

Year 9 Options 2020



**Central Lancaster
High School**



Introduction

The purpose of this booklet is to provide you and your parents with information which will help towards making decisions about which subjects you should study in Years 10 and 11.

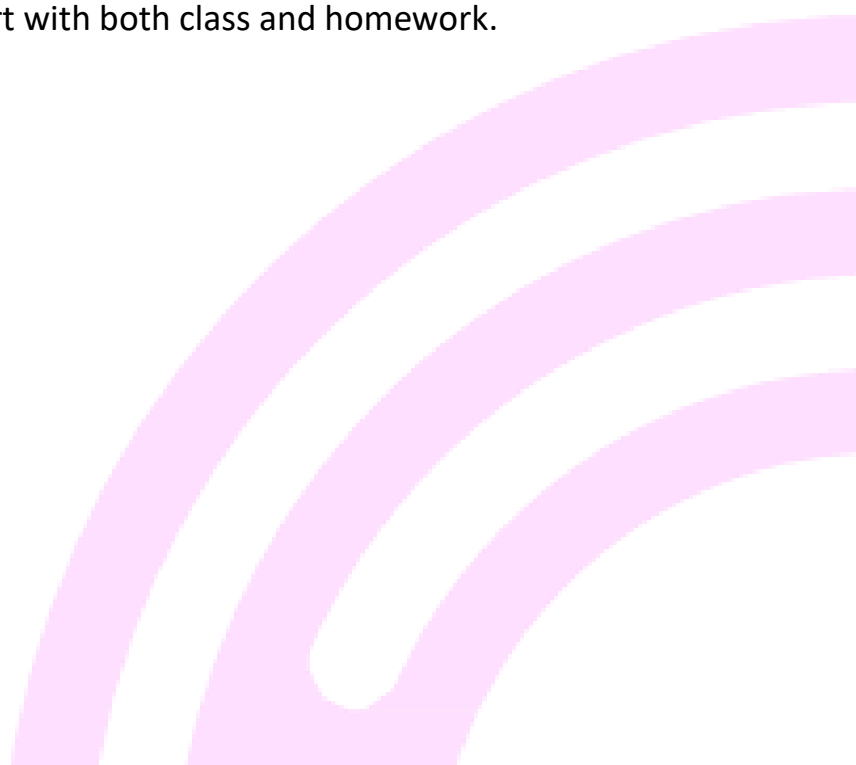
The end of Year 9 represents a landmark in your school life as it represents the point at which you embark on examination courses that will have a large influence on the rest of your life. Many of the subjects will be building on the skills and knowledge acquired during Years 7, 8 and 9, but there will be an opportunity to take up new subjects or specialise in areas where you have shown ability and interest.

This booklet is part of the information gathering process which will help you to make your decision about which options to take. Good choices will help to make the next two years both happy and worthwhile.

It is also important that you realise what you are taking on when starting on courses that lead to GCSE exams. You should think carefully before making your choices.

You will be given as much help as possible. There will be revision classes and mock exams as well as many opportunities to talk to teachers about your progress.

Most importantly, it will be down to you. Your success will be determined by your attendance, organisation and effort with both class and homework.



Key Stage 4 Rationale

English Baccalaureate

The English Baccalaureate (EBacc) is a performance measure for schools, awarded when students secure a grade 5 or above at GCSE level across a core of five academic subjects: English, mathematics, history or geography, the sciences and a language.

The CLHS Options Model

At CLHS we believe that every pupil should be able to enter the EBacc, but we do not force pupils to do this. The 2019-20 options model reflects this shift in emphasis: it will enable students to enter the EBacc if they wish to, whilst still providing a degree of choice. Students will also be required to take PE and PSD, these are known as core lessons.

There will be an opportunity for a few students to study a less academic curriculum which is more suited to their needs. This will be agreed after careful consideration and will not be an option available to the majority of students.



New GCSE Grades

From September 2016 a new grading system for nearly all GCSE subjects has replaced A*-G. Instead students will be awarded grades 9-1. See below for a comparison chart provided by Ofqual:

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

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

AWARDING
4 and above = bottom of C and above

What are vocational qualifications?

These qualifications are particular types of work-related qualifications, available in a wide range of subjects. You can take one if you are interested in learning more about a particular sector or industry. Many have been designed in collaboration with industry, so they can equip you with the skills and knowledge that employers are looking for. The qualifications offer a mix of theory and practice, and can also include an element of work experience.

Level 2 vocational qualifications are awarded at: Distinction*, Distinction, Merit, Pass

It is also possible to achieve a Level 1 Pass if the Level 2 standard has not been reached.

How do you make your decisions?

Before making your option choices you need to think about the following things:

- What do you enjoy studying? Two years is a long time to be studying something you don't really like.
- What are you good at? Speak to your class teacher and form tutor about your options.
- Have you decided on a career path? If so, check out the types of qualifications you may need for that career.

Don't choose a subject because your friends are doing it, or because you like the teacher (they may not be teaching you!).



What restrictions have CLHS placed on the options choices you can make?

There are some subjects which you **must** take next year, however as we believe in a balanced curriculum we have tried to give you as much choice as possible. Some students may be guided towards (or away from) option choices as we will use the extensive experience of our staff to help prepare you for your next steps as successfully as possible.

For this reason all students must take:

- English Language and Literature
- Maths
- Triple science (see options sheet for further information)
- History or geography (more than one of these can be opted for)
- Core PE and PSD (non-examination subjects)



SIMs Option Online Registration Guide

For our Options process this year we are using an Online System provided by our school information management systems (SIMS) **Options Online**.

Both pupils and parents will need to register to be able to use this system.

Registration emails: A registration email has been sent to all year 9 pupils via their school email account. Parents' emails have been sent to the email address you provided on the Pupil Information sheet for your child.

Pupils: How do I register?

1. You will receive a registration email from noreply@sims.co.uk containing a unique invitation code. You will need this code to set up your SIMS Online Services account. If you have not yet received a registration email, please check your junk folder before contacting the school.

IMPORTANT: This will be sent to your school email - [username]@lancasterhigh.lancs.sch.uk



2. Follow the link in the email to be directed to the Sign in page.
IMPORTANT: You must NOT attempt to register using SIMS ID.
3. Users should register with their Office 365 account. Click the icon for Office 365 and you will be directed to sign in using your existing details. **DO NOT sign up with any of the other account types.**



4. For verification purposes, pupils are required to enter their own date of birth.
5. Once registration has been completed successfully, pupils can sign in to access their options choices.

How do I sign in to complete my options form?

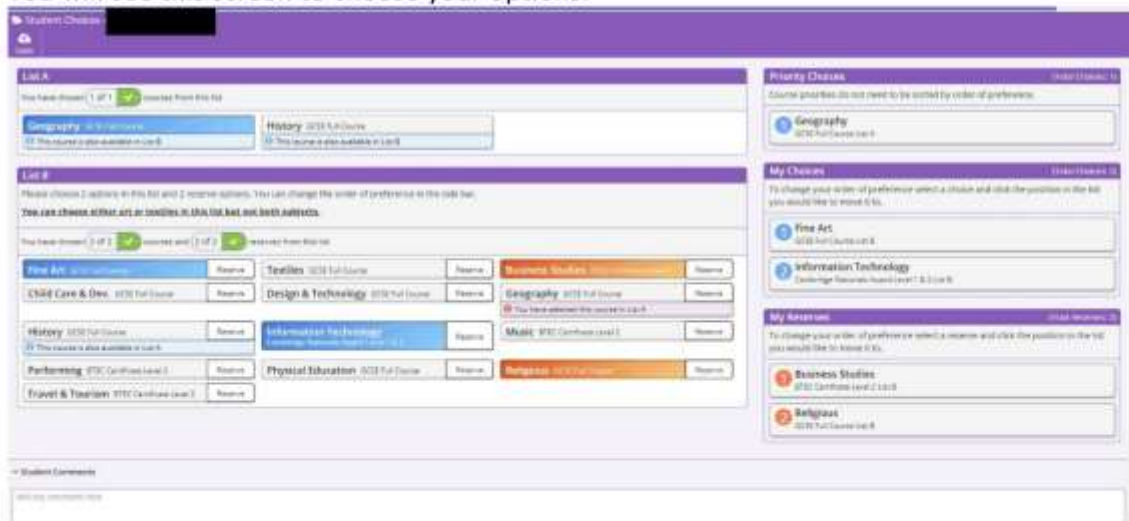
Once the registration process is complete, users can sign in via the following URL.

SIMS Options Online <https://www.sims-options.co.uk>. There is a direct link to this on the home page of the school website.

1. Click the icon for the Office 365 sign in.
2. A new window is displayed.
3. Enter your sign in details.

If you have forgotten your password, please contact Mr Rubery or Mr Haworth to request a password reset.

You will see this screen to choose your options:

The screenshot shows the SIMS Options Online interface. At the top, there's a navigation bar with a user profile icon and a name. Below this, there are three main sections: 'List A', 'List B', and 'My Choices'. 'List A' shows a grid of subject options with 'Reserve' buttons. 'List B' shows a similar grid. 'My Choices' shows a list of selected subjects with 'Reserve' buttons. At the bottom, there's a 'Student Comments' box.

Options and reserve should be selected by clicking the subject name to select it or the reserve box. Please refer to the guidance provided on the form for help. You can click the subjects in the 'My Choices' section to re-order the priority of your choices. If you change your mind, click a subject again to deselect it.

Should you need to add a comment please add it in the 'Student Comments' box.

Click the 'SAVE' icon and then click your name in the top right hand corner and select 'sign out' from the drop down menu.

Parents:

The process allows for parents to view the option choices of their child. Registration follow the same process as pupils. You will need to access the email which has been sent to the email address the school holds for you (please check junk folder). Please click on the link and then select how you would like to register. **Parents can log on using any of the methods except SIMS ID.** After you have registered please log into www.sims-options.co.uk and you will reach the options screen for your child (shown above).

You will need to support your child to select their options. When registered and logged in you will be able to review but not alter the option choices. If you do not agree with the option choices your child has made, please make a comment in the 'Parent Comment' box and this will be addressed by the school.

What support is there to help with these decisions?



At Central Lancaster High School we pride ourselves in the level of support and guidance we offer our students. If you have any questions about the options to choose you can ask for guidance from:

- ⇒ Your form tutor
- ⇒ Mrs Crossman your Progress Leader
- ⇒ Ms Cottam, our Careers Advisor
- ⇒ Any subject teacher or Head of Department
- ⇒ Any member of the Senior Leadership Team

We are all here to help you make the right decision!

There are also useful websites to help you make your choices:

<http://www.positive-steps.org.uk>

<http://icould.com>

<http://nationalcareersservice.direct.gov.uk>

<http://www.prospects.ac.uk>

<http://www.creative-choices.co.uk>

<http://www.connexionslive.com>

<http://www.learninglinks.co.uk>

Overview

Students begin their English Language course in Year Nine and will continue through to the end of Year Eleven. At that point, students will have fully completed the GCSE course and will have had many opportunities to embed their revision. Ultimately, this means that students are in the best possible position when sitting their English Language exams.

In English Language, students will:

- read various different text types that are from different time periods. This will include both fiction and non-fiction.
- respond personally to the texts: how does the writer make you feel? Why?
- explore the writer's intentions: what are they trying to communicate to the reader? How are they achieving this?
- analyse how a writer has used language and structure to determine meaning.
- learn how to write a narrative and description that is engaging.
- learn how to write different non-fiction text types that have various audiences and purposes.

There are no requirements for resources. However, it is recommended that students purchase the English Language revision guide to support their revision.

Method of Assessment

For English Language, students will have to sit two examinations at the end of Y11. Their performance in these exams will determine their overall grade. Their exams are:

- Component 1 Exam (50%): literary fiction and Narrative Writing
- Component 2 Exam (50%): non-fiction and literary non-fiction texts and writing for a specific viewpoint and perspective

Students will also have to complete a separate qualification for 'Spoken Language.' Students will have to complete a formal, individual presentation. This is not part of their overall grade.

Awarding Body: AQA

Pathways:

Sixth Form study: all A Levels and Level 3 vocational courses will need a 'good pass' in GCSE English Language.

Careers: all careers will need a 'good pass' in English Language.



Overview

Students begin their English Literature course in Year Nine and will continue through to the end of Year Eleven. At that point, students will have fully completed the GCSE course and will have had many opportunities to embed their revision. Ultimately, this means that students are in the best possible position when sitting their English Literature exams.

In English Literature, students will:

- read a wealth of literature from different time periods. This will include different forms: poetry, plays and novels.
- respond personally to the texts: how does the writer make you feel? Why?
- explore the writer's intentions: what are they trying to emphasise about the time period they were writing in? What are they trying to illuminate to the readership?
- analyse how a writer has used language and structure to determine meaning
- analyse and respond to the main themes and ideas in the text.

It is expected that students will purchase the set texts in Year Nine so they can be used throughout their GCSE qualification. Revision guides are available and GCSE Pod is a great revision tool when students enter Year Ten.

Method of Assessment

For English Literature, students will have to sit two examinations at the end of Y11. Their performance in these exams will determine their overall grade. Their exams are:

- Component 1 Exam: Shakespeare and Modern Drama (An Inspector Calls)
- Component 2 Exam: 19th Century texts (A Christmas Carol), Poetry Anthology and Unseen Poetry

Awarding Body: AQA

Pathways:

Sixth Form study: A Levels in English Literature, History, Sociology.

Careers:

Education, Philosophy, Law, History.



Overview

The Mathematics Department delivers an enriched curriculum that emphasises the development of reasoning and problem solving skills, as well as securing fluency. Our aim is to impart a love and passion for maths and to provide the knowledge, understanding and skills needed for further mathematical study and to make competent life decisions.

Mathematics is taught for 8 hours over the two week timetable for all year groups, with intervention support provided both in and out of maths teaching time as appropriate.

What does the course involve?

Students follow the Edexcel 3 year scheme of work. We aim to provide an appropriate blend of co-operative and independent learning, with students given opportunities to articulate their reasoning and develop resilience in solving challenging topics.

Throughout years 8 to 10 there remains flexibility to change the tier of entry being followed by individual students between the foundation and higher course. This is determined by success in examination style progress assessments.

The three assessment strands are:

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

Method of Assessment

Each pupil will take 3 exams at the end of the course. There is one non-calculator paper and two calculator papers, each worth 80 marks.

There are two tiers of examination entry which allow pupils to achieve the following grades:

Higher: GCSE Grades 4-9

Foundation: GCSE Grades 1-5

Awarding Body:

Edexcel

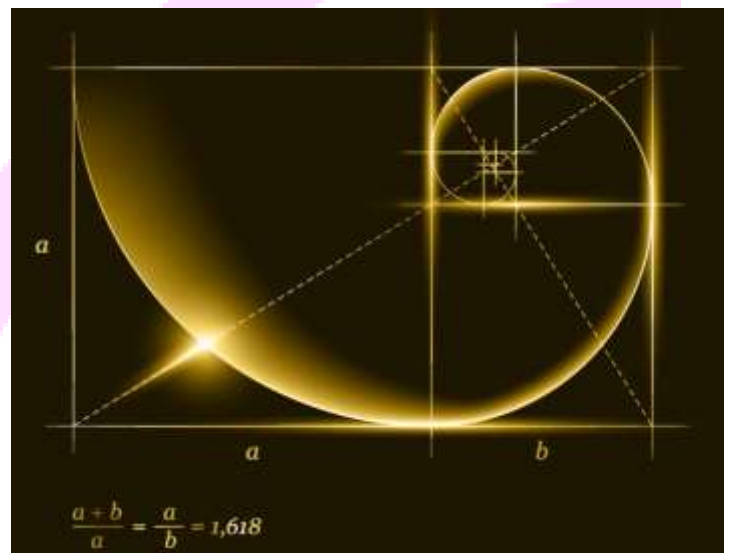
Pathways:

Sixth form study including A' Level Maths, Science, Economics, Psychology

Full-time college courses in Engineering

Careers:

Science, Engineering, Business Management, Accounting, Statistics



Overview

Science provides the foundation for understanding the material world. Scientific understanding is changing our lives and is vital to the world's future prosperity. All students should learn essential aspects of knowledge, methods, processes and uses of science. Students gain appreciation, through practical and theory lessons, of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the sciences and that are both inter-linked and of universal application.

There are two qualifications available:

GCSE AQA Combined Science (2 GCSEs)

Combined science will develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

GCSE AQA Separate Science (3 GCSEs)

This course builds on the work studied in the Combined Science specification. It is a perfect course for those students who want to go on and study 'A' level in 1 or more of the 3 sciences. The subject material delves deeper into scientific concepts to enable a greater understanding of the scientific world.

Method of Assessment

Every student studying Combined Science or Separate Sciences will sit an equal number of exams – 6 in total at the end of year 11.

Students will complete a series of required practical activities which will then be assessed in the exam papers.

Awarding Body: AQA

Pathways:

A Levels in any of the scientific subjects, apprenticeships for companies such as BAE systems, EDF Energy, vocational science courses such as medical science and environmental science.

Careers: nurse, midwife, dentist, doctor, nuclear engineer, aeronautical engineer, zookeeper, veterinary nurse, special effects coordinator.



Overview

Choosing to study History will help students to understand the world we live in, the events of the past and will help to explain the problems and opportunities of the world today. The course covers a variety of History ranging from Medieval Medicine to the Cold War. Many transferable skills are developed and refined through the study of History.

- History teaches you to research and interpret. Research is the skill of locating and gathering information and historical evidence, from many different places. This evidence can be found in a variety of forms, including documents, visual material, physical artefacts, oral and digital sources.
- History teaches you to think and problem solve. History requires a great deal of detective work, careful thought and problem-solving. As historians locate information and evidence, they begin to build up an understanding and a 'picture' of the people, event or society being studied.
- History teaches you to communicate historians and history students must be effective communicators. They must develop and refine techniques to share their findings and conclusions.

Method of Assessment

The History course requires students to cover 5 different sections which will be examined over three GCSE papers.

Paper 1 covers Medicine is a 1 hour 15 minute exam. The paper is worth 30% of the course. The paper includes a site study of medicine on the Western front and Medicine from 1250 to the present

Paper 2 covers the Cold War and Elizabeth I and is a 1 hour 45 minute exam which is worth 40% of the course.

Paper 3 covers Germany from 1918 to 1939 and is a 1 hour 20 minute exam which is worth 30% of the course.

Awarding Body: Edexcel

Pathways: Sixth form A level study leading into full time study for a degree at university

Careers: Heritage manager, historic buildings inspector, conservation officer, museum education officer, museum or gallery curator, museum or gallery exhibitions officer, secondary school teacher, lawyer



Overview

The course is divided into three main themes:

1. Living with the physical environment

In this section study will focus on the challenge of natural hazards including volcanoes, earthquakes and tropical storms. Weather and climate change is also a focus, followed by physical landscapes of the UK including glacial environments and rivers. Finally, the living world which includes ecosystems such as tropical rainforests and hot deserts.

2. Challenges in the human environment

This section covers population, urban growth, the changing economic world and global development. Resource management including the global distribution of food, water and energy and in particular detail the demand for water resources globally are also a focus.

3. Geographical applications and skills

This section involves the undertaking two different fieldwork tasks that will be assessed in the final examinations at the end of Year 11. Pre-released material is received 12 weeks prior to the examination which will be studied in lesson time.

Method of Assessment

Paper 1: Physical Geography. 1hr 30 and worth 88 marks making up 35% of the total GCSE grade.

Paper 2: Human Geography. 1hr 30 and also worth 88 marks, and 35% of the GCSE grade.

Paper 3: Fieldwork & Skills. 1hr 15, worth 76 marks and makes up 30% of the total GCSE grade.

Awarding Body: AQA

Pathways: A-level Geography, BTEC Travel and Tourism.

Careers: Environment consultant, pollution analyst, surveyor, town planner, teacher, health education campaigner, GIS specialist, surveyor, cartographer, risk assessor, travel writer/journalist, armed forces.



Overview

All students have to take part in Core PE throughout years 10 and 11.

The course builds upon the studies in years 7, 8, 9 to enable students to continue to enjoy participating in PE and Sport by:

- Developing a wide range of skills and the ability to use tactics and strategies to perform successfully
- Developing your confidence to take part in different physical activities and learn about the value of healthy, active lifestyles
- Discovering what you like to do in sport and how and where to get involved in physical activity
- Help you make informed choices about lifelong physical activity
- Help you develop personally and socially through sport
- Work as individuals, in groups, and in teams, developing concepts of fairness and of personal and social responsibility
- Take on different roles and responsibilities, including leadership, coaching and officiating

Method of Assessment

Whilst there is no assessment pupils are still expected to take part in physical activity for a minimum of one hour per week.

The emphasis throughout this course is being placed on participation for enjoyment.

Students will have the opportunity to participate in many different activities including:

- Football
- Basketball
- Netball
- Fitness
- Trampolining
- Badminton
- Table Tennis
- Rounders
- Cricket
- Athletics



Overview

Personal Development is the collective term given to the curricular provision we provide students with. The aim of this course is to equip them with the knowledge, skills and confidence to face the demands of life and work in modern Britain. During the course pupils work with a number of outside agencies including the Amy Winehouse Foundation and Sexpressions to help support their learning.

At the core of Personal and Social Development are the three themes of the PSHE programme of study:

Health and Wellbeing

- Drug Awareness
- Fitness, Health and Wellbeing
- Self-esteem and Confidence
- Stress Management

Relationships

- Healthy Relationships
- Sexual Consent and the Law
- Sexuality
- Contraception and Pregnancy

Living in the Wider World

- Living in Multicultural Britain
- Extremism, Terrorism and Radicalisation
- Money Management

Method of Assessment

Though Personal and Social Development is not formally assessed through external examination boards, within lessons students frequently peer and self assess their knowledge and understanding. As well as this, pupil work is assessed by a teacher once every 6 lessons to ensure students are making good progress throughout the course.

Awarding Body:

N/A

Pathways:

This subject lends itself to many different pathways including A level, BTEC and GNVQ courses related to the health and wellbeing and uniformed services.

Careers:

Nursing, Doctor, Drugs Worker, Social Worker, Counsellor, Psychologist, Police Officer, Lawyer, Solicitor, Midwife, Sexual Health Worker and many more!



Year 11 students learning about the physical effects of alcohol using beer goggles.

Overview

The Religious Studies Option course followed in years 10 and 11 is the AQA Religious Studies A Specification: The Study of Religion and Thematic Studies. Students will study Christianity and Buddhism.

What does the course involve?

The course involves studying religious beliefs, practices and traditions as well as focussing on different faith perspectives on a number of different moral issues.

The curriculum is split over two years;

Year 10—The Study of Religions

- ⇒ Christianity Key Beliefs
- ⇒ Christianity Key Practices
- ⇒ Buddhism Key Beliefs
- ⇒ Buddhism Key Practices

Year 11—Thematic Studies

- ⇒ Religion and War
- ⇒ Religion, Relationships and Family
- ⇒ Religion, Human Rights and Social Justice
- ⇒ Religion, Crime and Punishment

Throughout the course students explore the religious foundation for practices and traditions as well as the influence these have on individual attitudes towards moral issues.

Method of Assessment

This course is assessed through 100% examination. There will be two examinations consisting of 20 long and short answer questions. Each paper lasts one hour and forty-five minutes and worth 50% of the final grade awarded by the exam board.

Awarding Body: AQA

Pathways:

Studying RE at GCSE enables an easy transition to study A level/Degree level Ethics, Philosophy and Religion. It's also a useful subject to study with other humanities subjects, particularly History.

Careers:

This qualification is considered a very desirable for any jobs involving unformed services or work with members of the public such as social work, teaching and medical professions.



Overview

Languages are part of the cultural richness of our society and the world in which we live and work.

Pupils learn to appreciate different countries, cultures, communities and people. By making comparisons, they gain insight into their own culture and society.

The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world.

What does the course involve?

- The language course builds upon work already begun in Key Stage 3. We will practise all 4 skills in order to prepare for the final exams at the end of year 11.

Students will learn how to:

- Communicate effectively in French in writing and speaking.
- Develop independence, adaptability, cultural awareness and resilience.
- Develop problem solving skills .
- **GCSE topics are:**
- Personal Information
- Media and Free time
- Food and healthy living
- Home and Local Area
- School, Education and Career Plans

Method of Assessment

The exam is a combination of:

Writing: 25%

Speaking: 25%

Listening: 25%

Reading: 25%

- All exams are externally marked and no dictionaries are allowed.

Awarding Body: Eduqas

Pathways:

Sixth form and A-level, University Degree

Careers: A modern language provides skills that are highly in demand with recruiters in a wide range of industries, all around the world. Examples of careers where a language is in high demand are teaching, journalism, travel and tourism services, publishing, banking, the Armed Forces and marketing.



The course has been designed so that students develop their skills in a range of materials and processes, including working in 2D and 3D. Students will learn how to develop their own response to a theme using research into other artists and experimentation with a range of media.

Students will -

- Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- Record ideas, observations and insights relevant to their intentions in visual and/or other forms
- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

Students are not required to have any specialist equipment of their own. However, for some projects it is expected that they will source appropriate materials. It is expected that students spend at least one hour a week in the art studios either after school or at lunchtime.

Method of Assessment

For the GCSE course students will need to submit a portfolio of work containing at least one extended project. This is worth 60% of the final grade.

They are also required to complete an Externally Set Assignment which culminates in a 10 hour controlled test in the Spring term of year 11. This is worth 40% of the final grade.

Awarding Body: AQA

Pathways:

Sixth form study including A' Level Art and Design or Level 3 BTEC Art and Design

Full-time college courses in Art and Design

Careers:

Product design, architecture, game design, art therapy and make-up artistry



The course has been designed so that students develop their skills in a range of textiles techniques, including printing, embellishment, and basic dress-making. They learn how to use a sewing machine and other specialist equipment, but also need to be able to complete drawing and design work as part of their assessment. Students will -

- Develop their ideas through investigations informed by contextual and other sources demonstrating analytical and cultural understanding
- Refine their ideas through experimenting and selecting appropriate resources, media, materials, techniques and processes
- Record ideas, observations and insights relevant to their intentions in visual and/or other forms
- Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and where appropriate, making connections between visual, written, oral or other elements.

It is expected students spend at least one hour a week in the art studios either after school or at lunchtime. They are not required to have any specialist equipment of their own, however, for some projects it is expected that they will source appropriate fabric and other materials for their design.

Method of Assessment

For the GCSE course students will need to submit a portfolio of work containing at least one extended project. This is worth 60% of the final grade.

They are also required to complete an Externally Set Assignment which culminates in a 10 hour controlled test in the Spring term of year 11. This is worth 40% of the final grade.

Awarding Body: AQA

Pathways:

Sixth form study including A' Level Art and Design or Level 3 BTEC Art and Design

Full-time college courses in Art and Design

Careers:

Fashion design, interior designer, theatre design,



Overview

The RSL Certificate in Creative and Performing Arts is a practical, work related course. You will learn by completing performance related assignments that are based on realistic workplace situations, activities and demands.

The course will prepare you for employment and progression for further education.

It is suitable for all pupils with an interest and talent in the performing arts, and those who thrive on practical learning and course work.

The qualification is equivalent to one GCSE at grade 5-8.5.

There is a written requirement in each unit to research styles, history of performance and keep a comprehensive log of your progress.

Unit 201 is assessed by an external examiner.

What does the course involve?

The course is made up of two units and can be taken on an Acting or Dance pathway. It is essential that pupils are confident with performing to a live audience to be able to take part in this course.

Method of Assessment

The course is assessed by all the work created during the course, there is no examination.

50% of the work is an internally assessed portfolio of dance performance and coursework.

50% of the work is externally assessed through a performance project that is filmed and sent to the examiner.

Awarding Body: RSL

Pathways: Acting and Dance Level 3 courses such as BTEC or RSL L3 Performing Arts, A-Level Dance, Drama or Theatre Studies.

Careers: Performance jobs: professional dance or acting.



Overview

The BTEC Level 2 Tech Award in Enterprise is designed to cover a wide range of business topics. You will learn how to set up and survive in business, how to pick the ideal location for your business and look at several different case studies to better understand why some businesses work and others fail. You will keep up to date with current issues in the news, such as the credit crunch, the administration of HMV, recession and VAT. You will see how these events unfolded and the impact on the individuals and communities involved. You will also study how the Internet has changed the way that many businesses operate. You will have a chance to plan and run a micro enterprise activity of your own. Enterprise is a very hands-on course.

You will study three units:

Unit 1 (coursework): Exploring Enterprises

Unit 2 (Coursework): Planning for and Running an Enterprise

Unit 3 (Exam): Promotion and Finance for Enterprise

You will need to have good time management, be creative, have good problem solving and communication skills to be successful on the Enterprise course. Can you stand in front of people and get your point across? Confidence and enthusiasm are needed. Imagine being on Dragons Den, do you have what it takes?

Method of Assessment

The course is assessed through coursework and a written exam. In Unit 1 and 2 you will produce various coursework assignments. Each assignment will be based on a real business scenario. Unit 3 is assessed by a written exam. This is the only exam and you will be given plenty of opportunities to practice the exam before sitting it.

25% exam, 75% coursework

Awarding Body:

Pearson

Pathways:

Accounting and Business Level 2, Business Administration, Customer Service and a wide range of business related courses at 6th form of colleges, apprenticeships at local businesses.

Careers:

Entrepreneur, Accountant, Advertising



Overview

This is a new course for 2018 for those interested in the digital media industry, ICT and Computing. Students will develop a wide range of skills across a variety of units using industry standard software including the Serif suite.

The course involves four units:

1. Pre-Production Skills (1hr 15min Exam)

Understand purpose and use a range of planning methods such as mood boards, mind maps, storyboards, visualisations. Learn what it takes to design plan and create a finished product. learn how to critically review products

2. Digital Graphics (Coursework Unit)

Understand basics of digital graphic editing. Learn about image types and properties. Develop a range of image editing techniques

3. Web Design (Coursework Unit)

Understand how to design and develop professional websites to meet the needs of various customers. Investigate the latest web design trends

4. Game design (Coursework Unit)

Understand how to design and create your own game using professional software. Learn game theory, debugging, testing and promotion. Successful games have the possibility of being placed on Steam

Method of Assessment

Unit 1 is mandatory and will be externally assessed via controlled assessment. (Exam)

The remaining units are coursework based and assessed as you progress through each task. You will be given an opportunity to improve your work once you have submitted it. 25% exam, 75% coursework.

Units are graded A*, A, B, C only.

Awarding Body:

OCR

Pathways:

Computing courses in web design, programming, game design and graphics at 6th form of colleges. Apprentices at web design or creative media industries such as Fat Media or Hot Foot Web Design in Lancaster.

Careers:

Web design, game design, creative industries.



Overview

Cambridge National Sports Studies is a combined practical and theoretical learning experience.

In selecting Sports Studies it is essential that you:

- are committed to PE and Sport
- always bring your kit
- have a good idea what is expected of you as there will be written requirements
- have an interest in Sport/PE outside of school, either playing, watching or a possible career
- have an interest in health and fitness

You will complete 4 units. These are a mixture of team practical and theoretical units but will be practical as much as possible.

The units are;

- Developing Sports Skills
- Sports Leadership
- Contemporary Issues in Sport
- Sport and the media

Other units that could be selected are;

- Developing skills in outdoor activities
- You will study and perform in 2 sports and receive a grade out of 15 for each one. You will also have the opportunity to officiate in one of your chosen sport.

Method of Assessment

You will be assessed in an examination in the unit of Contemporary Issues in Sports.

The rest of the units are internally assessed and can range from Level 1 pass to Level 2 Distinction.

The course is 25% exam and 75% coursework.

Awarding Body: OCR

Pathways: A Level Physical Education and Sport, Level 3 Sport and Exercise Science, Level 3 Sports Development and Coaching.

Careers: Coach, physiotherapist, reporter, teacher



Overview

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction to the sector. It has been designed to meet the needs of learners from the age of 14 years.

It includes the knowledge and understanding of child development and well-being necessary for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years.

The course is made up of 3 units of work:

Unit 1: Children's Growth and Development

Unit 2: Learning Through Play

Unit 3: Supporting Children to Learn, Play and Develop

You will learn about how children grow and develop between the ages of birth and 5 years as well as factors that can affect how children make progress. In addition to this you will develop an understanding of the different types of play and how play can benefit children's learning and development.

Method of Assessment

This qualification consists of 3 units and students must pass all three in order to achieve the qualification:

Units 1 and 2 are assessed by a graded (Level 1 Pass– Level 2 Distinction) internal assessment task.

Unit 3 is a synoptic external exam paper which assesses you on the knowledge and skills learnt as part of your two internal assessments

Awarding Body: Pearson

Pathways:

Sixth form or full time college course to study either Child Development, Children's Play, Learning and Development or Health and Social Care to Level 3.

Apprenticeship in either Childcare, Supporting Teaching and Learning or Residential Childcare up to Level 3

Careers:

Nursery nurse, teaching, social work



Overview

GCSE Design and Technology is an exciting course, which encourages innovation and creativity. This new course has been designed to allow the development of practical skills using hand tools and machinery, alongside an awareness of materials, electronics, the design process and production.

This course will also allow you to gain a range of transferable skills such as time management, budgeting and team work; all of which are useful to further study and employment.

You will have lessons which are theory based and workshop lessons where you will be assessed on your practical skills as well as health and safety.

You will study six key topics over the two years:

- new and emerging technologies
- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties.

Method of Assessment

Written exam (50% of GCSE)

This exam will assess you in the following areas—

- Core technical principles
- Specialist technical principles
- Designing and making principles

NEA (50% of GCSE)

This is a substantial design and make task and will allow you demonstrate skills in the designing and making, analysing and evaluating,

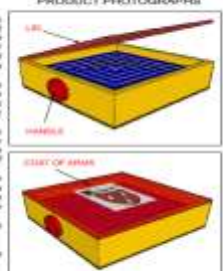
Awarding Body: AQA

Pathways:

There are a number of options at both level 2 and 3. Including A Level Design Technology, Engineering Construction, plumbing, plastering and carpentry and joinery. These can be at Level 2 or 3 or an apprenticeship.

Careers:

There are a wide range of careers including, an Engineer, Plumber, Joiner, Plasterer or Bricklayer

GOOD POINTS	EVALUATION	IMPROVEMENTS
<p>I like the overall design of my project. It is a suitable game for a young child as it helps in the development of hand-eye coordination. The game and its container are safe as the edges are not sharp and there are no small pieces that could be swallowed.</p> <p>The joints are accurate and hold the sides together perfectly. The wood is fine and that is quite cheap so easy and not strong and able to withstand everyday loads.</p> <p>I like the colour scheme as it reflects the needs of my target market. The package is so red as this was found to be the favourite of children aged 5 to 8 years of age.</p> <p>The lid closes quite smoothly and the latching rings work well. This prevented the lid from falling off when it is used and the pattern looks quite interesting.</p> <p>I like the position of the slot of arms. This has been researched as a child's side line.</p> <p>Overall the game works well. The more it is played the better it can be beaten.</p>	<p>PRODUCT PHOTOGRAPHS</p> 	<p>Although I like my mini game it could be improved and be even better:</p> <p>A selection of woods could be available so that parents could choose the type they like best. A wood such as oak might be better as it would increase the price but I think parents would be prepared to pay a higher price for a quality product.</p> <p>A selection of handle shapes would allow the user to choose the shape they like best. The game could be supplied with a variety of pieces making the game more interesting to look at and play.</p> <p>Customers could select lids from a range of colours including blackwood and transparent perspex.</p> <p>The slot of arms could be chosen by the customer to reflect the family name. This would personalise the product and lift the price of sale.</p> <p>In future the mini game could be topped off a rectangular, circular or even triangular shape.</p>

Overview

The BTEC Level 2 First Award in Music is a practical, work related course. You will learn by completing performance related assignments that are based on realistic workplace situations, activities and demands.

The course will prepare you for employment and progression for further education.

It is suitable for all pupils with an interest and talent in Music, and those who thrive on practical learning and course work.

What does the course involve?

The course is made up of four units:

- The Music Industry (externally assessed exam)
- Managing a Music Product (internally assessed)
- Introducing Music Performance (internally assessed)
- Introducing Music Composition (internally assessed)

Taking part in live performances to an audience is an essential part of the course.

There is a written requirement for all units to research roles, professionals and venues in the industry. You will be expected to play an instrument or sing to a high standard and perform as a soloist and as part of a group.

Method of Assessment

The course is assessed by all the work created during the course and an examination at the end of the second year.

75% is internally assessed coursework.

25% is an externally assessed exam.

You will receive a BTEC Level 2 First Award at grade Pass, Merit, Distinction or Distinction* which is equivalent to one GCSE grade level 5-8.5.

Awarding Body: Edexcel

Pathways:

BTEC Level 3 Subsidiary/Extended Diploma in Music (Composing or Performing)

BMus/BA in Music or Music Performance

Careers: Composer, performer, music manager.



Overview

BTEC Firsts in Travel and Tourism can help you take your first steps towards a career in retail travel, customer service, holiday representatives, airport employee and many more. You'll learn essential skills such as business awareness, customer service and understanding destinations in the UK and worldwide.

Choosing this option means you will explore some key areas within the sector including accommodation, tourism development and promotion, transport and visitor attractions.

The course involves three units:

1. Travel and Tourism Organisations and Destinations (Coursework Unit)

Investigate the aims of UK travel and tourism organisations and Explore travel and tourism and tourist destinations.

2. Influences on Global Travel and Tourism (Exam Unit)

Understand the factors influencing travel and tourism organisations, destinations, visitors, the potential impacts of tourism on destinations and sustainable tourism.

3. Customer Needs in Travel and Tourism (Coursework Unit)

Investigate how organisations identify travel and tourism trends and explore how to meet the needs and preferences of travel and tourism customers.

Method of Assessment

Unit 2 is mandatory and will be externally assessed via controlled assessment. (Exam)

The remaining units are coursework based and assessed as you progress through each task. You will be given an opportunity to improve your work once you have submitted it. 25% exam, 75% coursework

Units are graded Pass, Merit and Distinction.

Awarding Body: Edexcel

Pathways:

BTEC Level 2/3 courses at College, Air cabin crew Level 2 (17 year old), Introduction to Hospitality and Catering, Apprenticeships

Careers:

Cabin crew, hotel work, hospitality, events manager, holiday rep



What happens next?

The last day to complete and upload your options is **Wednesday 5th March**. Please take time to consider all of the options. These subjects may alter slightly due to student demand for particular subjects.

No news is good news. When the information is collated, school will then start to process them and you will receive a letter towards the end of the Spring Term confirming your Year 10 options. Our aim is to give you the subject choices you want. Where possible we will try to ensure that every student receives his or her first choice. However, on rare occasions this may not be possible and you will be offered your reserve choice. If there are any issues with your choices, you will be contacted at the earliest opportunity.





**Central Lancaster
High School**