no controlled assessment.

### What may this qualification lead to?

- Archaeology
- Teaching
- Police
- Law
- Accountancy
- Archive work
- Researcher
- Library work
- Journalism
- Solicitor or Barrister

### Is it for me?

- Do you have the ability to sustain a high workload?
- Do you have an ability to recall and name dates and a significant amount of subject knowledge?
- Can you apply your knowledge to lengthy questions?
- Do you have a keen interest in history?
- Are you are thinking of a career related to history itself?

This course has a high literacy content, and will require students to remember a large amount of factual information and write lengthy essays. The enjoyment of writing and the subject itself is vital.

Why study History? The answer is because we virtually must, to gain access to the laboratory of human experience. It develops skills, such as analysing an event and concluding how and why the event happened, using evidence. We look at developing historical key concepts, such as cause and consequence, change and continuity, chronology, significance and interpretation. History will also develop critical thinking and the capacity to interpret different historical sources in order to comprehend the past. History provides a real grasp of how the world works. History is an attractive qualification to employers. Jobs that have lead from a history qualification have included archaeology, law, policing, archive work, teaching and accountancy.

*For further information please see:  
Miss K Van-Eker*

# Option Preference

## Separate Sciences

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### *Key areas of Study*

#### **Biology**

- Cell Biology
- Organisation in plants and animals
- Infection and response
- Bioenergetics
- Homeostasis and response,
- Inheritance, variation and evolution
- Ecology
- Key ideas

#### **Chemistry**

- Atomic structure and the periodic table
- Bonding, structure, and the properties of matter
- Quantitative Chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic Chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

#### **Physics**

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space Physics

### *Examination length*

There are six papers: two Biology, two Chemistry and two Physics. Each of the papers will assess knowledge and understanding from distinct topic areas. Each exam is tiered either higher or foundation and is 1hr 45mins long. Each exam will be out of 100 marks.

This course has no controlled assessment.

### *Examination board*

AQA

### *What may this qualification lead to?*

EBacc

Strong grounding for further study of the Sciences at A Level, and those students looking to enter Science based employment e.g. medicine, veterinary sciences, engineering, pharmaceuticals.

### *Is it for me?*

Students should be curious and keen to explore key scientific ideas in depth. Students will develop their knowledge of how to work scientifically, and their skills of analysis and evaluation.

Students should expect to improve their practical scientific skills through a specification which has the practical aspects of Science at its heart.

**Separate Science is a rewarding and enjoyable option for students who are keen to challenge themselves and their understanding of the world around them.**

*For further information please see:  
Mr J Roberts*



# Option Preference

## GCSE Dance

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### Key areas of study

- Skills (Physical, choreographic, technical)
- Choreographic devises (retrograde, canon, unison, fragmentation, instrumentation)
- Different stimuli and aural setting and their impact upon choreography
- Look into a variety of dance styles
- Critically assess own work
- Assess the work of other choreographers

### Examination length

Dance Appreciation 1hr 30mins (40% overall mark)

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

### Controlled Assessment

#### Performance (30%):

- Set phrases through a solo performance (one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

#### Choreography (30%):

- Solo or group choreography - a solo (two to two and a half minutes in duration) or a group dance for two to five dancers (three to three and a half minutes)
- The practical aspects are internally marked and externally moderated

### Examination board

AQA

### Is it for me?

Students should have an interest in contemporary dance. Ideally, students will show a commitment to working outside the timetable (i.e. at extra-curricular Dance Club).

A good ethic towards hard work is essential as GCSE Dance is by no means an easy option.

*For further information please see:  
Mr J Walsh or Miss L Cregg*



# AQA GCSE Design and Technology

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GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The Design and Technology GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

This qualification is linear. Linear means that students will sit all their exams and submit all their non-exam assessment at the end of the course.

**Written exam: 2 hours, 100 marks, 50% of GCSE.**

**Section A** – Core technical principles (20 marks). A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

**Section B** – Specialist technical principles (30 marks). Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

**Section C** – Designing and making principles (50 marks). A mixture of short answer and extended response questions.

GCSE Design and Technology 8552. GCSE exams June 2019 onwards.

Non-exam assessment (NEA), practical application of: core technical principles, specialist technical principles and designing and making principles.

**Non-exam assessment (NEA): 30–35 hours approx., 100 marks, 50% of GCSE.**

- Substantial design and make task
- Identifying and investigating design possibilities
- Producing a design brief and specification.
- Generating, developing and realising design ideas.
- Analysing & evaluating.
- In the spirit of the iterative design process, the above will be awarded holistically where they take place and not in a linear manner.
- Contextual challenges to be released annually by AQA on 1 June in the year prior to the submission of the NEA.
- Students will produce a prototype and a portfolio of evidence.
- Work will be marked by teachers and moderated by AQA

### *Career Opportunities*

- Civil/Agricultural/Mechanical Engineering
- Construction
- Surveyor
- Carpenter/Joiner
- Quality Control Manager
- CNC Operator
- Architectural Technician
- Furniture Maker
- Production Manager.

*For further information please see:  
Mr T Clarke*

# Option Preference

## GCSE Drama

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### *Key areas of Study*

- Creation, presentation and evaluation of performance.
- Set play texts exploration and presentation.
- Live Theatre production
- Theatre roles and terminology

### *Examination length*

#### **Component 1** 40% (1hr 45mins)

- *Section A* - multiple choice (4 marks)
- *Section B* - 4 Set Play Questions (46 marks)
- *Section C* - 2 part question on Live Theatre Performances (30 marks)

### *Controlled assessment*

**Component 2** 40%: Devised Performance/ Design (20 marks) with devising log (60 marks)

**Component 3** 20%: Set play extract Performance/Design (50 marks)

### *Examination board*

AQA

### *What may this qualification lead to?*

Clear progression to BTEC, AS/A Level Drama and Theatre due to studying set texts and live theatre production.

Students learn to collaborate with others, think analytically and evaluate effectively. They gain confidence to pursue their own ideas, reflect and refine their efforts. Skills gained are transferable in all further studies and in the workplace due to collaboration and presentation as well as independent organisation.

### *Is it for me?*

Do you enjoy Drama and Theatre, as a performer?

Can you work positively and collaboratively with others in an active environment?

Are you enthusiastic and able to take part and support others in planning and rehearsal as well as performance and evaluation?

*For further information please see:  
Miss G Navin or Miss S Cassidy*

# Option Preference

## GCSE Fine Art

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### *Key areas of Study*

- Drawing
- Painting
- Sculpture
- Printmaking
- Photography
- Installation

### *Is it for me?*

- Do you have good drawing skills?
- An interest in Art and Design?

*For further information please see:  
Mr T Clarke or Mrs E Ward/Mrs F McAlister*

### *Examination length*

Ten hours of supervised work and unlimited preparation time from 1st January.

### *Controlled assessment*

Unit 1 Portfolio of Work (60%)

Unit 2 Externally Set Task (40%)

### *Examination board*

AQA

### *What may this qualification lead to?*

- A Level Art and Design and degree course
- Art and Design related courses:
  - Multi media
  - Games design
  - Interior design
  - Graphic design
  - Photography
  - Illustration
  - Architecture
  - Makeup, costume and stage design
  - Fashion design



# EDUQAS GCSE Food Preparation and Nutrition

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### *Why should I opt?*

GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition, learners will:

- Be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- Develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- Understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- Understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- Demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- Understand and explore a range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes

### *Break down of the course*

#### **Component 1: Principles of Food Preparation and Nutrition Written examination:**

- 1 hour 45 minutes
- 50% of qualification

This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content.

**Section A:** questions based on stimulus material.

**Section B:** structured, short and extended response questions to assess content related to food preparation and nutrition.

#### **Component 2: Food Preparation and Nutrition in Action Non-examination assessment:**

Internally assessed, externally moderated.

- Assessment 1: 8 hours
- Assessment 2: 12 hours
- 50% of qualification

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

**Assessment 2:** The Food Preparation Assessment Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. These assessments will be based on a choice of tasks released by EDUQAS annually.

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## *Exam Split*

50% Examination undertaken in the Summer of Year 11

50% Component assessments undertaken from September of Year 11

Qualification grade UMS Grade boundary as % of total

GCSE 9-1

Career Opportunities

- Personal Trainer
- NHS – Dietician
- Diet and nutritionist
- Food scientist
- Front Of House Staff
- Sommelier
- Sous Chef
- Environmental Health Practitioner
- Quality Controller
- Recipe Developer
- Pastry Chef
- Food Journalist
- Food Photographer
- Food Buyer
- Head/Executive Chef
- Commis Chef

*For further information please see:  
Mr T Clarke or Miss C Smithies*



# GCSE Physical Education

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### *Examination board*

OCR

### *GCSE (9–1) Physical Education*

Studying GCSE (9–1) Physical Education will open your eyes to the amazing world of sports performance.

The combination of the physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study, learn how to improve your performance through application of the theory.

Physical Education is learned about through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, why some people out perform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

### *What's included?*

40% Non-Exam assessment giving you the opportunity to apply the theory to your own sporting performance in three different activities as well as allowing you to analyse performance in your chosen sport.

The body systems, including:

- The skeletal, muscular, circulatory and respiratory systems
- Fitness, Training and Exercise
- Prevention of injury
- Psychology in Sport
- Social and Cultural aspects of Sport
- Drugs in Sport
- Health, fitness and well being
- Diet and nutrition

### *How will you be assessed?*

Practical (40%): Assessed in three practical performances and one Performance Analysis task.

Theory (60%): Two examination papers (2x 1 hour) taken at the end of the two year course.

A wide range of Question types including: multiple choice, single mark, short answer and extended response questions.

### *What are the benefits?*

The development of transferable skills including: decision making, psychological understanding of people, independent thinking, problem solving and analytical skills as well as thinking, acting and reacting under pressure.

The study of GCSE (9–1) Physical Education opens up a range of possibilities for further study and also into careers associated with the subject.

### *Where can GCSE (9–1) Physical Education take me?*

GCSE (9–1) Physical Education is not just an excellent base for the OCR A Level in Physical Education, it can take you much further. For those of you fascinated by the human mind, why not carry on to Psychology? For people into the why of the human race this carries you through to Sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.

Beyond A Level, the study of Physical Education can lead on to university degrees in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in Biology, human Biology, Physics, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

*For further information please see:  
Mr J Walsh*

### *Key areas of Study*

#### Unit 1: Fitness for Sport and Exercise

- Learning aim A: Know about the components of fitness and the principles of training.
- Learning aim B: Explore different fitness training methods.
- Learning aim C: Investigate fitness testing to determine fitness levels.

#### Unit 2: Practical Sports Performance

- Learning aim A: Understand the rules, regulations and scoring systems for selected sports.
- Learning aim B: Practically demonstrate skills, techniques and tactics in selected sports.
- Learning aim C: Be able to review sports performance.

#### Unit 5: Training for Personal Fitness

- Learning aim A: Design a personal fitness training programme.
- Learning aim B: Know about exercise adherence factors and strategies for continued training success.
- Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives.
- Learning aim D: Review a personal fitness training programme.

#### Unit 6: Leading Sports Activities

- Learning aim A: Know the attributes associated with successful sports Leadership.
- Learning aim B: Undertake the planning and leading of sports activities.
- Learning aim C: Review the planning and leading of sports activities.

### *Examination length*

#### Unit 1: Fitness for Sport and Exercise

The unit is externally assessed using an onscreen test – Edexcel set and mark the test.

The assessment must be taken by the learner under examination conditions. The external assessment will be 1 hour.

### *Examination board*

Edexcel

### *What may this qualification lead to?*

The Edexcel BTEC Level 1/Level 2 First Award in Sport provides a good foundation for

- learners in post 16 education, or to entry level job roles within the sector;
- Edexcel BTEC Level 3 qualifications in Sport or Sport and Exercise Sciences.

It may also enhance and support progression to a relevant competency based qualification, such as the Edexcel Level 3 NVQ Diploma in Sports Development (QCF), or the Edexcel Level 3 NVQ Diploma in Leisure Management (QCF).

### *Is it for me?*

- Do you have a keen interest in sport, fitness and training?
- Do you have an interest in sports leadership, and willingness to plan and lead sporting activity?
- Do you have an excellent record of attendance and participation in PE lessons?

*For further information please see:  
Mr J Walsh*

## Option Preference

# BTEC Level 2 First Award in Music

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The BTEC First Award in Music is designed for students who have a passion for performing, creating their own Music and learning about how the Music Industry works and careers within it. It is divided into 4 major areas of study:

**1: The Music Industry** – This core unit looks at how the Music industry works in terms of performing, production and promotion. Students will learn about the different roles within the Music Industry, how Music venues operate and how recording artists can forge a career in Music. This unit is externally assessed by a written examination worth 25% of the final mark.

**2: Managing a Music Product** – This second core unit looks at the development of a Music product. Students will learn about how to create a physical or digital product of their own and how to effectively plan and manage the production and promotion of the product. This unit is well suited to both performers who could feature on the product and technicians who can assist in the recording and promotion of the product. This unit is internally assessed and is worth 25% of the final mark.

**3: Introducing Music Performance** – This unit is designed for students to develop and enhance their Music performance skills, whether they are starting from a relatively novice level up to exceptional performers. Students can choose their own instrument with which to perform and will be required to demonstrate progress through recordings and a performance diary. This module is internally assessed and is worth 25% of the final mark.

**4: Introducing Music Composition** – This unit will allow students to create and develop their own songs and melodies. Using the computer software 'Cubase', students will learn how to create an imaginative piece of Music and be able to create original pieces based on specific needs of clients. This unit is

an excellent opportunity for students to expand their creative imaginations and adapt their ideas to the needs of the other, as frequently happens in the Music Industry. This unit is internally assessed and is worth 25% of the final mark.

### *Examination length*

Unit 1 – The Music Industry has an externally assessed examination of 1 hour in duration and is worth 25% of the overall mark.

### *Examination Board*

Edexcel

### *Is it for me?*

You need to have a passion for either musical performance, musical production or writing your own original Music.

You will need to be prepared to learn an instrument if you don't already.

You must be willing to put extra time into the subject outside of lesson time to develop your skills.

You will need to be able to work independently and as part of a team when needed.

### *What may this qualification lead to?*

- Clear progression to studying Level 3 BTEC courses in Music / Music Technology (we are currently the only school in North Sefton to offer the Level 2 BTEC Music qualification)
- Qualification has equal weighting to a GCSE and is recognised as such by FE Colleges.
- Any student who may be considering a career either full-time / part-time / volunteering in the Music Industry by performing, composing, production or promotion.

*For further information please see:  
Miss J Navin or Mr L Winstanley*

# Cambridge National Level 1/2 Certificate in ICT

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### *Key areas of Study*

#### *Examination length*

R012 - Understanding tools, techniques, methods and processes for technological solutions.

1 hour 45 minutes written examination

- Understand the tools and techniques that can be used to initiate and plan solutions
- Understand how data and information can be collected, stored and used
- Understand the factors to be considered when collecting and processing data and storing data/information
- Understand the different methods of processing data and presenting information.

#### *Controlled assessment*

R013 - Developing technological solutions

- To be able to initiate and plan a solution to meet an identified need
- To be able to import and manipulate data to develop a solution to meet an identified need
- To be able to select and present information in the development of the solution to meet an identified need
- To be able to iteratively review and evaluate the development of the solution.

#### *Examination board*

OCR

#### *What may this qualification lead to?*

This will allow students to progress onto other related study, such as qualifications in IT, Digital Media, Computer Science at A level / Level 3.

#### *Is it for me?*

If your interests are primarily around the development of computer networks or control systems and/or the creative and innovative design and creation of software programme solutions, then they should consider completing a GCSE in Computer Science. That will help them develop their computational analysis skills to allow them to solve problems and design systems and solutions.

If they are more creatively driven and have interests in the media sector, including film, television, web development, gaming and animation, then they should consider the Cambridge Nationals in Creative iMedia. That will teach them to use IT to create digital solutions in the pre-production, production and post-production development life cycle of various media products.

*For further information please see:  
Mr T Clarke or Mr K Fraser*

## Option Preference

# BTEC Technical Award in Creative Media (Level 1 and 2)

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### *Why should I opt?*

The Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production is for learners who wish to acquire skills through vocational contexts by studying the knowledge, skills and processes related to investigating, exploring and creating media products as part of their Key Stage 4 learning.

The learners will acquire knowledge, understanding and skills to underpin their practical activities in assessment, and this will complement their GCSEs.

The qualification will broaden the learner's experience and understanding of the varied progression options available to them.

The award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment.

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

- Knowledge that underpins the effective use of skills, processes and attitudes, including production processes and techniques.
- development of key skills that prove your aptitude in creative media production such as investigating and developing ideas through pre-production, production and post production of media products
- processes which underpin effective ways of working in creative media production, such as responding to briefs, planning, generating ideas and responding to feedback.

This course complements the learning in GCSE programmes, such as Design and Technology, Art and Design and Computer Science, by broadening the application of 'design and make' skills in the context of a media product, working with a brief, and understanding and engaging different audiences through making compelling products.

### *Break down of the course*

Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production				
Component number	Component title	GLH	Level	How assessed
1	Exploring Media Products	36	1/2	Internal
2	Developing Digital Media Production Skills	36	1/2	Internal
3	Create a Media Product in Response to a Brief	48	1/2	Synoptic External

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## Exam Split

Component 1: Two written reports based upon exploring media products

Component 2: A portfolio of evidence based project work and a final piece from an internally set brief.

Component 3: Responding to an externally set brief under exam conditions.

### Qualification grade UMS Grade boundary as % of total

GCSE 9-1

## Career Opportunities

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

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

- A Levels as preparation for entry into higher education in a range of subjects
- Study of a vocational qualification at Level 3, such as a BTEC National in Media and, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the Business sector.
- Study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3.

For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve study of Media post-16 through the study of a technical certificate. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route that can lead ultimately to employment in the media sector.

*For further information please see:  
Mr T Clarke or Miss C Smithies*



# Duke of Edinburgh – Bronze Award

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### *Key areas of study*

Students need to undertake an activity in four areas of study:

- Physical (eg netball, football, badminton)
- Skill (eg photography, baking, chess)
- Volunteering (eg coaching, helping out at primary schools)
- Expedition

### *Examination Length*

There is no formal written examination.

### *Controlled Assessment*

Three parts of the Award, Physical, Skill and Volunteering each require a minimum of three months to complete. Each has to be assessed by an independent assessor.

Students need to complete a Practice Expedition and an assessed Qualifying Expedition.

### *What may this qualification lead to?*

The Duke of Edinburgh Award has three levels, Bronze, Silver and Gold. Students who complete the Bronze Award in Year 9 will be given the opportunity to complete their Silver Award in year 10. Further progression will be available outside school.

There are a growing number of firms who are now offering an interview to anyone with a Gold DofE Award regardless of their other qualifications.

For students who attain the Bronze Award they will be demonstrating independence, dedication and an ability to work as part of a team. They should improve their self-belief and confidence and learn new skills.

### *Is it for me?*

DofE is for anyone regardless of academic ability.

Students wishing to do DofE need to commit to one night a week Expedition Training in school and need to organise their own Physical, Skill and Volunteering activities. These are to be carried out independently by the student.

Students wishing to follow the DofE course need to be committed to the Award as it is time consuming but they will be rewarded.

The DofE is fun and should be chosen by students with a sense of adventure.

*For further information please see:  
Mr P Hooton*

# Frequently Asked Questions

**Q: What happens if I am identified as needing intervention and support in Maths and English?**

A: This decision will be discussed with you and your parents. It will mean that you will study one less GCSE option. This will not only support your Maths and English grades, it will also allow you to focus on fewer subjects so that you can prioritise your time.

**Q: Can I take both History and Geography?**

A: Yes.

**Q: I don't know what I want to do as a career. What do I do?**

A: Speak with careers staff, teachers and parents. Do some research - try [www.careersbox.co.uk](http://www.careersbox.co.uk) for Example. Choose a broad and balanced set of choices to keep your options open rather than, say, choosing all practical subjects.

**Q: What happens if sets are oversubscribed?**

A: This can happen and there are no easy solutions. We cannot simply create more sets as we do not have the staff or rooms to do so. It is for this reason that each student is asked to include a second choice subject on their options form. The vast majority of students will get their first choice options and where set sizes preclude the first choice, we will endeavour to secure your second choice.

**Q: What if only small numbers of students opt for a particular subject?**

A: The school reserves the right to remove a subject from the curriculum if the set size is not viable; in practice, this rarely happens.

**Q: I am keen on a career in medicine/dentistry/pharmacy. What should I do?**

A: Students will need to achieve outstanding results in Biology, Chemistry and Physics to gain places at university for these competitive courses. It is not mandatory that you should select the separate sciences, but this may give you an advantage.

**Q: Do we get graded on our coursework?**

A: Yes. Although there is a general trend to remove coursework from GCSE's, if you are still required to complete some coursework and it will count towards the GCSE. Check the subject pages in the booklet.

**Q: Once I have chosen a subject, what happens if I don't enjoy it? Can I change?**

A: As a rule, we do not allow students to change their option subjects. Any change to your subjects is clearly a big step particularly when trying to catch up on missed work, therefore, changes to subject choices are taken on a case by case basis and are very carefully considered.

**Q: I still have questions. Who can I contact?**

A: Speak with your teachers, form tutor, year leader, parents/carers and careers staff. They can all offer Help and advice. Older students may also be able to help you. Remember it is ultimately your decision; you have to feel happy and comfortable with the choices. Also remember that the most important thing is to get the best possible grades at GCSE.

## Further Links

*Which Way Now*  
<http://www.whichwaynow.org/>

*Connexions*  
<https://www.careerconnect.org.uk/>

*Careersbox*  
<http://www.careersbox.co.uk/>

# Changing Options

Do not worry about not knowing which specific career you wish to follow at this stage; remember that even when you know the answer to this question it is very likely that your career direction may change at some time in the future.

Through the Pathways Interview process we will offer advice and guidance to students about which subjects are best suited to their individual needs. This guidance will also take into account the student's aptitude and interests.

Students may not be able to take every subject selected, although we will do our best. It is important to think carefully about the reserve choices made, just in case. We ask students to realise that they will not be able suddenly to change their minds afterwards. The decision made is the final decision.

The school timetable is built around the subject groups we will put together, and we will have satisfied as many students as we possibly can. Once these groups are

established no changes can be made. This will not be a problem if students remember to find out what each of their subjects is really about, discuss them as much as possible, and make their own individual choices. Every possible effort will be made within the resources the school has, to give every student the subjects they have carefully chosen.

Finally, remember that activities, clubs and programmes of study like the Duke of Edinburgh Award, outside normal lesson time are also very important. Students should realise that when they are interviewed later for University or a job, they will be asked about their interests and pastimes. There is an excellent range of these and they help students to develop as many different skills as possible. Students in the past have even found career interests through such activities.

Remember if you do have any concerns (subject specific or pastoral matters) we are here to help, advice and support.



# How can you support your child?

- Make sure your child gets adequate sleep; it is advised that secondary school students get at least 9 hours sleep with 11 and 12 year olds advised to get up to 11 hours sleep.
- Make sure you check the school website for updates. Please visit [www.stanleyhigh.co.uk](http://www.stanleyhigh.co.uk).
- Take an active interest in your child's progress at school, ask and support them with homework, get students to discuss what they are learning in particular subjects.
- Check planners and the school website for updates. If you are concerned use the planner as a means of dialogue between home and school.
- Ensuring that deadlines for homework and assessments are known and helping students meet deadlines.
- Make sure your child has a good attendance record. Only keep your child off ill if it absolutely necessary. To give you an example of the impact of attendance upon achievement, a student with attendance of 91% is known to drop by one whole GCSE grade based upon predicted performance.
- Encourage your child to read with you, and to you. Be a positive role model; it has been proven that parents who dedicate some quiet reading time for themselves exert a positive impact upon their children's attitude to learning and progress. This has been proven to improve mechanical literacy skills and comprehension which is particularly important at KS4. Acquiring literacy skills is a vital component that will impact upon progress in all areas.
- Ensure that if at all possible your child has a suitable learning space that is not crammed full of devices to distract them e.g.: Xbox's etc. If this is not possible, strike an agreement that when your child is revising or working, these devices are turned off.
- Ensure that students have the basic equipment at home to help them study, e.g. a calculator, dictionary and a French or Spanish dictionary. If you are unsure about what to provide contact the subject specialist teachers and they can advise you.
- If you have any concerns please contact us at school, whether these be concerned with discrete aspects of the curriculum or whether they are pastoral issues. It is important that you resolve these as soon as possible and do not become anxious. We would encourage you to contact the appropriate member of staff as soon as possible.

# Advice and Guidance

We work very closely with all the local colleges who offer post-16 courses to Stanley students, to help provide them with unbiased guidance about what their next steps might be when they leave us at the end of Year 11.

We try, wherever possible, to ensure that there are suitable progression routes for our students to access, by liaising with staff at local colleges over their curriculum offer, and how this will help our students when they leave us.

We work closely with employers and agencies that offer apprenticeships for young people, to provide students wishing to move into employment with clear unambiguous guidance about their choices.

Part of the preparation involves students undertaking work experience during their KS4 curriculum and completing careers education as part of their PSHE curriculum here at Stanley.

We also work closely with Career Connect to provide students with independent advice and guidance to try and ensure that they make informed choices about their future careers and education.

To further help prepare students for the world of employment, we work with a number of industrial and charitable organisations to hold 'mock job interviews' for students.

Here is a list of local further education providers, some of whom will be attending on the Options Evening:

## **Career Connect**

Elaine Meredith - Strand House, 21 Strand Street, Liverpool, L1 8LT  
0151 243 1936

## **Christ the King**

James Alexander - Stamford Road, Southport, PR8 4EX  
01704 552000

## **KGV College**

Elizabeth Rushton - Scarisbrick New Road, Southport, PR8 6LR  
01704 530601

## **Southport College**

Mark Wright - Student Guidance, Mornington Road, Southport, PR8 0TT  
01704 392704

## **Runshaw College**

Dave Elliott - Langdale Road, Leyland, PR25 3DQ  
01772 622677

## **Hugh Baird College**

Balliol Road, Bootle L20 7EW  
0151 353 4444

## **Myerscough College**

Saint Michael's Road, Bilborough, Preston, PR3 0RY  
01995 642222

# Contact us

## Main school contact

Telephone: 01704 228940

Email: [enquiries@stanleyhigh.co.uk](mailto:enquiries@stanleyhigh.co.uk)

## Form Tutors

8LW	Miss M Kent	<a href="mailto:mkent@stanleyhigh.co.uk">mkent@stanleyhigh.co.uk</a>
8KVE	Miss K Van-Eker	<a href="mailto:kvan-eker@stanleyhigh.co.uk">kvan-eker@stanleyhigh.co.uk</a>
8MG	Miss M Greenwood	<a href="mailto:mgreenwood@stanleyhigh.co.uk">mgreenwood@stanleyhigh.co.uk</a>
8AWI	Mr A Williams	<a href="mailto:awilliams@stanleyhigh.co.uk">awilliams@stanleyhigh.co.uk</a>

## Year Leader

Year 8	Miss M Kent	<a href="mailto:mkent@stanleyhigh.co.uk">mkent@stanleyhigh.co.uk</a>
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## SEND Co-ordinator

Mrs E Fraser-Orr	<a href="mailto:efraser-orr@stanleyhigh.co.uk">efraser-orr@stanleyhigh.co.uk</a>
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# Year 8 Options Form

Complete all sections and return by **Monday 4th March** to the School Office

Name \_\_\_\_\_ Tutor Group \_\_\_\_\_

Humanities	Option Subjects
GCSE Geography	GCSE Dance
GCSE History	GCSE Design and Technology
	GCSE Drama
	GCSE Fine Art
	GCSE Food and Nutrition
	GCSE PE
	GCSE Separate Science
	Cambridge National in ICT
	BTEC Music
	BTEC Sport
	Technical Award in Creative Media

Complete the option block below by choosing 3 subjects. **One of those subjects must be History or Geography.**

You can choose both History and Geography, but this will leave you with 1 remaining choice of subject.

Please list your preferences in order. We will endeavour to give you your first 3 choices. Where this is not possible we will allocate you one of your reserve choices. The reserve choices should also be completed in the box below.

	Options
	1.
	2.
	3.
<b>Reserve Choices</b>	4.
	5.
	6.

The school runs a number of formalised after school enrichment activities, would you be interested in:

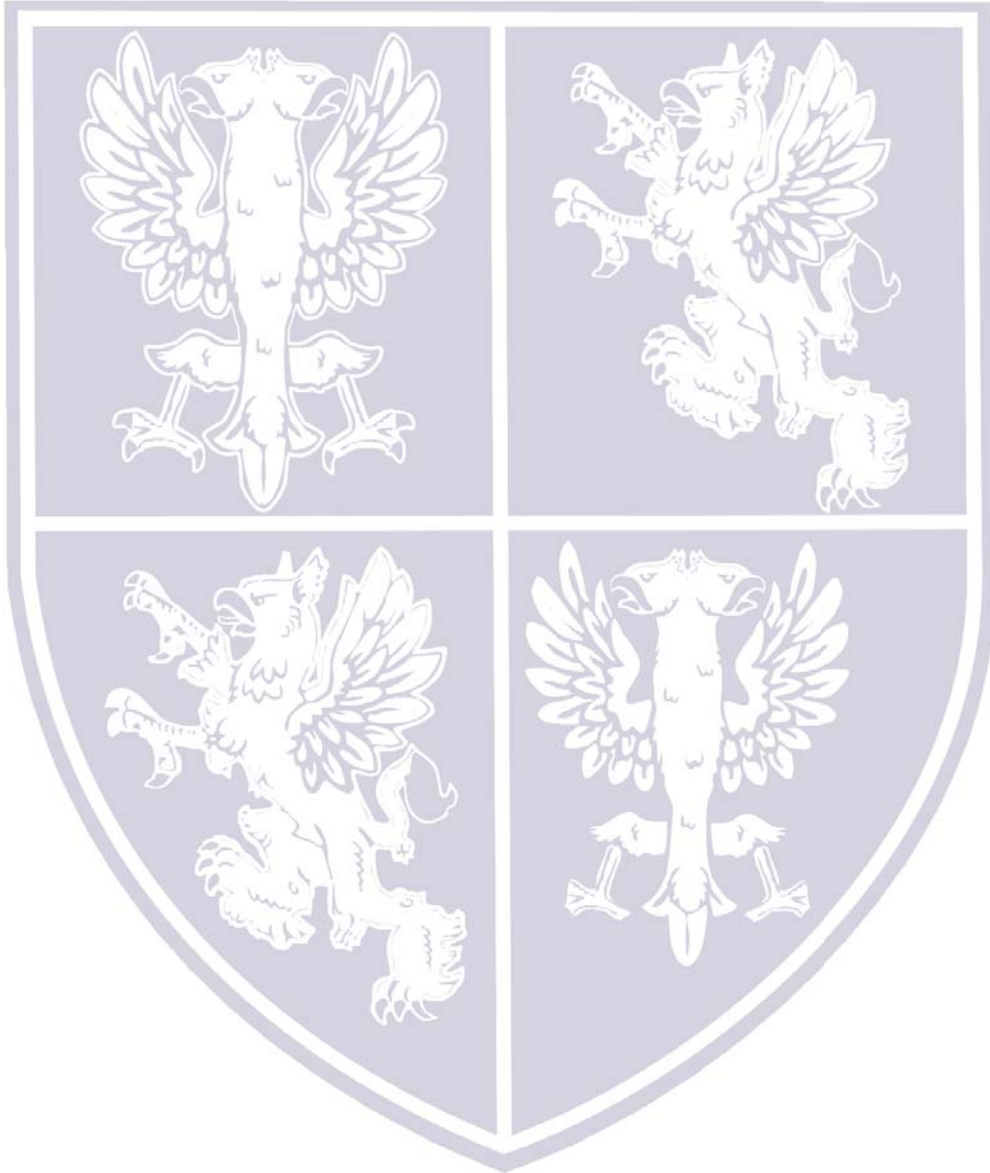
Duke of Edinburgh – Bronze Award

Signed \_\_\_\_\_ (Student)

Signed \_\_\_\_\_ (Parent/carer)

Date \_\_\_\_\_





# Notes



Stanley High School, Fleetwood Road, Southport, Merseyside, PR9 9TF

**T** 01704 228940

**F** 01704 232701

**E** [enquiries@stanleyhigh.co.uk](mailto:enquiries@stanleyhigh.co.uk)

[www.stanleyhigh.co.uk](http://www.stanleyhigh.co.uk)