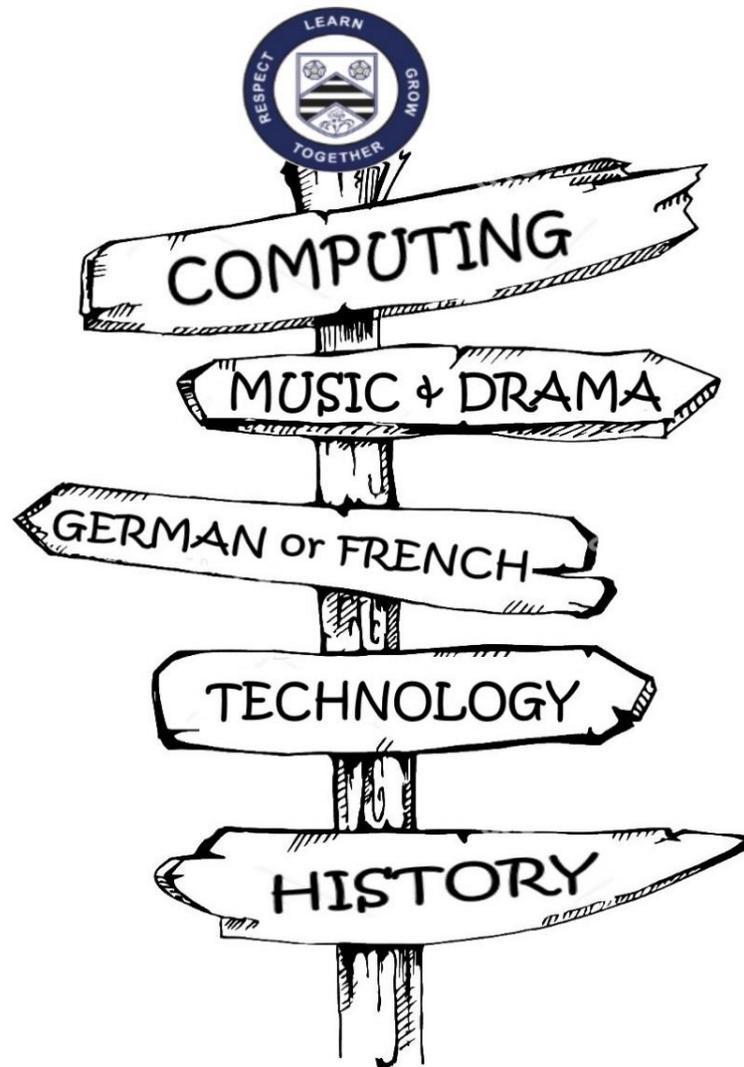




**Longridge** High School

# YEAR 9 OPTIONS BOOKLET

# 2022



# Introduction

At Longridge High School, we always aim to give the best possible educational experience to all our pupils so that they are ideally placed to move successfully on to their chosen route, post 16. It is now time for Year 9 pupils to choose the subjects that they would like to continue to study in Years 10 and 11.

As in all schools, some subjects are compulsory at this key stage and others are optional. Whilst this decision may seem daunting and confusing to both parents and pupils, we aim to make this process as smooth and as informative as possible. Please read this booklet carefully as it outlines the process of choosing options and making informed decisions.

As well as this booklet, we have posted subject information clips on the school website (Year 9 Options/Subject Information Clips) This will provide an opportunity to find out more about each subject on offer, as well as deciding if the course is right for the pupil and his/her chosen career path. Finally, if you have any questions, please use the Contact Gateway facility on Synergy using the 'Year 9 Options' tab.

## Timeline of the Options' Process 2022

Date	Process/Event
Friday 14th January	<ul style="list-style-type: none"> <li>Options' Information Booklets sent home to parents of Year 9 pupils via Synergy and on the website (Year 9 options/Options Information Booklet)</li> <li>Head of Subject information clips posted on the school website (Year 9 Options /Subject Information Clips)</li> <li>Year 9 Options' link on Synergy Contact Gateway for unanswered questions and subject queries</li> <li>Options' assembly for all Year 9 pupils, either in Main Hall or via Teams (8:50am)</li> </ul>
Wednesday 15th December, 5th January & 12th January	PSHE Options' session for pupils – reintroducing the START careers' programme. Complete tasks to research future/career pathway
W/c 24 <sup>th</sup> January	<ul style="list-style-type: none"> <li>Subject teachers to discuss their GCSE subject content</li> <li>How it is assessed in Year 11</li> <li>The advantages and disadvantages of this subject for future careers</li> <li>Why you might choose this subject and what skills you will need to be successful</li> <li>The percentage of theory and practical work in the subject</li> <li>Future pathways – what career can it help, lead to and prepare for</li> </ul>
W/c 24 <sup>th</sup> Jan	Pupil information sessions for the 'new subjects' Drama, Enterprise & Marketing and Health and Social Care.
Thursday 10 <sup>th</sup> February	Virtual Options' Evening via School Cloud – opportunity for parents to book appointments with class teachers to discuss the KS4 subject of interest. This is not a traditional parents' evening; slots will be booked with subject teachers for those parents who are looking for additional information.
W/c 21st February	Online options' Parent Forum 5.30pm – 6pm Option Choices Link sent via Synergy.
W/c 21 <sup>st</sup> February	Online Options' Parent Forum 5.30pm – 6pm.
Wednesday 26th January	PSHE Options' Session for pupils (via Teams). External speaker and presentation talking through and giving general advice.
Monday 28th February	Options final choices form submitted using the electronic form via the link provided on Synergy.
End of April	Final Option choices confirmed to Pupils and parents via Synergy.

# Frequently Asked Questions

## Which subject should I choose?

For the first time in your school life, you can make choices about the courses you will be studying over the next two years. These choices are very important and may affect your future choices for study and employment.

We want you to succeed in and be happy with the subjects you choose, which means that you will have to think about each subject option carefully and be fully aware of the demands of each course. We would also advise you to choose subjects that you enjoy, are good at and which support your chosen career path (if you know it). We would advise you not to choose a subject because your friends have chosen it, or because you like the teacher, as there is no guarantee who will teach which class.

Each option subject is listed in this booklet with a clear overview of the examination requirements, what you will be studying and the career pathways this subject can support. It also gives 'points to consider' to help you reach a decision. Read each of the overviews very carefully. If you would like to ask any questions about the subject, please message using the Contact Gateway on Synergy/Year 9 Options.

## Which subjects are compulsory? (Which ones do I have to take?)

All Pupils must study and complete examinations in the three CORE subjects of English, Mathematics and Science. The pathway is as follows:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science – the majority of pupils will take the Double Award (two GCSEs) with a small group of pupils (usually one class) taking the Triple Award - also known as Separate Sciences(three GCSEs)

Pupils will also follow compulsory KS4 components in the subjects below, but these are not examined:

- Core Physical Education
- RE (Philosophy and Ethics)

All Pupils must also take at least ONE of the following subjects. (You may take more than one if you wish)

- GCSE Computer Science
- GCSE French
- GCSE Geography
- GCSE History

## How many subjects will I be able to choose?

At Longridge, we have developed a broad range of subjects for study at Key Stage Four to meet the needs and interests of our pupils. You will choose ONE first choice and ONE reserve in each block. This is in case we cannot place you in your first choice, for example if the subject does not run due to insufficient numbers of pupils choosing it.

## **What are the types of qualification I can achieve?**

All of our courses lead to GCSE (or equivalent) qualifications. Subjects are now graded 9-1 (with 9 being the highest grade) depending on your level of achievement. Most subjects have just one level of entry for all pupils. Higher and Foundation options are only available in Mathematics and Science.

Most of the subjects we offer are at GCSE level but some subjects take an equivalent route. These are vocational subjects and are called Technical Awards.

## **What are Technical (Vocational) Awards?**

These awards are more practical by nature and prepare pupils for further study, apprenticeships and employment. They are different to traditional GCSEs as they:

- Contain a minimum of 50% coursework
- Include a significant amount of independent study throughout the course
- Are graded as a Pass/Merit/Distinction
- Take a more vocational route through the course of study with real-life situations and skills and information studied
- Are considered equal to GCSEs by most post 16 training providers (this does depend on the type of course or college you are applying to). They have clear progression routes to A Levels, apprenticeships or further advanced vocational qualifications at Level 3

We offer Technical/Vocational Awards in the following subjects:

1. Creative iMedia
2. Enterprise and Marketing
3. Health and Social Care

## **Why choose Technical Awards?**

- They are designed to allow pupils the freedom to explore more deeply the things that interest them. The teaching of the qualification will normally be through practical work, learning skills and how to do things that may be relevant to the world of work
- A proportion of the qualification is assessed by coursework set and marked by the teacher, then moderated by the relevant exam board. This is throughout the duration of the two-year course. If research and project work is a preferred way of learning, then this would be a good choice of option for you

### **When will I take my exams?**

All exams are scheduled for Year 11, with the majority of exams completed in the summer exam period in May/June 2024. For some technical awards, there are opportunities to sit part of the exam in the January of Year 11.

### **Are there some combinations of subjects I cannot choose?**

Yes – you can only choose **one** of the Design Technology options. You can choose a technology course and a food option if you wish.

### **What else do I need to know?**

- There are limits to the size of some groups – such as Food and Nutrition, and Design Technology. Some groups may be full and therefore we might ask you to rethink your choice.
- Some subjects may not run if there are too few pupils who have chosen the option. If this happens, you will have to choose a different subject from the list.
- You will not be allowed to change option groups once the course has started in Year 10 unless there are exceptional circumstances. You must make sure that you have thought very carefully about your choices and that you have made the right ones.

### **What should I do next?**

- Read the subject overviews in this booklet and talk to your parents/carers about your thoughts and career choices.
- Watch the subject information videos on the school website.
- Research possible career pathways, apprenticeships and local college websites.
- Engage in the PSHE Options sessions.
- Send questions via Synergy – Year 9 Options on Contact Gateway.
- Complete and submit the electronic Options' choices form on Synergy by **Monday 28th February 2022**.

# Subject information

Page no.                      Subject

## Compulsory Subjects

7	English
8	English Literature
9	Mathematics
10	Combined Award Science
	<b>OR</b>
11	Triple Award Science

## Compulsory Option Subjects

13	Computer Science
14	French
15	Geography
16	History

## Option Subjects

18	Art and Design
19	Creative iMedia
20	Drama
21/22	Design Technology
23	Enterprise and Marketing
24	Food Preparation and Nutrition
25	Health and Social Care
26	Music
27	Physical Education
28	Religious Studies

# Compulsory Subjects

# English Language

<b><u>Exam Board:</u></b>	EDUQAS
<b><u>Qualification:</u></b>	GCSE English Language
<b><u>Assessment:</u></b>	100% terminal examination at the end of Year 11.

## **Component 1:** 20<sup>th</sup> Century Reading and Creative Prose Writing

Written Examination: 1 hour 45 minutes (40% of qualification)

- **Section A** (20%) – Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20<sup>th</sup> Century assessed through a range of structured questions.

- **Section B** (20%) - Prose Writing

One creative writing task selected from a choice of four titles.

## **Component 2:** 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading and Transactional/Persuasive Writing

Written Examination: 2 hours (60% of qualification)

- **Section A** (30%) – Reading

Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from 19<sup>th</sup> Century, the other from the 21<sup>st</sup> Century assessed through a range of structured questions.

- **Section B** (30%) – Writing

Two compulsory transactional/persuasive writing tasks.

## **Course Content:**

- Prose extracts from 20<sup>th</sup> Century Literature
- Structure questions to include:  
Find and locate/list/thoughts and feelings/impressions/how/evaluate
- Narrative Writing
- Non-Fiction extracts from the 19<sup>th</sup> Century and the 21<sup>st</sup> Century
- Structured questions to include: Find and locate/evaluative/how/comparison
- Transactional writing formats to include formal letters, informal letters, guides, articles, reports, reviews, speeches and talks

**Suitable for:** GCSE English Language is a ***compulsory*** subject for all pupils.

**Post 16 pathways:** Post-16 study of English Language as an A level.

## **Careers linked to English Language include:**

- Primary/Secondary teaching
- Teaching English as a Foreign Language
- Journalism
- Writing
- Marketing
- Public Relations

**Contact/Head of Subject:** Mrs S. Mason

# English Literature

<b><u>Exam Board:</u></b>	EDUQAS
<b><u>Qualification:</u></b>	GCSE English Literature
<b><u>Assessment:</u></b>	100% terminal examination at the end of Year 11.

## **Component 1: Shakespeare and Poetry**

Written examination: 2 hours (40% of qualification)

- **Section A (20%) Shakespeare**  
Pupils will study William Shakespeare's play, *Macbeth*.  
One extract question and one essay question based on the reading of a Shakespeare text.
- **Section B (20%) Poetry from 1789 to the present day**  
Two questions based on poems from the Eduqas Anthology, one of which involves comparison.

## **Component 2: Post-1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry.**

Written examination: 2 hours and 30 minutes (60% of qualification)

- **Section A (20%) Post-1914 Prose/Drama**  
Pupils will study J.B Priestley's play, *An Inspector Calls*.  
One source-based question on a post-1914 drama text.
- **Section B (20%) 19<sup>th</sup> Century Prose**  
Pupils will study Charles Dickens' novel, *A Christmas Carol*.  
One source-based question on a 19<sup>th</sup> Century prose text.
- **Section C (20%) Unseen Poetry from the 20<sup>th</sup>/21<sup>st</sup> Century**  
Two questions on unseen poems, one of which involves comparison.

## **Course Content:**

- Studying and reading the texts: *Macbeth*, *An Inspector Calls* and *A Christmas Carol*
- Studying 18 poems from the Eduqas Poetry Anthology
- Studying a range of unseen poems
- Identifying themes in the set texts above
- Analysing how writers and poets use language for effect
- Understanding of the context of a poem or text and how this affects the content or intentions of a piece of writing
- Making comparisons and links between poems

**Suitable for:** GCSE English Literature is a ***compulsory*** subject for all pupils.

**Post 16 pathways:** Post-16 study of English Language as an A Level.

## **Careers linked to English Literature include:**

- Primary/Secondary teaching
- Journalism
- Writing
- Public Relations
- Advertising
- Public Speaking

**Contact/Head of Subject:** Mrs S. Mason

# Mathematics

**Exam Board:** Edexcel

**Qualification:** GCSE Mathematics

**Assessment:** 100% terminal examination at the end of Year 11

- The course is assessed over three 90-minute exam papers. Each paper is worth 80 marks.
- Some topics may be tested more than once; some may not be tested at all.
- Paper 1 is non-calculator; Paper 2 and Paper 3 both require a scientific calculator.
- There are two tiers of entry; Foundation (grades 1 to 5) or Higher (grades 4 to 9). Pupils can only enter the GCSE at one of these tiers.

**Course Content:**

**Skills:**

- Use and apply standard techniques
- Reason, interpret and communicate mathematically
- Solve problems within mathematics and other contexts

**Content:**

- Number
- Algebra
- Ratio, Proportion and Rates of change
- Geometry and Measures
- Statistics and Probability

**Suitable for:** GCSE Mathematics is a ***compulsory*** subject for all pupils.

The tier of entry will be determined by the Head of Mathematics who will take into account ability, target grade, past performance and post-16 requirements.

**Post 16 pathways:**

Many post 16 pathways require a high degree of competency in mathematics and numeracy. Areas such as the sciences, medicine, architecture, and engineering will require a high grade in GCSE Mathematics that comes from studying at the Higher Tier.

Mathematics A-Level is very desirable and is one of the most popular A levels in the country.

Careers linked to Mathematics include:

- Medicine
- Economics
- Physics
- Accountancy
- Architecture
- Natural Science
- Engineering
- Computer Science

**Points to consider:** A scientific calculator is required along with some basic mathematical instruments.

**Contact/Head of Subject:** Miss P. Graves

# Combined Award Science

**Please note: The majority of pupils will take this subject**

**Exam Board:** AQA

**Qualification:** GCSE Combined Science (Trilogy) Two GCSEs

**Assessment:** 100% terminal exam at the end of Year 11

- Six exam papers in total – each 1 hour and 15 minutes in length
- (Two each for Biology, Chemistry and Physics)
- Pupils will be entered at either Foundation or Higher Level

**Course Content:**

**Biology units:**

- Cell biology, organisation, infection and response, bioenergetics, homeostasis and response; inheritance, variation and evolution.

**Chemistry Units:**

- Atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change; organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.

**Physics Units:**

- Energy, electricity, particle model of matter; atomic structure, forces; waves and magnetism and electromagnetism.

**Suitable for:** GCSE Science is a ***compulsory*** subject for all pupils.

**Post 16 pathways:** This course allows for the any programme of study at college including A levels, apprenticeships and vocational courses. It is suitable for pupils who wish to study separate sciences at A level. It can lead to careers in the scientific field but also offers a pathway into different areas including: physiotherapy, medicine, research, astronomy, meteorology, engineering, forensics, surveying.

**Points to consider:** All pupils must study the Combined Award Science. This offers a broad and varied picture of Scientific knowledge and understanding; developing both practical and thinking skills. It is a suitable preparation for those pupils considering taking Science A levels.

**Contact/Head of Subject:** Mr D. Smith

# Triple Award Science\*

<b><u>Exam Board:</u></b>	AQA
<b><u>Qualification:</u></b>	GCSE Triple Science (Separate Science) Three GCSEs
<b><u>Assessment:</u></b>	100% terminal exam at the end of Year 11 <ul style="list-style-type: none"><li>• Six exam papers in total – each 1 hour and 45 minutes in length</li><li>• (Two each for Biology, Chemistry and Physics)</li><li>• Pupils can be entered at either Foundation or Higher Level (or a combination of both)</li></ul>

<b><u>Course Content:</u></b>	<b>Biology Units:</b> <ul style="list-style-type: none"><li>• Cell biology, organisation, infection and response, bioenergetics, homeostasis and response; inheritance, variation and evolution; ecology.</li></ul> <b>Chemistry Units:</b> <ul style="list-style-type: none"><li>• Atomic structure and the periodic table; bonding, structure and the properties of matter; quantitative chemistry, chemical changes, energy changes, the rate and extent of chemical change; organic chemistry, chemical analysis, chemistry of the atmosphere and using resources.</li></ul> <b>Physics Units:</b> <ul style="list-style-type: none"><li>• Energy, electricity, particle model of matter; atomic structure, forces, waves; magnetism and electromagnetism; space physics.</li></ul>
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<b><u>Suitable for:</u></b>	Enthusiastic pupils with a passion for science and for those who wish to specialise on science at an advanced level.
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<b><u>Post 16 pathways:</u></b>	This course allows for the any programme of study at college including A levels, apprenticeships and vocational courses. It is suitable for pupils who wish to study separate sciences at A Level. It can lead to careers in the scientific field but also offers a pathway into different areas including: physiotherapy, medicine, research, astronomy, meteorology, engineering, forensics, surveying.
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<b><u>Points to consider:</u></b>	The separate science route is suitable for some pupils. This route has additional GCSE content. Three separate grades will be awarded for each subject area of Biology, Chemistry and Physics.
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**\*Please note: Only a small number of pupils will take this subject.**

**Subject staff will advise as to whether this route is suitable for a pupil. Due to the high level of academic demand for this course, suitability will be based on prior science achievement and attainment.**

<b><u>Contact/Head of Subject:</u></b>	Mr D. Smith
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# Compulsory Option Subjects

# Computer Science

**Exam Board:** OCR

**Qualification:** GCSE

**Assessment:**

- The GCSE in Computer Science is a linear qualification with 100% terminal exam.
- There are two externally examined components (01 and 02) weighted at 50% each.
- Each examined component consists of an exam paper with a duration of 1 hour 30 minutes.
- Learners must take both components.

**Course Content:**

- J277/01: Computer systems
- J277/02: Computational thinking, algorithms and programming  
Practical programming

**Suitable for pupils who**

- Have an interest in Computer Science and programming.
- Enjoy and are academically strong in Maths and Science.
- Want to experience computer science at an 'intermediate' level.
- Are thinking of a career in computing.

**Post 16 pathways:**

A/AS Level Computer Science; Cambridge Technical in Digital Media; Cambridge Technical in IT or Level 2/ Level 3 Apprenticeship.

**Points to consider:**

All learners are required to complete an individual Programming Project. Although the Programming Project does not count towards a learner's final grade, the skills and knowledge required to complete the Programming Project underpin the content of the examinations.

**Contact/Head of Subject:** Mr D Armstrong-Ball

# French

**Exam Board:** AQA

**Qualification:** GCSE

**Assessment:** GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 5–9). Pupils must take all four question papers at the same tier and the exam is taken at the end of Year 11.

- **Listening Assessment** 25% of GCSE  
Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) 25% of GCSE.
- **Speaking Assessment** 25% of GCSE (Non-exam assessment)  
7–9 minutes (Foundation Tier) + preparation time.  
10–12 minutes (Higher Tier) + preparation time.
- **Reading Assessment** 25% of GCSE  
Written exam: 45 minutes (Foundation Tier), 60 minutes (Higher Tier)
- **Writing Assessment** 25% of GCSE  
Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

**Course Content:**

- Theme 1: Identity and culture
- Theme 2: Local, national, international and global areas of interest
- Theme 3: Current and future study and employment
- Each theme subdivides into four skill areas based around that particular theme

**Suitable for pupils who:**

- Are confident speakers as there is a speaking exam.
- Are willing to have a go and participate in all activities.
- Have a good memory – pupils are required to learn and answer questions.
- Enjoy learning about other cultures and societies in Europe.
- Are able to work independently and successfully on learning new vocabulary and grammar rules.

**Post 16 pathways and careers:**

This course provides a foundation for A levels and university study. It can lead to careers in: business, government and politics, translating, interpreting, travel and tourism, charity organisations and relief aid.

**Points to consider:**

Pupils should have studied French for at least three years prior to opting for the language at GCSE.

**Contact/Head of Subject:** Mr G. Connell

# Geography

**Exam Board:** AQA

**Qualification:** GCSE

**Assessment:** Paper 1 Physical Geography/Living with the Physical Environment: 8035/1 - 1 hour 30 - 35%  
Paper 2 Human Geography/Challenges in the Human Environment: 8035/2 - 1 hour 30 – 35%  
Paper 3 Geographical Applications/Decision Making and Field Work - 1 hour 15 – 30%

**Course Content:** **Paper 1 Physical Geography**

- Challenge of natural hazards – tectonic hazards/weather hazards/global climate change.
- The Living World – ecosystems/tropical rainforests/hot deserts.
- Physical Landscapes in the UK – rivers/coasts.

**Paper 2 Human Geography**

- Urban Issues and challenges – Rio and London: their importance, hosting the Olympic games, regeneration, issues and challenges facing each megacity.
- The changing economic world – Variations in economic development, quality of life and reducing the development gap. Focus on Nigeria, and economic change in the UK.
- The challenge of resource management – The changing demand and supply of resources with focus on water.

**Paper 3 Geographical Applications**

- Section A: Decision making task based on a pre released booklet that is released in May before your exam. Become familiar with the resources before you enter the exam room and make your decision based on the evidence provided to you.
- Section B: Two opportunities for field work to collect primary data to test hypothesis based on physical/human elements studied in the course. Reflect on the strategies used/limitations of your methods in your exam paper.

**Suitable for pupils:**

- With a real sense of curiosity about the world we live in.
- With the desire to ask questions to find out more.
- Who are able to discuss sensitive issues facing our planet and look at strategies or solutions for the future.
- Who can present ideas, descriptions, explanations, discussions in a variety of ways that includes written work, presentations, ICT, models.
- Who can use mathematics to analyse and interpret a range of data, including data that you collect yourself on field work.
- Who have the ability to work independently and as part of a team.

**Post 16 pathways and careers:**

This course gives an insight into a range of practical, social, economic and environmental issues. In addition to geographical skills, such as field work, a range of key skills are developed which are relevant and transferable to many jobs and sectors. Careers include: town planner, environmental consultant, land surveyor, meteorologist.

**Contact/Head of Subject:** Mrs E. Place

# History

<b><u>Exam Board:</u></b>	Edexcel
<b><u>Qualification:</u></b>	GCSE
<b><u>Assessment:</u></b>	Paper 1: 1 hour and 15 minutes, 30% - terminal exam Paper 2: 1 hour and 45 minutes 40% - terminal exam Paper 3: 1 hour and 20 minutes 30% - terminal exam

## **Course Content:**

- **Paper 1: Crime and Punishment 1000-present**  
This paper covers areas of study including crime and punishment in the Middle Ages, the modern age and a detailed study of crime and policing in the inner city – Whitechapel.
- **Paper 2: Early Elizabethan England 1558-88**  
This unit looks at Elizabeth I and the problems she faced, as well as the Spanish Armada and life in Elizabethan society.
- **Paper 2: American West 1835-1895**  
This unit focuses on the Plains Indians and the problems and conflicts faced by settlers during this time. It also looks at law and order in the early settlements and the impact of the railroad during this era.
- **Paper 3: Weimar and Nazi Germany 1918-1939**  
This unit includes a detailed study into the rise of the Nazi state and Adolf Hitler.

## **Suitable for pupils who:**

- Enjoy reading and completing their own independent research.
- Are able to complete work independently and as part of a group.
- Can make judgements about the past by interpreting and reading a range of historical evidence.

## **Post 16 pathways and careers:**

This course is also ideal for those wishing to pursue an academic route through college to university. Careers include: management, the police force, the law profession, teaching, archaeologists, museum curators.

## **Points to consider:**

There are no special requirements needed to take this option. The KS3 course will provide pupils with a content base to some of the units they will study at KS4 – Elizabethan England and Nazi Germany.

However, the course covers a large amount of independent reading and literacy in completing essays in the exams. This will require pupils to be resilient in their learning. The course will also require pupils to be prepared to complete their own research in addition to the units that they study in class.

**Contact/Head of Subject:** Mr D. Rogers

# Option Subjects

# Art and Design

<b>Exam Board:</b>	AQA
<b>Qualification:</b>	GCSE Art and Design
<b>Assessment:</b>	Component 1 (Portfolio 60%) Component 2 (externally set test 40%)

## **Course Content:**

**Portfolio:** Project one: Sealife including ceramic and wire final pieces.  
Project two: A personal project in which pupils can choose their own theme and work towards making a final piece of their own using any of the techniques taught throughout their time in Year 9 and 10.

**Externally Set Test:** Pupils choose **one** theme from the seven provided by the exam board.

Both the portfolio and exam projects include these tasks as standard: -

- A mind-map all about the project's theme
- Four pieces of written research:
  - A description of the artist's work.
  - An explanation of the artists technique.
  - Putting the artist's work into context.
  - A comparison of two relevant artists.
- Observational drawings in a range of media and styles, including quick timed sketches and measured working in biro, chalk and oil pastel, pencil crayon, watercolour, acrylic paint
- Design work including:
  - Initial design ideas.
  - A more developed design with annotations.
  - Samples and experiments to improve techniques.
  - Reviewing and refining designs and samples.
- A final piece
- An evaluation of your project and final piece

## **Suitable for pupils who:**

- Are interested in learning about artists and cultures so that they can write extensively about them.
- Enjoy experimenting with new media to develop their skills and are resilient, so that mistakes are seen as opportunities for learning and developing their work.
- Actively enjoy drawing, taking photographs and being creative.
- Can work in an organised way and meet deadlines.
- Enjoy thinking and problem solving.

## **Post 16 pathways and careers:**

Runshaw, Newman and Blackburn colleges all offer a range of art courses.  
Possible careers include: photography, graphic design, architecture, costume design, fine artist, printer.

## **Points to consider:**

The GCSE assessment criteria give equal weighting to practical and written work. It is not an easy option.

Look at examples of GCSE sketchbooks. If this is interesting to you, think about the possibilities for your own projects.

If your drawing skills aren't good enough yet. Be proactive; start working on it as practice makes perfect.

**Contact/Head of Subject:** Miss B. Hudson

# Creative iMedia

<b><u>Exam Board:</u></b>	OCR
<b><u>Qualification:</u></b>	OCR Level 1/2 Cambridge National Certificate in Creative iMedia
<b><u>Assessment:</u></b>	One exam paper 1 hour 30 minutes (40%) Two units of controlled assessment coursework (60%)

## **Course Content:**

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of:

### **Unit R093: Creative iMedia in the Media Industry**

Examined unit consisting of two sections, comprising short answer and extended response questions. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

### **Unit R094: Visual Identity and Digital Graphics**

This is assessed by completing a set assignment. In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity
- Plan digital graphics for products
- Create visual identity and digital graphics

### **Unit R095: Characters and Comics**

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review comics which contain original characters. Topics include:

- Plan characters and comics
- Create characters and comics

<b><u>Suitable for:</u></b>	There are no specific requirements for learners to achieve any specific qualifications prior to undertaking these qualifications. However, 75% of the course is controlled assessment coursework and requires pupils to undertake a large amount of independent work. Pupils need to enjoy creative and IT based projects and be good at keeping to tight deadlines.
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<b><u>Post 16 pathways:</u></b>	Level 3 vocational qualifications, such as Cambridge Technical or A level. Further careers in digital or graphic design.
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<b><u>Points to consider:</u></b>	Cambridge National in Creative iMedia is media sector focused, including film, television, web development, gaming and animation, and has IT at its heart.
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<b><u>Contact/Head of Subject:</u></b>	Mr D. Armstrong-Ball or Mr T. Greaves
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# Drama

<b><u>Exam Board:</u></b>	AQA
<b><u>Qualification:</u></b>	GCSE Drama
<b><u>Assessment:</u></b>	Coursework 40% Terminal Exam 60%

- **Coursework:**  
A devised performance created from a range of stimuli – 10%  
A 2,500 word essay about the devised performance -30%
- **Exam:**  
A performance exam: Perform two scripted pieces to an examiner – 20%  
A written exam: (1 hour 45 minutes) based on drama theory, Blood Brothers and writing about a live theatre performance studied – 40%

## **Course Content:**

- Practical acting skills
- Understanding the works of some theatre practitioners
- Understanding of how a theatre works – roles of professionals
- Understanding audience and scripts
- Studying and writing about 'Blood Brothers'
- Studying and writing about a live theatre performance
- Evaluating work of themselves and others

**Suitable for:** Confident pupils who are interested in performing and studying more about the theatre and theatrical performances.

## **Post 16 pathways and careers:**

Drama can help with a range of careers as it helps to build confidence and speak in front of others.

Careers include: actor, cinematographer, costume designer, set designer, stage manager, producer, writer.

## **Points to consider:**

- You must be prepared to work with others
- You must be prepared to perform in front of others
- You must be able to take critical advice in order to improve you work
- Be prepared to undertake written work as 70% of the course is written

**Contact/Head of Subject:** Mrs R. Handley

# Design Technology

<b><u>Exam Board:</u></b>	Edexcel
<b><u>Qualification:</u></b>	GCSE
<b><u>Assessment:</u></b>	

- **Component 1** – Written examination (1 hour 45 minutes) 50% of the qualification  
Content of examination:  
**Section A** 40% - Core content (see below)  
**Section B** 60% - Material specialism (see across)
- **Component 2** – Non-examined assessment 50% of the qualification

There are four parts to the assessment:

- **Investigate** (investigation of needs, research and product specification)
- **Design** (design ideas, review of initial ideas, development of ideas into chosen design, review of chosen design)
- **Make** (This includes manufacture in the chosen specialist material, quality and assurance)
- **Evaluate** (This includes testing and evaluation)

## **Course Content:**

New and emerging technologies, impact on design decisions, contemporary and future design decisions, ethics and the environment, energy, development in modern and smart materials, composite materials and technical textiles, functions of mechanical devices, electronic systems, materials (metals, paper and board, polymers, textiles, timbers). The principles of investigating, designing, making and evaluating a product.

## **Suitable for pupils who:**

- Enjoy practical learning and hands on activities
- Are good at Mathematics and Science
- Are well organised
- Enjoy working as a team
- Can work using own initiative
- Enjoy high energy and fast paced environments
- Are flexible
- Have an open-minded approach to learning and are able to accept external advice and be able to internally access and adapt their own work accordingly
- Are interested in working with a range of materials

## **Points to consider:**

Mathematical and scientific skills, knowledge and understanding are fundamental to Design Technology. These skills are embedded in the examination for this subject. In addition, there are also cross-curricular links to Art and Design, Business, Computer Science and Geography. Pupils opting for this subject should have good organisational skills and be able to meet deadlines. This is imperative during the non-examined assessment task. An awareness of their responsibility for their own safety and that of others when working with potentially high-risk machinery and/or equipment.

**Contact/Head of Subject:** Miss C. Socha

## You must only choose ONE of the following specialist areas:

### Specialist Area 1 – Textiles

**Course Content:** Using textiles based materials to design and develop innovative products

- Physical and working properties of natural and synthetic, woven and non-woven, blended, knitted and mixed fibre textiles and their ecological and social footprint of the textiles industry
- How buying textiles is influenced - aesthetics, environmental factors, availability, cost, social, cultural and ethical reasons
- Force, stress and reinforcement of textiles including stock forms, calculating size and quantity
- Making processes to manufacture textiles products –pattern making, specialist techniques using hand tools and equipment (shaping, moulding, adding structure, draping , seams, finishing, components, fusing, overlocking, fabric painting, batik, embroidery, printing, resist dying, patchwork, chemical bleaching, laminating , smart materials

**Post 16 pathways and careers:**

- A level - Textile design, Product design. Careers include Fashion designer, Textile design, Fashion/textiles buyer, Interior designer, clothing/textile technologist, print maker, visual merchandiser.

### Specialist Area 2 – Timbers

**Course Content:** Using timber based materials to design and develop innovative products

- Physical and working properties of natural and manufactured timbers, the ecological footprint
- How buying timber is influenced i.e. aesthetics, environmental factors, availability, cost, social, cultural and ethical
- Force, stress and reinforcement of timbers
- Stock forms, calculating size and quantity
- Making processes to manufacture timber – routing, sawing, drilling, jigs, templates, scales of production, quality control, specialist tools, techniques, equipment and processes (hand tools, machines, cutting, planning, chiseling, abrading)
- Assembling, surface finishes (painting, varnish, staining)

**Post 16 pathways and careers:**

- A Level Design Technology (Product Design). Careers include: construction and building services, bricklayer, joiner, cabinet maker, carpenter, engineering.

# Enterprise and Marketing

<b><u>Exam Board:</u></b>	OCR
<b><u>Qualification:</u></b>	J837 OCR Level 1/2 Cambridge National Certificate in Enterprise and Marketing
<b><u>Assessment:</u></b>	One 75-minute exam worth 40% Two units of controlled assessment weighted 30% each.
<b><u>Course Content:</u></b>	This qualification has three mandatory units:

## **Unit R067 Enterprise and Marketing Concepts (Exam 40%)**

In this unit, pupils will learn about the key factors to consider and activities that need to happen to operate a successful small start-up business.

This unit includes: characteristics of a successful entrepreneur; market research to target a specific customer; financial viability of a product including profit and loss, breakeven and cashflow analysis. In addition, pupils will develop an understanding of the marketing mix to support a product, factors to consider when starting up and running an enterprise such as ownership, sources of finance and support for enterprises.

## **Unit R068 Design a Business Proposal (Controlled assessment 30%)**

Pupils are set a business challenge (set by the exam board) from which they create a researched and costed business proposal. They will carry out market research, present data, and use idea generation tools, seek and act on feedback, and cost the viability of their proposals. In their work on this unit, Pupils will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

## **Unit R069 Market and Pitch a Business Proposal (Controlled assessment 30%)**

Pupils prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practice and finally deliver their pitch. Afterwards Pupils must review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation

### **Suitable for pupils who:**

- Have an interest in developing an understanding of how businesses work
- Enjoy studying a subject that is relevant to real life
- Enjoy research and project work
- Are keen to widen their knowledge on business and the economy

### **Post 16 pathways and careers:**

This course is suitable for those pupils considering: apprenticeship, post 16 vocational courses or A levels in Business, Personnel, Law, Finance, Accounting, Production, Marketing or Graphic Design. Pupils who intend to run their own business in the future would also benefit from this course.

### **Points to consider:**

Pupils will be expected to work both independently and as a team. They must be confident enough to present/pitch business ideas and in speaking in front of an audience. Mathematical knowledge is required for the finance element such as profit and loss, breakeven and cash flow forecast.

This course contains large amounts of written controlled assessment work, which requires tight deadlines to be met, whilst working independently on research, creative marketing ideas and producing a written business report as evidence.

**Contact/Head of Subject:** Miss J.C. Mason

# Food Preparation and Nutrition

**Exam Board:**

EDUQAS

**Qualification:**

GCSE

**Assessment:**

Two Non –Examination Assessments (NEAs) = 50%

- NEA 1 The Food Science Investigation Assessment (15% of GCSE).
- NEA 2 The Food Preparation Assessment (35% of GCSE)

One external examination – 50% of qualification

- Section A – Based on stimulus material
- Section B - Structured, short and extended response questions to assess content related to food preparation and nutrition

**Course Content:**

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

**Suitable for pupils who:**

- Enjoy practical learning
- Are well organised
- Enjoy working as a team
- Can work using own initiative
- Enjoy high energy and fast paced environments

**Post 16 pathways and careers:**

- Catering and hospitality industry (Chef, sous chef)
- Health related careers (doctor, dietician, physiotherapist, nursing, midwifery, care work)
- Sport related careers (sports studies, fitness and diet, dietician)
- Food Technology (food technologist, food scientist, food buyer)

**Points to consider:**

Pupils are expected to bring ingredients weekly. This means any student opting for this subject must be responsible and well organised. All food cooked will be taken home.

Pupils will be introduced to ingredients and food they may not have tasted or experienced previously so an open mind and a willingness to try new things is needed.

An awareness of their responsibility for their own safety and that of others when working with potentially high-risk machinery and/or equipment.

**Contact/Head of Subject:**

Mrs L. Brookes

# Health and Social Care

**Exam Board:** OCR

**Qualification:** Cambridge National Award in Health and Social Care Level 1/2

**Assessment:** One terminal exam 1 hour 15 mins worth 40%  
Two units of controlled assessment weighted 30% each

**Course Content:**

**R032: Principles of care in health and social care settings**

This unit is assessed by an exam. In this unit pupils will learn about the key topics that are important when caring for and protecting people in health and social care.

- Topic Area 1- The rights of service users in health and social care settings
- Topic Area 2- Person-centred values
- Topic Area 3- Effective communication in health and social care settings
- Topic Area 4- Protecting service users and service providers in health and social care settings

**R033: Supporting individuals through life events**

This unit is assessed by a set assignment. In this unit pupils will learn about growth and development through the life stages. Pupils will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

- Topic Area 1- Life stages
- Topic Area 2- Impacts of life events
- Topic Area 3- Sources of support

**R034: Creative and therapeutic activities**

This unit is assessed by a Set Assignment. In this unit pupils will research therapies and learn about how they can benefit people. Pupils will also learn about the benefits of creative activities and pupils will plan and deliver a creative activity to a group or individual.

- Topic Area 1 Therapies and their benefits
- Topic Area 2 Creative activities and their benefits
- Topic Area 3 Plan a creative activity for individuals or groups in a health or social care setting
- Topic Area 4 Deliver a creative activity and evaluate your own performance

**Suitable for:** One of the keys aspects of this course are the assignments, which make up 60% of the total grade for this qualification. These need to be completed in specific time frames and for specific deadlines, therefore pupils should be organised, able to manage their time well and have good attendance. Pupils who study Health and Social Care develop effective communication skills as well as empathy and understanding for others.

**Post 16 pathways:** Pupils with an interest in going in health and social care/ early years setting or the service industry to a care or service industry will gain valuable knowledge, understanding and experiences during their study. This will prepare them for Level 3 Health and Social Care and/or apprenticeships because they gain practical skills as well as knowledge during their study.

**Points to consider:** Due to the assignments, pupils need to be very organised in meeting deadlines. This qualification is equivalent to a GCSE with a level 2 pass equating to a level 4 GCSE and a level 2 distinction \* equivalent to a 9 at GCSE.

**Contact/Head of Subject:** Mrs A. Johnson-Holme

# Music

**Exam Board:** AQA

**Qualification:** GCSE

**Assessment:** Unit 1 – 40% 90 minute listening examination at the end of Y11.  
Unit 2 – 30% Coursework. Two performances to be completed in Y11.  
Unit 3 – 30% Coursework. Two compositions to be completed in Y11.

**Course Content:**

- Listening and Study Pieces – Examination containing questions on unfamiliar pieces and familiar pieces.
- Performing – one solo and one group performance, total length must be more than four minutes.
- Composing – two pieces to be written using advanced techniques, total length must be more than three minutes.

**Suitable for pupils who:**

- Who already play or who are willing to start playing and/or having lessons on any instrument.
- Are fully committed to their chosen instrument.
- Willing to practise their instrument on a daily basis.
- Willing to contribute to school ensembles (choir, rock school etc) and school concerts.

**Post 16 pathways:**

- A-Level Music
- BTEC Music
- BTEC Performing Arts

**Points to consider:**

You must be fully committed to your chosen instrument. It is an integral part of this GCSE. Your instrument performance will affect all elements of the course and the examination.

An extra-curricular interest in Music is recommended, with many rehearsals taking place at lunchtimes and after school. Time outside the lesson must be regularly used to enhance performance and ability.

Whilst it is not compulsory, to achieve the highest level, formal music examinations up to Grade 4 are recommended.

**Contact/Head of Subject:** Mr R. Kershaw

# Physical Education

**Exam Board:** OCR

**Qualification:** GCSE Physical Education

**Assessment:**

- Component 1- 30% terminal exam (1 hour)
- Component 2- 30% terminal exam (1 hour)
- Component 3- 30% practical assessment
- Component 4- 10% analysis of performance (coursework)

**Course Content:**

**Component 1:** Physical factors affecting performance

- Applied anatomy and physiology
- Physical training

**Component 2:** Socio-cultural issues and sports psychology

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

**Component 3-** Performance in physical education

**Component 4-** Analysis of performance (coursework)

**Suitable for pupils who:**

- Play at least two sports competitively in or out of school.
- Have an interest in the science, psychology and sociology applied to sport.

**Post 16 pathways and careers:**

These include: Sports science, sports journalism, physiotherapy, PE teacher, sports analyst, coaching, sports development; diet and nutrition instructor, personal trainer and sports management.

**Points to consider:** GCSE PE requires pupils to be competent sports performers. Therefore pupils must already be playing sport on a regular basis in school and ideally outside of school.

Pupils will be assessed in three different sports and therefore must be willing to commit to attending extra-curricular activities.

**Contact/Head of Subject:** Mr J. Wright

# Religious Studies

**Exam Board:** OCR

**Qualification:** GCSE

**Assessment:** **Two 1 hour exams:**

- Christianity: Beliefs, teachings and practices (worth 25% of overall grade)
- Islam: Beliefs, teachings and practices (worth 25% of overall grade)

**One 2 hour exam:**

- Four topics covered, each topic is worth 12.5 % (overall weighting for this exam is 50%)

**Course Content:**

- **Core Beliefs and Teaching**

**Christianity:** Nature of God, The Trinity, Creation of the universe, concepts of evil and suffering, The importance of Jesus, beliefs about what happens to Christians when they die

**Islam:** Nature of Allah, Five Pillars of Islam, Prophet hood, sources of wisdom, importance of angels, beliefs about what happen to Muslims when they die.

- **Practices – putting teaching in to action**

**Christianity:** Worship, sacraments, prayer, pilgrimage, the role of the church and missions, The church and the wider world.

**Islam:** Worship, Five Pillars of Islam, Festivals, Jihad.

- **Religion, Philosophy and Ethics in the modern world**

**Relationships and Families:** Meaning and purpose of marriage, Same-sex marriage, sex and contraception, co-habitation , celibacy, divorce, role of men and women, equality, prejudice, discrimination and gender.

**The Existence of God:** The nature of God, origins of the universe, experiencing God.

**Religion, Peace and Conflict:** Violence and conflict, terrorism, just war, peace and pacifism, forgiveness and reconciliation.

**Religion versus non-religion:** Conflict between religion and none – religious attitudes to: secularism, humanism, faith schools.

Medical ethics (euthanasia, the right to die, abortion, genetic engineering, creation of life)

**Atheism and Agnosticism**

**Suitable for pupils who:**

- Are interested in ultimate questions; why are we here, what happens to use when we die, how does what we believe influence our behaviour?
- Are inquisitive about why people do what they do / act as they do
- Would like to develop their critical thinking skills

**Post 16 pathways:**

A wide variety of careers including nursing, teaching, public services, medical professionals, travel and tourism.

**Points to consider:**

Ability to work hard and question your opinions, open-mindedness and the ability to reflect on the views of others and yourself.

**Contact/Head of Subject:** Mrs L. Mulvana-Kinlin

## Option Block Summary

Block A	Block B	Block C
History *	Geography *	History *
Computer Science *	French *	Geography *
Religious Studies	DT Timbers	Music
Art	DT Textiles	Food Preparation & Nutrition
Drama	Food Preparation & Nutrition	Enterprise & Marketing (v)
PE	iMedia (v)	Health & Social Care (v)
	Health & Social Care (v)	

**Deadline for form submission Monday 28th February 2022.**

Form submission link: This will be sent via Synergy on Monday 21st February 2022.