



# STUDLEY HIGH SCHOOL

ALWAYS AIMING HIGHER

YEAR 8

OPTIONS BOOKLET

FEBRUARY 2020

Year 8 Options Booklet - 2020





## **Introduction from Mr Eost**

It is our hope that every pupil will study a broad and balanced curriculum at Key Stage 4. This can mean quite different things for different pupils and we have worked hard to ensure we have subjects on offer that will stretch and challenge every pupil, allowing pupils of all abilities to succeed, whatever their preferred assessment method.

This year's options process will see pupils choosing from 5 option blocks. It is very important that you take the time to read through the information contained within this booklet. Each page describes the courses on offer and the way in which they will be assessed. It is very important to note that we have a number of subjects that follow similar subject matter but which are assessed in very different ways. For example, we have introduced a Performing Arts Tech Award which will allow pupils to study internally assessed units with an externally assessed unit, based on a group performance of some kind. This course will suit those pupils looking to develop a broad range of skills including Drama, Dance and Music to perhaps progress to Level 3 qualifications in this area for Post 16 study. We are also offering a Drama GCSE which will include a written exam based on extracts from key texts. It also contains two practical performance examinations and a portfolio analysing performance skills. They are both 'performance arts' Level 2 qualifications, but Drama has a narrower focus on acting, with a more in-depth analysis of different dramatic styles and practitioners, whilst the Performing Arts award offers a broad overview of a number of performance areas.

Similarly we have a Physical Education GCSE and a Level 2 qualification. Pupils choosing PE as an option will study physical education theory and develop practical skills during Year 9 and will then move onto either the GCSE or a level 2 qualification, depending on their strengths and performance. This will enable them to get the best outcome possible in Year 11.

We have also introduced Business Studies and depending on the popularity of various subjects based on the pupil questionnaire we will be able to offer one group.

We would ask that pupils assess their strengths and reflect on the appropriate combination of choices to allow them to get the best possible grades to take forward in their studies/careers.

All of our pupils will follow a highly academic curriculum of GCSEs including Mathematics, English





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Language, English Literature, Combined Science and either History or Geography. This does mean that there is a genuine free choice beyond this in terms of GCSE and Technical Award (GCSE equivalent) qualifications to suit their interests and learning styles. Many pupils prefer to choose technical awards (a Level 2 qualification, as are GCSEs) because they can work hard throughout the course, build portfolios and review evidence and evaluations based on course content, without the pressure of a long exam at the end of Year 11 at the same time as all of their other exams.

They provide a great stepping-stone to Level 3 qualifications at sixth form or college.

**The options blocks and online options sheet will be released in the coming weeks but for now, this booklet offers you the chance to find out more about each qualification and then complete the ‘perfect choices’ survey. The survey will ask for pupils to select the subjects they would *most like to do* IF we were able to offer them. We will use this information to construct the options blocks so that we have the best possible combinations based on pupil feedback.**

Deadline for completion of the ‘perfect choices’ survey is **Friday 28th February**.

You can find a digital copy of this Options brochure: [www.studleyhighschool.org.uk/pupils/options/](http://www.studleyhighschool.org.uk/pupils/options/)





**How to complete the options choices (once the Option grid is published along with the online process):**

1. Choose between History or Geography in option 1 (if you would like to choose both History and Geography, there is the choice to do so by selecting History in the other option block).
2. Choose your preferred option subject from Block 2 as well as your second choice from that block.
3. Choose your preferred option subject from Block 3 as well as your second choice from that block.
4. Choose your preferred option subject from Block 4 as well as your second choice from that block.
5. Choose your preferred option subject from Block 5 as well as your second choice from that block.

Pupils wishing to choose separate sciences will need to have met assessment requirements in order to complete the GCSEs in each of Physics, Chemistry and Biology. This will be based on a combination of assessment results and attitude to learning within Science. This year we are expecting about 20% of the year group to take separate sciences with the remaining pupils taking the combined science route (2 GCSEs).

**There are certain combinations of subjects which pupils are NOT able to do. Please pay close attention to this:**

- a) Pupils **cannot** choose *both* Art and Photography as first choices. These are both classed as ART GCSEs. We have included Art as a subject within the Photography block so that pupils can study an Art subject (which can also include aspects of Photography) if we have too many pupils selecting Photography.
- b) Pupils can study a combination of the subjects from Drama and Music or Performing Arts and Music. However, pupils **cannot** study Performing Arts and Drama together.





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- c) Pupils **cannot** study Food and Nutrition and Hospitality and Catering together.
- d) We are encouraging pupils to consider taking a Modern Foreign Language (French, Spanish or German) to complete their EBacc suite of subjects. This is something the Government are very keen that pupils do, but something we feel is a CHOICE for pupils.

In our current Year 10 we have 40% of pupils studying an MFL subject. It is the choice of each pupil whether they choose to study a language. We would like to reiterate it is the Government preference, for most pupils to study a foreign language.

The courses linked to Catering, Performing Arts, Music, Sport and Travel & Tourism all represent NEW redesigned syllabuses based on vocational qualifications from previous years. The Government wanted these subjects to have increased value within the education system, so all now have a brand new, more demanding format, with external examination at 40%. They all provide a great range of exciting content to complement the GCSE subject offers we also have. It is not that one is better than the other, but that each pupil will see each qualification as better for them or not, depending on how they work best and where their interests and passions lie. All of our GCSEs and Level 2 awards allow progression to Level 3 courses at Sixth Form or College.

At Studley High School we feel that a three year Key Stage 4 is important to the development of our pupils. Through the options process we offer a broad and balanced curriculum that gives our pupils the opportunity to study subjects that they are passionate about. For Year 9 only, we will be providing pupils with the opportunity for enrichment lessons in subjects that they have not picked for GCSE options. In these subjects, there will be no formal assessment but pupils may be working to produce a portfolio of work or a project for an exhibition, for example. In Years 10 and 11 the enrichment lesson time will be dedicated to the option subjects.

More details will follow on the enrichment lessons as we enter the options process.

Subject teachers and members of the leadership team will be available at parents' evening on the 12th March, to help answer any questions you might have. We can support the completion of the options form during that evening if required. If you would like a meeting to discuss your child's

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choices at a time different to parents' evening, then please get in touch and we will arrange for someone to discuss this with you.

These are important decisions and we want all pupils and parents to be fully informed.

As stated earlier, **the options grids will be released on or before March 9th, following the analysis of pupils' preferences** in the initial survey.

We hope you find this information clear that you are able enjoy making these very important but incredibly exciting decisions!

Mr R Eost

Headteacher





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### **Making a decision**

The options process is about pupils' choices, but they still need guidance and input from parents, carers and teachers. Make sure choices are not based on friendships, but more on what are they good at, what they enjoy and what might help them into a career or further and higher education.

When choosing a subject think about:

- ☑ Whether you enjoy the subject and the things that you will be learning about.
- ☑ What skills are required and can you build these skills?
- ☑ Are your choices balanced?
- ☑ Don't choose a subject just because of the teacher delivering it.
- ☑ Don't choose subjects because your friends are taking them.
- ☑ Listen to the advice of careers advisers and teachers who are there to help and guide you.
- ☑ What are your longer term aims after Year 11 and how will your choices support them?
- ☑ Think about how you learn and whether blending your GCSE subjects with the technical awards will allow you to achieve your potential and link into further study at Sixth Form, work or college.

### Useful links

- ☑ [www.nationalcareers.service.gov.uk](http://www.nationalcareers.service.gov.uk)
- ☑ [www.bbc.co.uk/bitesize/articles/zrjh92p](http://www.bbc.co.uk/bitesize/articles/zrjh92p)
- ☑ [www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/](http://www.youthemployment.org.uk/choosing-gcse-options-19-questions-ask/)
- ☑ [www.guest.startprofile.com/article/46](http://www.guest.startprofile.com/article/46)
- ☑ [www.careerpilot.org.uk/information/your-choices-at-14](http://www.careerpilot.org.uk/information/your-choices-at-14)
- ☑ [www.university.which.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university](http://www.university.which.co.uk/advice/gcse-choices-university/how-important-are-gcse-choices-when-it-comes-to-university)
- ☑ [www.icould.com/stories/choosing-your-gcse-options](http://www.icould.com/stories/choosing-your-gcse-options)

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## OPTIONS 2020

### Core Subjects:

- English Language
- English Literature
- Mathematics
- Physical Education (Core)
- PSHE
- Sciences

### Optional Subjects:

- Art & Design
- Business Studies
- Computer Science (twilight - invitation only)
- Drama
- Food Preparation & Nutrition
- Geography
- History
- Hospitality & Catering
- IT
- Modern Foreign Languages (French, German, Spanish)
- Music (BTEC)
- Music (GCSE, twilight - invitation only)
- Performing Arts
- Photography
- Physical Education (GCSE)
- Religious Studies
- Sports Studies (Level 2)
- Technology
- Travel & Tourism







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# CORE SUBJECTS FEBRUARY 2020

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## ENGLISH LANGUAGE

### Department Staff:

Mr M Rushton - CAL  
Mrs H Bowman Dalton  
Mrs A Dyde  
Mrs C Evans  
Mrs A Guy  
Mrs S Luckman  
Mrs R McGhie  
Miss A Wills  
Mrs K Wright

### Examining Board:

Eduqas (formerly WJEC)

### Course Outcome:

GCSE

[www.eduqas.co.uk/qualifications/english-language/gcse](http://www.eduqas.co.uk/qualifications/english-language/gcse)

### Why Study This Subject?

English Language tests a wide range of skills. Pupils have the chance to develop creative ideas, as well as justify their opinions about both fiction and non-fiction texts. English Language is a facilitating subject as it provides you with the necessary skills in order to access other subject areas and qualifications.

### What Skills Will I Develop?

English Language allows pupils to challenge themselves in both analytical and extended writing tasks. Pupils are rewarded for originality and flair, as well as being tested on the basics of good quality written communication. Pupils also develop key skills such as analysis, evaluation and inference in order to prepare them for a life beyond school.

### What Will I Study?

Component 1 consists of close analysis of an unseen fictional text. This is followed by a narrative writing response, from a choice of four questions.

Component 2 consists of close analysis of two unseen non-fiction texts. This is followed by two pieces of transactional or persuasive writing in the form of a text such as a letter, speech, article, review, report or leaflet.

### How Will I Be Assessed?

The course is assessed in two final examinations at the end of Year 11.

- Component 1: 1  $\frac{3}{4}$  hours (40% of the final GCSE).
- Component 2: 2 hours (60% of the final GCSE).





## ENGLISH LITERATURE

### Department Staff:

Mr M Rushton - CAL  
Mrs H Bowman Dalton  
Mrs A Dyde  
Mrs C Evans  
Mrs A Guy  
Mrs S Luckman  
Mrs R McGhie  
Miss A Wills  
Mrs K Wright

### Examining Board:

Eduqas (formerly WJEC)

### Course Outcome:

GCSE

[www.eduqas.co.uk/qualifications/english-literature/gcse](http://www.eduqas.co.uk/qualifications/english-literature/gcse)

### Why Study This Subject?

English Literature gives pupils the opportunity to cover a wide range of texts and share their views as readers. They get to explore how different readers may respond across different eras and will study what motivates writers to express themselves in writing.

### What Skills Will I Develop?

The course grounds pupils in important life skills such as communication, analysis and the ability to justify their ideas in a coherent way. Pupils undertake a variety of tasks when exploring texts. These include group activities that encourage a sense of debate and mature discussion about what different texts mean.

### What Will I Study?

Component 1, pupils study a Shakespeare play ('Romeo and Juliet') and a collection of poems that cover a wide range of eras, poets and genres. For the poetry section, pupils focus on close analysis of a named poem and a comparative question where they connect the named poem with a poem of their choice.

Component 2, pupils study a post 1914 drama text ('Blood Brothers'), 19th century novel ('A Christmas Carol') and answer questions on unseen poems.

### How Will I Be Assessed?

The course is assessed in two final examinations at the end of Year 11.

- Component 1 is a 2 hour closed book examination (40% of final GCSE).
- Component 2 is a 2 ½ hour closed book examination (60% of final GCSE).

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# MATHEMATICS

## Department Staff:

Ms M Hatfield - CAL

Mrs L Croxton

Miss E O'Sullivan

Miss L Purser

Mrs A S Smith

Mrs L Wakefield

Miss C Wood

## Examining Board:

Pearson Edexcel

## Course Outcome:

GCSE

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html>

## Why Study This Subject?

Mathematics develops valuable life skills to help you understand information and make informed decisions through finding efficient solutions to real life problems, modelling the physics of the world around us, or collecting and analysing data and using this to make predictions about future events. Maths encourages development of key employability skills such as problem-solving, logical reasoning, communication and resilience. A strong GCSE Mathematics qualification is well respected by Sixth Form centres, colleges & further education institutions. "Maths is the only A Level proven to increase earnings in later life - by an average of 10%." (Department of Education)

## What Skills Will I Develop?

You will :

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire and apply mathematical techniques to solve problems.
- Make deductions, inferences and reason
- Interpret and communicate mathematical information in a variety of forms.

## What Will I Study?

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

## How Will I Be Assessed?

- There are three equally-weighted written examination papers:
- Paper 1: 1 ½ hours, non-calculator assessment (80 marks).
- Paper 2: 1 ½ hours, calculator allowed (80 marks).
- Paper 3: 1 ½ hours, calculator allowed (80 marks).





# PHYSICAL EDUCATION

## Department Staff:

Mr K Dovey (CAL)    Mrs J Barlow  
Miss J Dempster    Mr A Howitt  
Mrs C Blake

## Why Study This Subject?

Physical Education remains a compulsory subject in Years 9, 10 and 11 and all pupils have 2 lessons of curriculum time dedicated to Physical Education. The emphasis in KS4 is on participation and enjoyment to promote a prolonged interest in sport and physical activity.

Pupils are given the opportunity to participate in a variety of different activities.

To improve in any activity, pupils can attend extra-curricular activities.

The course aims to encourage pupils to pursue active and healthy lifestyles. This course does not involve an external examination.

## What Skills Will I Develop?

Pupils will be taught to:

- Use and develop a variety of tactics and strategies to overcome opponents in team and individual games, e.g. badminton, basketball, cricket, football, netball, rounders, rugby and table tennis.
- Develop their technique and improve their performance in other competitive sports, e.g. athletics and gymnastics, or other physical activities, e.g. dance.
- Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

## What Will I Study?

- Tactics and strategy.
- Technique.
- Problem solving.
- Evaluation of performance.

## How Will I Be Assessed?

Pupils will be assessed on their effort and behaviour within lessons. There are also further assessments from bronze, silver, gold and platinum based on performance across a variety of different sports/ activities.





## PSHE (PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION)

Department Staff:

Mr J Sidhu

Method of delivery:

Pupils will take part in Personal Development days. The normal timetable will be suspended and each year group will participate in workshops and activities, some of which will be run by outside agencies and professionals in this field. PSHE is also delivered in tutor time and often accompanies a theme being covered each week that links to assemblies and the school ethos. Pupils in Year 9, 10 and 11 will also receive lessons in which PSHE topics are explored in more detail.

Why Study This Subject?

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe and prepare for life and work in modern Britain. The goal is to equip young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly.

What Skills Will I Develop?

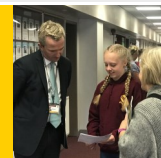
Our programme of study for PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team working and critical thinking in the context of learning grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

What Will I Study?

Pupils will learn about self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas and which addresses related factors such as alcohol and drugs, media literacy and equality and prejudice. A wide range of other areas are covered including: sex and relationship education, careers, government, laws, mental health, teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity and emotional health.

How Will I Be Assessed?

For each new topic, module, or series of lessons, an initial activity is carried out that gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs. This is used to inform the teacher's planning for that module. At the end of the topic, module or lesson, an activity is carried out which allows pupils to demonstrate the progress they've made since doing the baseline activity. This will demonstrate the progress they have made and can also be used to measure attainment against a set of success criteria identified by the teacher.





## SCIENCES

### Department Staff:

Ms Z Haines (CAL)    Mrs L Harris  
Mr R Willett        Mr J Sidhu  
Dr C Barnfield      Mrs A Kubinski  
Miss R Sturdy       Mrs J Harris

### Examining Board:

AQA

### Course Outcome:

3 GCSEs Triple Science: GCSE Biology, Chemistry and Physics, or 2 GCSEs Combined Science Trilogy - Grades 9-1

[www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464](http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464)

### Why Study This Subject?

There is a significant practical and mathematical element to all the sciences. Pupils will develop their understanding to appreciate the power and limitations of science and consider any ethical issues that may arise.

Studying Triple Science means that pupils *will cover more content than GCSE Combined Sciences* and prepares them for *Science A levels*. Most pupils will study AQA Combined Science. Only more able pupils will be offered Triple Award.

### What Skills Will I Develop?

All Sciences develop knowledge and understanding of scientific ideas, techniques and procedures. Pupils develop the ability to interpret and evaluate data, make judgements and draw conclusions, as well as develop and improve experimental procedures. They learn to plan experiments, test hypothesis and check data using a range of techniques and apparatus. Pupils present findings using scientific vocabulary, quantities, units and symbols.

### What Will I Study?

- Biology: Cells, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, variation and evolution, Ecology.
- Chemistry: Atomic structure, Periodic table, Bonding, Quantitative chemistry, Chemical changes, Energy changes, Rate of chemical change, Organic chemistry, Atmosphere, Resources.
- Physics: Forces, Energy, Waves, Electricity, Particle model, Atomic structure, Space.

### How Will I Be Assessed?

Combined Science Trilogy : Six papers, 1 hour 15 minutes each (2 Biology, 2 Chemistry and 2 Physics). Across the 3 subjects, pupils will study 21 required practicals in lessons.

Triple Award: **Biology**: 2 papers 1¾ hours (For H tier). **Chemistry**: 2 papers 1¾ hours (For H tier). **Physics**: 2 papers 1¾ hours (F or H tier).

Across the 3 subjects, pupils will study 24 required practicals in lessons.





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# OPTIONAL SUBJECTS FEBRUARY 2020

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## ART & DESIGN

### Department Staff:

Mrs G Scott

Miss K Hughes

### Examining Board:

AQA

### Course Outcome:

GCSE Fine Art

<https://www.aqa.org.uk/subjects/art-and-design/gcse>

### Why Study This Subject?

This course focuses on observation of the real world: analysing, recording and developing creative visual responses. Art makes pupils look at things in new ways, as they communicate with colour, shape, line and tone. This subject will suit individuals who love to explore the properties of materials, express themselves visually and explore the work of other artists.

Art prepares pupils for work in a wide range of creative industries. The skills learned are transferable and pupils who learn to excel in this creative environment offer employers flexibility, adaptability, resilience and tenacity – skills which will, in the shorter term, support their work in other areas of the school curriculum.

### What Skills Will I Develop?

Pupils will develop skills in a wide range of media including drawing materials, a variety of paints, sculptural and printmaking materials. Pupils will develop their ability to skilfully control materials and they will learn a variety of specialist techniques such as printmaking. The use of modern technology is encouraged, and the use of computers and photographic equipment will form part of the course. Pupils will also learn to research a topic and present their findings in an effective way. They will learn to be expressive and experimental and set themselves challenging goals. Homework and written analysis will form an essential element of this course.

### What Will I Study?

- Project based approach inspired by portraiture, landscape, storms, food & drink etc. At the end of the course pupils will select the work which best demonstrates their practical skills and ability to develop and present ideas.
- Pupils are expected to make connections to the work of other artists and will study a range of artists, craftspeople and designers.

### How Will I Be Assessed?

- Portfolio of work  
(60% of the total marks).
- Practical examination in Year 11  
(40% of the total marks).





# BUSINESS STUDIES

Department Staff:  
Mrs Dudley

Examining Board:  
OCR

Course Outcome:  
GCSE Business

<https://www.ocr.org.uk/Images/304213-specification-accredited-gcse-business-j204.pdf>

## Why Study This Subject?

This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

## What Skills Will I Develop?

Learners will develop an understanding of business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.

## What Will I Study?

- Business activity
- Marketing
- People
- Operations
- Finance
- Influences on business
- The interdependent nature of business

## How Will I Be Assessed?

- Business 1: business activity, marketing and people - Exam 1 hour 30 minutes (50% of final mark).
- Business 2: operations, finance and influences on business - Exam 1 hour 30 minutes (50% of final mark).





## COMPUTER SCIENCE

Department Staff:  
Mrs M Dudley

Examining Board:  
OCR

Course Outcome:  
GCSE

[www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/](http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/)

### Why Study This Subject?

Pupils will work with real-world, practical programming techniques that will give them a good understanding of what makes technology work.

This course is relevant to the modern, changing world of computing and is designed to boost computing skills for the 21st century. Pupils will use 'computational thinking' and learn the theory to apply to real life situations.

Computer Science is engaging and practical.

### What Skills Will I Develop?

- Understand and apply the fundamental principles and concepts of Computer Science.
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs.
- Think creatively, innovatively, analytically, logically and critically.
- Understand the components that make up digital systems, and how they communicate with one another and with other systems.
- Understand the impacts of digital technology to the individual and to wider society.
- Apply mathematical skills relevant to Computer Science.

### What Will I Study?

- Computer Systems
- Computational thinking, algorithms and programming algorithms

### How Will I Be Assessed?

- Component 1 – External Exam (50%).
- Component 2 – External Exam (50%).





## DRAMA

Department Staff:  
Miss L Blackford

Examining Board:  
Edexcel

Course Outcome:  
GCSE

<http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html>

Why Study This Subject?

### **“Take your passion, and make it happen”**

Drama will increase self-esteem and confidence and will allow pupils to express their creativity in a variety of ways. They will learn how to work effectively as part of a team and develop analytical and evaluative skills through responding to live performances and play texts. Pupils will learn how to give and take feedback, how to become persistent and how to learn from failures as well as successes. They will have plenty of opportunities to see live performances at the theatre.

What Skills Will I Develop?

The core skills developed in this qualification are:

- Recognise and understand the roles and responsibilities of a performer, designer and director.
- The study and exploration of texts and extracts; this must include the relevant social, historical and cultural contexts.
- Develop a range of theatrical skills and apply them to create performances.
- Analyse and evaluate your own work and the work of others.
- Understand how performance texts can be interpreted and performed.

What Will I Study?

- Devising theatre
- Performing from a text
- Interpreting theatre

How Will I Be Assessed?

- Component 1 – Devising theatre (40% of marks). Internally assessed, externally moderated.
- Component 2 – Performing from a text (20% of marks). Externally assessed by a visiting examiner.
- Component 3 – Interpreting theatre (40% of marks).
- Written exam 1 hour 45 minutes.





## FOOD PREPARATION & NUTRITION

### Department Staff:

Miss E Vaughan

Miss C Campbell

### Examining Board:

AQA

Course Outcome:

GCSE

[www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585](http://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585)

### Why Study This Subject?

This course is exciting and creative, focusing on chemical and functional properties of foods and practical cooking skills. The course ensures that pupils develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Upon completion of this course, pupils will be qualified to go on to further education, embark on an apprenticeship or a full-time career in catering or food industries.

### What Skills Will I Develop?

Throughout the course, a range of food preparation and cooking skills will be developed. Examples include:

- Correct use of equipment.
- Knife skills.
- Use of appliances.
- Methods of cooking.
- Pastry, cake, sauce and yeast mixtures.
- Filleting fish/deboning chicken, mincing .

### What Will I Study?

- Food nutrition and health.
- Food science investigation.
- Food safety.
- Food choice.
- Food provenance.

### How Will I Be Assessed?

2 x NEA tasks worth 50% of final grade which consist of:

- NEA 1 – food science investigation (15%).
- NEA2 – food preparation task (35%).

(Written or electronic report with photographic evidence)

- Theoretical knowledge of food preparation.  
Written exam: 1¾ hours (100 marks, 50% of GCSE).





# GEOGRAPHY

## Department Staff:

Mrs R Morland  
Mrs J Hodges  
Mr T Blazak

## Examining Board:

OCR Geography A Geographical Themes J383

## Course Outcome:

GCSE

[www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/](http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/)

## Why Study This Subject?

GCSE geography is up to date and relevant. It is one of the most exciting and valuable subjects to study today. So many of the world's current issues and concerns relate to geography such as rapid population growth, climate change and natural hazards. Geographers are needed to help understand these issues and search for sustainable solutions. A wealth of opportunities are opening up for talented geographers in these areas. Pupils study a full range of human and physical geography topics and these are placed in the context of real world situations and events making case-studies very dynamic.

## What Skills Will I Develop?

The GCSE geography course will develop pupil's literacy, numeracy and analytical skills. They will have the opportunity to analyse data and complicated texts and draw conclusions. Pupils will be able to plan and present their writing well with good structure and detail and be confident in their work. These skills are highly valued by employers in a wide variety of fields. Pupils will learn to evaluate information and see things from a variety of perspectives ultimately gaining a balanced view of our world.

## What Will I Study?

- Landscapes of the UK.
- People of the UK.
- UK environmental challenges.
- Ecosystems of the planet.
- People of the planet.
- Environmental threats to our planet.
- Geographical skills.

## How Will I Be Assessed?

- Living in the UK Today (60 marks)  
1 hour written paper, 30% of total GCSE.
- The World Around Us (60 marks)  
1 hour written paper, 30% of total GCSE.
- Geographical skills (80 marks)  
1½ hour written paper, 40% of total GCSE.





# HISTORY

## Department Staff:

Mrs A Page

Miss R Massey

Mr M Sidaway

Examining Board: Edexcel

Course Outcome: GCSE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

## Why Study This Subject?

The study of history is a window into the past that provides understanding of the present-day, and how individuals, nations and the world, might develop in the future. It allows us to engage with the modern world and become active citizens in the society that we live in. History is an infinite reserve of stories, examples, warnings, explanations, jokes and inspiration. It is the everything- the most interesting things that have ever happened to anyone who has ever lived.

Pupils will also have opportunities outside of the classroom. From visiting University academics and authors to trips to Berlin, Krakow & the Battlefields of World War One, GCSE History provides unique chances for pupils to explore their past and understand how this is so pivotal in understanding the present.

## What Skills Will I Develop?

History is an excellent subject in which to learn the skills valued highly in many professions such as law, publishing, academia, media, economics, politics, hospitality, tourism and the public sector.

One of the most important skills will be developing a persuasive argument and presenting it in an assertive, yet disciplined way. You will learn to analyse information to extract the most important points and use this information as evidence to support your line of argument. At the end of your studies, you will have the ability to write clearly and accurately with an extensive range of vocabulary and enhanced grammar and punctuation skills.

## What Will I Study?

- Medicine through time (1250-present day).
- Early Elizabethan England (1558-1588).
- Superpower relations and the Cold War (1945-1991).
- Weimar & Nazi Germany (1918-1939).

## How Will I Be Assessed?

The course has no controlled assessment and is assessed by written examination only. These take the form of three exams.

- Paper 1 - 1¼ hours (30%).
- Paper 2 - 1¾ hours (40%).
- Paper 3 - 1 hour 20 minutes (30%).





## HOSPITALITY & CATERING

### Department Staff:

Miss E Vaughan

Miss C Campbell

### Examining Board:

Eduqas

### Course Outcome:

Level 2 Hospitality and Catering

<http://www.eduqas.co.uk/qualifications/hospitality-and-catering/>

### Why Study This Subject?

The award will give learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. In this qualification, learners will also have the opportunity to develop some food preparation and cooking skills as well as transferable skills of problem solving, organisation and time management, planning and communication.

### What Skills Will I Develop?

The Level 2 Vocational Award in Hospitality and Catering is most suitable as a foundation for further study, providing learners with a core depth of knowledge and a range of specialist and general skills that will support their progression to further learning and employment.

### What Will I Study:

Two units:

1. Hospitality and catering industry
2. Plan, prepare, cook and present

### How Will I Be Assessed?

- Unit 1 The Hospitality and Catering Industry (internally assessed) - 1 practical controlled assessment, including nutritional needs, special diets. (60% of final grade)
- Unit 2 Hospitality and Catering in Action (External written exam) - 5 units (menu proposal, food safety, health and safety, hospitality operations and the hospitality industry) (40% of final grade)







## IT (INFORMATION TECHNOLOGY)

Department Staff:  
Mrs M Dudley

Examining Board:  
OCR

Course Outcome:  
Level 2 Cambridge Nationals in Creative iMedia  
(<https://www.ocr.org.uk/Images/115888-specification.pdf>)

### Why Study This Subject?

Digital Applications focuses on ICT as a powerful tool for real-life use within a wide range of applications. It encourages pupils to become independent users of ICT, making appropriate choices of software and tools to be used. Pupils are expected to be able to plan and manage the integration of tools from different software.

### What Skills Will I Develop?

The course is designed to follow on from the KS3 syllabus with a strong emphasis on producing work suitable for both audience and purpose. It promotes creative use of applications and the real-life, outcome-orientated emphasis is involving and stimulating.

### What Will I Study?

You will study four units of work.  
These will be:

- R081 - Pre-Production Skills.
- R082 - Creating digital graphics.
- R085 - Creating a multipage website.
- R087 - Creating interactive multimedia products.

### How Will I Be Assessed?

- R081 - Pre-Production Skills - Written Exam - 1 hour 15 mins (25% of final marks).
- R082 - Creating digital graphics - Centre Assessed tasks (25% of final marks).
- R085 - Creating a multipage website - Centre Assessed tasks (25% of final marks).
- R087 - Creating interactive multimedia products - Centre Assessed tasks (25% of final marks).





## MODERN FOREIGN LANGUAGES (French, Spanish and German)

### Department Staff:

Mrs V Morgan (CAL)

Mrs J Lumley

Mrs Y Tarby-Donald

### Examining Board:

Edexcel

### Course Outcome:

GCSE

<https://qualifications.pearson.com/en/qualifications/edexcel-gcse/modern-languages-2016.html>

### Why Study This Subject?

A language will always be useful because of the range of transferable skills we develop. Employers, colleges and universities recognise the value of learning a language and look favourably on candidates who can demonstrate their skills. In class, we study a range of topics about people and cultures from other countries, leading to an understanding of the wider world. The new 9-1 GCSE focuses on making language learning relevant and useful, so that pupils feel that what they learn will help them communicate with people when they travel, work, or even live abroad.

### What Skills Will I Develop?

Pupils are examined in four key skills: listening, speaking, reading and writing. In addition, pupils will be required to respond to a range of authentic texts in the target language, and to translate both from and into English. Communication is at the heart of each MFL GCSE, and pupils benefit from developing planning, problem solving, decoding and memory skills, as well as increased functional skills in English, Maths and IT.

### What Will I Study?

- Local area, holiday and travel.
- Identity and culture.
- School.
- Future aspirations, study and work.
- Using languages beyond the classroom.
- Ambitions.
- Work.
- International and global dimension.

### How Will I Be Assessed?

The GCSE course is 100% examination at the end of Year 11.

- Listening – understand and respond to different types of spoken language, 25%.
- Speaking – communicate and interact effectively in speech, 25%.
- Reading – understand and respond to different types of written language 25%.
- Writing – communicate in writing, 25%.





## MUSIC (BTEC)

Department Staff:  
Miss G Bussey (CAL)

Examining Board:

Pearson

Course Outcome:

BTEC Level 2 First Award in Music

<https://qualifications.pearson.com/en/qualifications/btec-firsts/music-2013-nqf.html>

Why Study This Subject?

*"Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything." - Plato*

This option is an ideal choice for keen musicians who want both educational and career options available to them once they leave school. You should consider this course if:

- You love practical music making.
- Are good at working as part of a team.
- You are able to work in a self-motivated manner.
- You want to pursue a career in creative or Performing Arts and Music.

What Skills Will I Develop?

Pupils will work in a range of ways including as a soloist and within a small group. This will allow them to develop performance and composition skills as they progress throughout the course.

Pupils will explore different roles and responsibilities within the industry such as careers within music, producing & promoting and management.

Music has many transferable skills including teamwork, independent learning and promoting motivation to achieve.

What Will I Study?

- The music industry.
- Managing a music product (such as creating your own CD for release).
- Music composition.
- Music performance.

How Will I Be Assessed?

The music industry unit has a written 1 hour exam to complete during Year 10. All other units are assessed in the classroom with the creation of portfolios of written work and performance recordings.





## MUSIC (GCSE)

Department Staff:  
Miss G Bussey (CAL)

Examining Board:

Eduqas

Course Outcome:

GCSE

<https://www.eduqas.co.uk/qualifications/music/gcse/>

### Why Study This Subject?

GCSE music encompasses the skills you are already learning on your own instrument. This means that effectively, as a Grade 3 musician (by the end of course) you'd already have 30% of the course completed at the highest standard. You get the opportunity to compose and put your music theory skills into practice. This is an extra course - it's acceptable if you want to study BTEC music too, or you don't have to. Your hard work will result in an additional qualification.

### What Skills Will I Develop?

Opportunities to perform as part of an ensemble and as a soloist. You have the chance to compose music, either traditionally or with music technology and you will explore set pieces and different styles / genres of music. You will work at a fast pace with a small group of like minded, skilled musicians. You will also develop your independent learning skills and analysis of music.

### What Will I Study?

- Component 1: Performing. 4 - 6 minutes of music to include one ensemble piece and one solo performance. (Worth 30% of the final grade).
- Component 2: Composing. Create two pieces to last between 3 - 6 minutes. One is a free choice and the other is a set task from a choice set by the exam board. (Worth 30% of the final grade).
- Component 3: Appraising (listening) A 75 minute listening exam where you will need to answer eight questions. These are based on topics such as 'film music' and 'popular music' and will test your knowledge on certain pieces as well as general music theory and listening ability. (Worth 40% of the final grade).

### How Will I Be Assessed?

- Components 1 and 2 are completed in class and marked by your teacher (internally assessed).
- Component 3 is a formal listening exam at the end of Year 11.





## PERFORMING ARTS

### Department Staff:

Miss G Bussey (CAL)

Miss L Blackford

Miss J Dempster

### Examining Board:

BTEC

### Course Outcome:

Level 2 Award in Performing Arts

### Why Study This Subject?

The performing arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. There are 5,480 businesses and 101,593 people working in the performing arts sector. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical exploration and application alongside conceptual study, leading to strong opportunities to progress Post 16.

Performing arts is a fantastic opportunity for studying all three components; acting, dance and singing.

### What Skills Will I Develop?

Develop knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover

- Development of key skills such as reproducing repertoire or responding to stimuli.
- Development of ideas, rehearsal and performance.
- Personal management and communication.
- Roles, responsibilities, performance disciplines and styles.

### What Will I Study?

- Exploring the Performing Arts.
- Developing skills and techniques in the Performing Arts.
- Performing to a brief.

### How Will I Be Assessed?

- Component 1: Exploring the Performing Arts (Internally assessed).
- Component 2: Developing Skills and Techniques in the Performing Arts (Internally assessed).
- Component 3: Performing to a Brief (Externally assessed).





# PHOTOGRAPHY

## Department Staff:

Ms K Hughes

## Examining Board:

AQA

## Course Outcome:

GCSE

<https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206/subject-content/photography>

## Why Study This Subject?

This course encourages the exploration of photography as an artistic medium. It combines well with more traditional subjects, providing an outlet for creativity. Photography can be a useful addition to a pupil's portfolio of qualifications and can also help to secure admission to Art College or University.

## What Skills Will I Develop?

Photography GCSE is a very specialist, technical and exciting subject. Photography doesn't just involve taking photographs. You will be expected to produce work using a digital camera and ICT as well as using general art and design methods to develop and produce your work. There is a written element to this work and pupils will study and analyse the work of other artists/photographers and use this knowledge to enhance and influence their work.

## What Will I Study?

Some of this year's starting points for project have been food typography, absurd, invisible lines, abstraction, motion and strange & fantastic.

In Component 1 (portfolio) pupils develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and needs and written annotation. In Component 2 (externally set assignment) pupils respond to a starting point provided by AQA. This response provides evidence of the pupil's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

## How Will I Be Assessed?

**AO1:** Develop ideas through investigations, demonstrating critical understanding of sources.

**AO2:** Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

**AO3:** Record ideas, observations and insights relevant to intentions as work progresses.

**AO4:** Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

- OR 60%.
- Coursework 40% exam component.





## PHYSICAL EDUCATION

### Department Staff:

Mr K Dovey (CAL)

Mrs J Barlow

Miss J Dempster

Mr A Howitt

Mrs C Blake

### Examining Board:

Edexcel

### Course Outcome:

GCSE

[www.qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html](http://www.qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html)

### Why Study This Subject?

Pupils should choose this GCSE if they love being active and want to find out more about how to improve their performance. There are 2 main elements to the course, theory and practical.

It is important that pupils are committed to improving their practical scores in their own time (i.e join clubs, play for school, work on your fitness). For this reason we recommend that pupils only choose GCSE P.E if they play for, or belong to at least 1 club outside of school.

### What Skills Will I Develop?

Pupils will develop technical and practical skills for a range of different sports, improving their ability to perform under pressure.

Leadership skills and tactical awareness will also be developed.

Theoretically, pupils will learn how to interpret and present data from different sources.

### What Will I Study?

- Cardiovascular system.
- Respiratory system.
- Muscular and skeletal system.
- Component of fitness and fitness testing.
- Lifestyle factors and factors that affect weight.
- Benefits and reasons for participating in sport.
- Psychological aspects of sport.

### How Will I Be Assessed?

- 30% Practical.
- 10% Controlled Assessment.
- 60% Exam (2 exams).

**Theory:** 2 exam papers (60% of the final grade and 1 controlled assessments, worth 10%).

**Practical:** 30% of final grade. Graded on 3 best activities (1 team, 1 individual and 1 of either) which will be marked out of 35 (and can include activities outside of school).





## RELIGIOUS STUDIES

Department Staff:  
Mr D Rose (CAL)  
Mrs R Soper

Examining Board:  
AQA

Course Outcome:  
GCSE

<http://filestore.aqa.org.uk/resources/rs/specifications/AQA-8062-SP-2016.PDF>

### Why Study This Subject?

Religions have always asked fundamental questions, such as: What is the true meaning of life? What happens to us after death? How do we explain human suffering and injustices? Pupils learn to respect themselves and understand their own identity, to respect others, and to understand their own and others' rights and responsibilities. Religious Studies provides an excellent opportunity for young people to engage with contemporary contentious issues, developing social, cultural, political, philosophical and historical awareness.

### What Skills Will I Develop?

Pupils will develop philosophical thought, decision making skills, collaboration and independent working skills and the search for compromise and conflict resolutions that work. Over time, pupils will develop important key skills such as empathy, respect, tolerance, application, reflection, investigation and interpretation. So, whether you want to become a teacher, lawyer, police officer, social worker or even work in the armed forces, Religious Studies provides you with the skills to successfully work alongside others in a multi-faith society.

### What Will I Study?

There are three main areas of study within GCSE Religious Studies:

- Christianity -Beliefs, Teachings and Practices.
- Judaism - Beliefs, Teachings and Practices.
- Thematic studies - Philosophy and Ethics.

### How Will I Be Assessed?

All assessments are exam based, with no coursework or controlled assessments to complete:

- Christianity and Judaism - Beliefs, Teachings and Practices (1 x 1hour 45 minute exam = 50%).
- Thematic Studies (Philosophy and Ethics): (1 x 1hour 45 minute exam = 50%).







## SPORT STUDIES (LEVEL 2)

### Department Staff:

Mr K Dovey (CAL)

Mr A Howitt

Miss J Barlow

Miss J Dempster

Examining Board: OCR

Course Outcome:

Cambridge National Level 2 (equivalent to 1 GCSE). Pass, Merit, Distinction

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

### Why Study This Subject?

In a world where health and fitness are becoming ever more important, this course offers a fantastic breadth in the understanding of exercise and the benefits of leading a healthy active lifestyle. Pupils will develop understanding of contemporary issues in sport and increase their knowledge of how to maintain activity levels in schools for a range of target groups. Pupils will also learn how to plan, deliver and evaluate coaching sessions. The course offers a high range of applications linked to careers in coaching, sports development, sports science, diet and nutrition as well as leisure and tourism.

### What Skills Will I Develop?

- Planning for the delivery of an exercise session, considering health and safety.
- Producing a personal training plan for a specific sport.
- Producing a lesson for an outdoor activity.
- Evaluative skills.
- Literacy, numeracy and ICT.
- Skills essential for the modern workplace e.g. team work, presentation skills, independent working, working to deadlines and efficient use of resources.

### What Will I Study?

- Unit 1: Contemporary Issues in Sport
- Unit 2: Developing Sports Skills.
- Unit 3: Sports Leadership.
- Unit 4: Developing knowledge and skills in outdoor activities.

### How Will I Be Assessed?

- Unit 1: External unseen examination.
- Unit 2: Assessment of performance at an individual sport and a team sport.
- Unit 3: Assessment of planning, delivery and evaluation of a sports session.
- Unit 4: Assessment of planning, delivery and evaluation of an outdoor education session.





# TECHNOLOGY

Department Staff:  
Mr M Salmon (CAL)

Course Outcome:  
GCSE

## Why Study This Subject?

This course allows pupils to develop a range of skills essential to understanding how to work effectively with different materials. Pupils will learn about the design and manufacturing process and will develop key skills linked to evaluation of design processes as well as technical drawing, software design and how to use a range of machinery safely and with skill. Pupils will get the opportunity to develop their 2D and 3D drawing skills as well as using software to support the design and manufacture process. Pupils will learn to manufacture with precision. This course offers an excellent base for further study in design technology or engineering and links to many careers.

## What Skills Will I Develop?

This qualification shows learners how to:

- Develop a broad understanding of the technology and engineering sector.
- Research a new idea.
- Use tools and equipment.
- Perform a range of techniques and processes using selected materials.
- Draw, develop and take part in an engineering project.

## What Will I Study?

Learners will be assessed on their knowledge and understanding of the following:

- Materials and their working properties.
- Processes and manufacture.
- Joining, components, adhesives and finishes.
- Product specification.
- Careers opportunities.
- Understand how drawing is applied in engineering.
- Understand and use appropriate tools and equipment.

## How Will I Be Assessed?

Pupils will be assessed on coursework which will include practical and design portfolio and a written exam testing pupils knowledge and understanding of the subject.





## TRAVEL & TOURISM

### Department Staff:

Mrs R Morland

Mrs J Hodges

Mr T Blazak

### Examining Board:

Pearson

### Course Outcome:

Level 2 Certificate: Pass, Merit, Distinction

<http://qualifications.pearson.com/en/qualifications/btec-firsts/travel-and-tourism-2013-nqf.html>

### Why Study This Subject?

This course is designed to inspire pupils to consider a career in the Travel and Tourism sector. This is a very broad area and encompasses travel, business, customer services, ICT and communication. It will allow pupils to develop their knowledge and understanding by applying their learning and skills in a work-related context and give them the opportunity to gain a broad knowledge of, and develop skills in, the Travel and Tourism sector. The majority of work completed is assessed internally.

### What Skills Will I Develop?

- Presentation skills (using ICT).
- Report writing (Literacy skills).
- Costing and budgeting (Numeracy).
- Researching information.
- Business awareness.
- Communication skills.
- Time-keeping and independent work.
- Customer Services.
- Awareness of the opportunities within the Travel and Tourism Sector.

*\*Please note that the specification is to be renewed and has not yet been released for next year but we do not anticipate significant changes from the current format.*

### What Will I Study?

Four units: (Core)

- Unit 1: The UK Travel and Tourism Sector.
- Unit 2: UK Travel and Tourism destinations.

(Optional)

- Unit 4: International Travel and Tourism destinations.
- Unit 5: Factors affecting worldwide Travel and Tourism .

### How Will I Be Assessed?

- 1 x Externally assessed exam (25% of marks).
- 3 x Internally assessed controlled assessment - portfolio of evidence (75% of marks).





STUDLEY HIGH SCHOOL  
ALWAYS AIMING HIGHER

## USEFUL CONTACTS



Mr Gray - Principal



Mr Eost - Headteacher



Mrs Page - Deputy Head



Mrs McGhie – Assistant Head



Dr Barnfield - Assistant Head



Ms Lumley - SENCO

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Year 8 Options Booklet - 2020

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