



Stafford Manor
High School

Key Stage 4 Courses

September 2022



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 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 Thursday 7th April 2022**

What happens next?

Once we have all students preferences, we will design the option blocks around students' choices. We may decide to provide you with option blocks at a later date and ask you to select subjects from each block. If we decide to do this, we will be in contact and we will explain how that works.

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.

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 may be 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 was 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 options after KS4. 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 are available on the internet which are specifically designed to give young people advice and guidance.

You should now have a login to Unifrog where you can explore a wide range of jobs and career pathways: www.unifrog.org

You can explore a range of jobs and careers at [Careers advice - job profiles, information and resources | National Careers Service](#)

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	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

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)



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.

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 (Pass, Merit or Distinction will be awarded and will be awarded on English GCSE certificate)

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 (40% of the final grade)
- PAPER 2: Modern Texts and Poetry (60% of the final grade)

For more information please see Mrs Gurmin or watch the video on the school website

[Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://staffordmanorhighschool.com)



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.

This GCSE is graded on a 1 to 9 scale. 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). The basic requirement for employers and for pupils wanting to move into Further Education and Training is a Grade 5.

We follow the Edexcel course.

100% terminal assessment which can only be taken at the end of Year 11

Assessment comprises of three exam papers (each 1 hour 30 minutes):

- One Non-Calculator Paper
- Two Calculator Papers

The topics covered are broadly:

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

The functional elements of the course focus on these 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.

We will equip 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.

For further information please see Mr Taylor or watch the video on the school website

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GCSE Science (Combined Science)



The Science course is delivered at a foundation and a higher level, catering for all abilities. 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 GCSEs) or separate sciences (giving them GCSEs 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.

SEPERATE SCIENCES

We are offering separate sciences as a choice as part of the student's curriculum. 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. There is more information on Separate science further on in this booklet.

For further information please see Mr Freeman or watch the video on the school website

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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 Creative Media Production' course will still develop Computing & ICT skills through the day to day lessons studied at Key Stage 3.

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.



Religious Studies

Religious Studies isn't just 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. The two religions studied will be Christianity and Islam and you'll learn skills in interpreting and evaluating pieces of information. It is useful for any career that requires an understanding of people.

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.

GCSE French is a HIGH VALUE subject



GCSE French



8 excellent reasons to pick French.....

1. A world language

More than 300 million people speak French on the five continents.



French speaking Accounts Payable
Salary: Up to £30,000 p.a depending
on experience + company benefits
Location: Wolverhampton West
Midlands

2. A language for the international job market

The ability to speak French and English is an advantage on the international job market. A knowledge of French opens the doors of French companies in France and other French-speaking parts of the ***world***.

3. The other language of international relations

French is both a working language and an official language of the United Nations, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts.



4. A language for travel

France is the world's top tourist destination and attracts more than 87 million visitors a year.

5. The language of culture

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.



6. A language that opens up the world

An ability to understand French provides access to an alternative view of the world. This develops empathy, kindness, understanding, and an excuse to eat croissants.



7. A language for learning other languages



French is a good base for learning other languages. Go on to learn other languages, and work for MI6! For example!

8. The language of love and reason

First and foremost, learning French is the pleasure of learning a beautiful, rich, melodious language that is often called the language of love. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations. It's good for your brain!



FAQ How will I learn for my GCSE French?

<p>What are the 4 language skills?</p> <p>What will I study?</p> 	<p>Reading, listening, speaking, writing</p> <p>Modern themes, relevant to you today</p> <p>Theme 1: Identity and culture</p> <p>Theme 2: Local, national, international and global areas of interest</p> <p>Theme 3: Current and future study and employment</p>
<p>How will I learn my French?</p>	<p>Online, articles, music, TV, film, games (and definitely croissants)</p>
<p>What support will I get?</p>	<p>Small groups, and lots and lots of opportunities to practice</p>
<p>What will my exam be like?</p>	<p>4 exams, one for each skill (so a listening, reading, writing and speaking exam)</p> <p>You can choose, with your teacher, between foundation and higher exams so you do the right exam for you.</p>
<p>Will I be ok?</p>	<p>You do your speaking exam with your teacher, so you feel safe and confident, after lots and lots of practice</p> <p>And the speaking exam is only 10 minutes long!</p>
<p>Can you show me examples for the themes?</p>	<p>Topic 1: Me, my family and friends Relationships with family and friends Marriage/partnership</p> <p>Topic 2: Technology in everyday life Social media Mobile technology</p> <p>Topic 3: Free-time activities Music Cinema and TV Food and eating out Sport</p> <p>Topic 4: Customs and festivals in French-speaking countries/communities</p>
<p>What jobs could I use French for?</p> <p>French  companies</p>	<p>Industry examples include:</p> <ul style="list-style-type: none"> - business services – media - central government - technology – engineering - travel and tourism - financial services – teaching – marketing – law – game design





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
<p>The Challenge of Natural hazards (tectonics, weather hazards)</p> <p>The Living World (rainforests, ecosystems, cold environments)</p> <p>Physical Landscapes in the UK (rivers and coasts)</p>	<p>Urban Issues and Challenges (study of urban issues in Rio de Janeiro, Bristol and sustainability in Germany)</p> <p>The Changing Economic World (Rich World, Poor World, Growth of economy in Nigeria)</p> <p>The Challenge of Resource Management (How do we manage food, energy and water?)</p>	<p>Issue Evaluation – pre release material to be examined in class 3 months prior to final exam</p> <p>Fieldwork - 2 locations: 1) Study of river profile at Sherbrook (Cannock Chase) 2) Assessing the successfulness of urban rebranding (Media City) in Salford Quays</p>
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 more information please see Mrs Rowley or watch the video on the school website

[Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://staffordmanorhighschool.com)



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 society. You will learn how history has **changed** around you with the study of the iconic Staffordshire religious site of Lichfield Cathedral, 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. All assessment is at the end of Year 11.

For further information please see Mr Mainwaring or watch the video on the school website

[Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://staffordmanorhighschool.com)

Option Subjects

GCSE Separate Sciences

GCSE Art: Craft & Design

GCSE Design Technology

BTEC Performing Arts

WJEC Tech Award Information Computer Technology (ICT)

GCSE Physical Education

BTEC Health and Social Care

GCSE Business

GCSE Media

GCSE Art: Textiles



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 or watch the video on the school website

[Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://staffordmanorhighschool.com)



GCSE Art: Craft & 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 are able to work independently using a variety of skills. Students will follow the Art, Craft and Design course which incorporates a variety of media's so there is something for everyone. Students must be able to draw, write and display work confidently in this subject. Art materials at home are an added bonus!

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

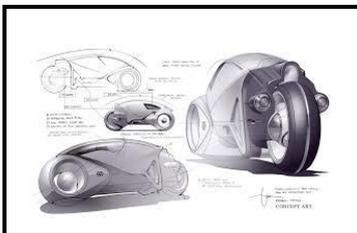
<p>Objective 1</p> <p>A01: Develop ideas through investigations, demonstrating critical understanding of sources.</p>	<p>Objective 3</p> <p>A03: Record ideas, observations and insights relevant to intentions as work progresses.</p>
<p>Objective 2</p> <p>A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</p>	<p>Objective 4</p> <p>A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>

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 and/or Mrs Rushton and watch the video on the school website

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GCSE Design Technology

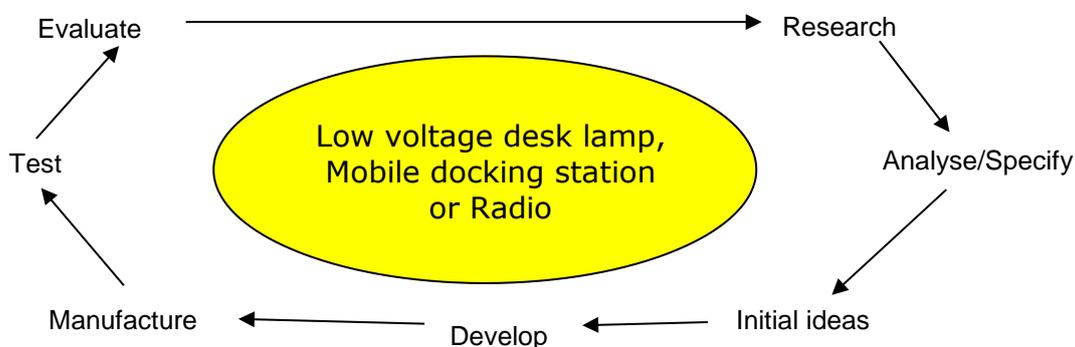


A qualification in Design & Technology is a key to open many doors in your future!

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.

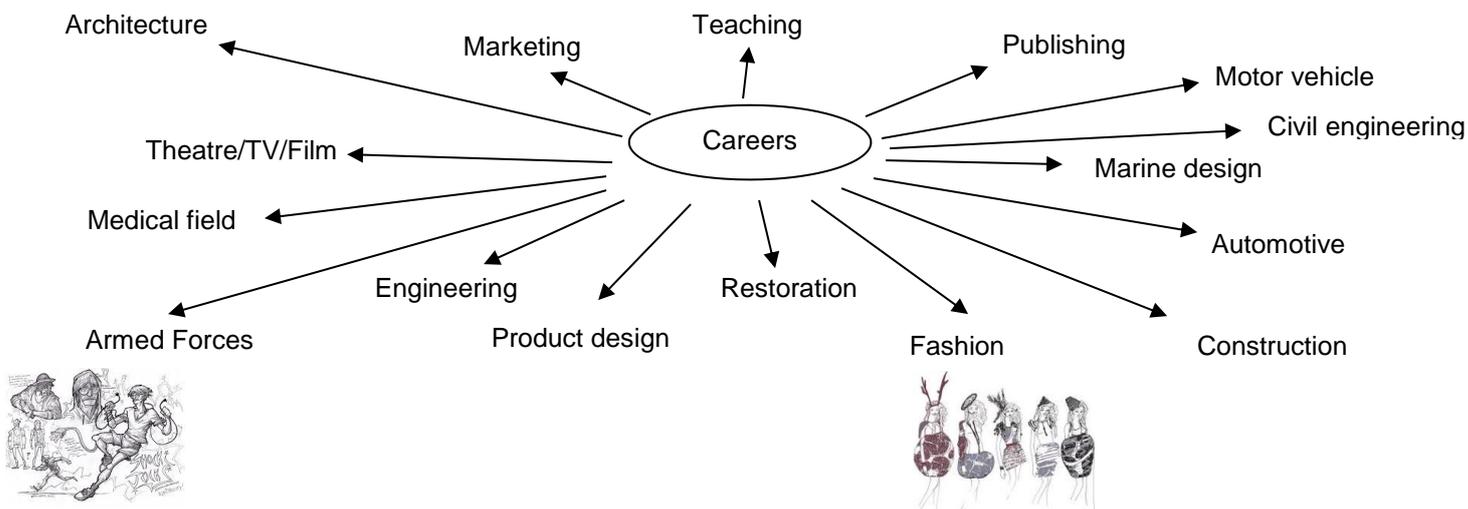
We have a range of courses available to us from different examination boards including BTEC's, GCSEs and VCert's which all hold the equivalent value at level 2. This gives us the opportunity and flexibility to choose the right course for our students in order to achieve the best outcomes for them. The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

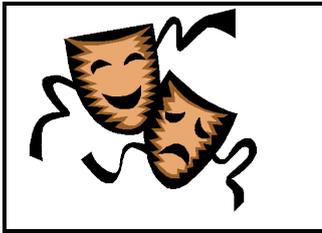


So what's my next step?

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 or watch the video on the school website: [Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://Year9Choices|Stafford(staffordmanorhighschool.com))



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. Student 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: In the past students who take the Performing Arts course will be invited to the theatre to watch musicals and plays at the theatre.

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 or watch the video on the school website

[Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://staffordmanorhighschool.com)



GCSE Media Studies



The aim of the course is to enable students to develop enquiry, critical thinking and decision-making skills through the study of media texts.

Students will learn to appreciate and understand the media and its role in everyday life as well as understanding media concepts that will allow you to interact with the way the world is presented.

The course is divided into 4 areas of theoretical framework

- media representation
- media language
- media industries
- media audiences.

this will allow students to compare and analyse media language and the way the world is represented, moving images and a project work to show what you have learnt through the course.

The course involves both internally assessed work and external examinations:

Media 1: Written exam – 1hr 30m – 35% of GCSE

Section A will focus on Media Language and Media Representations. Questions in this section can test any two of the following forms:

- magazines
- advertising and marketing
- newspapers
- online, social and participatory media and video games.

Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:

- radio
- music video
- newspapers
- online, social and participatory media and video games
- film (industries only).

Media 2 – Written exam – 1 hr 30m – 35% of GCSE

What's assessed

Section A will be based on a screening from an extract of one of the television Close Study Products and can test any area of the theoretical framework.

Section B will be based on either newspapers or online, social and participatory media and video games and can test any area of the framework.

Unit 3: NEA – 30% of GCSE

- Application of knowledge and understanding of the theoretical framework.
- Ability to create media products.

How it's assessed

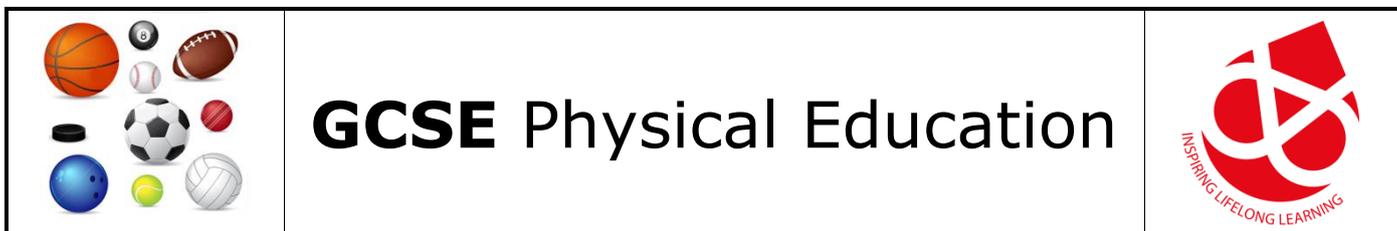
- A choice of one of five annually changing briefs, set by AQA.
- 60 marks
- Assessed by teachers
- Moderated by AQA.

Tasks

Students produce:

- a statement of intent
- a media product for an intended audience.

For more information please see Mrs Gurmin



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:	Students will carry out and monitor a personal exercise programme, which will include:
One team activity	Aim and planning
One individual activity	Carry out and monitoring of the PEP
The final activity can be a free choice from the list provided.	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 and watch the video on the school website

[Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://staffordmanorhighschool.com)



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 components 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 adulthood; this includes PIES development and the different factors that may affect this. An individual's development can be affected by major life events, such as marriage, parenthood or moving to a new 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 life everyone will need health care. It is likely that you have already had an appointment with a doctor in your lifetime, in which case you would be described as a service user. This means that 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 closely linked. People who need social care are not always ill – they may be unable to carry out everyday activities like getting dressed or feeding themselves, or they may need help with their day-to-day lives. Providing good health and social care services is important and service providers need to have the appropriate skills, attributes and values to meet the needs of service users. These skills, attributes and 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. This component will give you an understanding of health and social care services and will help you to understand the skills, attributes and values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers).

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 will explore 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 a person's state of health. You will learn how this information is used to recommend appropriate actions for improving a person's health and wellbeing. 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:

- Assignments set by the exam board - portfolio work (Components 1 and 2 – 60%)
- Written examination (Component 3 – 40%)

For further information please see Miss Klosowski and watch the video on the school website: [Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](#)



WJEC GCSE Business



WHAT QUALITIES & SKILLS DO I NEED?

The WJEC GCSE Business qualification introduces students to the business world, empowering them to develop as commercially minded and enterprising individuals. Students will have the opportunity to develop a wide range of skills, enabling them to use business information critically, to develop arguments, to make justified decisions and to prepare them for further study and career pathways.

Students will be expected to draw on their knowledge and understanding of the subject content to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data including its selection, interpretation, analysis and evaluation, and the application of appropriate quantitative skills

WHAT TOPICS WILL I STUDY?

The content is presented in six clear and distinct topic areas:

- Business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

HOW WILL I BE ASSESSED?

Unit 1 Business World:

Will be assessed through a written exam, which is worth 62.5% of your qualification, 100 Marks. The exam will last 2 hours and cover a mix of short answer and structured questions.

Unit 2 Business Perceptions:

Will be assessed through a written exam, which is worth 37.5% of your qualification, 60 Marks. The exam will last 1 hour and 30 minutes and cover data response questions covering all of the specification content.

CAREERS WITH ICT

Careers that may be of interest for those undertaking business qualifications are: Finance, Marketing, Human resources or Business management.

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

For more information please see Mrs McCracken and watch the video on the school website: [Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://staffordmanorhighschool.com)



WJEC Tech Award in ICT



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 SKILLS WILL I DEVELOP?

You will develop a number of skills which are attractive to employer, colleges and universities including:

- Communication
- Coping with rapid changes in technology
- Critical thinking Designing, programming, testing and evaluating software systems
- Learning independently
- Numeracy and data handling Problem solving

WHAT WILL I STUDY?

The qualification is made up of 2 units:

Unit 1: ICT in Society

You will:

- Explore the wide range of uses of hardware, application and specialist software in society
- Investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

Unit 2: ICT in Context

- Gain a working knowledge of databases, spreadsheets, automated documents and images
- Learn to apply your knowledge and understanding to solve problems in vocational settings.

HOW WILL I BE ASSESSED?

Unit 1 will be assessed through an exam, which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks.

CAREERS WITH ICT

The ICT industry offers a wide range of exciting opportunities which include:

Data analyst, Digital content producer, Systems engineer, Web marketing manager.

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

For more information please see Mrs McCracken and watch the video on the school website: [Year 9 Choices | Stafford \(staffordmanorhighschool.com\)](http://Year9Choices|Stafford(staffordmanorhighschool.com))



GCSE Art: Textiles



GCSE Art Textiles is a vibrant and dynamic course which teaches skills such as **weaving, felting, stitching, appliqué, construction methods, and printing**. It gives students the freedom to express themselves using techniques and materials they enjoy using that might have a functional or non-functional purpose.

Students have the opportunity to focus on the following areas: art textiles, fashion design and illustration, costume design, constructed textiles, printed and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles and installed textiles.

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

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

Examples of work:



Fashion design



Silk painting



Felting



Batik



Soft furnishing

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. Textiles 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 Textiles such as: Fashion Design, interior design, print design, Television and film industry (costumes), stylists and owning your own boutique.

For further information please see Mrs Mandley or Mrs Rushton and watch the video on the school website: [Year 9 Choices](#) | [Stafford \(staffordmanorhighschool.com\)](#)

