



KS4 Guided Choices

2026



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KS4 Courses 2026

This booklet provides you with information about all of the Key Stage 4 courses that are available in school from September 2026. Each option course chosen this year covers 2 years' work and we expect that once they have chosen to study a subject, all students will complete the full course.

To our Students

This is a very important stage of your education. The decisions you make now could affect the opportunities open to you in the future, so read this information thoroughly, listen carefully to the subject teachers and think carefully about the choices you are going to make. Also, ask for advice from those in a position to help you - your parents/carers, your teachers and Careers Lead, Miss Waltho and of course, your Form Tutor - they all want the best for you.

When making your choices, be realistic. Here are some points to help you:

- » Do choose subjects that you are passionate about, that you enjoy and/or interest you;
- » Do choose subjects because you like them and not because your friend has chosen them;
- » Do seek advice and help if in any doubt.

Finally, please remember that the choices you make will not always necessarily be possible. If too few students choose a subject then it will be unlikely to run and if a subject is oversubscribed then the numbers will need to be limited. However, we will do our very best to satisfy all choices.

For our Parents/Carers

Please help and encourage your child in making their choices and feel free to ask the school for help and advice. However, please remember that it is your child who has to do the studying for the next two years and choices made unwillingly may prove problematic. You might have high hopes of them becoming a fighter pilot, neurosurgeon or electrician, a beautician, hairdresser or nurse, a successful investment banker or even a teacher, but is this what they really want?

The KS4 Guided Choice system:

- » The KS4 guided choice system is intended to perform the following functions:
- » Provide some specialisation;
- » Give students some ownership of their education;
- » Create a sense of responsibility amongst students.

We promote and advise students to think about following the English Baccalaureate (EBacc) pathway; this includes studying a humanity (Geography/History) and a language. This offers an important range of knowledge and skills to young people. While your child may not have decided on their future career path yet, and the EBacc pathway isn't for everyone, it does however, give your child access to a broad range of options when they leave secondary school and the breadth of knowledge that universities and employers are looking for.

Some subjects offered in the option choices are new to the students. Before any subject is chosen, students will have attended a series of assemblies delivered by the leaders of each subject. They will need to carefully read the information contained in this booklet and talk to the relevant staff to make sure that they understand what the subject is about. They should be confident in their choices and their wish to study each selected subject for the next two years. The information will also be available on the school's website. Once allocated to a subject, other than in very exceptional circumstances, students will not be able to make any future changes to their selection. It is therefore of vital importance that the choices made at this stage are well informed and 'correct' for each student.

We expect that when selecting a subject to study, all students do so for a reason that is based on positive educational outcomes and not simply because it is what friends have chosen to study. These forms will be considered carefully by the Headteacher and the senior leadership team before students' choices are finalised and confirmed.

Curriculum Overview

This page outlines the structure of the curriculum for Year 10 students starting in September 2026. The pages that follow will then outline the courses in further detail to assist you in making your final choices.

All students will study the following subjects in Year 10 and 11

GCSE	Non-Examined
Mathematics	Religious Education
English Language and Literature	Personal Development
Combined Science	Core PE

All students will then pick 4 preferences from the following course choices:

GCSE History *	GCSE Design and Technology
GCSE Geography *	GCSE Drama
GCSE French *	GCSE Physical PE
GCSE Spanish *	GCSE Computer Science
GCSE German *	GCSE Fine Art
GCSE Separate Sciences	Level 1/2 Vocational Award in Hospitality and Catering
GCSE Religious Studies	Level 1/2 Vocational Award in Sport and Coaching Principles
GCSE Dance	BTEC Creative Media
GCSE Music	BTEC Music

* EBacc subjects (one humanity and one language)

Students will also be asked to choose an additional 2 subjects as reserves.



Important deadline

Year 9 Options Form deadline Friday 13th March

Options questions

Take some time to read through the information in this booklet and prepare any questions that you still have. We have suggested some further information you may wish to ask:

- » Which other options would complement this option?
- » What resources would I be expected to provide?
- » What can I do in order to prepare for this option preference?
- » Are there any trips associated with this option preference?
- » When will the revision sessions take place?
- » What commitments will I have to make outside of school hours?
- » What revision materials do you suggest and what is the approximate cost?

You may also have further questions involving the subject content and how your interests may strengthen your success in an option preference.



Core English Language

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 or tiers of examination.

Examination board

AQA

What may this qualification lead to?

- » A Level
- » Advertising
- » Journalism
- » Law
- » Marketing and PR
- » Media researcher
- » Speech and Language therapist
- » Teaching
- » TEFL
- » University study

*For further information please see:
Mrs M Perkins*



Core English Literature

Key areas of Study

- » A 19th Century novel, e.g. A Christmas Carol
- » Shakespeare, e.g. Romeo and Juliet
- » 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?

- » A Level
- » Advertising
- » Journalism
- » Law
- » Marketing and PR
- » Media researcher
- » Speech and Language therapist
- » Teaching
- » TEFL
- » University study

*For further information please see:
Mrs M Perkins*



Core

Mathematics

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 examination:

- » 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 or Mr A Brown*



Core

Combined Science (Trilogy)

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:
Mrs K Small*



Core (non-examined)

Religious Studies

What will I study on the course?

Religious Education (RE) is a statutory requirement for all schools to deliver throughout a child's formal schooling (ages 5-18). As a department, we are committed to giving students the best well-rounded religious education, allowing the opportunity to develop skills that will benefit you in your other subjects.

Core RE is a non-examined subject which encourages students to continue with their journey of exploring a range of topics from a religious and non-religious perspective. The course is designed to encourage our students to challenge injustice and to make a positive contribution to society while self-reflecting and thinking objectively. We do this by learning a deeper understanding of culture, law, media, religion and political views.

What to expect from core RE

- » Analysis of beliefs and practices of both religious and non-religious worldviews, using a range of approaches to evaluate issues and draw balanced conclusions;
- » Create a well-informed and cohesive examination of the range of lifestyles and modes of expression found in many worldviews and religions while respecting the difference of others;
- » Students will research methods to examine and critically evaluate varied perspectives and approaches to issues of community cohesion, showing respect for all and mutual understanding;
- » Using logical reasoning, students will integrate their own and others' thoughts and arguments on authority and wisdom sources, appropriately referencing their historical, cultural, and social contexts.

*For further information please see:
Mrs K Pugh*



Core

Careers and PSHE

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 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 students, 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:
Miss V Waltho and Mrs C Rae*



Core

Physical Education

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 as well as 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.

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

*For further information please see:
Mr J Walsh*



KS4 Preference

GCSE Modern Foreign Languages

- French, German or Spanish

Why study languages?

The experience of studying a foreign language at GCSE widens your horizons, by familiarising you with different cultures and societies. It helps to develop your knowledge of the word by deepening cultural and linguistic understanding. Knowledge of another language is a life skill, which is vital for fostering effective international co-operation and commercial links. Learning a language also makes you a more effective communicator.

Key areas of Study

- » Identity and relationships with others
- » Healthy living and lifestyle
- » Education and work
- » Free time activities
- » Customs, festivals and celebrations
- » Celebrity culture
- » Travel and tourism, including places of interest
- » Media and technology
- » The environment and where people live

Examination Details

Students are entered for either Foundation or Higher tier in all four skills. Higher tier covers grades 4 to 9 and Foundation tier covers grades 1 to 5.

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

Each of the skills are worth 25% of the final grade.

Examination board

AQA

What may this qualification lead to?

The qualification forms part of the Ebacc suite of subjects and can lead to the study of French, German or Spanish at A level. Knowledge of another language could also be beneficial when applying for university and is a requirement for some university courses.

The study of a language can lead to 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*



GCSE Geography

Key areas of Study

Physical Geography:

- » Natural hazards (earthquakes, volcanoes, hurricanes, extreme weather UK, climate change)
- » Physical landscapes (rivers and coasts)
- » The living world (rainforests and deserts)

Human Geography:

- » Urban issues and challenges (Mumbai and Manchester)
- » The changing economic world (Development Gap and Changing Economies)
- » 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 30mins)

Fieldwork: Students will also need to complete two pieces of fieldwork which will be assessed as part of the Paper 3 exam.

Examination board

AQA

What may this qualification lead to?

There has never been a more important time to use geographical knowledge and skills to pursue a career. None of the changes and challenges facing the UK and the world in the 21st century, including climate change, energy security, migration, urbanisation and globalisation, can be properly understood, let alone tackled, without geography.

GCSE Geography helps you understand the world around you in a clear and practical way. It builds useful skills like problemsolving, decisionmaking, and understanding reallife issues such as climate change and global development.

It's a subject that opens your eyes to how the world works and supports many future study and career options.

The study of Geography can lead into a wide range of careers including:

- » Town Planner
- » Land Management
- » Tourism
- » Sustainability Consultant
- » Transport and Logistics
- » Energy Production
- » Ecologist
- » Disaster Risk Planning Specialist

Is it for me?

If you enjoy geography and find yourself genuinely curious about what's happening around the world, then it's a strong sign that this subject is the right choice for you. Geography suits people who like keeping up with current affairs and understanding why global events unfold the way they do.

If you're someone who enjoys natural history documentaries and wants to explore the stories behind landscapes, environments and ecosystems, you'll find the subject engaging and rewarding. It's also ideal for students who like solving problems and thinking about the big issues facing our planet today - from climate change to the growth of towns and cities.

Geography brings all these interests together, making it a subject that feels relevant, interesting and full of realworld purpose

*For further information please see:
Mrs K Pugh, Miss E Chadderton or Mr B Lavender*



KS4 Preference

GCSE History

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: Crime and Punishment - 30% (1hr 20mins)

Paper 2: Superpower Relations and the Cold War and Early Elizabethan England - 40% (1hr 50mins)

Paper 3: Weimar and Nazi German - 30% (1hr 30mins)

This course has coursework and is 100% examination.

What may this qualification lead to?

- » A Level
- » 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 as well as 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 History is vital for us to understand humanity. 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.

*For further information please see:
Miss Sherlock*



GCSE Religious Studies

Key areas of Study

- » 'Does God exist? Arguments for and against the existence of God' to change to 'Religious attitudes towards Peace and Conflict'
- » 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:
Mrs K Pugh or Miss M Kent*



GCSE Separate Sciences

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

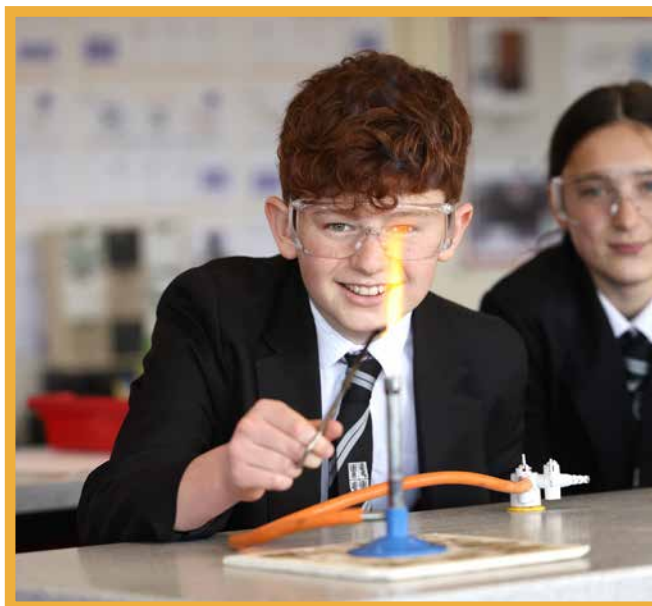
Physics

- » 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?

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:
Mrs K Small*

KS4 Preference

GCSE Dance

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.

What may the qualification lead to?

When planning for further and higher education, the GCSE Dance course provides a perfect springboard to study A-Level Dance and BTEC Performing Art. These qualifications will enable your child to progress to Drama School or University to continue their study.

*For further information please see:
Ms E Gregson-Burt or Miss L Clegg*



GCSE Design and Technology

Why choose WJEC Eduqas GCSE Design and Technology?

Through studying GCSE Design and Technology, you will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The course will offer you the opportunity to solve real problems by designing and making products or systems. You will study a range of technical and designing and making principles, allowing you to develop knowledge and understanding of design and technology, its impact and a broad understanding of materials, systems and processes with a specialism in Timbers.

What skills will I develop?

Studying Design and Technology will enable you to develop a wide range of transferable skills for further education, work and life:

Creative and innovative thinking - imagination and experimentation - Ability to critique and refine your ideas - Decision making skills – practical skills to develop functional prototypes - Communication skills

How will I be assessed?

There is one 2 hour written examination (component 1) at GCSE worth 50% of the qualification; the remaining 50% will be a Design and Make task (NEA) (Component 2)

Component 1: Design and Technology in the 21st Century

A mix of short answer, structured and extended writing questions assessing candidates' knowledge and understanding of:

- » technical principles
- » designing and making principles along with their ability to:
- » analyse and evaluate design decisions and wider issues in design and technology.

Component 2: Design and Make Task

A sustained design and make task, based on a contextual challenge set by WJEC, assessing

candidates' ability to:

- » identify, investigate and outline design possibilities
- » design and make prototypes
- » analyse and evaluate design decisions and wider issues in design and technology

Careers with Design and Technology

There are many career paths that Design and Technology could take you down; from carpenter to Architect all the way to Aerospace engineer.

Here are just some of the industries and jobs that are facilitated by a qualification in Design and Technology:

IT AND THE INTERNET - Games Developer, Software Programmer, Network Engineer, Web Designer

FASHION AND BEAUTY - Fashion Designer, Dressmaker, Hairdresser

DESIGN & CONSTRUCTION – Tradesperson, Architect, Mechanical Engineer, Product Designer

MANUFACTURING – Food Technologist, Manufacturing Engineer, Manufacturing Manager

You could, of course, carry on studying on Design and Technology at an advanced level, which would allow you the opportunity to study a range of courses at university.

*For further information please see:
Miss K Green*



KS4 Preference

GCSE Drama

Key areas of Study

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

End of course Assessment

Component 1: Devising Theatre (40%)

- » Non-examined assessment: internally assessed, externally moderated

Component 2: Performing from a Text (20%)

- » Non-examined assessment: externally assessed by a visiting examiner

Component 3: Interpreting Theatre (40%)

- » Written examination: 1 hour 30 minutes

Examination Board

Eduqas

Supporting Trips and Activities

Section B of Component 3 requires learners to review a piece of Live Theatre. Over the course of study, students can expect to take part in visiting workshops and theatre visits that will enable them to complete all the components of the course effectively.

What may the qualification lead to?

When planning for further and higher education, the GCSE Drama course provides a perfect springboard to study A-Level Drama and BTEC Performing Art. These qualifications will enable your child to progress to Drama School or University to continue their study

Is it for me?

Eduqas GCSE in Drama is an exciting, inspiring and practical course. The specification promotes involvement in and enjoyment of Drama, as performers and/or designers. Additionally, it provides opportunities to attend live theatre performances and to develop skills as informed and thoughtful audience members.

*For further information please see:
Ms E Gregson-Burt*



KS4 Preference

GCSE Fine Art

Key areas of Study

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

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

EDUQUAS

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

Is it for me?

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

*For further information please see:
Mrs E Ward*



Hospitality and Catering

Eduqas Level 1/2 Vocational Award

Who is the course for?

This course is for everyone who enjoys cooking food, investigating the food industry and especially the catering and Hospitality sectors.

WJEC Level 1&2 Vocational Awards are designed primarily for 14-16 year old learners in a school environment. Demand for catering and hospitality professionals has never been higher and this course will introduce you to the industry demands and can lead directly to employment within both catering and the hotel sectors.

According to the British Hospitality Association, the hospitality industry is the 4th largest employer in Britain and accounts for 10% of the total UK workforce. Opportunities do not stop at the UK as this qualification can lead to international job opportunities such as International restaurants, cruise ships and hotels.

What will I study on the course?

The course contains 2 units:

Unit 1 consists of The hospitality and Catering industry:

The hospitality industry, job requirements, operation of a kitchen, front of house operation, customer requirements, health and safety, control measures, food related illnesses, food allergies, legislation and the role of an Environmental Health Officer.

Unit 2 consists of hospitality and catering in action:

Nutrition, menu planning, environmental issues, food production (cooking) and preparation, cooking methods and presentation techniques.

How will I be assessed?

The course includes elements of external assessment through both an end of course written exam and an internally assessed controlled assignment (written and practical based activity).

The course is assessed by the completion of the 2 elements (Units 1&2):

- Unit 1 is worth 40% of the total mark
- Unit 2 is worth 60% of the total mark

Grades are awarded at either BTEC Level 1 or BTEC level 2. The grades awarded are based on a linear scale starting at a Level 1 pass and move through to the higher award levels dependent on a mark given for each unit of study.

BTEC Level 2 are awarded in sub-graded levels – L2 Pass, L2 Merit, L2 Distinction and L2 Distinction star*

Unit	Points Award per Unit	Level 2 pass	Level 2 merit	Level 2 distinction
1	2	4	6	8
2	3	6	9	12

To be awarded a Distinction star you must be awarded Distinction in both units 1 and 2.



Where can this course lead me?

Hospitality and Catering will ideally suit anyone who is aiming for a practical based career.

The qualification is regarded and respected by industry professionals and will allow students to progress directly to work based positions and/or college and university based food courses such as:

- » Hotel management
- » Food production
- » Restaurant management
- » Chef
- » Food Scientist
- » Food Technologist
- » International employment opportunities
- » Catering business
- » Bar management
- » Environmental health
- » Armed forces logistics

What else do I need to know?

The diverse nature of the subject means that students are not restricting their opportunities for employment in other fields. Students who have studied Hospitality and Catering are gaining knowledge and skills for later life.

Successful students go on to find part time and full time employment having practised communication skills and gained a wide subject knowledge so valued by the industry.

*For further information please see:
Mrs C Lyon or Mrs A Neale*



GCSE Physical Education

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 physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through 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 our everyday lives. You will learn the reasons why we do things and 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 much 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*



KS4 Preference

Level 1/2 Vocational Award in Sport and Coaching Principles

Exam board

WJEC

Qualification Objective

The Vocational Award in Sport and Coaching Principles has been designed to support learners in schools who want to learn about this vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills within sport that would support their progression to employment.

Summary of Assessment

Unit 1: Fitness for Sport – Examination (1 hour 20 minutes) – 40% of qualification.

- » Structure, functions and adaptations to the body's systems in relation to sport, exercise and physical activity
- » The importance of the components of fitness for different physical activities
- » The role of training in achieving improvements in fitness

Unit 2: Improving Sporting Performance – Controlled assessment – 25% of qualification.

- » Factors affecting sporting performance
- » Analysis of sporting performance

Unit 3: Coaching Principles – Controlled assessment – 35% of qualification.

- » Knowledge of the skills and responsibilities of a sports coach
- » Understanding the coaching process
- » How to coach
- » Reviewing coaching performance

Topics covered over the whole qualification

- » Physiological, psychological and technical factors which impact sports performance
- » Identify attributes which make a successful sports leader
- » Planning, delivering and evaluating a sports session
- » Fitness testing
- » Short- and long-term effects of exercise
- » Body systems
- » Training methods

What this qualification may lead to

Qualifications:

- » A Level qualification within PE and Sport
- » BTEC Level 3 qualification within PE and Sport

Careers;

- » Teaching
- » Coaching
- » Physiotherapy
- » Personal Trainer
- » Sport Journalism
- » Sport Psychologists

*For further information please see:
Mr J Walsh*



KS4 Preference

GCSE Music

Key areas of study

The GCSE Music syllabus is divided into three areas:

1. Performing

You will be assessed on your performance of at least two pieces. This can be a mixture of solo and group performances. However, one piece must be a group piece and the minimum total time allowed for performance is 4 minutes.

2. Composing

You will be assessed on two compositions. One piece must respond to a set brief, for example 'write a piece of music suitable for a haunted house scene in a film' and one piece will be a free composition. Minimum total composition time (both pieces combined) is 3 minutes. Students will need to present a notated score, composing log and a recording of each piece. Students may compose for any combination of instruments. Please note that group compositions are not allowed.

3. Listening and Appraising

You will have a 1hour 20mins written paper with questions on two set works: 'Africa' by Toto (AOS4) and Badinerie (Bach) AOSA. There will also be questions on different music from the following areas of study: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music.

Assessment

Performing Music

A portfolio of performances totalling at least 4 minutes of performance - internally assessed and externally moderated. This is worth 30% of the total GCSE.

Composing Music

A portfolio of 2/3 compositions totalling at least 3 minutes - internally assessed and externally moderated. This is worth 30% of the total GCSE.

Listening and Appraising

A written paper with questions relating to the 2 set works and general listening – externally assessed and worth 40% of the total GCSE.



What may this qualification lead to?

- » AS and A2 in Music, Music Technology, and Performing Arts
- » BTECs including Music Performance, Advanced Musicianship Virtuoso
- » Your listening skills will enhance the aural perception needed in language examinations
- » Your performing skills will give you confidence in playing to an audience – useful if you intend to pursue, for example, drama or law

Is it for me?

You need to be able to play an instrument or sing. to complete this course.

Research has shown that studying and playing music can give you:

- » improved language abilities
- » improved working memory
- » increased emotional resilience
- » increased attention span and focus
- » increased self-confidence and communication skills

If you like playing and listening to music, GCSE Music is for you! The content of the course encourages students to develop a deeper awareness and understanding of music that is both familiar and unfamiliar. Students have the opportunity in lessons to develop their musical performing, composing and analytical skills throughout the course.

It is helpful if students are able to read basic traditional musical notation in treble and bass clef.

*For further information please see:
Miss N Barker*

BTEC Music Technical Award

Key areas of study

- » Music skills development – performing, creating, and producing music using a range of techniques.
- » Music theory and stylistic understanding – exploring genres, conventions, and how music is constructed.
- » Music technology and production – using DAWs, sequencing, and recording tools to create original work.
- » The music industry – discovering job roles, organisations, and how professional musicians work.

Component breakdown

Component 1: Exploring Music Products and Styles

- » You will investigate different musical styles and techniques, analyse existing music, and develop your own ideas through practical exploration.

Component 2: Music Skills Development

You will specialise in areas such as performance, composition, or production, building your skills through regular practice and reflective work.

Component 3: Responding to a Commercial Music Brief (External)

- » You will create and present music in response to a set brief, demonstrating your ability to apply your skills in a professional-style scenario.

Assessment

- » Internal assessments: Components 1 and 2 are assessed through practical tasks, written reflections, and portfolio work.
- » External assessment: Component 3 is completed under controlled conditions, where you respond creatively to a set brief.
- » Assessment focus: Creativity, practical skill, analysis, and your ability to apply musical techniques with purpose.

Examination board

Pearson BTEC (Tech Award in Music Practice)

Is it for me?

Choose this course if you:

- » Enjoy performing, creating, or producing music
- » Prefer practical, hands-on learning
- » Want to understand how the music industry works
- » Are keen to develop confidence and creativity
- » Like working on projects rather than traditional exams

What the qualification can lead to

- » Further study in Music or Music Technology – including Level 2/3 BTECs or ALevel Music (depending on your pathway).
- » Creative and technical careers – such as sound engineering, live events, production, performance, composing, or media.
- » Transferable skills – teamwork, communication, creativity, time management, and problem-solving.

*For further information please see:
Miss N Barker*



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

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.

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

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 P1-D2*

*For further information please see:
Mrs C Lyon*



GCSE Computer Science

Why should I opt?

Computer Science encourages students to:

- » understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- » analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so
- » think creatively, innovatively, analytically, logically and critically
- » understand the components that make up digital systems, and how they communicate with one another and with other systems
- » understand the impacts of digital technology to the individual and to wider society
- » apply mathematical skills relevant to computer science.

Breakdown of the course

This course promotes the integrated study of computer science. It will enable students to develop a broad range of skills in the areas of programming, system development, computer architecture, data, communication and applications.

The subject content for GCSE Computer Science will be assessed across two components. Whilst there is a degree of overlap between the content in Component 1 and Component 2, the context in which this content is assessed differs.

In Component 1, content is assessed in a theoretical way, whereas in Component 2 it is assessed through its use within programs.

Component 1 (50% of the GCSE):

- » Understanding Computer Science. This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security, authentication and data management and the impacts of digital technology on wider society as well as algorithms and programming constructs. It is assessed through a traditional 1 hr 45 min written exam.

Component 2(50% of the GCSE) :

- » Computer Programming. This component investigates problem solving, programming languages, data structures and data types, program design, implementation and testing. Students are required to produce a programmed solution to a set task. This is assessed through a 2 hr on screen practical programming exam.

*For further information please see:
Mr K Fraser*



Frequently Asked Questions

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 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 classes are oversubscribed?

A: This can happen and there are no easy solutions. We cannot simply create more classes 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 preferences form. The vast majority of students will get their first choice preferences 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.

Q: When will I find what Options I have ?

It is envisaged processing of the KS4 Preferences selections to generate a Preference Timetable will be complete by May. Students and parents will be informed by letter around this time.

Further Links

Youth Employment UK
<https://www.youthemployment.org.uk/>

BBC Bitesize
<https://www.bbc.co.uk/bitesize/secondary>

Careerpilot
<https://careerpilot.org.uk/information/gcse>

The Options Process

After the deadline for KS4 preferences on 13th March, we will work to accommodate as many first choices as possible. Unlike many schools, we do not group subjects together before you make your choices. That would be easier for us, but it would mean less choice and flexibility for you.

We prioritise your choices and begin drawing up the rest of next year's timetable from there. We are usually able to meet the requests of the vast majority of students, although given the number of combinations of choices possible, there can be a small number of combinations of subjects that do not fit with everyone else's. If we find that we cannot offer your combination of choices we will let you know as soon as possible.

We also do not run classes with twelve students or fewer. With these caveats in mind, you are asked to make a reserve choice of subject so we can take this into account when constructing the timetable. There is no advantage to not choosing a reserve subject: the sole criterion when constructing the timetable is to find the combination that allows most first choices to be accommodated, regardless of whether a reserve has been chosen.

If, between April and September, you change your mind about your preferences, we will try to amend your subject choices as long as the change is possible within the timetable that has been drawn up at that stage and there is space within the chosen classes.

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 KS4 guided choice 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 to suddenly 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, advise and support.



How can you support your child throughout KS4?

- » 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.
- » 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 please contact the school via phone or email.
- » 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 eg: 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, eg: a calculator, English dictionary and a MFL 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 it be matters over discrete aspects of the curriculum or 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.



Contact us

Main school contact

Telephone: 01704 228940

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Form Tutors

9AWA	Miss A Warner	awarner@stanleyhigh.co.uk
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9EWA	Mrs E Ward	eward@stanleyhigh.co.uk
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9PV	Mr P Venables	pvenables@stanleyhigh.co.uk

Year Leader

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Pastoral Leader

Mrs L Watson lwatson@stanleyhigh.co.uk

SEND Co-ordinator

Ms K Davenport kdavenport@stanleyhigh.co.uk

KS4 Guided Choices Co-ordinator

Miss V Waltho vwaltho@stanleyhigh.co.uk



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