



Stafford Manor
High School

Key Stage 4 Courses

September 2020



Year 9 - A Special Year

What does it mean?

Year 9 is the final year of your general education. It means you will have completed Key Stage 3 of the National Curriculum.

It is time for you to make important decisions about the courses you will follow to external examination level during Key Stage 4.

You have studied a wide range of subjects until now, but it will be impossible for anyone to carry on doing this to the standard required for GCSE level examinations. The National Curriculum will still determine the framework for most of your timetable in Year 10 and 11. However, for the first time you will be given some choice about what you study in future. These choices are not only important for the next few years but also for the future beyond school.

What choices do I need to make?

Some subjects are compulsory in Years 10 and 11, others are not. All students must follow GCSE courses in English (Language and Literature), maths and science. Everyone will also study PE, religious studies (philosophy & ethics), computing, citizenship and PSHE. Beyond this there is the opportunity to shape your own timetable. The choices form at the back of the booklet tells you about how you go about this.

How do I set about making my choices?

The key thing to remember is that the choices you make must be your own. You will follow these courses for two years, so you should **not** make choices based on what your friends have chosen. It is important that **you** are happy with **your** choices. Doing the following three things is a good start point:

- Read the booklet carefully and talk to parent(s)/carer, form tutor and subject teachers so you get all the information you need.
- Think about what you are good at and what you enjoy doing (use your school report).
- Think about what you would like to do as a career in the future (perhaps refer back to your 'Future Pathways' booklet).

(Don't worry if you don't have any ideas about careers and remember you may change your mind. The best option is to choose courses, which keep open as many opportunities as possible).

When do I have to make my choices?

At the back of this booklet you will find the choices form which is used to indicate the subjects you would like to study in Year 10 and 11. You need to fill in this form, and return it to Mr Delaney no later than **Tuesday 24th March**.

Further advice on making the right choice...

What else do I need to think about?

We firmly believe that studying a broad range of subjects is both educationally desirable and useful in terms of keeping career choices open. It is important that students study a range of subjects that will ensure they can access pathways at post 16 level and provide a solid foundation for the future.

Therefore, we ask all students to choose at least one subject from Geography and History. Increasingly, a student who has the potential to apply for a popular university when they have completed their post 16 studies should consider choosing Geography or History **and** French. If you achieve to a set standard in these subjects and your core subjects, you will be eligible for the English Baccalaureate (or Ebacc). The Ebacc does not replace GCSEs but is an 'umbrella' award to reward students who pass this certain combination of subjects.

Please Remember!

Making choices possible for every student can be extremely difficult for the school. We shall try hard to give you what you ask for, but please understand that some classes will be firmly limited in size. We cannot have more than a certain number in some groups due to the availability of equipment. We can only put on a certain number of classes in some subjects due to the availability of teachers and/or rooms. This is why we ask students to let us know their choices and order of preference within the option block.

Please also be aware that if a subject is chosen by a small number of students, we may not be able to run the course. Occasionally we hit unexpected problems with staffing which means that we have to ask students to revisit their selections as a particular course cannot run. We hope to avoid this, but it does happen from time to time.

And finally...

It is not possible to change your choices if you change your mind half way through Year 10. You will be studying these subjects for the next two years and the grades you achieve will stay with you for life – so it is important to get as much information as possible and make the right choices now.

Please note that the information contained in this booklet is correct at the time of printing. However, changes in Government legislation may mean that the structure of some qualifications on offer maybe subject to change.

CAREERS – Further Advice

Planning a Future

In making your option choices in Year 9 you are taking the first major step in planning your future. Don't panic! Important though this is, you will receive plenty of careers guidance, and help with action planning now and throughout your school life.



Some decisions have already been made so that the choices offered ensure a well-balanced curriculum, which will give you a good grounding for your adult life. As your career ideas develop, and possibly change, you will find that with a range of subjects, a wide variety of job opportunities will still remain open.

Think carefully about what suits you. It is very important to learn about yourself; your likes and dislikes, strengths and weaknesses. Your personal ambitions, and perhaps those others have for you, may be unrealistic. Careers Education and Guidance has been given in subject areas during "Future Pathways Week". If you are still unsure about what subjects might do for you, ask for advice from your subject teachers.

Find out what opportunities exist. Be proactive and research entry requirements for College, Universities and Training Providers. They will provide a good starting point for developing opportunity awareness.

During Years 10 and 11 you will receive advice and guidance on SEL Days. In Year 11 you will have an in-depth interview with a Careers Guidance Adviser, by which time you should be well prepared to make realistic and informed decisions about your future post-16.

A range of publications available on the internet which are specifically designed to give young people advice and guidance.

Entrust Skills and Employability Services www.entrust-ed.co.uk

Search for 'Careers Factsheets' in the 'Skills and Employability' Resources section

Yvonne Knight is the school's career adviser and appointments can be made through Mr Lycett.

Direct Government – Education and Learning – www.direct.gov.uk

Click on Education and Learning. This site includes a wide range of information and advice about Options for 14-19 year olds.

What is happening to GCSEs?

GCSEs changed in September 2016 in two significant ways:

1. The biggest change was that students receive a GCSE grade 1-9 instead of the traditional letter (A, B, C etc.). Grade 4 is equivalent to the old grade C. A grade 5 will be the new standard that colleges, employers and universities will be looking for.
2. The content of the new GCSEs has also changed and is more demanding for students. There is far less controlled assessment and an increased proportion of final grades will be determined through end of year exams.

As ever, Stafford Manor High School will support students and parents/carers with these changes so that students fulfil their potential.



New GCSE grading structure

| New grading structure | Current grading structure |
|-----------------------|--|
| 9 | A* |
| 8 | A |
| 7 | B |
| 6 | GOOD PASS (DfE) 5 and above = top of C and above |
| 5 | C |
| 4 | AWARDING 4 and above = bottom of C and above |
| 3 | D |
| 2 | E |
| 1 | F |
| U | G |

The Core Subjects

This section of the booklet provides details of the subjects

All Year 10 and 11 students have to follow.

GCSE English (Language & Literature)

GCSE Mathematics

GCSE Combined Science (2 x GCSEs)

There are other themes that **all** students study, though no formal qualifications will necessarily be gained in these areas.

Religious Studies (Philosophy & Ethics)

Citizenship

Computing & ICT

Physical Education

PSHE (Personal, Social, Health and Economic Education through SEL)



GCSE English (Language & Literature)



All students will be entered for GCSE English Language and Literature. The new specifications for both English and English Literature assess students through terminal written examinations. The students will study a range of non-fiction and fictional writing from the 19th, 20th and 21st Centuries, which will support their understanding of context, develop their reading skills and support their writing styles. Students begin their KS4 English Literature study in Year 9 and sit their Literature exam in Year 10, thus leaving Year 11 to concentrate fully on their study of English.

English Language

For GCSE English Language students will:

- read fluently a wide range of texts from the 19th, 20th and 21st centuries, including literature and literary non-fiction as well as other writing such as reviews and journalism
- develop reading skills including evaluating, critical reading, making comparisons summarising and synthesising
- use knowledge gained from wider reading to inform and improve their writing
- write effectively and coherently using Standard English
- use correct grammar, punctuate effectively and spell accurately in their writing
- develop and apply a wide vocabulary, including using grammatical terminology and linguistic conventions
- listen to and understand spoken language and use spoken Standard English effectively

The Assessment:

- PAPER 1: explorations in creative reading and writing (50% of the final grade)
- PAPER 2: writers' viewpoints and perspectives (50% of the final grade)
- SPOKEN LANGUAGE: presenting, responding to questions and using
 - Standard English (a separate certificate will be issued with a grade awarded based on a scale of 5-1, where 5 is the highest grade available and 1 is the lowest)

English Literature

For GCSE English Literature students will:

- explore language, aspects of plot, characterisation, events and settings in a range of texts
- approach texts by reading in a critical way by identifying the theme, supporting a point of view, evaluating different responses and using understanding of writers' social, historical and cultural contexts
- evaluate the writer's choice of vocabulary, grammatical and structural features by analysing and evaluating how language, structure, form and presentation contribute to quality and impact, using linguistic and literary terminology
- compare the texts studied

The Assessment:

- PAPER 1: Shakespeare and the 19th Century Novel (50% of the final grade)
- PAPER 2: Modern Texts and Poetry (50% of the final grade)

For further information please see Mrs Gurmin



GCSE Mathematics



This subject is compulsory for all students up to the end of Year 11. Pupils in Year 9 have already started studying towards this GCSE.

Some of our students will sit the higher tier (Grades 4 to 9) and the rest will sit the foundation tier (Grades 1 to 5).

This specification of GCSE Maths is graded on a 1 to 9 scale, where Grade 5 is roughly equivalent to the previous Grade C, the established acceptable pass. The basic requirement for employers and for pupils wanting to move into Further Education and Training will be a Grade 5.

There will be more higher topics within the GCSE which in the past students would not have met until A Level. This means Grade 8 and 9 are higher than the previous A*

100% terminal assessment which can only be taken in June of Year 11

Three papers (each 1 hour 30 minutes)

- One Non-Calculator (1 hour 30 minutes)
- Two Calculator Papers (1 hour 30 minutes each)

Topics Covered:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and Measure
- Probability
- Statistics

Functional maths

This equips our students with the skills and abilities they need to take an active and responsible role in their communities, everyday life, the workplace and educational settings. Functional maths requires learners to use mathematics effectively in a wide range of contexts. This is an element which is taught throughout the course, and assessed over the three exam papers at the end of year 11.

The functional elements focus on the following key processes.

Representing: this is about understanding 'real-world' problems and selecting the maths to solve them.

Analysing: this is about applying a range of mathematics within realistic contexts.

Interpreting: this is about communicating and justifying solutions and linking solutions back to the original context of the problem.

For further information please see Mr M Taylor



GCSE Science (Combined Science)



The Science course is delivered at a foundation and a higher level, catering for all abilities. The course has been written to fulfil several requirements. It is suitable for those wishing to study science at a higher level. All students must study Science and it will form part of a broad curriculum, designed to give them the best possible preparation for the future.

All students will take either combined science (equivalent to two GCSE's) or separate sciences (giving them GCSE's in biology, chemistry and physics). Combined science will be vital for any student considering studying Science at a higher level beyond KS4 or for those where a scientific background is necessary for their chosen career. For students considering A-level sciences then studying the separate sciences is highly recommended.

Students will study a wide range of areas including DNA, inherited diseases, homeostasis and body systems; fuels, elements and compounds and how our understanding of different chemicals can impact on our day-to-day lives; electrical circuits, waves and the electromagnetic spectrum, forces and nuclear radiation.

Studying Science offers these benefits:

- An awareness of the natural and scientific world
- An ability to take an informed role in discussions and debates on relevant scientific topics and to make personal judgements
- The development of problem solving skills
- An appreciation of our scientific heritage and the role it has played in shaping today's society.

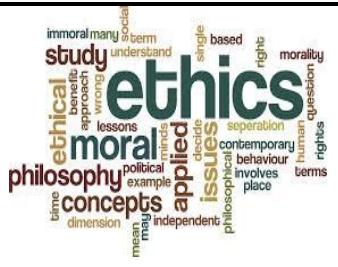
The building of the skills and the development of the knowledge needed to work in our technologically advanced world.

The assessment of the combined science consists of six 70 minutes exams that each carries a weighting of 16.67% towards the final grade.

SEPARATE SCIENCES

Depending on student interest, we may be able to offer separate sciences as part of the student's curriculum. This course is not easy and will be hard work, but the benefits to a student's future are huge particularly if planning to study A-level sciences. A student wishing to pursue a career in the science industry may also wish to consider this route.

**For further information please see the options section of this booklet
or Mr Freeman**



Religious Studies (Philosophy and Applied Ethics)



Religious Studies isn't just all about religion – it's about getting to examine what different people believe in and to develop skills that are transferable in any subject throughout your life.

What will you study?

The two religions that will be examined and studied throughout the course are Christianity and Islam, where students will be exploring what and how the two faiths show their beliefs and teachings are and what their practices are during everyday life and for special life events. You will work towards the *AQA Short Course: Religious Studies* qualification.

You will then look at **four** main themes with specific reference to the Christian faith:

- **Relationships and families** (religious teachings about the nature and purpose of families in the 21st century, sex, marriage, cohabitation and divorce. Issues related to the nature and purpose of families; roles of men and women; equality; gender prejudice and discrimination)
 - **The existence of God**, gods and ultimate reality, and ways in which God, gods or ultimate reality might be understood; through revelation, visions, miracles or enlightenment
 - **Religion, peace and conflict** (violence, war, pacifism, terrorism, just war theory, holy war; the role of religion and belief in 21st century conflict and peace making; the concepts of justice, forgiveness and reconciliation)
 - Dialogues within and between **religions and non-religious beliefs** (how those with religious and non-religious beliefs respond to critiques of their beliefs including the study of a range of attitudes towards those with different religious views)

How is short course Religious Studies useful to me?

You'll learn skills in interpreting and evaluating pieces of information. You'll also have an opportunity to develop your debating skills.

It could also take you towards a number of careers, including; working in the police or as a counsellor, social worker, nurse, youth worker, teacher or philosopher (in organisations such as Amnesty International), or in any career that requires an understanding of people.

For further information please see Mrs Rowley

Core Physical Education

All students will follow a core physical education programme designed to develop their personal performance and analysis skills. There will be an element of choice within key stage 4 to allow students to develop a personalised learning programme and hopefully discover an activity that they wish to continue outside of school.



Computing, ICT & Digital Media

Students who choose not to take the 'BTEC in Digital Information Technology (DIT)' or 'BTEC in Creative Media Production' course will still develop Computing & ICT skills through the day to day lessons studied.

This subject aims to:

- Develop a student's creativity and knowledge in computer science, digital media and information technology.
- Develop skills of analysis, problem solving, design and computational thinking.
- Increase students understanding of how to protect their online privacy and identity, and how to identify and report any concerns.



Citizenship

This subject aims to help you to:

- Develop and apply understanding of key Citizenship concepts (justice, democracy, government, rights and responsibilities, identities and finance) to deepen your understanding of society and how communities change over time in a range of different contexts.
- Engage with topical Citizenship issues and contribute to debates on challenges facing society, by using a range of research skills, weighing up evidence, making persuasive arguments and substantiating conclusions.
- Develop the necessary skills and evaluate different ways that citizens can act together to solve problems and contribute to society.



Social Emotional Learning (SEL)

Our SEL programme will consist of a combination of lessons and curriculum days and will continue to deliver aspects of Personal and Social Education, Citizenship, Careers, Enterprise and Health Education.

The 'Enhanced Core' Subjects

This section of the booklet provides details of the subjects that you are recommended to consider to enhance your core subjects.

You must choose **at least one** of these subjects.

GCSE Geography

GCSE History

The government are increasing their commitment to encouraging more students to study a language at GCSE. We are keen to build GCSE French.



GCSE French



Your passport to moving quickly up the career ladder...

French GCSE will provide you with the qualifications and skills that many employers are looking for: efficient communication in writing, reading, listening and speaking and the understanding of a different culture.

Many industries and companies are becoming far more globalised in nature and are increasingly facing non-English speaking customers. This means that a wide range of organisations offer opportunities for people with language skills. This also applies to companies that are web-based, trading internationally, or foreign owned.

Industry examples include:

- business services
- media
- central government
- technology
- engineering
- travel and tourism
- financial services
- teaching
- marketing

What Skills Do You Gain In Learning A Language?

You will be able to understand and provide information and opinions in a variety of contexts relating to your own experiences and that of other people, including people in countries/communities where French is spoken.

What will I study?

The 2 year AQA accredited course, covers a variety of interesting and varied topics all within the target language.

How is the course assessed?

Listening: Understanding and responding to different types of spoken language. Written exam: Section A – Questions and Answers in English, Section B Questions and Answers in French (Foundation 35 minutes, Higher 45 minutes) 25% of GCSE.

Speaking: Communicating and interacting effectively in speech for a variety of purposes. Non exam component: Role Play (Foundation & Higher 2 minutes), Photocard (Foundation 2 minutes, Higher 3 minutes), General Conversation (Foundation 3-5 minutes, Higher 5-7 minutes) 25% of GCSE.

Reading: Understanding and responding to different types of written language. Written exam including a section of translation from French to English (Foundation 45 minutes, Higher 60 minutes) 25% of GCSE.

Writing: Communicating effectively in writing for a variety of purposes. Written exam including translation from English to French (Higher and Foundation) and an open ended writing task (Higher only): (Foundation 1 hour, Higher 1 hour 15 minutes) 25% of GCSE.

For further information please see Mr Collins



GCSE Geography



Why study Geography?

Do you enjoy your geography lessons? Do you look forward to geography on your timetable? Do you enjoy learning through investigating? Do you like to know WHY natural events around the world happen?



If the answer to these questions is 'yes' then Geography may be for you! Studying geography gives you the opportunity to travel the world via the classroom, learning about both the physical and human environment. You will understand how geography impacts your life every day and discover the key opportunities and challenges facing the world.

What will you study?

You will follow the AQA GCSE Geography qualification. The course is split into the following units:

| UNIT 1: Living with the physical environment | UNIT 2: Challenges in the human environment | UNIT 3: Geographical applications |
|--|---|--|
| The Challenge of Natural hazards (tectonics, weather hazards) | Urban Issues and Challenges (study of urban issues in Rio de Janeiro, Bristol and sustainability in Germany) | Issue Evaluation – pre release material to be examined in class 3 months prior to final exam |
| The Living World (rainforests, ecosystems, cold environments) | The Changing Economic World (Rich World, Poor World, Growth of economy in Nigeria) | Fieldwork - 2 locations: 1) Study of river profile at Sherbrook (Cannock Chase) 2) Assessing the successfulness of urban rebranding (Media City) in Salford Quays |
| Physical Landscapes in the UK (rivers and coasts) | The Challenge of Resource Management (How do we manage food, energy and water?) | |
| 35% of total marks Written Examination (1 hour 30minutes) | 35% of total marks Written Examination (1 hour 30 minutes) | 30% of total marks Written Examination (1 hour 15 minutes) |

Where can GCSE Geography lead to?

No one ever has a job title of a 'Geographer'. However, geography does give transferrable skills that make students amongst the most employable. Examples of careers include; Travel Writer, Expedition Leader, Cultural Arts officer, Aid Worker, Diplomat, Lawyer, Retail management, Coastal Engineer, Teacher, Military GIS Specialist, Aerial Surveyor, Pollution Analyst, Conservation Officer, Geologist.



For further information please see Mrs Rowley



GCSE History



"Learning lessons from the past to create a safer, better future."

In year 10 and 11 you'll take a detailed look at **Britain's** migrant history, which spans over 800 years and come to appreciate how this migration has **shaped** our multi-cultural country. You will learn how history has **changed** around you with the study of a famous site, and learn about what it was like to live under Nazi rule. Furthermore, we look closely at how the **interpretations** of the Norman Conquest have changed over the last 950 years and study in depth the making of America in the years 1789 – 1900.



Studying history is not just about learning dates, but it teaches you the following life skills, which are useful in all careers:

- To question how **reliable** information is
 - To develop writing skills and apply your knowledge to form an **argument**
 - Critical thinking and problem solving
 - How to appreciate different **viewpoints** and **interpretations**
 - Research skills

Assessment:

The assessment will be made up of 3 exam papers which analyse sources, interpretations and expect you to form a detailed argument so you can get your viewpoint across.

For further information please see Mr Mainwaring

Option Subjects

GCSE Separate Sciences

GCSE Art & Design

Design Technology

BTEC Performing Arts

BTEC Digital Information Technology

GCSE Physical Education

BTEC Health and Social Care



GCSE

Separate Sciences (Triple Award)



This science course is targeted at more able science students, the content covered is at the same level as with the double award but there is much more content to study, understand and apply in the exams. The course has been written to fulfil several requirements. It is suitable for those wishing to study science at a higher level. All students must study science and it will form part of a broad curriculum, designed to give them the best possible preparation for the future.

Students who study separate sciences will achieve GCSEs in biology, chemistry and physics. For students considering A-level sciences then studying separate sciences is highly recommended.

If you're already thinking about university and careers and are interested in science-based degrees and jobs, then it is definitely worth considering taking separate science GCSEs. Most top universities prefer applicants for science subjects to have taken the triple award option at GCSE.

Whatever career you are considering, taking separate science GCSEs will set you up well for later life. Employers are crying out for candidates with science-based skills.

"The types of skills you learn studying all three sciences can be really helpful for all sorts of different careers," says Naomi Weir, Assistant Director at Campaign for Science and Engineering. "Whether it's doing analytical stuff or developing a scientific way of thinking."

Students will study a wide range of areas including DNA, inherited diseases, homeostasis and body systems; fuels, elements and compounds and how our understanding of different chemicals can impact on our day-to-day lives; the solar system, big bang theory, forces and nuclear radiation.

Studying science offers these benefits:

- An awareness of the natural and scientific world
- An ability to take an informed role in discussions and debates on relevant scientific topics and to make personal judgements
- The development of problem solving skills
- An appreciation of our scientific heritage and the role it has played in shaping today's society.

The building of the skills and the development of the knowledge needed to work in our technologically advanced world.

The separate sciences provide three GCSEs, for each science students sit two 105 minute exams that carry a weighting of 50% each towards the final grade. There is no coursework to be completed.

For further information please see Mr Freeman



GCSE Art and Design



The Art & Design GCSE course provides the opportunity to develop skills through a range of project based work. The subject is suited to those who have lively and creative ideas and who can produce exciting and well finished work. Students must enjoy drawing and be able to draw skilfully as this is a main component of the fine art course.

Students have the opportunity to focus on the following areas: Drawing, Painting, Graphics, Textiles, Batik, Felt making, Photography, Photoshop, Illustrator, Three Dimensional Design, Wire work, Ceramics.

In your work you will gain credit from showing a starting point based on a theme, this will develop from looking at different artists who inspire you. You will then create developments that will contribute to a final piece. This all has to be presented to a high standard on A2 sheets, which can be displayed in your portfolio for a future career.

Students will be expected to deal adequately with the following points:

| | |
|---|---|
| Objective 1 AO1: Develop ideas through investigations, demonstrating critical understanding of sources. | Objective 3 AO3: Record ideas, observations and insights relevant to intentions as work progresses. |
| Objective 2 AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. | Objective 4 AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. |

Assessment: The student receives feedback and assessment throughout each project, together with a mock examination in Year 10 and 11. Pupils will create a portfolio of work in YR10 & YR11 which is worth 60% of the marks and to take a 10 hour practical set test which is worth 40% of the marks. The portfolio of evidence will start from day one along with a series of skills based lessons. The work is marked internally by the Art staff and a sample is moderated by the Examining Board.

Next Steps: Many students go on to take A levels courses and then on to college or university. Art & Design is not necessarily for those who want to work in this field. It is also an opportunity to develop an interest that can provide relaxation and enjoyment throughout life. There are many career opportunities connected with Art & Design such as: Illustration, Photography, Make-up, Ceramist etc.

For further information please see Mrs Nesirky



Design Technology

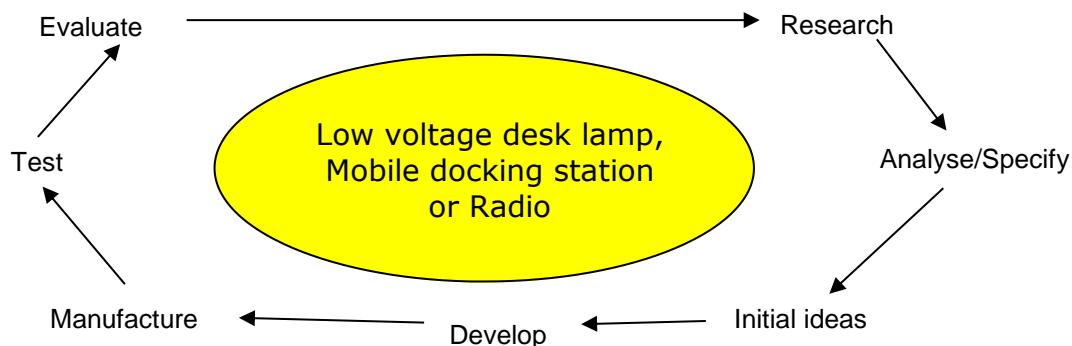


A qualification in Design & Technology is a key to open many doors in your future!

Throughout life we encounter problems/situations/puzzles both in our work life and home life. In Design & Technology we develop the processes and skills needed to overcome these challenges, creatively and successfully. In addition to this if you are the sort of person who likes to create new things or design and develop ideas, then this is the subject for you.

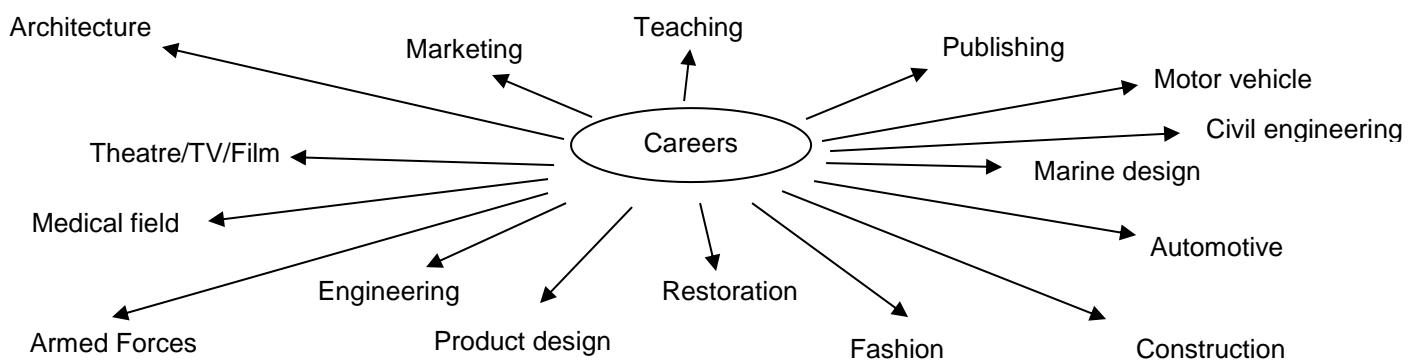
We have a range of courses available to us from different examination boards including BTEC's, GCSEs and VCert's which all hold the equivalent value at level 2. This gives us the opportunity and flexibility to choose the right course for our students in order to achieve the best outcomes for them. The courses all combine coursework and an external assessment to achieve the overall qualification.

Often there will be a series of projects used to teach the different material required for the course, for example: The Design museum would like you to design and make a prototype for one of the following - Low voltage desk lamp, Mobile docking station or Radio

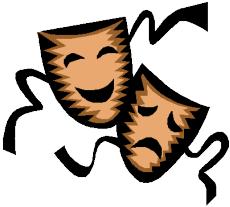


So what's my next step?

A qualification in Design & Technology can lead onto a broad range of courses; A-Level Product Design, BTEC in Construction or Engineering, Degrees in Architecture or Design. These can then lead on to careers in a wide range of areas.



For further information please see Mr Tomblin



BTEC Performing Arts



What is BTEC Performing Arts ?

BTEC Performing Arts is equivalent to 1 GCSE and has a practical and theory element. The course is made up of 60% internal assessment and 40% external assessment. There is a main focus on the acting and drama but we do look at production arts over the course.

Components:

- Component 1- Exploring the Performing Arts (Internal)
- Component 2- Developing skills and techniques (Internal)
- Component 3- Performing to a brief (External)

Why should I take this course?

Lots of students enjoy the freedom of this course because they can be as creative as possible. Students also get the chance to create the work in pairs or small groups. The course is tailored for all students who enjoy performing. Traditionally all students have passed this course in other year groups.

Controlled Assessment:

Component 3 has 4 controlled assessments done over a 12 week period.

Theatre trips: Students who take the Performing Arts course will be invited to the theatre to watch musicals and plays at the theatre. So far we have watched The Wizard of Oz, The Woman in Black and Billy Elliot.

Future Prospects: Students can progress to the next level which is a BTEC Level 3 in Performing or Production Arts.

Careers include: Teaching (Primary and High Schools), Theatre work in Production, Actor, Performer, Dancer, Choreographer, Dance coach, Drama and voice therapy, Nursery nurse, Director, Working for TV/Radio, Backstage hands, Promotional work, Model, Musician, Advertising and Sales.

For further information please see Mrs Mandley



BTEC Tech Award

Digital Information Technology (DIT)



WHAT QUALITIES & SKILLS DO I NEED?

You should be enthusiastic and want to learn about ICT. You will need a good understanding of English and mathematics in order to complete this course. You will need to be able to work independently, willing to explore different software and their capabilities. Being able to take on feedback and use this to improve would be beneficial.

WHAT IS THE COURSE ALL ABOUT?

This is a vocationally-related qualification, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage students to take responsibility for their own learning and to develop transferable skills that are essential for the modern-day workplace.

The knowledge, understanding and skills learned in studying this course will aid progression to further study and prepare students to enter the workplace in due course. This course is ideal for students interested in roles across the Information Technology sector such as IT Project Management, Technical Support and Cyber Security.

HOW IS THE COURSE ORGANISED & ASSESSED?

Over the 2 years, the three units covered will be:

| Component: | Assessed by: |
|--|---------------------|
| 1. Exploring User Interface Design Principles and Project Planning Technique | Internal Assessment |
| 2. Collecting, Presenting and Interpreting Data | Internal Assessment |
| 3. Effective Digital Working Practices | External exam |

PROGRESSION

Further studies towards a Level 3 vocational course in ICT.
Apprenticeships working within the ICT sector.

Students could also consider moving into AS or A Level Digital Technology, Information Technology, Computing or even Computer Science.

There are many different careers that this qualification could help you move towards.

For more information please see Mrs McCracken



BTEC Tech Award in Creative Media Production



WHAT QUALITIES & SKILLS DO I NEED?

As the BTEC Tech Award in Creative Media Production. You will need a good understanding of English and mathematics in order to complete this course. You will need to be able to work independently, willing to explore different software and their capabilities. Being able to take on feedback and use this to improve would be beneficial.

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This is a vocationally-related qualification, where students develop knowledge and understanding by applying their learning and skills in a work-related context. Additionally, they are popular and effective because they engage students to take responsibility for their own learning and to develop transferable skills that are essential for the modern-day workplace.

The knowledge, understanding and skills learned in studying this course will aid progression to further study and prepare students to enter the workplace in due course. This course is ideal for students interested in roles across the Creative Media sector such as app design, web design, video game design, digital advertising, and many more.

HOW IS THE COURSE ORGANISED & ASSESSED?

Over the 2 years, the three units covered will be:

| Component: | Assessed by: |
|---|---------------------|
| 1. Exploring Media Products | Internal Assessment |
| 2. Developing Digital Media Production Skills | Internal Assessment |
| 3. Responding to a Brief | External Assessment |

PROGRESSION

Further studies towards a Level 3 vocational course in Creative Media Production. Apprenticeships working within the Creative Media sector.

Students could also consider moving into AS or A Level in Media, Creative Media, Information Technology or Computing.

There are many different careers that this qualification could help you move towards.

For more information please see Mrs McCracken



GCSE Computer Science



WHAT QUALITIES & SKILLS DO I NEED?

You should be enthusiastic and want to learn about Computer Science. You will need a very high level of understanding of English, Science and mathematics in order to complete this course. You will need to be able to work independently, willing to explore different programming software and their capabilities. Being able to take on feedback and use this to improve would be beneficial.

WHAT IS THE COURSE ALL ABOUT?

This is a GCSE qualification, where we prepare students for real-world computer challenges and build students' ability to think computationally within the context of a single scenario.

The skills and knowledge developed through this qualification help 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
- 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

HOW IS THE COURSE ORGANISED & ASSESSED?

Over the 2 years, the three units covered will be:

| Exam | Assessed by: |
|---|---------------------|
| Computer systems Covering; the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science. | External Exam |
| Computational thinking, algorithms and programming Covering; skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation. | External Exam |
| Programming Project | Internal Assessment |

PROGRESSION

This qualification develops 'underpinning knowledge' and transferable skills for progression to A levels or BTEC Nationals and to higher education or the workplace.

For more information please see Mrs McCracken



GCSE Physical Education



GCSE Physical Education allows students to develop their knowledge and understanding of physical education and physical activity, in relation to balanced healthy lifestyles.

GCSE Physical Education gives students the opportunity to develop skills relating to performance in physical activity, including player/participant, official and leader.

All theoretical aspects will be covered through practical scenarios as much as possible which will involve work outside the classroom.

| Unit 1 The Theory of Physical Education | |
|--|--|
| Component 1 – Fitness and Body Systems (36% of qualification) | Component 2 – Health and Performance (24% of qualification) |
| Applied anatomy and physiology | Health, fitness and well-being |
| Movement analysis | Sport psychology |
| Physical training | Socio-cultural influences |
| Use of data | Use of data |

The theory element is 60% of the final grade

| Performance in Physical Education | |
|--|--|
| Component 3 – Practical Performance (30% of qualification) | Component 4 – Personal Exercise Programme (10% of qualification) |
| Students to complete 3 physical activities from a set list, which must include: One team activity One individual activity The final activity can be a free choice from the list provided. | Students will carry out and monitor a personal exercise programme, which will include: Aim and planning Carry out and monitoring of the PEP Evaluation. |

The practical and coursework element is 40% of the final grade

Careers choices that look favourably on GCSE P.E. include – Army, Navy, RAF, Police, P.E. teacher, Sport Journalist, Sport and Facility Manager, Coach, Development Officer, Physiotherapist, Nutritionist, Event Organiser, Sports Scientist,

The career choices are endless as this course shows that you have the skills to work with others, solve problems, can lead others, communicate well, have self-confidence and resilience.

For further information please see Mrs Thorley or Mr Chadwick



BTEC Health and Social Care



For those of you who have always wanted to work in the Health and/or Social Care industry, this is the ideal first step.

The course looks at a variety of units that looks at the majority of important areas in Health and Social Care. You will have to examine not only case studies but also look at your own lifestyle and how we can be healthier in the way we live, drawing on our own personal experiences.

All students must complete three components in order to gain the full qualification. There is one compulsory examination (Health and Wellbeing) and the other units are coursework only.

Component 1 Human Lifespan Development– How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners. In this component, you will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and you will learn about how people adapt to these changes as well as the types and sources of support that can help them.

Component 2 Health and Social Care Service and Values – At some point in your life you will need health care. It is likely that you have already had an appointment with a doctor. If you did, you are described as a 'service user'. That means you have been given health care from a person who was trained to give you care – they are called 'service providers'. You might know someone who needs social care. This is different from health care, although both types of care are very closely linked. People who need social care are not always ill – they may be unable to do everyday activities like getting dressed or feeding themselves, or need help with their day-to-day lives. Providing good health and social care services is very important and a set of 'care values' exists to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

Component 3 Health and Wellbeing - What does being healthy actually mean? It can mean different things to different people: you might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and able to get out and about, being happy and having friends. In this component, you look at the factors that can have a positive or negative influence on a person's health and wellbeing. You will learn to interpret physiological and lifestyle indicators and what they mean for someone's state of health. You will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, you will explore the difficulties an individual may face when trying to make these changes.

Success in this course will provide students with a good foundation for the following courses:

- BTEC First Diploma in Health & Social Care
- BTEC Nationals in Health & Social Care

Assessment:

- Four pieces of portfolio work (Components 1 and 2 – 60%)
- Written examination (Component 3 – 40%)

For further information please see Miss Klosowski

STAFFORD MANOR HIGH SCHOOL**COURSES FOR YEARS 10 AND 11 (2021-2023)****Name:****Tutor Group:**

All students take these core subjects: **English (Language and Literature), Mathematics and Combined Science (2xGCSEs)** as well as, Core PE, computing & ICT, Religious Studies, Citizenship and PSHE.

Step 1: Please indicate your preference within each block by using numbers 1-3. Block A has been pre-populated according to a preference already submitted:

| BLOCK A | 1-3 | BLOCK B | 1-3 | BLOCK C | 1-3 |
|----------------|------------|-------------------------------------|------------|-------------------------|------------|
| GCSE Geography | | BTEC Performing Arts | | GCSE Art & Design | |
| GCSE History | | BTEC Digital Information Technology | | GCSE Physical Education | |
| | | BTEC Health & Social Care | | GCSE Design Technology | |

Step 2: Please put a tick in the following box if you would be interested in studying the GCSE Separate Sciences.

We will endeavour to provide students with their preferred choices; however, we cannot guarantee this. We will have to consider the subjects each student has selected and ensure they are suitable as well as taking into account staffing and class size.

Return this form to Mr Delaney no later than Tuesday 24th March 2020

If you need any advice or assistance in completing this form please do not hesitate to contact me at school.

Signed: (Parent/Carer) Dated: