



Longdendale
HIGH SCHOOL



STAMFORD
PARK TRUST



KEY STAGE 4 OPTIONS BOOKLET 2026

RESPECT RESILIENCE ASPIRATION

OUR VISION

Excellence and Ambition for all

OUR MISSION

Through excellence in education we are an inclusive community, that embraces choice, opens doors and creates opportunities. With kindness and collaboration, we empower everyone to be the best version of themselves. We are confident, curious and creative individuals who contribute positively to our community.

OUR VALUES



RESPECT

Be polite and considerate

Listen to others
without interruption

Respond promptly
and positively

Have pride in our
environment and
our community



RESILIENCE

Have a
positive attitude

Work hard,
never give up

Learn from mistakes

Embrace challenges



ASPIRATION

Aim high

Believe in ourselves

Accept only our best

Celebrate success

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INTRODUCTION

The spring term of Year 9 is the time in our student's education when some important choices have to be made about their Key Stage 4 courses. The National Curriculum requires students to do a broad range of subjects which are compulsory. Every student will have the opportunity to study a range of accredited subjects appropriate to his/her needs, potential and future aspirations. This includes the core subjects which every student must study: English Language, English Literature, mathematics, science and core PE. Citizenship, RE, PSHE and careers are taught through a 1 hour lesson each fortnight, although students can also opt to study Religious Studies to GCSE level through the options process.

We will do everything we can to help students and parents make informed choices together. It is important that parents, carers and students take time to research and discuss their possible choices considering their aspirations for their future academic and working career and their ability in and enjoyment of individual subjects. This booklet has been put together to support you in making the right decisions. We hope that you will have a chance to read through the booklet and discuss the choices available. These choices must be made very carefully as once they have been made, apart from in exceptional circumstances, they cannot be changed.

You will have the opportunity to speak to teachers at parents' evening on the 12th March, if you would like any further information about any subjects please get in touch with school. Every student will also be allocated an Information and Guidance interview with a member of the Senior Leadership team that will take place on Wednesday 18th March through an online meeting where the proposed subject choices can be discussed. Parents will then be emailed the electronic subject choices form which will need to be completed and submitted by Friday 20th March.

Careers advice is also available. Further details on how to access this can be found on the school website: www.longdendalehighschool.org.uk/learning/careers-and-guidance/

For each options block, students must choose their first preference and a reserve. We make every effort to try to ensure that students are allocated their first choice whenever possible. However, numbers may mean that some courses are unable to run and where this is the case, the reserve choice will be allocated.

The English Baccalaureate is not a standalone qualification but is made up of the following qualifications:

- English Language
- English Literature
- Maths
- Science
- A modern foreign language (Spanish)
- Humanities (geography or history)

The English Baccalaureate is not compulsory but it is the Government's ambition to see that the majority of students study the subjects of the English Baccalaureate. Students who do study the subjects of the English Baccalaureate will then have a choice of one further option subject. We strongly recommend that students study the subjects of the English Baccalaureate.

For colleges, universities and employers, the English Baccalaureate shows that students have gained a broad academic education. The range of subjects in the English Baccalaureate would provide a good basis for further study and some universities have entry requirement for degree courses linked to English Baccalaureate subjects. After completing the English Baccalaureate, students may wish to study A levels or another Level 3 qualification at local colleges or sixth forms.

IMPORTANT DATES

- **Thursday 12th March:** Aspiration day where KS4 options are launched with students.
- **Thursday 12th March:** Year 9 parents' / options evening.
- **Wednesday 18th March:** Parental Information and Guidance meetings to be conducted with parents by the Senior Leadership Team via School Cloud.
- **Friday 20th March:** Subject forms completed online and submitted by parents to school.

Please note the information in this booklet is correct at time of publication but courses may be amended in response to changes to the National Agenda by the current government. Please do not hesitate to contact Mrs Youd at school if you require any further information regarding option choices or e-mail options@lhs.spt.ac.uk

YOUR QUESTIONS ANSWERED

WHY DO I HAVE THIS BOOKLET?

This booklet is to help you plan your final two years at Longdendale High School. Most of you will go on to further education, or an Apprenticeship, but whatever you do you will find your career will still involve further training.

WHAT DOES THIS BOOKLET CONTAIN?

This booklet contains information about the courses you could follow and the choices you will make. Read it carefully and discuss these options.

CAN I CHOOSE WHICHEVER SUBJECTS I WANT?

You must study maths, English, science, core PE and PSHE. After that you should not attempt to specialise too much in certain areas as this could limit your opportunities in the future.

WILL I GET MY FIRST CHOICES?

It is hoped that most students will get their first choices of option subjects, but with a huge number of students all choosing different subjects, it is impossible to give everybody their top choices. You should therefore make sure that all of your choices are subjects that you definitely want to study, because it will be impossible to change afterwards.

SHOULD I CHOOSE THE SAME SUBJECTS AS MY FRIEND?

No. You need to think very carefully about the subjects that you want to study. There is no point choosing a subject you do not like, just because your friend wants to do it. The way the timetable works out, you might not even end up in the same group as your friend anyway.

WHAT TEACHERS WILL I HAVE?

This is impossible to know at this stage. Do not choose a subject because you like a particular teacher as the timetable may mean that you do not have that teacher in the future.

WHAT DO I HAVE TO DO TO SUCCEED?

The next two years are very important, and you must aim to learn as much as you can to form the basis of your future qualifications. Careful planning and serious revision are the key to examination success. Longdendale High School has a very good record of examination success because all students take their education seriously.

TERMINOLOGY

Here is a short explanation of some of the words and phrases used in this booklet:

- **GCSE:** General Certificate of Secondary Education
- **BTEC:** a vocational qualification, worth the same as one GCSE
- **English Baccalaureate:** an additional award students receive if they get a grade 5 or above in all five of these subjects: English Language or English Literature; maths; history or geography; Spanish; science.
- **Non-Examined Assessment (NEA):** work completed at school in exam conditions, which counts towards your final grade
- **National Curriculum:** the subject areas, which every student in England must study
- **Core Subject:** a subject that you must study to the end of Year 11
- **Option Subject:** a subject that you can choose to study to GCSE or BTEC level
- **Key Stage 3 (KS3):** the collective name for Years 7 to 9
- **Key Stage 4 (KS4):** the collective name for Years 10 and 11
- **Syllabus/specification:** the information you have to know and the things you must be able to do by the end of the course
- **Tier:** the level of exam you are entered for - Foundation or Higher Assessment/ Examinations

SCHOOL POLICY ON EXAMINATION ENTRY

At present certificates at GCSE/Key Stage 4 are awarded by:

- **AQA** (Assessment and Qualification Alliance)
www.aqa.org.uk
- **EdExcel** (The Foundation for Education Excellence)
www.edexcel.com
- **OCR** (Oxford, Cambridge and RSA Examinations)
www.ocr.org.uk
- **Eduqas** (Eduqas)
www.eduqas.co.uk

This list is not comprehensive - additions to this list maybe added upon release of new specifications.

These awarding bodies are currently regulated by:

- **STA** (Standards Testing Agency)
www.education.gov.uk
- **JCQ** (Joint Council for Qualifications)
www.jcq.org.uk

Most of the courses offered to you lead to public examination. The school has a good record of success in these for students of all abilities. However, examination entry is not guaranteed, and as you will see as you read on, the level you obtain will often depend on which examination papers you take. Furthermore, you will not be entered if you have made insufficient progress, through lack of effort or failure to produce the required coursework or non-examined assessment.

Fees are the responsibility of the school. Examination fees are paid out of the school budget. Students who complete the necessary components in any subject will be guaranteed payment by the school. Parents may be asked to pay for entries in some subjects when the level of attendance to school is deemed unacceptable.

Entries are compiled by Heads of Department several weeks before the exams are due to take place. Entry procedures are coordinated by the school's Examinations Officer during Years 10 and 11. Parental attendance is very important at all Information and Guidance (IAG) interviews and Parents' Evenings during these years. Following recent government reform, there is no longer the possibility to resit exams. Similarly, all GCSE courses are now linear, which means that the majority of exams will be taken at the end of the course in the summer term of Year 11.

Attendance on a regular basis is essential throughout the course. Unauthorised absences will be recorded on your school reference. While serious ill health can be covered by a doctor's certificate with the examining board concerned, casual absences lead to a reduced grade or no grade at all. Good attendance is vital in ensuring success.

The final assessment criteria for a number of subjects may involve an element of non-examination assessment and this must be completed by deadlines. The deadlines are set by the Examination Boards, not by the school. If you do not submit work on time, you may well be graded absent for the controlled assessment component and this will result in a seriously diminished grade. Students who fall behind and who experience pressure to catch up from several subject areas will be supported by the Inclusion Team.

GCSE GRADES

Key Stage 4/GCSE results will be awarded and reported by a grade within the range 9 - 1, with 9 being the highest. Vocational courses (e.g. BTEC) are reported as Pass, Merit, Distinction or Distinction*, but these also have a GCSE grade equivalent.

TIERS

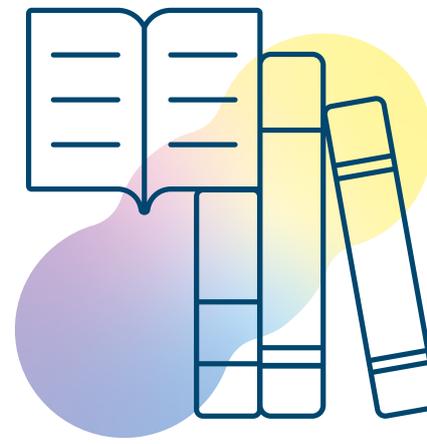
GCSE maths, science and MFL have tiers of entry. During Year 11 teachers and Heads of Department will decide which exam route is appropriate for your child. Students are able to achieve the following grades depending on the tier of entry as shown below.

Higher tier grades	9	8	7	6	5	4			
Lower tier grades					5	4	3	2	1

For more information about Exams and Assessment, see Miss Payton.

CORE SUBJECTS

In Years 10 and 11 the core subjects students have to study are made up of English, maths, science, and core PE. Citizenship, RE, PSHE and careers are taught through a 1 hour lesson each fortnight (PSHE). The majority of students at Longdendale High School also study a humanities subject (history of geography) and a modern foreign language (Spanish).



GCSE ENGLISH LANGUAGE AND LITERATURE

Examination board - Edexcel

INTRODUCTION

This course enables students to develop essential skills in both reading and writing. They will study a range of set texts for English Literature and will develop the skills to respond independently to new, unseen texts for English Language. Similarly, students will develop the confidence to respond to a range of writing tasks for different contexts.

All students will be entered for both Edexcel English Language and English Literature. For English Literature, students will study a range of novels, plays and poetry, analysing plot, theme, character and context. For English Language, the key skills of analysis and evaluation form the basis of study of a range of both fiction and non-fiction texts. Students will develop the skills for various writing tasks, including both imaginative and transactional formats.

COURSE STRUCTURE: ENGLISH LANGUAGE

- 19th Century Literature: studying texts from a range of writers and genres to analyse and evaluate their work.
- 20th/21st Century Non-Fiction: studying non-fiction texts from a range of purposes and formats to analyse and evaluate their effectiveness.
- Imaginative writing: producing narrative writing which effectively engages readers and delivers meaningful storytelling.
- Transactional writing: producing original writing which mirrors the style and format of practical, real-world writing, across a range of topics.

COURSE STRUCTURE: ENGLISH LITERATURE

- Shakespeare: studying Macbeth to explore language, themes, character, message and social context.
- 19th Century novel: studying Charles Dickens' A Christmas Carol to explore character, themes and ideas throughout the text.
- Contemporary fiction: the study of George Orwell's Animal Farm, again with character, theme and context at the centre.
- Poetry: studying an anthology of Conflict poetry and preparing to independently analyse new, unseen poetry.

ASSESSMENT

The means of assessment will be 100% exam. There will be four exams at the end of Year 11; two for English Language and two for English Literature. Students will also be assessed for a Speaking and Listening endorsement.

FUTURE PATHWAYS

GCSE English is an essential qualification to unlock future pathways beyond secondary education. English provides students with a solid grounding for any all subjects with a written element, including history, law and social sciences. At A-Level, you could choose to student Language, Literature or a Combined course. This can then lead into careers in journalism, copy-writing, editing, content-creation and jobs in the media, as well as many others.

- **If you have any further questions please speak to Mrs Baxter Smallwood**



GCSE MATHEMATICS

Examination board - Edexcel

INTRODUCTION

We will be studying for the Edexcel linear qualification in Mathematics. The aims and objectives in Mathematics are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

COURSE STRUCTURE

The table below illustrates topic areas covered in this qualification and topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier for example:

Tier	Topic Area	Weighting
Foundation	Number	22 - 28%
	Algebra	17 - 23%
	Ration, Proportion and Rates of change	22 - 28%
	Geometry and Measures	12 - 18%
	Statistics & Probability	12 - 18%
Higher	Number	12 - 18%
	Algebra	27 - 33%
	Ration, Proportion and Rates of change	17 - 23%
	Geometry and Measures	17 - 23%
	Statistics & Probability	12 - 18%

ASSESSMENT

This is a linear qualification that is assessed at the end of Year 11 by taking 3 examinations: one non-calculator paper and two calculator papers. Each paper is equally weighted making up the final GCSE grade. All papers are 1 hour and 30 minutes.

FUTURE PATHWAYS

GCSE Maths is an essential qualification that most employers, apprenticeship providers and colleges will look for when you enrol onto them. GCSE maths provides students with a good basis to go on and study Maths or Further Maths at A Level or to go on and study Core Maths. This can then lead into the world of Business, Banking, Accounting, Finance, Engineering, and Science to name but a few.

- **If you have any further questions please speak to Miss Woods**



GCSE COMBINED SCIENCE

Examination board - AQA

INTRODUCTION

Students will study AQA Combined Science Trilogy.

COURSE STRUCTURE

The course content includes:

Biology

- B1 - Cell Biology
- B2 - Organisation
- B3 - Infection and Response
- B4 - Bioenergetics
- B5 - Homeostasis and Response
- B6 - Inheritance, variation and evolution
- B7 - Ecology

Chemistry

- C1 - Atomic structure and the Periodic Table
- C2 - Bonding, Structure and Properties of Matter
- C3 - Quantitative Chemistry
- C4 - Chemical changes
- C5 - Energy changes

Physics

- P1 - Energy
- P2 - Electricity
- P3 - Particle Model of Matter
- P4 - Atomic Structure
- P5 - Forces
- P6 - Waves
- P7 - Magnetism and Electromagnetism

- C6 - The rate and extent of chemical change
- C7 - Organic Chemistry
- C8 - Chemical Analysis
- C9 - Chemistry of the Atmosphere
- C10 - Using resources

ASSESSMENT

The combined science course is equivalent to 2 GCSEs. Units of Biology, Chemistry and Physics are included within this course.

All students will sit 2 papers in each of the subject areas, Biology, Chemistry and Physics. Combined Science exams are 1 hour 15 minutes.

FUTURE PATHWAYS

GCSE combined Science gives you a good grounding in Science. Success in Combined Science can provide access to AS/A2 Science courses, including Applied Science and Psychology. In the long term, if you decide to pursue your scientific studies, it can lead to an almost limitless number of job opportunities. Highly qualified scientists are very much in demand and their skills are required in many jobs.

- **If you have any further questions please speak to Mr Wilson**

GCSE BIOLOGY, CHEMISTRY AND PHYSICS (SEPARATE SCIENCES)

Examination board - AQA



INTRODUCTION

As part of the options process students will have the opportunity to request to work towards the 3 separate science GCSEs (Biology, Chemistry and Physics) through their personalised Information and Guidance meeting and through Year 9 parents evening.

Many students who excel in Triple Science aspire to follow careers in industries such as Medicine, Veterinary Science, Physical Science and the Pharmaceutical Industry.

COURSE STRUCTURE

The course content includes:

Biology

- B1 - Cell Biology
- B2 - Organisation
- B3 - Infection and Response
- B4 - Bioenergetics
- B5 - Homeostasis and Response
- B6 - Inheritance, variation and evolution
- B7 - Ecology

Chemistry

- C1 - Atomic structure and the Periodic Table
- C2 - Bonding, Structure and Properties of Matter
- C3 - Quantitative Chemistry
- C4 - Chemical changes
- C5 - Energy changes

Physics

- P1 - Energy
- P2 - Electricity
- P3 - Particle Model of Matter
- P4 - Atomic Structure
- P5 - Forces
- P6 - Waves
- P7 - Magnetism and Electromagnetism
- P8 - Space Physics (Triple only)

- C6 - The rate and extent of chemical change
- C7 - Organic Chemistry
- C8 - Chemical Analysis
- C9 - Chemistry of the Atmosphere
- C10 - Using resources

ASSESSMENT

All students will sit 2 papers in each of the subject areas, Biology, Chemistry and Physics. Triple Science exams are 1 hour 45 minutes.

FUTURE PATHWAYS

Separate Sciences is an academic course. It provides an excellent choice if you are intending to study Science at an advanced level, for example A Level Biology, Chemistry, Physics and Applied Science. It will also provide the basis for future study of the Sciences at degree level and extensive employment opportunities.

- **If you have any further questions please speak to Mr Wilson**



CORE PE

INTRODUCTION

In Years 10 and 11 core PE, students are given the opportunities to experience a broad and balanced range of activities that, in combination, develop the whole body.

Students will experience a range of roles within physical activity and can become part of accredited courses and qualifications where appropriate e.g. dance and sports leadership.

Students will learn and compete competitively via inter tutor competitions in sports such as football. Students will develop key skills in order to express emotions in a controlled manner through exercise and physical activity which will allow them to display determination and an acceptance of both victory and failure. They will be a consistent role model to others and will understand the benefits of regular exercise and gain skills and apply knowledge to different sports. Students will show resilience and will not give up on a task or activity and will become active leaders. They will demonstrate a positive attitude and perceived competence in chosen physical activities and evaluate sociocultural barriers to physical activity involvement.

COURSE STRUCTURE

In Years 10 and 11 core PE, students are provided with opportunities that are integral to their learning and enhance their engagement through various concepts, processes and content of the subject. Students are given the opportunities to experience a broad and balanced range of activities.

They will become motivated movers with high levels of effort and individual challenge in sports such as Volleyball, Trampolining, Handball, Fitness, Striking and Fielding and Athletics.

- If you have any further questions please speak to Ms Healey



PSHE

PSHE Education at Longdendale High School is taught in a variety of ways including through dedicated PSHE lessons, assemblies, specific events including Raising Aspiration Days, National Careers Week and Mental Health Awareness Week. Our curriculum aims to provide students with a sound understanding of their role as a citizen now and in the future, the opportunity to consider wider societal and personal issues and the ability to develop critical thinking to make safe and informed decisions.

In line with the Government's Personal, Social, Health and Economic (PSHE) Education Guidance, Longdendale High School has committed to developing students' awareness in three key areas, including:

- Mental Health & Wellbeing
- Relationships
- The World We Live In

PSHE is taught by form tutors with the expectation that they are best placed to understand the dynamics of their tutor groups and know their students' needs. Students attend 1 period of PSHE Education once a fortnight. Please see the RSE policy, PSHE overviews and learning journey for further details.

In addition to dedicated PSHE Education lessons, form tutors cover weekly topical PSHE stories/issues in tutor time through DEAR time. These are focused on a specific PSHE topic and aim to contextualise the lesson-based learning of students, making them accessible and relatable.

- **If you have any further questions please speak to Mr Bowland**

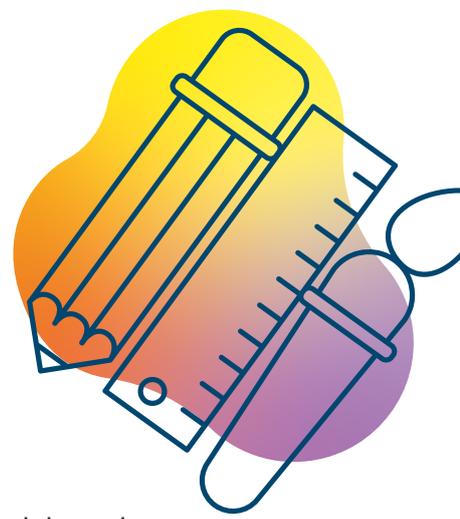


YEAR 9 2026 OPTIONS

RULES

- Students must choose either Spanish, history, geography or computer science.
- Students are strongly encouraged to choose to do the full English Baccalaureate suite of subjects (English, maths, science, Spanish and geography or history).
- Students cannot choose to study both Art and 3D design.
- Students cannot choose to study both Business and Enterprise.





GCSE ART AND DESIGN

Examination board - AQA

INTRODUCTION

Students will be able to use a range of media and techniques to complete artwork based upon a range of themed projects and exam questions set.

Students will work within sketchbooks, canvases and other materials to produce and present their work.

Students are required to write about their work and artist work. Students will describe their approaches, analysing artists pieces and evaluate their own work as it progresses.

COURSE STRUCTURE

Students are introduced to a variety of themes such as; Natural Forms in Year 10 and Concealment, Messages, Human Figure, Confectionery and Collections.

In Year 10 – two termly projects will be taught. Each project will be based on a previous exam question. Examples have included Natural Forms. In the Spring Term of Year 10, students will begin a sustained project, this will continue through the year. The theme of the project will be from an exam question; students will choose from a range of questions – Confectionery, Collections, Messages, Concealment and Human Figure. In Year 11, an exam question set by the exam board will be completed as a project concluding with a personal response (outcome).

ASSESSMENT

Students will be assessed on their work over the 2 years and grades will be given based on the entire portfolio. The final piece in Year 11 will comprise of a single 10 hour exam where they must create a piece of work based on a given brief.

FUTURE PATHWAYS

It is hoped that this AQA Art and Design course will lead towards study at Further and Higher Level with the opportunity to pursue work in a vast range of fields such as Architecture, Photography, Animation, Graphic Design, Fashion, Interior Design and many more areas of creative work. The course is taught as mainly termly projects, we encourage and explore printing methods and some forms of textiles such as batik and silk paintings.

– **If you have any further questions please speak to Miss Hamilton**

GCSE BUSINESS STUDIES

Examination Board - Edexcel



INTRODUCTION

GCSE Business Studies business should encourage students to be inspired, moved and challenged by following a broad, satisfying and worthwhile course of study and allow you to gain an insight into the world of business and the world wide economy.

COURSE STRUCTURE

The course is broken down into 2 units:

1. Investigating a small business
2. Building a business

Unit 1 Topics:

Enterprise and entrepreneurship
Spotting a business opportunity
Putting a business idea into practice
Making the business effective
Understanding external influences on business

Unit 2 Topics:

Growing the business
Making marketing decisions
Making operational decisions
Making financial decisions
Making human resource decisions

ASSESSMENT

The course is broken down into 2 units:

1. Investigating a small business
2. Building a business

Each unit is a written 1 hour 30minute external exam.

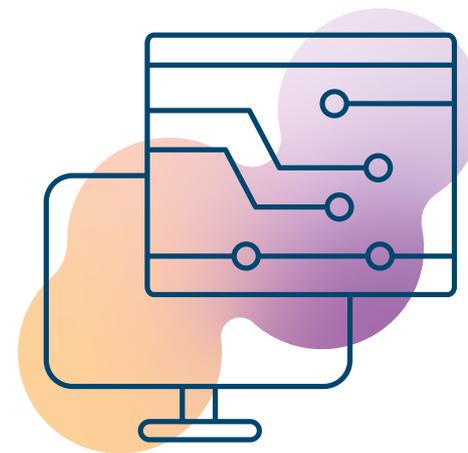
FUTURE PATHWAYS

This course is especially suitable for students who are interested in the world of business but also allows for a wide range of careers and further education opportunities. There are many Business Studies courses to progress onto both at A level and degree level.

- **If you have any further questions please speak to Mrs Kennedy**

GCSE COMPUTER SCIENCE

Examination board - AQA



INTRODUCTION

This new challenging GCSE has been designed to teach concepts and develop techniques that have long-term value that support progression to higher education and beyond. The course will provide students with an engaging and stimulating experience of computer science and programming. The practical element is now built in to the exams. It provides opportunities for students to explore the wider social and ethical issues associated with computer science and to develop as responsible practitioners.

A course in Computer Science offers candidates a unique opportunity to gain an understanding of how computers work and to create and troubleshoot computer programs for real-life purposes, relating to their own personal interests. Computer Science develops valuable programming, computational thinking and problem-solving skills, which are increasingly relevant to a wide variety of jobs. Employers want workers with an understanding of rigorous principles that can be applied to changing technologies.

This is a challenging GCSE and the expectation is that you will be working at higher levels in KS3 ICT lessons as well as in Science and Maths to fully appreciate the requirements of this qualification.

COURSE STRUCTURE

In previous years the course content has included:

- Fundamentals of Algorithms
- Programming
- Fundamentals of data representation
- Computer systems
- Fundamentals of Computer Networks
- Fundamentals of Cyber Security
- Ethical, legal and environmental impacts of digital technology on wider society including issues of privacy
- Relational databases and SQL

ASSESSMENT

There are two exams to complete and an extended programming project (this is not assessed).

Paper 1 - Computational thinking, code tracing, problem-solving, programming concepts including the design of effective algorithms and the designing, writing, testing and refining of code - 2 hours.

Paper 2 - Computing concepts - 1 hour 45 mins.

FUTURE PATHWAYS

This course is ideal for anyone interested in game design and development, web design and app development. Also suitable for students who are interested in the world of computing, but also allows for a wide range of careers and further education opportunities.

- **If you have any further questions please speak to Mr Rea**

BTEC DANCE

INTRODUCTION

The dance qualification is a BTEC level 1/2 Technical Award in Performing Arts and is recognised as a qualification equivalent to GCSE's.

If opting for dance students will conduct dance practical lessons throughout Year 9, 10 and 11 instead of core PE and will also complete dance theory lessons in an ICT room once per fortnight. Students in Year 9 and 10 will explore a range of different dance styles including jazz, contemporary and urban and also study professional dance works and practitioners such as Christopher Bruce and Bob Fosse as part of component 1 and 2. In Year 11 dancers are set an external exam brief from the exam board and have to choreograph and perform as a group to their interpretation of the theme. Students also complete ideas, skills and evaluation written logs under controlled ICT conditions as part of their final exam and this makes up component 3 which is externally marked and the final year 11 exam piece. It is vital students only opt if they are dedicated to dance.

COURSE STRUCTURE

The course is divided into three components.

- **Component 1** - Exploring the Performing Arts
- **Component 2** - Developing Skills and Techniques in the Performing Arts
- **Component 3** - Responding to a Brief

ASSESSMENT

Internal assessment - externally moderated: Components 1 and 2 are assessed through non-exam internal assessment. The assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. These are Pearson (exam board) set assignments released each academic year.

External assessment: There is one external assessment, component 3, which provides the main assessment for the qualification. Component 3 builds directly on components 1 and 2 and enables learning to be brought together and related to a real-life situation. The external assessment takes the form of an assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson. The brief for component 3 is released in January of Year 11.

FUTURE PATHWAYS

- BTEC Level 3 National Extended Certificate in Performance (Dance)
- BA Hons Dance
- **If you have any further questions please speak to Ms Healey**

GCSE 3D DESIGN

Examination board - AQA



INTRODUCTION

Students will be able to use a range of media and techniques to complete 3D work based upon a range of themed projects and exam questions set.

Students will work within sketchbooks, canvases and other materials to produce and present their work. As this is a 3D design course, students will be expected to make 3D outcomes from areas such as;

- ceramics
- sculpture
- exhibition design
- design for theatre, television and film
- interior design
- product design
- environmental and architectural design
- jewellery/body ornament
- 3D digital design

Students are required to write about their work and artist work. Students will describe their approaches, analysing pieces and evaluate their own work as it progresses.

COURSE STRUCTURE

Students will be expected to demonstrate skills, in the context of their chosen area(s) of three-dimensional design.

- appreciation of solid, void, form, shape, texture, colour, decoration, surface treatment, scale, proportion, structure, rhythm and movement
- awareness of intended audience or purpose for their chosen area(s) of three-dimensional design
- awareness of the relationship between three-dimensional design and urban, rural or other settings
- appreciation of the relationship of form and function and, where applicable, the ability to respond to a concept, work to a brief, theme or topic, or answer a need in the chosen area(s) of three-dimensional design
- the safe use of a variety of appropriate tools and equipment
- understanding of working methods, such as model-making, constructing and assembling

ASSESSMENT

Students will be assessed on their work over the 2 years and grades will be given based on the entire portfolio. The final piece in Year 11 will comprise of a single 10 hour exam where they must create a piece of work based on a given brief.

FUTURE PATHWAYS

It is hoped that this AQA 3D design course will lead towards study at Further and Higher Level with the opportunity to pursue work in a vast range of fields such as Architecture, Photography, Animation, Graphic Design, Fashion, Interior Design and many more areas of creative work. The course is taught as mainly termly projects.

- **If you have any further questions please speak to Miss Hamilton**



GCSE DRAMA

Examination board - AQA

INTRODUCTION

Students will develop a deeper understanding of the world of theatre while exploring how a range of acting skills and drama techniques can be used to create effective performances. They will study a variety of theatrical styles including naturalism, political theatre, stylised drama and physical theatre, gaining insight into how different approaches shape performance. The course encourages creativity and collaboration, helping students grow into confident performers and imaginative designers.

Students study set texts, analyse live theatre and devise their own original work. They will perform in front of an audience, explore themes through dramatic elements and work collaboratively to develop performances from scripts and poetry. This is a challenging and practical course, where students 'perform' and take part in every lesson! It is suited to both students going onto college and university and those opting for a career in the performing arts industry.

Students should demonstrate creativity, enthusiasm, confidence, commitment and strong team working skills. They must be willing to perform and work in groups of different sizes. Good attendance is vital. Students must also be prepared to attend after school rehearsals, and may be required to attend for a day during the school holidays to support group work and preparation for live performances.

Students will need to develop good literacy skills as they will be analysing the work of others and evaluating live performances. The course includes written assessment and is well suited to students who enjoy English Literature. Strong vocal skills and the ability to share ideas are both important for success across all of the assessed components. Students will devise their own performance from stimuli influenced by theatrical practitioners and will complete a written portfolio of their explorations documenting their process from planning and rehearsal to their evaluation after the final performance.

Students will perform two extracts from scripted plays for an examiner. During the course, students will be offered at least two theatre trips to experience live performance and evaluate different performance disciplines. Recent trips have included Dr Faustus, Noughts and Crosses, Rise and Fall of Little Voice, The Curious Incident of the Dog in the Night-Time and Guys and Dolls. There is a small cost for the trips, usually around £30-£40.



COURSE STRUCTURE

AQA GCSE Drama is divided into three components:

Component 1: Understanding Drama

- Section A: Knowledge of drama/theatre roles and terminology
- Section B: Study of a set text (e.g. Blood Brothers)
- Section C: Evaluation of a live theatre performance

Component 2: Devising Drama

This is a practical component in which students are assessed on their ability to create and develop ideas to communicate meaning for theatrical performance, apply theatrical skills to realise artistic intentions in live performance and analyse and evaluate their own work.

- Create an original piece of drama
- Submit a devised log documenting the process

Component 3: Texts in Practice

This is a practical component in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance.

- Performance of two extracts from a studied play (externally assessed).

ASSESSMENT

Component 1: Understanding Drama (written exam - 40% of GCSE)

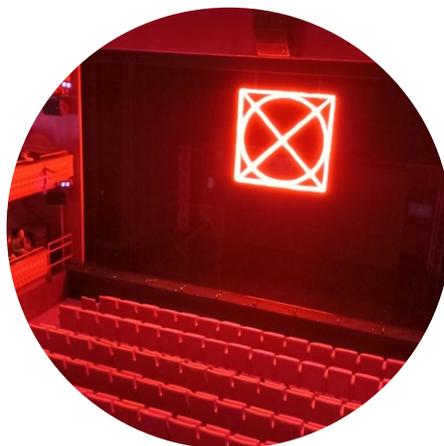
Component 2: Devising Drama (practical performance and devising log - 40% of GCSE)

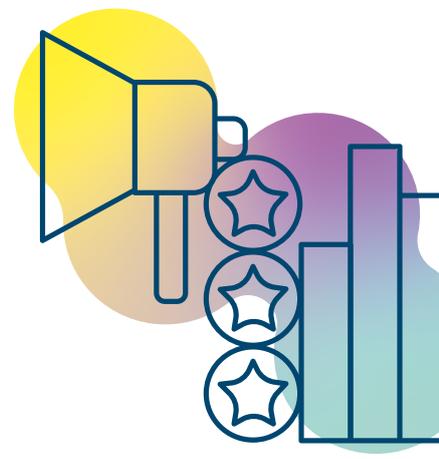
Component 3: Texts in Practice (practical performance - 20% of GCSE)

FUTURE PATHWAYS

It is hoped that this GCSE drama course will lead towards study at further and higher level with the opportunity to pursue work in a vast range of fields such as performer, teacher, presenter, script-writer, lighting designer, sound design, public facing roles and many more areas of creative work.

- **If you have any further questions please speak to Miss McIlwraith**





LEVEL 2 ENTERPRISE AND MARKETING CAMBRIDGE NATIONAL

Examination board - OCR

INTRODUCTION

This vocational qualification, equivalent to a GCSE, is for students who wish to develop applied knowledge and practical skills in enterprise and marketing. In this qualification students focus on these 2 specific areas of business, rather than the whole spectrum of topics that is covered in the GCSE and is designed with both practical and theoretical elements.

COURSE STRUCTURE

The course is broken down into 3 units:

- Unit 1: Enterprise and marketing concepts - 40% External written exam
- Unit 2: Design a Business Proposal - 30% Internal assessment (coursework)
- Unit 3: Market and Pitch a Business Proposal - 30% Internal assessment (coursework)

While this course is the equivalent to a GCSE the grading is slightly different using Pass, Merit and Distinction rather than numbers.

The equivalent gradings are:

Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1

ASSESSMENT

This course is excellent for any student that wants to study Business but would struggle with the large theory content of the GCSE and the large amount of extended written answers required. As 60% of the grade is coursework based, completed in school, this means hard work is really rewarded in this qualification as your not having your grade solely rely on a written exam. However, as a result of this you must be self motivated and be prepared to spend time independently working on the assessment tasks. These tasks involve written reports, practical research, graph analysis and design work. There is also a verbal presentation that all student must complete so therefore good communication skills would also be advantageous.

FUTURE PATHWAYS

This course is especially suitable for students who are interested in the world of business but also allows for a wide range of careers and further education opportunities. There are many Business Studies courses to progress onto both at A level and degree level.

- If you have any further questions please speak to Mrs Kennedy



GCSE GEOGRAPHY

Examination board – AQA

INTRODUCTION

GCSE Geography encourages students to ‘think like geographers’ by developing an enquiry approach to contemporary topics of study. GCSE geography integrates fieldwork and geographical skills into both content and assessments, giving a holistic approach to the subject.

COURSE STRUCTURE

Component 1: Living with the physical environment

- 3.1.1 Section A: The challenge of natural hazards
- 3.1.2 Section B: The living world
- 3.1.3 Section C: Physical landscapes in the UK

Fieldwork skills include understanding and applying specific geographical knowledge, understanding and skills to real-world physical geographical contexts.

Component 2: Challenges in the human environment

- 3.2.1 Section A: Urban issues and challenges
- 3.2.2 Section B: The changing economic world
- 3.2.3 Section C: The challenge of resource management

Component 3: Geographical applications

- 3.3.1 Section A: Issue evaluation
- 3.3.2 Section B: Fieldwork

This component includes a decision-making exercise, here students can become critical thinkers and develop arguments.

Geographical skills:

- Cartographic
- Graphical
- Statistical
- Numerical
- Qualitative and Quantitative data
- Formulate Enquiry argument
- Literacy

ASSESSMENT

There will be 3 examinations:

Paper 1	Living with the Physical Environment	1 hour 30 minutes
Paper 2	Challenges in the Human Environment	1 hour 30 minutes
Paper 3	Geographical Applications (+ Pre Release 12 weeks before examinations begin)	1 hour 30 minutes

FUTURE PATHWAYS

Geography is a really useful subject as the skills and knowledge you gain can be used in almost every job. Colleges, universities and employers all seek a mixture of skills, qualifications and experience from their students or employees. Taking geography at GCSE, you will develop transferable skills that are highly desirable in most industries such as:

- Being a good communicator with strong presentation skills
 - Being able to carry out research independently and as part of a team
 - Being used to working effectively in a team
 - Being able to manage your time by meeting deadlines
 - Being good at combining information from a variety of sources
 - Development of scientific skills
 - Producing and interpreting maps
 - Research and interpretation of data
 - Debate and enquiry
 - Environmental and social awareness
 - Fieldwork techniques
- **If you have any further questions please speak to Mr Bowden**





GCSE HISTORY

Examination board - Edexcel

INTRODUCTION

The GCSE History course presents an opportunity to look at a broad range of themes and events over time. Students will be able to study a variety of approaches – looking at History thematically and in depth. The chosen topics allow students to gain a view of history from national and international perspectives. Students will build a complex picture of the past that will enable them to reflect on modern political and social events. By the end of the course students will have the opportunity to

- Engage in historical enquiry in order to develop as effective and independent thinking looking at how to examine information critically
- Develop their knowledge of the units covered looking at how the past has been represented, interpreted and identify what is significant
- Develop questioning skills using a range of sources
- Make judgements by conducting research to find out about the past

COURSE STRUCTURE

Course content will include:

- Medicine in Britain, c1250-present: Including the British sector of the Western Front 1914-1918: injuries, treatment and the trenches
- Early Elizabethan England, 1558-88.
- Superpower relations and the Cold War, 1941-91.
- Weimar and Nazi Germany, 1918-39.

ASSESSMENT

There are three written examinations in GCSE History;

Paper 1	Medicine in Britain	1hr 15 minutes	52 marks
Paper 2	Superpower Relations and Elizabeth	1hr 45 minutes	64 marks
Paper 3	Germany 1918 - 1939	1hr 20 minutes	52 marks

Teacher assessment throughout the course is based on recall of knowledge and essay writing.

FUTURE PATHWAYS

History is available as an A Level and degree course. It is also a useful GCSE if you want to study further education courses in Law, Criminology, Politics, Philosophy or English Literature.

History sharpens your critical thinking abilities, which combine the following skills: analysis, research, essay writing, communication, problem solving. History provides knowledge and skills that can be used in a range of fields but it is particularly useful for careers in the following areas: law, politics, Civil Service, journalism, economics, social research, archaeology and curation (museums, galleries, archives and libraries).

- **If you have any further questions please speak to Mrs Kerfoot**

LEVEL 2 HOSPITALITY AND CATERING VOCATIONAL AWARD

Examination board - WJEC

INTRODUCTION

Our vocational award in Hospitality and Catering will develop students' knowledge and understanding of the Hospitality and Catering sector and provide them with opportunities to develop associated practical skills. It covers the hospitality and catering industry and hospitality and catering in action. Students will have the opportunity to cook over the 2 years but it is not a practical subject. Hospitality and Catering is a subject with practical elements. The course looks at the Hospitality and Catering industry, menu creation and design, its legislation including laws and statutes, catering set up; including kitchen hierarchy, health and safety, Environmental Health, sustainability, running a business (VAT, labour and staffing costs) and working conditions.

COURSE STRUCTURE

The course looks into the Hospitality and Catering industry and is assessed in Year 11. Students will cover a series of topics. These are:

- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering The importance of nutrition
- Menu planning
- The skills and techniques of preparation, cooking and presentation of dishes
- Evaluating cooking skills

ASSESSMENT

Students will be assessed during Year 11. The assessment will be split into 2 sections. The first being a written exam on the hospitality and catering industry. This will be a 1 hour 20 minute written paper and will make up 40% of the final grade. The second assessment is a controlled assessment (coursework) which is worth 60%. This will look at the hospitality and catering in action. An assignment brief will be given by the exam board and students will spend around 12 hours completing this, most of which will be at a computer. Part of this assessment will be a practical exam.

FUTURE PATHWAYS

The course is designed to allow students to progress onto higher education courses. Mainly those wishing to gain employment in the hospitality and catering industry.

- **If you have any further questions please speak to Mr Kilkenny**





LEVEL 2 INFORMATION TECHNOLOGY VOCATIONAL AWARD

Examination board - WJEC

INTRODUCTION

Our Vocational Award in ICT will develop students' knowledge and understanding of the ICT sector and provide them with opportunities to develop associated practical skills. It covers ICT in Society; allowing learners to explore the wide range of uses of hardware, application and specialist software, and ICT in context; introducing learners to a broad working knowledge of databases, spreadsheets, automated documents and images.

COURSE STRUCTURE

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology.

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.

ASSESSMENT

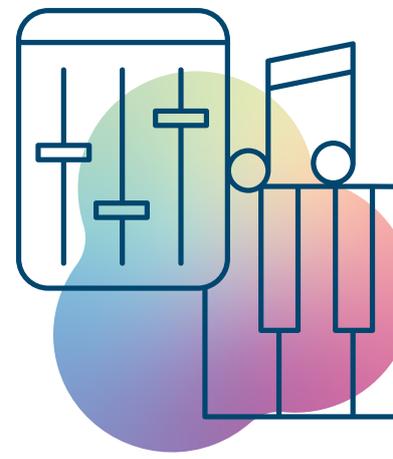
Unit 1: ICT in Society	On screen examination	1hr 20 minutes	40% of qualification
Unit 2: ICT in Context	Controlled assessment	40 hours	60% of qualification

FUTURE PATHWAYS

This course is ideal for anyone interested in game design and development, web design and app development. Also suitable for students who are interested in the world of information technologies, but also allows for a wide range of careers and further education opportunities.

- If you have any further questions please speak to Mr Rea





GCSE MUSIC

Examination board - OCR

INTRODUCTION

GCSE music presents students with exciting and rewarding opportunities to really develop as a performer and composer. It is recommended that students wishing to opt for GCSE should be able to demonstrate a high level of proficiency as a performer (either on an instrument or as a singer). It is anticipated that the majority of GCSE music students have already been playing an instrument or singing with a good level of proficiency.

Throughout the course, students are encouraged to develop their performing skills in both a solo and ensemble context, choosing a variety of pieces to expand their skills. Students are provided with opportunities to express their compositional ideas whilst learning about the rich aesthetics of musical history and theory.

COURSE STRUCTURE

The course builds pupils' skills in the following areas:

- Appreciation of music.
- Listening and writing about music.
- Solo performance skills.
- Ensemble (group) performance skills.
- Composing skills.
- Use of music technology.
- Music literacy (reading written music).
- Experience of a variety of musical notations.

Performance (30% of total marks). Students record two performances; one solo performance and one as part of an ensemble. Candidates choose their own pieces but will receive guidance from their teachers and may record their performances at any time during the course. Recordings are made under controlled conditions.

Composition (30% of total marks). Students compose music in a variety of styles. Compositions are produced under controlled conditions. Candidates are required to compose two pieces of music, one of which must be for their chosen performance instrument/voice.

Listening (40% of total marks). A written examination where students are tested on their music appreciation skills (listening and theory) takes place in the final year. The examination is 1 hour 30 minutes in duration.

ASSESSMENT

Listening	Examination	40% of final grade
Composition	Coursework	30% of final grade
Performance	Coursework	30% of final grade

FUTURE PATHWAYS

GCSE music provides excellent preparation for A Level music and many of our pupils have gone on to study music at college and university.

- **If you have any further questions please speak to Mr Marsh**

GCSE RELIGIOUS STUDIES

Examination board - Eduqas (route A)



INTRODUCTION

By the end of the course students should have an appreciation of which religious and non-religious views form the basis of our culture. Religious Studies develops students' ability to construct well-argued, well-informed, balanced and structured written arguments. Study of religious and non-religious views deepens young people's understanding of the relationship between people and the world around them.

The GCSE covers Christianity and Islam in depth, as well as four modern day themes; relationships, life & death, good & evil and human rights. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues.

Students will need to be interested in, and curious about, the world around them. They should be keen to discuss alternative views and develop their own opinions. Religious Studies is assessed through Written exams so students should be prepared to develop their written literacy skills.

In addition, the course will develop the following:

- Questioning and enquiry skills;
- Reasoning and analysis;
- Evaluation of different viewpoints
- Factual recall

COURSE STRUCTURE

The Eduqas Route A specification will be followed.

Component 1: Religious, Philosophical and Ethical Studies in the Modern World. Students will study the following four themes;

- Theme 1 - Relationships
- Theme 2 - Life and Death
- Theme 3 - Good and Evil
- Theme 4 - Human Rights

Component 2: Study of Christianity - the beliefs, teachings and practices of Christianity.

Component 3: Study of a World Faith - Option 3: Islam.

ASSESSMENT

There are 3 examinations for GCSE RE;

Component 1; Religious, Philosophical and Ethical Studies in the Modern World	Written Examination	2 hours	50% of qualification
Component 2; Study of Christianity	Written examination	1 hour	25% of qualification
Component 3; Study of a World Faith (Islam)	Written examination	1 hour	25% of qualification

FUTURE PATHWAYS

A-Levels are available in Religious Studies and Philosophy & Ethics. Religious Studies also develops a wide range of skills which are transferable to a variety of future pathways. It is a subject held in high regard by Post 16 pathways and universities due to the range of transferable skills which are developed.

Some possible career paths where Religious Studies may be of particular benefit;

- Teaching, education and childcare
- Youth, community, charity or aid work
- Health and social care
- Law and legal studies
- Medicine and occupational therapy
- Archivist, museum curator or librarian
- Human resources
- Emergency services
- **If you have any further questions please speak to Mrs Kerfoot**





GCSE SPANISH

Examination board - AQA

INTRODUCTION

Foreign language study is all about learning how to truly communicate and connect with others. By the end of the GCSE course, students will have a good understanding of Spanish speaking cultures and a better understanding of the world around them. Not only will studying Spanish at GCSE develop students compassion and understanding of other cultures, it will open up a world of job opportunities.

COURSE STRUCTURE

The Spanish GCSE examinations consist of a Listening, Reading, Speaking and Writing exam. The AQA components that make up the specification are as follows:

Theme 1: Identity and culture

- Topic 1: Me, my family and friends
- Topic 2: Technology in every day life
- Topic 3: Free-time activities

Theme 2: Local, national, international and global areas of interest

- Topic 1: Home, town, neighbourhood and region
- Topic 2: Social issues
- Topic 3: Global issues
- Topic 4: Travel and tourism

Theme 3: Current and future study and employment

- Topic 1: My studies
- Topic 2: Life at school/college
- Topic 3: Education Post-16
- Topic 4: Jobs, career choices & ambitions

ASSESSMENT

The means of assessment will be 100% exam, either at Foundation or Higher tier. The exams will comprise of the following assessments:

Speaking	25%
Listening	25%
Reading	25%
Writing	25%

FUTURE PATHWAYS

Knowledge of foreign languages are highly-valuable to employers. Language skills are in high demand in many different career sectors, especially if you work for a business which operates internationally.

- **If you have any further questions please speak to Miss Humphreys**



BTEC SPORT TECHNICAL AWARD

Examination board - Pearson

INTRODUCTION

This Technical Award qualification gives students the opportunity to develop sport specific applied knowledge and skills through realistic vocational contexts. Students will have the opportunity to develop applied knowledge and skills in the following areas:

- investigating provisions for sport including equipment and facilities to enhance sport
- planning and delivery of sport drills and sessions
- fitness for sport including fitness testing and methodology

The BTEC Tech Award in Sport enables students to develop the knowledge, understanding and skills required for progression within sectors such as: exercise, training, fitness, leisure management, leadership, coaching and adventurous activities. This qualification provides opportunities for students to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

COURSE STRUCTURE

The course is divided into three components.

- **Component 1** - preparing participants to take part in sport and physical activity, externally moderated assessment.
- **Component 2** - taking part and improving other participants sporting performance, externally moderated assessment.
- **Component 3** - developing fitness to improve other participants performance in sport and physical activity, exam component.

ASSESSMENT

Internal assessment (externally moderated):

Components 1 and 2 are assessed through non-exam internal assessment. The nonexam internal assessment for these components has been designed to demonstrate application of the conceptual knowledge underpinning the sector through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice.

External assessment (exam):

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

The external assessment takes the form of an external assessment taken under supervised conditions, which is then marked and a grade awarded by Pearson.

FUTURE PATHWAYS

- Extended Certificate in Physical Education- level 3
- Extended Diploma in Sports Coaching and Development
- Extended Diploma in Public Services
- **If you have any further questions please speak to Ms Healey**





RESPECT 
 **RESILIENCE**
ASPIRATION 