

Stanborough



Mathematics & Computing Academy

Headteacher: Mrs M John



# Year 10 Options

**2024 - 2026**

**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

January 2024

Welcome to the Year 9 Options Booklet! This marks the start of a very important time for students when they will gather lots of information about the subjects on offer before making their choices.

Please read this booklet carefully with your child and encourage them to speak to Curriculum and Subject Leaders if they have any questions. This booklet contains a summary of all the subjects on offer, together with an explanation of the options process and the flexible curriculum that is offered at Stanborough.

In addition to the core subjects of English, Mathematics, Science, Physical Education and Cultures, Societies and Ethics (CSE), students will study at least one Modern Foreign Language and at least one Humanities subject.

The subjects we include in the core are designed to ensure that all students have the opportunity to study a broad core of subjects, ensuring that doors are not closed off to them in terms of future progression. For example, for students hoping to go to university, The Russell Group guide on making informed choices for Post-16 education identifies ‘facilitating subjects’ at A level. These are the subjects most likely to be required or preferred for entry to degree courses and ones that will keep the most options open. The subjects they identify are those included in the English Baccalaureate – mathematics, English, physics, biology, chemistry, geography, history, and languages (classical and modern). The English Baccalaureate is intended to give students greater opportunity to study in and beyond the vital core of English, mathematics and the sciences, where research has shown that there are clear advantages in terms of cognitive skills and understanding.

This is an exciting time for students as they reflect on their strengths and skills and carry out research into the subjects they may wish to choose to study for the next two years. I urge you to encourage them to think carefully about the choices they make and that they complete the online options form by the deadline. The deadline to complete the online options form is Monday 26 February 2024.

If you have any questions about individual subjects, please contact the member of staff responsible for that subject as listed in this booklet. If you have any general questions about the options process, please contact me in the first instance.

Mr A Green  
**Assistant Headteacher**

## KEY STAGE 4 CURRICULUM – CORE SUBJECTS

All students do these subjects:

<b>English</b>	All students will study GCSE English for 2 years. From Year 10, students will follow a course in both English language and literature.
<b>Mathematics</b>	All students will study GCSE Mathematics for 2 years.
<b>Science</b>	All students will study GCSE Science for 2 years. Some students may additionally choose to study Separate Science (equivalent to 3 GCSEs), rather than Trilogy Science (equivalent to 2 GCSEs).
<b>Modern Foreign Language</b>	All students will continue to take the language they have currently been studying
<b>Humanities</b>	All students will take at least 1 humanities subject (Geography and/or History)
<b>Physical Education</b>	All students will study Physical Education. Students will also have the opportunity to work towards a Sports Leadership Award.
<b>Cultures, Societies and Ethics (CSE)</b>	All students will study a Cultures, Societies and Ethics course, looking at themes through the six main world religions.
<b>Lifeskills &amp; PSHE</b>	This is taught through a range of special activities throughout Key Stage 4 and includes units on careers guidance, study skills and citizenship.

The above is only a brief outline.

Please read each subject page for more detail.

## SUBJECTS

- ❖ English Language and English Literature
- ❖ Mathematics
- ❖ Science – Trilogy Science and Separate Science
- ❖ Core Physical Education
- ❖ Cultures, Societies and Ethics
  
- ❖ Art & Design - Art, Craft and Design\*
- ❖ Art & Design - Three-Dimensional Design\*
- ❖ Business
- ❖ Child Development
- ❖ Computer Science
- ❖ Dance
- ❖ Drama
- ❖ Geography
- ❖ History
- ❖ Hospitality and Catering
- ❖ Media Studies
- ❖ Modern Foreign Languages
  - ❖ French and Spanish
- ❖ Music
- ❖ Physical Education
- ❖ Psychology
- ❖ Religious Studies

*\* These subjects cannot be taken together*

## ENGLISH LANGUAGE & ENGLISH LITERATURE

Students will work towards two GCSE qualifications, one in English Language and one in English Literature.

In Year 10 students will begin to study some of the texts on which they will be examined in Year 11. This covers a range of texts including *Romeo and Juliet* by William Shakespeare, *Dr Jekyll and Mr Hyde* by Robert Louis Stevenson and *An Inspector Calls* by J.B. Priestley.

Students will be able to purchase their own copies of the set texts for GCSE English Literature. This will help them to prepare for the examinations as they will be able to highlight key quotations and write their own notes in their copies of the texts.

They will also study an anthology of poems about love and relationships written by the poets from 1789 to the modern day. This includes romantic poets such as William Wordsworth and contemporary poets such as Simon Armitage.

All examinations in this subject will take place at the end of Year 11. There will be four two-hour examinations for all students: two examinations for English literature and two examinations for English language.

Students will need to prepare thoroughly for the English Literature examinations as they will be closed book examinations. The English language examinations are based on reading and responding to a range of unseen material, making comparisons between them and completing one written task.

There will also be a formal assessment of speaking and listening during Year 10. All students will make a formal presentation to their teaching group. They will be awarded a pass, merit or distinction for a qualification separate from the GCSE English qualifications.

*If you require any further information, please see Mr O'Connor*

# MATHEMATICS

Mathematics is an important skill that will benefit students in many ways, including their studies, future employment and general wellbeing. Having a strong grounding in mathematics is vital for young people in today's job market. Many sixth-form, college and university courses, as well as apprenticeships and entry into a wide variety of careers require a particular grade in mathematics.

The Key Stage 4 mathematics curriculum requires students to do more than just recall and use their knowledge to answer familiar questions. They also need to select and apply mathematical methods in a range of contexts, including real life situations and demonstrate an ability to solve complex and unstructured problems. In some questions, the quality of a student's written communication will be assessed; this means that clear logical working must be shown and the use of accurate mathematical language is essential.

Approximately half of the students will study the Higher course (covering grades 4 to 9) and the rest of the students will study a Foundation course (covering grades 1 to 5). There is no coursework in this subject and students will follow a linear route (all exams will be sat at the end of year 11).

Students are expected to use a calculator in two out of the three 1.5 hours long mathematics exams. It is therefore essential that each student has their own scientific calculator throughout the course. This will provide them with the opportunity to learn to use it efficiently and become familiar with each function. Casio fx-83GTX is strongly recommended for GCSE mathematics. This can be purchased from a local supermarket or from the school's Learning Resources Centre.

Throughout the course, teachers in the mathematics department at Stanborough School will work hard to ensure that teaching is relevant to real life and to address the needs of each student. Teachers use ICT resources regularly in lessons to enhance the teaching and learning of mathematics and students will have opportunities to use ICT for independent work through resources like [www.mymaths.co.uk](http://www.mymaths.co.uk) and [vle.mathswatch.co.uk](http://vle.mathswatch.co.uk). Teachers will also use ClassCharts to inform students of upcoming events like key assessments, mock exams, etc and to share revision material and mark schemes.

Mathematics is a challenging, but very rewarding subject. By working together we hope to help each student to achieve their potential and to provide them with every opportunity to achieve the best possible grade.

*If you require any further information, please contact Mr Modi*

## **SCIENCE**

### **TRILOGY SCIENCE AND SEPARATE SCIENCE**

There are two possible pathways for students to take, the trilogy science pathway and the separate science pathway. There is significant overlap in the content of both courses, which aim to develop a deeper knowledge and understanding of science which builds on the concepts met at KS3. Students have an opportunity to see the applications and implications of science beyond the classroom and its relevance to our lives. Both courses also develop students' ability to work scientifically via practical work. The examinations at the end of KS4 assesses subject content and practical skills that have been developed in class.

#### **Trilogy Science**

The trilogy science pathway allows students to gain **two science GCSEs** which are an average grade that combines the student's attainment in biology, chemistry and physics. There is no separate grade awarded for each science discipline. Instead students are awarded a double grade based on an 18 point grade scale moving from 9-9 as the highest possible grade to 1-1 as the lowest. Students will either sit the higher or foundation tier papers. There are 6 papers in total each lasting 1 hour and 15 minutes. The grades on the higher tier papers range from 9-9 to 4-4 and on the foundation papers it is 5-5 to 1-1.

This course is suitable for all students. Those who study trilogy science are still eligible to pursue A level sciences if they meet the A Level science entry criteria.

#### **Separate Science (taken as an option)**

At the end of the separate science pathway students are awarded **three science GCSE grades**, (one for biology, one for chemistry and one for physics). There is more content to be covered and goes into more depth than the trilogy science course.

Students will either sit the higher or foundation tier papers. There are 6 papers in total each lasting 1 hour and 45 minutes. The grades on the higher tier papers range from 9 to 4 and on the foundation papers it is 5 to 1.

This course is most suitable for those students who have a strong interest in science. The separate science course allows excellent preparation for A level sciences in the sixth form due to overlap in content with the A level science courses.

*If you require any further information, please see Mrs Mabbs*

## CORE PHYSICAL EDUCATION

Students will have two compulsory hours of core PE per week. Students will take part in a variety of traditional activities including football, netball, volleyball, hockey, dance, fitness, rounders, athletics, cricket, tennis, rugby, badminton and basketball.

Students will also have the opportunity to experience some alternative activities such as lacrosse, handball, softball, ultimate frisbee, dodgeball, yoga, boxercise, golf, squash and table tennis.

Throughout the two years, students will have the opportunity to develop leadership skills through volunteering in the local community. Sports leaders at Stanborough are developed in their core PE lessons with opportunities to further these skills in Post 16.

### Extra-curricular:

Stanborough offers the widest range of sports and activities of any school in the district. We take part in district, county and national tournaments as well as local friendly fixtures. Practices take place at lunchtimes and after school.

*If you require any further information, please see Mr Harris or Mrs Harris*



## CULTURES, SOCIETIES AND ETHICS (CORE)

As a requirement of the recent Hertfordshire Agreed Syllabus, students will continue to study Religion, Philosophy & Ethics in Key Stage 4. Below you will see a list of topics and questions which will form the basics of our 'Cultures, Societies and Ethics' course. We will study these themes through the six main world religions we studied in Key Stage 3, but we will also consider both Humanist and atheistic points of view, to explore the themes and questions.

In CSE, we will also cover many themes of the new statutory Relationships and Sex Education curriculum. It will also pick up some other areas of the PSHE curriculum.

This course will fully support students studying their other subjects. The written work we do, the analysis and evaluation skills we develop, will be invaluable support for improving the academic work being completed in all other subjects.

Topics and questions which will form the basis of the course	
Holocaust studies	What was the Holocaust? What led to the Holocaust taking place? Where was God or where was man? Linking to the Holocaust Memorial Day
Marriage and family life	Marriage in the UK and how different faiths approach it What happens when marriages fail? Is marriage dead? - its changing nature and purpose
Relationships and lifestyles	What impact does lifestyles have on relationships? Body Shaming and Self harm Managing conflict Bullying
Alcohol and Drugs Education	What is meant by alcohol? What are the dangers of and impact of alcohol and binge drinking on the body and mind? Drugs and the law The dangers of drugs to the individual and society
Sex Education	Sexual Consent Sexually Transmitted Infections Contraception Pornography
Stress and Well Being	Anxiety Eating disorders Healthy Lifestyle and Healthy eating

There will be no examination at the end of the course, but assessments will be made of the students' progress by reflecting on the key skills used in assessing different arguments and concepts and their effectiveness.

We will assess written work, group and individual presentations, and through project work.

*If you require any further information, please contact Mr Collinson*

---

## ART & DESIGN - THREE-DIMENSIONAL DESIGN

---



### COURSE REQUIREMENTS

Three-Dimensional Design is open to students who have a passion for innovative ideas and hands on making

The course requires students to demonstrate an independent and self-motivated work ethic. Students must be committed to engage in studies both inside and outside of the classroom and be confident in exploring a diverse range of practical media and written tasks.

### COURSE OUTLINE & ASSESSMENT

#### Year 10 – Unit 1 – Personal portfolio 60%

**Term 1** – Students will engage in a series of skill building workshops.

**Term 2/3** Pupils will produce a portfolio of work demonstrating an independent approach to a design brief.

Students will be expected to utilise the workshop outside of lesson to support with the completion of their work

#### Year 11 – Unit 2 – Externally set assignment 40%

A theme will be set by the exam board and will culminate in a 10 hour exam piece over two days.

Homework will be set weekly to support student progress and is expected to take at least 1/2 hours per week.

*Throughout the course, students will also get the opportunity to attend a number of galleries and workshops.*

### WHY STUDY THREE DIMENSIONAL DESIGN

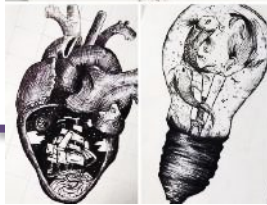
Studying Three-Dimensional Design will equip students with a creative skillset and further develop their knowledge and appreciation of design. This subject can also provide essential transferable skills such as critical thinking, problem solving self-esteem and teamwork.

Possible career options:

- Architecture
- Carpenter
- Engineer
- Product Designer
- Crafts Person
- Packaging Designer
- Three-dimensional animation
- Jewellery Designer
- Sculptor

*If you require any further information, please see Mrs Pearson*

# ART & DESIGN - ART, CRAFT & DESIGN



## COURSE REQUIREMENTS

Art, Craft & Design is open to students who are passionate about the subject.

The course requires students to demonstrate an independent and self-motivated work ethic. Students must be committed to engage in art both inside and outside of lesson and be confident in exploring a diverse range of practical skills.

## COURSE OUTLINE & ASSESSMENT

### Year 10 – Unit 1 – Personal portfolio 60%

**Term 1** – Students will engage in a series of skill building workshops

**Term 2/3** Pupils will produce a portfolio of work demonstrating an independent approach to a chosen theme.

Students will be expected to utilise the art room outside of lesson to support with the completion of their work

### Year 11 – Unit 2 – Externally set assignment 40%

A theme will be set by the exam board and will culminate in a 10 hour exam piece over two days.

Homework will be set weekly to support student progress and is expected to take at least **1/2 hours per week.**

*Throughout the course, students will also get the opportunity to attend a number of galleries and workshops.*

## WHY STUDY ART & DESIGN?

Studying art & design will equip students with a creative skillset and further develop their knowledge and understanding of visual arts and the appreciation of society and culture. This subject can also provide essential transferable skills such as critical thinking, problem solving self-esteem and teamwork.

### Possible career options:

- |                   |                  |                     |
|-------------------|------------------|---------------------|
| • Architecture    | • Web design     | • Surface pattern   |
| • Interior design | • Illustrator    | • Theatre design    |
| • Graphic design  | • Product design | • Carpenter         |
| • Fashion         | • Animator       | • Museum technician |
| • Advertising     | • Art therapist  | • Gallery director  |
| • Fine artist     | • Teacher        | • Craftsperson      |

*If you require any further information, please see Mrs Pearson*

# BUSINESS

## Business at a glance

Business Studies explores the skills needed to be enterprising and enables students to spot a business opportunity. The subject considers the practicalities of making a business idea happen and focuses on the implication this has on the different functional areas within a business. Students will also consider building a business and making marketing, operational, financial and human resource decision.

## Course content includes the following & more:

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business
- Growing the business
- Making marketing decisions
- Making operational decisions
- Revision and exam preparation

## Assessment

The Business course consists of two externally-examined papers.

Both exams will be taken in Year 11.

Paper	Weighting	Length
Written exam 1	50%	1½ hours
Written exam 2	50%	1½ hours

Key assessments will take place at the end of each unit. However, examination questions will form part of the learning process and will be given for homework on a regular basis. Mock examinations will also take place.

## Revision Guides

We use a core textbook which we strongly recommend students to purchase.

In addition, we recommend the purchase of the Revision Guide and Revision Workbook.

There are several good revision websites that are available such as:

- <https://www.tutor2u.net/business>
- <https://www.bbc.co.uk/bitesize>
- <https://www.senecalearning.com>
- <https://getrevising.co.uk>

## Learning Strategies

- Group work
- Use of IT
- Guest speakers
- Independent learning
- Working with case study material
- Use of multimedia resources
- Opportunities to set up a small business
- Relate on work experience
- Extra revision classes held on Monday
- Exam skills
- Exam workshops

*If you require any further information, please see Mrs Ramsamy*

# CHILD DEVELOPMENT

This course will inspire and enthuse you to consider a career in early years, or related sectors, where knowledge of child development is relevant. If you have younger siblings or enjoying working with young children and learning about how they develop, this is a course you will enjoy.

The course is assessed through an exam worth 40% and two other internally assessed units worth 30% each.

## Units include:

- **Health and well-being for child development-** Assessed through an exam. Students will understand the essential knowledge and understanding for child development, covering pre-conceptual health and reproduction, antenatal care and preparation for birth, postnatal checks and childhood illnesses.
- **How to create a safe environment and understand the nutritional needs of children from birth to five years-** Assessed through three assignments. Students will gain understanding about the importance of creating a safe environment for children in a childcare setting. This includes how to choose appropriate equipment for the setting. Students will also learn about nutrition and hygiene practices and will be given the opportunity to plan, make and evaluate a suitable meal.
- **Development of a child from one to five years-** Assessed through three assignments. Students will gain knowledge on children's social, intellectual and physical development and children's play. They will learn about how to carry out observations of children's development, and how to provide good play activities to promote their development.



*If you require any further information, please see Mrs J Hall*



# COMPUTER SCIENCE

Students about the fundamental principles and concepts of Computer Science. Analysing problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs. Allowing students to think creatively, innovatively, analytically and logically. Computer Science looks at the components of computer systems and the impact of digital technology to an individual and to wider society.

This course will provide students with the opportunity to gain a qualification with which they can enter employment in the IT sector or progress to Advanced Level qualifications in IT and Computer Science.

For students to achieve the award they will study two core components:

- Component 1: Computer Systems
- Component 2: Computational thinking, algorithms and programming.

The course involves students undertaking two examinations.

## **Component 1: Computer Systems (Exam worth 50%)**

- This component covers the body of knowledge about computer systems.
- Unit topics include: -
  - Systems Architecture
  - Memory and storage
  - Networks, connections and protocols
  - Network Security
  - Systems Software
  - Ethical, legal, cultural and environmental concerns



## **Component 2: Computational thinking, algorithms and programming (Exam worth 50%)**

- This component covers the body of knowledge about computational thinking, algorithms and programming
- Unit topics include: -
  - Algorithms
  - Programming fundamentals
  - Producing robust programs
  - Boolean logic
  - Programming languages



## **Practical Programming**

- Students will be given the opportunity to undertake a programming task(s) during their course of study which allows them to develop their skills to design, write, test and refine programs using a high-level programming language. Students will be assessed on these skills during the written examinations, in particular component 02.

*If you require any further information, please see Mrs Theodoulou or Mr Green*

# DANCE

If you are creative and enjoy performing, choreographing, and gaining a wider experience in different styles of dance, then this is a course that you will enjoy.

This is a practically based course that will suit anybody who enjoys dance or is thinking about a career in dance or performing arts.

The BTEC Level 2 Tech Award in Dance course aims to develop broad knowledge and understanding of the performing arts sector and specialist skills such as exploring professional work, reproducing repertoire and responding to stimulus.

The course consists of (each component is worth 60 marks):

- **Component 1 Exploring the Performing Arts** – Students will investigate how professional performance work is created. They will demonstrate skills, techniques and approaches used by professionals. The student's performances in dance productions and workshop performances will be internally assessed and externally moderated.
- **Component 2 Developing skills & techniques** – Students will develop their performing arts skills and techniques through the reproduction of various dance repertoire. This will be assessed through rehearsals, performances and evaluations of their own performance skills, this will be internally assessed and externally moderated.
- **Component 3 Responding to a brief** – Students will work as part of a group to contribute to a workshop performance in response to a stimulus. This is an externally assessed unit in which students respond to a brief set by the exam board and will perform to a selected audience.

Students will be expected to take part in several performances, showing different styles of dance throughout the course and will also be expected to put in extra time, outside lessons, to rehearse with others and improve their own performance. It will be a great advantage if students have previous dance experience, but is not essential.



*If you require any further information, please see Mrs Harris*

# DRAMA

The Drama course is divided into three units.

## Unit 1- Devising- 40%

Students must create and perform their own piece of theatre, choosing to focus on either acting or a design choice, (lighting, sound, set design or make-up).

How this unit is assessed:

- Students must produce a portfolio which is a record of the rehearsal and devising process and this can be written or recorded - 30%
- Perform in, or create and realise the designs for, a piece of theatre created by the students in small groups - 10%

*This unit is internally assessed by the school and moderated by the exam board.*

## Unit 2- Performance of a Text- 20%

Students must rehearse and perform an extract from a pre-published play. They can choose to focus on acting or design.

How this unit is assessed:

- Perform in, or create and realise the designs for, a performance of an extract from a pre-published play.

*This unit is externally assessed by a visiting examiner.*

## Unit 3- Written Exam- 1h30m - 40%

Students will study one play taken from a prescribed list of 8.

**Section A** will assess the students' understanding of the play and how to stage/perform an extract from it - 30%

**Section B** will require students to answer two questions based on a piece of live theatre they have been to see - 10%

*This unit is externally assessed by an examiner.*

Students interested in any pathway in life which may require confidence and soft skills or understanding people should consider taking Drama. Students who are interested in any aspects of drama or theatre/theatre design should also consider this as an option especially if they have an interest in going to the theatre and analysing what they have just watched.

Drama students are expected to be involved in some capacity in the school production and house drama competition, either on stage or backstage; practically developing the skills learned in their studies.

*If you require any further information, please see Mrs Eracleous-Rickard*



# GEOGRAPHY

Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding.

Geography helps you to make sense of the world around you.

## The Course

You will study six units over two years and complete a piece of examined coursework and an issue evaluation. You will also study geographical skills specific to each unit and get the opportunity to practice exam technique throughout the course. The units studied are listed in the table. You will be tested on your progress through assessed exam questions and homework. At the end of each unit you will have a test that will be marked and graded.

Year	Unit of work
Year 10	Hazards, Intro to Changing UK economy, Urban Issues and Challenges
	Glacial Landscapes, Coastal Landscapes, Physical Fieldwork
Year 11	Human Fieldwork, Changing Economic World, Resource Management
	Living World, Issue Evaluation
	Pre-exam warm-up
Field Work	
Issue evaluation from March in year of exam	
Geographical skills throughout	

**Please Note: Fieldwork is an essential curriculum requirement** of the geography course. Where possible, the fieldwork will be delivered locally involving minimal additional costs. However, should a residential fieldtrip take place, there will be additional costs. We will inform parents and carers at the earliest possible opportunity about the fieldwork arrangements.

<b><u>Final Assessment.</u></b>			
In the summer of their final year students will sit 3 exams as shown in the table below			
<b>Geography Exam Structure</b>			
<i>Paper 1</i>	1½ hours	<b><u>Living with the physical environment</u></b> The Challenge of natural hazards, the Living World & Physical landscapes in the UK	88 marks <b>35%</b>
<i>Paper 2</i>	1½ hours	<b><u>Challenges in the human environment</u></b> Urban issues and challenges, The changing economic world & The challenge of resource management	88 marks <b>35%</b>
<i>Paper 3</i>	1 hour	Students will need to produce a piece of coursework on which they will be examined. Students will also be assessed on a decision-making exercise based on pre-release material from the board.	76 marks + 6 marks for SPGST <b>30%</b>
All exam papers will be a mixture of multiple choice, short answer and longer extended answer questions marked on levels of response.			

## **Potential careers pathways:**

- Environment and sustainability
- Transport and Planning
- Development and global issues
- Land Management
- Teaching
- Government and Politics
- Maps and mapping
- Travel and tourism

*If you require any further information, please see Mr Fraser*

# HISTORY

## What you will gain from studying history:

- A very good understanding of some of the major events and turning points of British and world history.
- Develop a range of skills, such as being able to bring together and organize information, and then present it clearly and fluently in different forms.
- Be able to argue a case, learn to think critically, and see things from other people's points of view
- These skills are highly valued by a range of subjects at university, and by many future employers. Studying history could lead to careers in journalism, law, advertising, the travel industry, social work, the media, and teaching!



## A summary of the topics studied are:

<b>Whitechapel, c1870-c1900. Crime, policing and the inner city.</b>	Whitechapel is an excellent case study that explores the issues of poverty and crime in Victorian London. A study of Whitechapel highlights the problems associated with policing at this time and the developments and challenges to investigative policing. Public attitudes to policing and the problems associated with regional and national policing are also highlighted through the study of this historic environment.
<b>Crime and punishment in Britain, c1000–present</b>	Crime and punishment in Britain from c1000 to present focusses on: 1. The nature and changing definitions of criminal activity. 2. The nature of law enforcement and punishment. 3. Case studies – The 1605 Gunpowder plotters, witch hunts, Pentonville Prison in the 19th Century, Conscientious objector and many more...!
<b>Superpower relations and the Cold War, 1941-91</b>	This option is a period study, and consists of the three Key topics: 1. The origins of the Cold War, 1941–58; 2. Three Cold War Crises, 1958–70; 3. The end of the Cold War, 1970–91.
<b>Anglo-Saxon and Norman England, c1060–88</b>	1066 is a landmark event in History. While the date is instantly recognisable, few realise the trauma and suffering the Norman Conquest wrought. This depth study, focused on the period 1060–1088, allows students to develop a deeper appreciation of this pivotal time. The content is divided into three key topics broadly covering Anglo-Saxon England, the Norman Conquest and subsequent rebellions and finally, the nature of the Anglo-Norman state.
<b>Weimar and Nazi Germany, 1918-39</b>	This option is a modern depth study, and consists of the four Key topics: 1. The Weimar Republic 1918–29 2. Hitler's rise to power, 1919–33 3. Nazi control and dictatorship, 1933–39 4. Life in Nazi Germany, 1933–39

*If you require any further information, please see Mr Norris or Mrs Stamp*

# HOSPITALITY & CATERING



## COURSE REQUIREMENTS

This course is for students who are interested in any aspect of food and practical related food activities in the context of the hospitality and catering sector.

***Students opting for this course will be committing themselves to preparing for regular practical and written theory sessions throughout the course. These are mandatory and form part of the assessment process.***

## COURSE OUTLINE

### What will students study?

- How to prepare self and environment for cooking.
- Understand the environment in which hospitality and catering providers operate.
- Understand how hospitality and catering provision meets health and safety requirements.
- Know how food can cause illness.
- Be able to propose a hospitality and catering provision to meet specific requirements.

### What skills will students learn?

Students will develop skills:

- In creating menus to meet a brief.
- In selecting ingredients to cook dishes.
- In adapting recipes for health.
- In evaluating their own work.
- In Literacy, Numeracy and ICT.
- That are essential for the modern workplace, such as planning, research skills, communication, problem-solving skills and health and safety.

## HOW WILL STUDENTS BE ASSESSED

<b>Unit 01</b> <b>The Hospitality and Catering Industry</b> 1 hour 30 minute written examination testing knowledge and understanding of the hospitality and catering industry.	External assessment  60%
<b>Unit 02</b> <b>Hospitality and Catering in Action</b> Students will produce an assignment where they must plan the preparation and cooking of suitable dishes that meet the needs of the brief set by the examination board. Students will then cook and present their dishes.	Internal assessment  40%

*If you require any further information, please see Mrs Pearson*

# MEDIA STUDIES

## Am I right for this course?

If you are a creative student with an interest in current affairs, have an interest in studying the media; an interest in film, music and TV shows or if you are a student wishing to pursue a career in marketing, TV, film, Music, PR & journalism, then this could be the course for you.

## What is the course structure?

Media studies is a diverse and fulfilling subject if you are interested in how the TV, Film, Music industries work to shape attitudes, values and beliefs in today's media-saturated society. As well as consume media texts, you will become analysts and producers of your own, through examining a range of case studies and completing practical exercises.

## How will you be assessed?

### **Component 1 – Exploring media language, representation, industry and audiences**

**Written examination – 1 hour 30 minutes**

#### **40% of qualification**

This section assesses media language in magazines, newspapers, film marketing, and advertising, radio and video games.

### **Component 2 – Understanding media forms and products**

**Written examination – 1 hour 30 minutes**

#### **30% of qualification**

This section assesses all elements of the media and focuses on the industries of television and music.

### **Component 3 – Creating media products**

#### **Non-exam unit**

#### **30% of qualification**

An individual media production for an intended audience in response to a choice of briefs set by the exam board, applying knowledge and understanding of media language and representation.

## What can I do after the course?

- A-levels including English literature, media studies, film studies, BTEC creative media
- College courses linked to film, media production, business, journalism, research and analysis
- Or possibly apprenticeships into careers in film, TV, marketing, music, PR & journalism

*If you require any further information, please see Mr Maden or Mrs Ridgeon*

# MODERN FOREIGN LANGUAGES

## French / Spanish

Bonjour

It's a multilingual world—not everyone speaks English.  
94% of the world does not speak English as their 1st language.  
75% of the world does not speak English at all.

Hola

Did you know people who use languages in their jobs earn **8% more** on average?

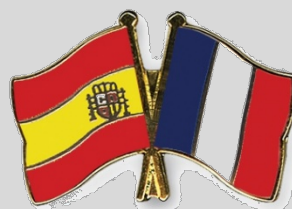
Studying a **modern foreign language** gives you many opportunities:

- You have less chance of being unemployed if you have another language.
- It will help you find a job in business. You may end up working for Xerox, Apple Computer, Hewlett Packard, Renault and Michelin to name but a few.
- Languages are obviously useful if you want a career in travel and tourism or language teaching but they can also complement careers in fashion, design, art, journalism, accountancy, law, music, catering, film making, science and even sport.
- It allows you to understand different cultures and travel far and wide with confidence and appreciate different countries even more as well as helping you communicate more effectively with the locals.

### Assessment

The four skills of listening, reading, speaking and writing will be equally weighted at 25%.

The reading, writing and listening will be externally assessed exams.



### Themes Studied: Identity and culture

Topics: Me, my family and friends; Technology in everyday life; Free-time activities; Customs and festivals in French-speaking countries/communities

### Local, national, international and global areas of interest

Topics: Home, town, neighbourhood and region; social issues, global issues, travel and tourism

### Current and future study and employment

Topics: My studies; Life at school/college; Education post 16; Jobs, career choices and ambitions



Languages are an Ebacc subject and as such are highly valued by top universities.



### Can you already speak another language?

We are very keen to support students in taking a GCSE in a language they speak at home, for example Polish, Italian or Arabic. If a student is interested in this, please let us know.

*If you require any further information, please see Ms Fletcher*

# MUSIC

For Music GCSE we follow the OCR syllabus. The course consists of 60% practical work (Performing and Composing) and 40% theory in preparation for one exam at the end of the course.

Students will spend the first year developing their performing, composing, listening and theory skills and later begin their coursework. The course is 40% examined and 60% coursework.



## Performing – 30%

Students will perform 2 different pieces of music:

1. Solo performance – a piece in any style on any instrument or voice lasting at least 2 minutes.
2. Ensemble Performance – a piece in any style which includes other live musicians.

## Composing– 30%

Students will create 2 pieces of their own music either using an instrument or using Music Technology:

1. Free composition – A piece of music or song which can be in any style and for any instruments.
2. Composition to a brief – A piece of music which is written in response to a brief set by OCR.

## Listening and Appraising – 40%

Students will study a range of music from different times and places. They will be required to read music and rhythm as well as respond to unprepared audio extracts of music. Areas of Study include:

- Concerto through time
- Rhythms of the World
- Film and Video Game Music
- Conventions of Pop

Should you take GCSE Music?

- Do you play an instrument or sing regularly?
- Are you interested in performing and/or writing your own music?
- Do you have a real interest in how music works, where different styles come from, how music is created and why music sounds a certain way?
- Are you willing to practise/have regular lessons in your instrument? Play in concerts? Take part in extra-curricular music?

If the answer to these questions is yes, Music may well be for you!

Weekly lessons are strongly advised to develop performance skills and overall musical knowledge. When opting to take GCSE Music, students receive a 50% discount on private music tuition of 20 minutes per week in any instrument or voice via the Hertfordshire Music Service. Students do not have to have their instrumental or vocal lessons through Stanborough School – external lessons are equally encouraged.

A recent study in the UK found that playing a musical instrument appears to enhance general performance in other subjects at GCSE. Universities and employers see creative subjects as an asset. They demonstrate a range of transferable skills including creative thinking, emotional intelligence, adaptability, communication, and resilience.

*If you require any further information, please see Miss Naylor*



# GCSE PHYSICAL EDUCATION

This course is for students who are passionate about Physical Education and enjoy Sport. Students will be assessed in practical skills and theoretical understanding. It is suitable for students who can demonstrate a good ability in three different sports (team and individual) and who are keen to learn about anatomy and physiology, human biology, methods of training, sports nutrition and sports psychology.

The course has three main elements:

**1. Practical Element (30%)** - Assessment consists of 3 different sports

Students can be assessed in any of the following sports:

**Individual:** amateur boxing, athletics, badminton, canoeing, cycling, dance, diving, golf, gymnastics, equestrian, kayaking, rock climbing, rowing, sculling, skiing, snowboarding, squash, swimming, table tennis, tennis, trampolining.

**Team:** badminton, basketball, cricket, dance, football, handball, hockey, lacrosse, netball, rowing, rugby league, rugby union, squash, table tennis, tennis, volleyball.

**2. Theory Element (60%)** - Students will sit two exams at the end of the course.

The exams will test the students understanding of:

- The structure and functions of the musculoskeletal and cardiorespiratory systems.
- The long- and short-term adaptations to the body from training.
- Biomechanics.
- Health, fitness and well-being.
- Sports psychology.
- Nutrition.
- Training methods

**3. Personal Exercise Programme (Coursework) (10%)**

Students are required to design a personal exercise programme (PEP). The PEP requires students to design a 6 week training programme focussing on improving areas of fitness in order to improve/optimize performance in a chosen physical activity.

This course is suitable for students who wish to study A Levels or Level 3 college courses

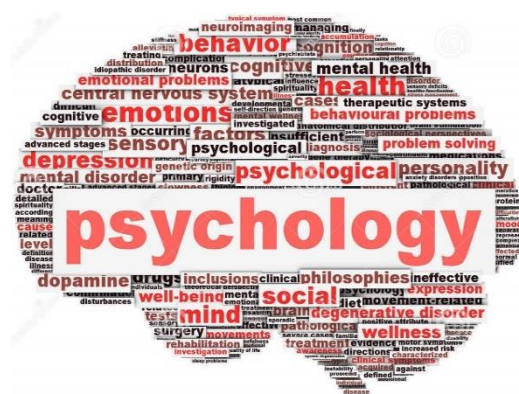
Possible Career Options:

*Physiotherapist, sport and exercise scientist, personal trainer and fitness instructor, sports coach, PE teacher, sport or exercise psychologist, sports therapist, nutritionist, sports medicine, professional sports performer, sports journalist, sports development manager, sports photographer, performance analyst, biomechanics coach, referee or official, sports administrator, sports development officer, any career in the professional sports or exercise industry.*

*If you require any further information, please see Mr Harris or Mrs Harris*

# PSYCHOLOGY

Psychology is the scientific study of the mind and behaviour. Psychology is a very exciting subject because it brings you to the leading edge of modern research developments. It investigates many interesting questions: Why do people obey others? How should we punish criminals? Why do some people develop depression?



## What will students learn from studying psychology?

- Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena.
- Understand how psychological research is conducted, including the role of scientific method and data analysis.
- Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers.
- Develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

## The Course

Students will sit two externally assessed exams worth 50% each of the total qualification.

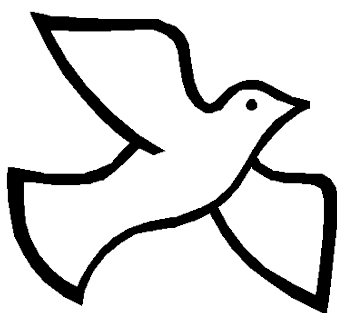
Content Overview		Assessment Overview	
<b>Paper 1</b> Cognition and Behaviour	<ul style="list-style-type: none"> <li>- Memory</li> <li>- Perception</li> <li>- Development</li> <li>- Research methods</li> </ul>	<b>Studies and applications in psychology 1</b> 100 marks Written paper 1 hour 45 minutes	50%
<b>Paper 2</b> Social Context and Behaviour	<ul style="list-style-type: none"> <li>- Social influence</li> <li>- Language, thought and communication</li> <li>- Brain and neuropsychology</li> <li>- Psychological problems</li> </ul>	<b>Studies and applications in psychology 2</b> 100 marks Written paper 1 hour 45 minutes	50%

## Careers in Psychology

- Chartered Psychologist (Sports, Clinical, Forensic, Health, Educational, Child)
- Teaching / Child Care / Health and Social Care / Social Work
- Speech and Language Therapist
- Nursing and Mental Health Nursing
- Medicine
- Counselling
- Lawyer
- Police officer / detective / offender profiler
- Management
- Human Resources

*If you require any further information, please see Ms Gothard*





## RELIGIOUS STUDIES



### Reasons why you should study the subject:

- You gain good knowledge and a detailed understanding of at two major world religions – Christianity and Islam.
- You think about, and debate, ethical issues that are relevant in today's world.
- You investigate ultimate questions and arguments about our place in the world.
- You compare your views with those of others, both religious and non-religious.
- You learn how structure arguments and how to deploy those arguments.
- You will gain and develop empathy skills.
- This is an excellent introduction to our A-Level Philosophy course.
- You will gain a full qualification.
- These skills are highly valued by colleges, universities and employers, and can lead to careers in teaching, nursing, social work, the police force and many others.

### A summary of the topics you will cover over the whole course:

Study of Religion – 50%	
Christianity	Islam
Beliefs and Teachings	Beliefs and Teachings
Practices	Practices
Philosophy and Ethics – 50%	
Four Philosophy & Ethics Themes (through Christianity)	
The existence of God	Religion, peace and conflict
Relationships and families	Dialogue within and between religions

### Assessment:

Assessment consists of three exams:

<b>Paper 1</b>	Christianity	1 Hour (Beliefs and teachings & Practices)
	Islam	1 Hour (Beliefs and teachings & Practices)
<b>Paper 2</b>	Philosophy & Ethics Themes	2 Hours (questions for each theme)

### Revision:

We provide many revision resources, which are uploaded to the 'Student Shared Area' and are also on the departmental website and ClassCharts – these are regularly updated.

We run regular revision classes in the department.

We will also do plenty of practice exam questions in lessons.

*If you require any further information, please contact Mr Collinson*