

**Year 9**

**Options Booklet**

**February 2021**

| **INTRODUCTION** | |
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| The purpose of this booklet is to inform you about all of the courses you may be starting in September.  Subjects such as Mathematics, English Language, English Literature, and Science are taken by all students.  There will, however, be other courses for you to choose from.  This will allow you to take other subjects which you are good at or which particularly interest you. In addition, everyone will take PSHE and Core PE.  Other subjects are optional but we do ask that all students choose **at least one** of History, Geography, Computer Science, French, or Spanish to ensure a broad and balanced curriculum within the option choices.  In most cases, the courses you take will lead to public examinations after two years. The booklet also explains how you will be assessed for these examinations in each subject.  Read all of this booklet carefully and discuss the information at home so that your parents or carers, as well as your Form Tutor, can help you to decide on the best combination of subjects. | |
| **Choice of Subjects Form**  Your child will be sent a Google form via their Google classroom to make their choices. Whilst students will only take three option subjects we will ask them to make two reserve choices in case their first three choices cannot be accommodated. | |
| **DO:**   * Ask yourself: which subjects am I most interested in? * Think about which subjects you achieve the best results. * Consider if certain subjects are required for a particular career. | **DO NOT:**   * Choose a subject just because you like the teacher.  You may not get them next year. * Choose a subject because your friends are doing so. They could be in different teaching groups. * Reject a subject because it is new to you. Find out about it. It may be important to you. |
| We shall do our best to allocate the subjects students opt for. It must be said, however, that if too few students opt for a particular subject, we will require some students to change their choices as we cannot sustain small groups.  We do expect that this whole process will work effectively and that students can embark on the Key Stage 4 curriculum with confidence and achieve excellent results.  If you have any questions or concerns please contact Mrs Clark, Pastoral Manager for Year 9, or Mrs Willis. | |

| **KS4 and beyond…** |
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| *“By far the most important factor employers consider when recruiting school and college leavers is their attitude to work (86%), followed by their aptitude for work (63%) and general academic ability (43%).”*  This doesn’t mean your qualifications aren’t important! It means that employers take it for granted that you already have them. So, what more do you have to offer when you are looking for a job, an apprenticeship or even a work experience placement?  **What do employers say about young people and jobs?**  51% want young people to improve their ability to analyse situations and solve problems  41% want young people to improve their skills of self-management  67% are unsatisfied with young people’s levels of literacy and numeracy  34% don’t believe young people can communicate effectively with others  48% say young people should be more resilient and take responsibility for their actions  66% of businesses value foreign language skills in the global business world  (CBI/Pearson 2017)  **How does this affect me?** The labour market, or world of work, is changing rapidly with more part time jobs, short term contracts and people changing jobs far more often. Employers are very careful about who they give jobs to and want to be sure they have the right person before offering any position. This means that during your time in Years 10 and 11 you need to think carefully about all the education and training options open to you after you reach 16: almost half the employers contacted in the survey above said they were concerned that young people did not spend enough time researching their options and finding out what they could do after their GCSEs.  **Where can I start?** Search the National Careers Service website and have a look at the Job Profiles. Here you will find 800 jobs divided into 23 sectors. Or visit some of the websites on the next page. Finally, you could go to the careers corner in the Library and have a look at a range of careers books and prospectuses. You can also ask to speak to our Connexions Careers Advisor.  **A quick guide to four “Areas of Opportunity” in the North East**  These are the areas where there are lots of high quality jobs, so it might be worth finding out about them.  ∙ Health and Life Sciences (e.g. medical research, genetics, effects of ageing)  ∙ Manufacturing (e.g. producing cars, battery technology, pharmaceuticals)  ∙ Digital and Software (e.g. computer games, cloud technology, cybersecurity, robots)  ∙ Energy (e.g. offshore and onshore wind turbines, solar, biomass, subsea technology) |
| You are choosing which subjects you want to take after Year 9 but you should also be starting to think about what you are going to do after Year 11. Young people must remain in education, training or employment with training until the age of 18. The diagram below will help you to understand the main routes you should consider.   | **Options at**  **Yr9** | GCSEs | **Options**  **at Yr11** | A-Levels at NE12 Sixth Form | **Options at**  **Yr13** | Further Education  (A-levels & Diplomas) | | --- | --- | --- | --- | --- | --- | | BTEC & other  courses | BTEC & other courses at NE12 Sixth Form | Higher Education (Degrees) | |  | Courses at colleges such as Tyne Met or Newcastle College | Degree Apprenticeships | | Intermediate & Advanced Apprenticeships | Employment with training | | Employment with training | Employment | | |

| You may find the following websites helpful: |
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| **https://nationalcareersservice.direct.gov.uk/home** The National Careers Service provides information, advice and guidance to help you make decisions on learning, training and work opportunities. It is currently being redesigned but it is still worth taking a look.  **http://www.mycareerspringboard.org/login** is an impartial careers information package where you create an online account that helps you navigate your choices and career pathway. You get a personalised noticeboard and you can do 'personality tests' that match careers which might best suit your interests and traits.  **http://www.ucas.com/progress** This website includes information about courses at university, but also has some information about apprenticeships.  **http://icould.com/** This website has lots of videos you can explore by employment sector or life theme. You have used this in the Careers Unit you did in your PSE lesson.  **http://www.careersbox.co.uk/** This is a free online library of careers related films, news and information  **https://successatschool.org/** This website has a useful careers page, looking at roles in different sectors of the economy. |

| **SUBJECTS TAKEN BY ALL STUDENTS** | | | |  |
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| English Language | |  |  |  |
| English Literature | |  |  |  |
| Mathematics | |  |  |  |
| Science | |  |  |  |
| Personal, Social, Health and Citizenship Education | | | |  |
| Physical Education | |  |  |  |
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| **OPTION CHOICE SUBJECTS:** | | | | |
| **Art & Design** | Art & Design GCSE | | | |
| Photography GCSE | | | |
| **Business Studies** | NCFE Business & Enterprise (Equivalent to one GCSE) | | | |
| **Childcare** | OCR Cambridge National (Equivalent to one GCSE) | | | |
| **Design & Technology** | Design & Technology GCSE | | | |
| 3D Design (AQA) | | | |
| **Drama** | Drama GCSE | | | |
| **Geography** | Geography GCSE | | | |
| **History** | History GCSE | | | |
| **Hospitality & Catering** | WJEC Level 1 / 2 Award in Hospitality & Catering (Equivalent to one GCSE) | | | |
| **ICT** | Computer Science GCSE | | | |
| I-Media (Equivalent to one GCSE) | | | |
| **Modern Foreign Languages** | French GCSE | | | |
| **Modern Foreign Languages** | Spanish GCSE | | | |
| **Music** | Music GCSE | | | |
| **Physical Education** | Physical Education GCSE | | | |
| CNC Sport Studies (Equivalent to one GCSE) | | | |
| **Religious Studies** | Religious Studies GCSE | | | |

| **ENGLISH LANGUAGE & ENGLISH LITERATURE (AQA)** |
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| The English courses in Years 10 and 11 lead to qualifications in English Language and English Literature and all students will study both to GCSE. Both courses follow the AQA specification.  In English Language, students will study a range of fiction and non-fiction texts from the nineteenth, twentieth and twenty-first centuries. They will analyse the techniques that writers use to engage readers, share ideas and present views, and will develop their own skills in producing extended fiction and non-fiction writing.  In English Literature, students will study *Macbeth*, *A Christmas Carol*, *An Inspector Calls* and ‘Power and Conflict’ poetry from the AQA poetry anthology. They will explore writers’ big ideas, analyse authorial methods, and deepen their understanding of the importance of context in the production and reception of texts. |
| **HOW WILL IT BE ASSESSED?** |
| There are no separate tiered papers, and all examinations will be taken in Year 11; students will be awarded grades 9-1 (with 9 being the highest). During the course of their GCSE English studies, students will also be assessed by their teachers in Speaking and Listening and there is a separate award for this element of the course: Pass, Merit or Distinction. |
| **PROGRESSION** |
| * English Literature, English Language or Media Studies A level * Almost all Level 3 courses require a grade 4 in English * Communication skills developed are essential in almost every career |
| **CAREERS IN ENGLISH** |
| English is needed for nearly all jobs; but especially for careers such as Journalism, Teacher, Author, Retail, Customer services, Copywriter, Screenwriter, Speech and Language Therapist, Librarian, Vlogger, Actor, Editor |
| **WANT TO KNOW MORE?** |
| Contact: Mrs A Westgarth, Curriculum Leader (aws@longbenton.org.uk) |

| **MATHEMATICS GCSE (Edexcel)** |
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| In Years 10 and 11 you will continue to learn much of the mathematics which will be essential to you for future study and employment.  We hope to develop your confidence in being able to use mathematics to tackle problems in the workplace and in everyday life.  You will be in ability sets formed at the end of Year 9, but there will still be opportunities for you to move sets if your work and understanding merit this.  You will be working towards the EDEXCEL Mathematics GCSE (9-1)  **There are two levels of entry**  **Level                           Grades Available**                                   Foundation                1 - 5                                   Higher                          4 - 9  Your progress will be monitored throughout your GCSE course and you will be entered at the most appropriate level. Decisions on this can be made up until the Spring term of Year 11.  It is important that you have a positive approach to mathematics, as it is a crucial subject that will help you do well both in other subjects and later in life.  The course will cover number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics. |
| **HOW WILL IT BE ASSESSED?** |
| The current GCSE assessment is made up of three exams which are sat at the end of the course, one of which is a Non-Calculator paper and the other two are Calculator papers. |
| **PROGRESSION** |
| * Maths and Further Maths A level * Almost all Level 3 courses require a grade 4 in Maths * Mathematical skills developed are essential in almost every career |
| **CAREERS IN MATHEMATICS** |
| Maths is needed in most jobs but especially Accountancy, Actuary, Engineering, Software Design, Air Traffic Control, Criminologist, Cyber Security, Data Scientist, Meteorologist, Teacher, Stock Broker, Medicine, Dentistry |
| **WANT TO KNOW MORE?** |
| Contact: Mr E Hunter, Curriculum Leader (eh@longbenton.org.uk) |
| **SCIENCE GCSE (AQA)** |
| **Course Information**  The science courses offered help students to understand and debate important world issues, including the human impact on the environment and the social, economic, environmental and technological implications of science in society.  A variety of experiments and practical investigations within all courses support the development of knowledge, understanding and the application of science skills which are then assessed in the final examinations at the end of Year 11. The courses available offer a valuable experience to all students regardless of their ability and aspiration, and the school and science department will encourage students to follow the course to maximise their individual progress and achievement.  All students entering Year 10 will be studying towards achieving the equivalent of at least 2 GCSEs at the end of Year 11.  All of our students begin their GCSE studies on a Combined Science pathway, student performance during year 10 will determine which students are invited to follow the separate science course in Year 11.  **SEPARATE SCIENCES**  This is a challenging and demanding course, particularly since the Government’s review of assessment methods. While we do encourage as many students as possible to study the separate sciences, their suitability for the course will be determined based on their work in Year 9 and 10. Only those students who are able to demonstrate good progress and achievement will be able to follow this option through to Year 11. This course suits students who wish to study Biology, Chemistry or Physics at A level and beyond, possibly with a view to study science or engineering courses at University and then pursuing a career in a STEM related industry thereafter. This course will result in GCSEs in the three separate subjects Biology, Chemistry and Physics.  **COMBINED SCIENCES**  This qualification has been developed to inspire and challenge students of all abilities and aspirations. It covers all the main aspects of Biology, Chemistry and Physics and, following exams in May/June of Year 11, leads to the award of the equivalent of two GCSEs. Students who perform well in this course will be able to continue their study of the sciences at A level if they wish. |
| **HOW WILL IT BE ASSESSED?** |
| The current GCSE assessment is made up of six exams which are sat at the end of the course, two biology papers, two chemistry papers and two physics papers. |
| **PROGRESSION** |
| * Biology, Chemistry or Physics A level * Medical Science Level 3 course |
| **CAREERS IN SCIENCE** |
| A wide range of NHS careers including Medicine, Dentistry, Midwife, Nurse, and also Chemist, Pilot, Marine Biologist, Vet, Forensic Scientist, Engineer |
| **WANT TO KNOW MORE?** |
| Contact: Dr G Rosbrook, Curriculum Leader (gro@longbenton.org.uk) |

| **ART & DESIGN GCSE (AQA)** |
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| Students will have the opportunity to study and practise a wide range of art and design activities and later may choose to develop their skills and interests in one particular area.  Artists and designers make important contributions to all aspects of this work. Art and Design would be a useful subject to choose wherever your main interests lie. You will develop skills which will help with your GCSE assignments in many subjects.  You will express your ideas creatively and learn how to present visual information (illustrations, graphics, and diagrams) with greater confidence. Art and Design is an enjoyable subject which gives you the opportunity to develop the skills and knowledge to bring your own ideas to life You will be encouraged to develop your personal imaginative ideas and your practical and design skills. You will be expected to use a sketchbook regularly to improve your visual awareness by recording various aspects of the natural and human environment.  Candidates should produce practical and critical/contextual work in one or more areas:  **Drawing and Painting, Mixed Media, Sculpture, Printmaking, Lens-based or light based media (film, animation, video, and photography)**  Throughout the course, reference will be made to the work of artists and designers past and present.  Critical appraisal of their work, using the appropriate vocabulary, will be an important part of the course, together with the development work you will produce in your sketchbooks.  You will be expected to take an active interest in the various aspects of the visual arts.  Visits to galleries and local colleges to see exhibitions of art and design work will form part of the course.  Homework assignments will be set and contribute to the final coursework grade.  Students will be expected to purchase their own sketchbooks and pencils, and bring them to every art lesson.  The department offers quality materials at cost price.  **There is an expectation that Art students will work in their own time to complete both Components 1 & 2**. |
| **HOW IS THIS ASSESSED?** |
| In this course, you will complete a series of coursework projects (which amount to 60% of the overall grade) and an Externally Set Assignment (Examination) (which will contribute to 40% of the overall grade). For both of these components you will be assessed equally on;   1. Research: into the work of other artists, crafts persons or designers, 2. Refinement: experimentation with image and materials 3. Recording: quality of drawing, other imagery made and written notes that explain ideas, 4. Outcome: quality of final pieces and how they link to the objectives above.   Most of the first 3 objectives are produced in sketchbooks, which must be carefully maintained for internal and external assessments. Other work, produced outside the sketchbooks, will build up a portfolio of evidence. |
| **PROGRESSION** |
| * Art or Photography A level |
| **CAREERS IN ART & DESIGN** |
| Painter, sculptor, printmaker, photographer, graphic designer, advertising designer, illustrator, product designer, ceramic worker, stained glass designer, jeweller, theatre designer and many more |
| **WANT TO KNOW MORE?** |
| Contact: Mr M Charlton, Curriculum Leader (mch@longbenton.org.uk) |

| **BUSINESS & ENTERPRISE** |
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| Business and Enterprise is an exciting subject that relates to the real world and gives students the opportunity to develop skills that can be applied to all working roles. Most students pursuing this course will find themselves working in some form of organisation, such as a manufacturing firm, an office, or retailer.  Alternatively, there may be an opportunity for students to one day open and run their own business.    Students will explore what it means to be an entrepreneur and how businesses are organised. They will develop knowledge of marketing, operations management and the influences that affect a business.  They will also understand business planning, including research, resource planning and growth. Students will develop knowledge of human resources and finance and how they support business and enterprise planning.  Business and Enterprise will give you the key skills needed to be an attractive employee. It will help you to develop your team working, leadership and communication skills. |
| **HOW IS IT ASSESSED?** |
| The course consists of:   * An exam to be completed at the end of the course (40%) * A coursework project to be completed throughout the duration of the course (60%). |
| **PROGRESSION** |
| * Level 3 Business Course |
| **CAREERS IN BUSINESS** |
| Market researcher, Public relations officer, Retail buyer, Retail merchandiser, Social media manager,  Customer service manager and many more |
| **WANT TO KNOW MORE?** |
| Contact: Ms A Teale, Curriculum Leader (at@longbenton.org.uk) |

| **CHILDCARE Level 2 Child development (OCR- Cambridge National )**  **Equivalent to one GCSE** |
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| This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction into a Child’s development. 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 to suit a range of learners who wish to be introduced to childcare and development of children aged 0-5 years.  **Unit 1 Health and well-being for child development (exam 40%)**  Topics that will be covered are;  - Importance of pre-conception health and reproduction  - Antenatal care and preparation for birth  - Postnatal care and conditions to help children thrive  - Childhood illnesses  **Unit 2 Create a Safe environment and nutritional needs of children (internal assessment 30%)**  Topics that will be covered are;  - Learn how to create a safe environment for children  - Research and choose equipment that is suitable to use  - Learn about children’s nutrition of ages 0-5years    **Unit 3 Understand the development of a child from 1-5yrs (internal assessment 30%)**  Topics that will be covered are;  - Physical, Intellectual and social development norms  - Importance of planning play activities to support development  - Stages of play and types of play  - Observing children aged 1-5years  - Plan play activities |
| **HOW IS IT ASSESSED?** |
| Assessment of this qualification consists of three units. Two Units (2 and 3) are internally assessed where the exam board will set an assignment where they will be given time in lessons to complete the work. Unit 1 is the exam Unit where they will have 1hr15min exam with a range of longer and shorter answers questions. This course is equivalent to one GCSE grade with them gaining Distinction\*-Pass. |
| **PROGRESSION** |
| · Level 3 Children’s Play and Learning Development  · Health and Social Care |
| **CAREERS IN CHILDCARE** |
| Upon successful completion of the course, the Child Development qualification can open the door to a wide range of careers in child care, ranging from play work and child minding to teaching and nursing as well as allowing students to progress onto Level 3 Children’s Play and Learning Development or Health and Social Care. Careers include Childminder, Care worker, Family support worker, Learning mentor, Children’s nurse and social worker. |
| **WANT TO KNOW MORE?** |
| Contact: Miss D Purvis, Assistant Curriculum Leader (dp@longbenton.org.uk) |
| **COMPUTER SCIENCE GCSE** |
| **Course Information**  Computing is of enormous importance to the economy; the role of Computer Science as a discipline itself and as an ‘underpinning’ subject across industry is growing quickly. Computer technology continues to advance rapidly and the way we consume technology has changed massively over recent years. As individuals, we are, invariably, all users of this ever-changing technology. This course challenges students to be creators rather than consumers.  There will be two areas of study.  **Technology**  The course will give students a real, in-depth understanding of how computer technology works.  Students will no doubt be familiar with the use of computers and other related technology from their other subjects and elsewhere.  However, this course will give them an insight into what goes on ‘behind the scenes’, which many students find absorbing.  **Programming**  The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming.  For many students, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.  In this respect, this course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.  **Who Would This Suit?**  This is a course that offers high levels of challenge for any student who chooses to study it. It would be best suited to students who are already studying at high levels in Maths, English and Science.  Students opting for this course will have to deal with difficult and abstract concepts. It requires clear logical thought and the ability to use algebraic concepts confidently. |
| **HOW IS IT ASSESSED?** |
| You will be assessed via one written paper (50%) and one on screen programming examination (50%). |
| **WHAT COULD THIS LEAD ON TO?** |
| * Level 3 courses in IT * A degree in Computing |
| **CAREERS IN COMPUTER SCIENCE** |
| Computer Game developer, Data analyst, Cyber Security, Software Developer, Web Designer |
| **WANT TO KNOW MORE?** |
| Contact: Ms A Teale, Curriculum Leader (at@longbenton.org.uk) |

| **3D Design (AQA)** |
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| Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.  In Component 1 and Component 2 students are required to work in **one or more** area(s) of three-dimensional design, such as those listed below:   * architectural design * sculpture * ceramics * product design * jewellery and body adornment * interior design * environmental/landscape/garden design * exhibition design * 3D digital design * designs for theatre, film and television..   Students must develop and apply the knowledge, understanding and skills specified in the Subject content to realise personal intentions relevant to three-dimensional design and their selected area(s) of study.  **There is an expectation that 3D Design students will work in their own time to complete both Components 1&2**. |
| **HOW IS IT ASSESSED?** |
| Component 1: Portfolio A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student’s course of study.   * No time limit * 96 marks * 60% of GCSE   Component 2: Externally set assignment  Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.   * Preparatory period followed by 10 hours of supervised time * 96 marks * 40% of GCSE   Non-exam assessment (NEA) set by AQA; marked by the school/college and moderated by AQA during a visit. Moderation will normally take place in June. |
| **PROGRESSION** |
| This qualification gives progression into employment, apprenticeships or qualifications such as:   * A levels in Art or Photography * Apprenticeships * A Level Product Design * Art Foundation Courses |
| **CAREERS IN DESIGN** |
| Painter, sculptor, printmaker, photographer, graphic designer, advertising designer, illustrator, product designer, ceramic worker, stained glass designer, jeweller, theatre designer and many more |
| **WANT TO KNOW MORE?** |
| Contact : Mr M Charlton, Curriculum Leader (mch@longbenton.org.uk) |

| **DESIGN & TECHNOLOGY GCSE (AQA)** |
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| **Course Information (to opt for this course you should have studied DT in Year 9)**  Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise. This GCSE allows students to study core technical, designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth  **There is an expectation that DT students will work in their own time to complete the NEA units of the course.** |
| **HOW IS IT ASSESSED?** |
| This qualification is linear which means that students will sit all their exams and submit all their non-exam assessment at the end of the course.  **Paper 1:** is an external 2 hour examination worth 100 marks and makes up 50% of the GCSE qualification. It consists of the following units:  Core technical principles - A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.  Specialist technical principles - Several short answer questions and one extended response to assess a more in depth knowledge of technical principles.  Designing and making principles - A mixture of short answer and extended response questions.  **The Non-Exam Assessment (NEA):** A design and make task and again makes up 50% of the GCSE qualification, lasting approximately 30–35 hours. It focuses on the same three principles found in Paper 1 above.  Assessment criteria:  • Identifying and investigating design possibilities  • Producing a design brief and specification  • Generating design ideas  • Developing design ideas  • Realising design ideas  • Analysing & evaluating |
| **WHAT COULD THIS LEAD ON TO?** |
| * A-Level Product Design |
| **CAREERS IN DT** |
| Engineer, Architect, Interior Designer, Manufacturer, many roles in construction |
| **WANT TO KNOW MORE?** |
| Contact: Mr M Charlton, Curriculum Leader (mch@longbenton.org.uk) |

| **DRAMA GCSE (AQA)** |
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| **Course Information (to opt for this course you should have studied Drama in Year 9)**  Do you enjoy:  · expressing yourself in an active and exciting way  · contributing your ideas and taking on board those of others  · exploring ideas by putting yourself in other people’s shoes  · playing many parts in different imaginary situations  · creating your own drama work  · looking at plays written by other people  · learning about creating a character and playing this character in performance  · watching live performances  **Then this course is for you!**  Over the two year course you will work in groups to explore new techniques, ideas, issues and stories; explore scripts and how they might be staged; devise pieces of drama inspired by many different stimuli materials, including images, music and objects; keep a record of your understanding and ideas in a written drama log and visit the theatre to explore how productions create meaning. |
| **HOW IS IT ASSESSED?** |
| **Component 1: Understanding Drama 40% :** There are two areas of study for this component. You will participate in practical workshops exploring a set play text (Blood Brothers) and evaluate and analyse a live theatre production you have seen. Your knowledge and understanding will be assessed through a 1hr 45min written exam.  **Component 2: Devising Drama 40% :** There are two assessment tasks to be completed for this component. You will work in small groups to create and develop ideas from different stimulus materials, such as images, poems or music. You will be expected to research your topic, develop your own ideas, collaborate with others, rehearse and refine your work and evaluate the process of creating your devised drama. This task will be assessed through a written devising log. You will also be assessed on the final performance of your piece of meaningful drama. This will be filmed and sent to a moderator.  **Component 3: Text in practice 20% :** There are two assessment tasks to be completed for this component. You will work in small groups to rehearse and perform two key extracts from a play of your choice. You will explore the entire text in your group and choose extracts which are pivotal to the plot, characters or themes of the play. You will be assessed by a visiting examiner. |
| **WHAT COULD THIS LEAD ON TO?** |
| * Drama and Theatre Studies A-Level |
| **CAREERS IN DRAMA** |
| Actor, Screenwriter, Drama therapist, Media researcher, Vlogger, Playwright, Set Designer, Stage Manager |
| **WANT TO KNOW MORE?** |
| Contact: Miss M Houlton, Curriculum Leader (mh@longbenton.org.uk) |
| **GEOGRAPHY GCSE (AQA)** |
| Studying Geography is highly regarded amongst employers and higher education providers. The study of Geography allows you to make sense of the world around you. It is relevant – we use real world examples and current affairs that will broaden your knowledge and understanding of the world: past, present and future. Whilst progressing through the GCSE course you will have the opportunity to improve upon your transferable skills, which will not only support your other GCSE subjects but will stand you in good stead for future careers. Examples of transferable skills used in Geography are: data analysis, evaluation, enquiry, ICT and expressing your opinions.  Living with the Physical Environment.   * The challenge of natural hazards: *Tectonic hazards, tropical storms, extreme weather in the UK and climate change* * Physical landscapes in the UK: C*oastal and river landscapes of the UK – looking at landforms, flooding and management* * The living world: E*cosystems, tropical rainforests, hot deserts and the challenges facing these biomes*   Challenges in the Human Environment   * Urban issues and challenges: M*ega cities, cities in LICs, urban planning and regeneration, sustainable cities and how Newcastle has changed over time linking to the city’s current opportunities and challenges* * The changing economic world: F*actors influencing development, consequences of uneven development, reducing the development gap and economic futures of the UK* * The challenge of resource management: T*he supply and consumption of resources and how this can be managed more sustainably.*   Geographical Skills  Two field visits to local areas-   * Field visit to a local coastline to collect data on physical processes * Field visit to Newcastle to research the land use in the city centre * Pre-release booklet linked to a geographical issue |
| **HOW IS IT ASSESSED?** |
| There are 3 exams assessing knowledge and understanding as a final assessment.  1) Physical topics worth 35% - 1 hour 30 minutes  2) Human topics worth 35% - 1 hour 30 minutes  3) Geographical skills worth 30% - 1 hour 30 minutes |
| **PROGRESSION** |
| A level Geography |
| **CAREERS IN GEOGRAPHY** |
| Some examples include: Geoscientist, Teacher, Land Surveyor, Town Planner, Politician, Cartographer, Ecologist, Meteorologist, Travel Journalist, Environmental Consultant, Conservation Manager, Sustainability Consultant, Hydrologist and International Aid Worker |
| **WANT TO KNOW MORE?** |
| Contact : Mr D Carr, Curriculum Leader (dc@longbenton.org.uk) |

| **HISTORY GCSE (Edexcel)** |
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| We believe that there are five good reasons for studying History at GCSE.   1. It gives you an understanding of the modern day world and so helps you to live in it and make sense of it. 2. It helps you to understand the beliefs and attitudes of people outside Britain, and therefore broadens your mind and horizons. 3. It develops your organisational and communication skills, which are essential in everything you do now, and will do in the future. 4. It is interesting and fun to study, and you should pick subjects for that reason as well as for how “useful” they are. 5. As an academic subject it is well thought of and shows good literacy and research skills.   The new GCSE requires students to cover History from several different time periods. We follow EDEXCEL‘s syllabus and will cover:-  *Weimar and Nazi Germany, 1918-39:* This unit links well to the content already studied in Year 9. This will look at Germany after World War One, the Rise of Hitler and the Nazis and life in Germany during the 1930s.  *The American West c.1835-1895:* This unit explores the expansion of American Settlement into the Great Plains and beyond tothe western states of the USA. Conflict and Tension with Native Americans, the challenges and solutions to life on the plains (both Native American White Settler), the waves of settlement (from gold prospectors, to Mormons, to ranchers and homesteaders), and the fate of Native Americans on reservations are explored in detail.  *The reigns of King Richard 1 and King John 1189-1216:* This unit looks at two well-known monarchs and their impact on England. Richard is famous as the legendary hero, ‘Richard the Lionheart’, who went on crusades. King John is seen as an ‘evil’ king who was unpopular and this unpopularity led to the ‘Magna Carta’ in 1215. You will study their reigns and consider whether the interpretations are justified.  *Crime and Punishment in Britain, C.1000-present day:* This unit looks at the types of crimes and punishments in Britain over time. It examines how attitudes towards them have changed and helps to explain the issues facing Britain today such as policing, prisons etc. It includes an in depth study on Whitechapel in late Victorian London. Students have already studied Jack the Ripper in Year 9 and this provides a link to the area and crime at the time. |
| **HOW IS IT ASSESSED?** |
| There are 3 exam papers assessing knowledge and source skills:  Paper 1-Crime and Punishment through time. 1 hour 20 minutes  Paper 2-The reigns of King Richard and King John AND The American West c.1835 - c.1895 1 hour 50 Minutes  Paper 3-Weimar and Nazi Germany, 1918-1939 1 Hour 30 Minutes |
| **PROGRESSION** |
| * History and Politics at A level |
| **CAREERS IN HISTORY** |
| Archaeologist, Archivist, Lawyer, Journalist, Teacher, Researcher, Museum Curator, Conservator |
| **WANT TO KNOW MORE?** |
| Contact : Mr D Carr, Curriculum Leader (dc@longbenton.org.uk) |
| **HOSPITALITY & CATERING LEVEL 1/2 (WJEC)** Equivalent to one GCSE |
| **Course Information (Students should have studied Food in Year 9 to opt for this course)**  The Food course will equip students with the knowledge, understanding, skills and creativity they need to cook. It will give them the ability to apply the principles of nutrition and healthy eating when planning a menu, as well as developing their understanding of an ever changing industry. Students will be able to make informed decisions about a wide range of further learning opportunities and career pathways, developing vital life skills so they can feed themselves and others affordably and nutritiously. The students will learn a wide variety of practical cooking techniques to prepare and cook food healthily, whilst gaining a proper understanding of the principles behind the running of an effective establishment. The course allows students to show their creative flair by the modification of recipes to improve their nutritional and sensory profile. It promotes independent thinking, decision making, planning and organisational skills. Above all, it allows students to create a wide selection of delicious food products.  WJEC Hospitality and Catering consists of 2 units:  **Unit 1:** The Hospitality and Catering Industry (exam 40%)  This unit focuses on learning about different types of providers, legislation, food safety and the roles and responsibilities within the sector. Students will learn how the hospitality and catering providers operate; nutrition; food safety and the job roles in the industry.  **Unit 2:** Hospitality and catering in action: (60%)  This develops learners’ practical skills for planning, preparing, cooking and presenting nutritional dishes meeting the client needs. You will be given an assignment brief. You will be asked to complete several tasks. The areas that students will focus on throughout this unit are:  1. Propose four nutritional dishes to meet the needs of the brief.  2. Plan for the production of two dishes that could be included on the menu. (3 ½ hr practical assessment)  3. Prepare, cook and present the two dishes that the student will prepare and cook. |
| **HOW IS IT ASSESSED?** |
| You will sit your exam in Year 11 which lasts 1 hr 20 minutes which is 40% of your final grade and complete a Controlled Assessment that include both written and practical elements in Year 11 worth 60% of your final grade. |
| **PROGRESSION** |
| * Level 3 Catering courses |
| **CAREERS IN CATERING** |
| According to the British Hospitality Association, hospitality and catering is Britain’s fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector, with the majority of new roles falling within the 18-24 age groups. This is an ever-growing industry and one that will always be present providing students with the chance to choose a course which leads to a variety of opportunities. |
| **WANT TO KNOW MORE?** |
| Contact: Miss D Purvis, Assistant Curriculum Leader (dp@longbenton.org.uk) |
| **I-MEDIA** |
| This will engage students with the latest technologies and software applications. The qualification will enable students to become independent and adaptable users of ICT, to acquire and apply creative and technical skills and to develop their understanding of a wide range of technologies. They will gain an understanding of how ICT is used in the media sector and undertake projects to try this themselves.  This course provides learners with essential knowledge, transferable skills and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education. It will encourage independence, creativity and will equip learners with a range of creative ICT skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning and review, working with others and communicating creative concepts effectively.  This course will enable the students to develop a variety of skills with a range of topics to be chosen from including:   * Graphics * Multimedia * Video * Web Design * Animation * Game Design   This is a creative course which requires students to be able to effectively design media to meet a given purpose and audience. Students should be able to consider the aesthetics of their work as well as the practical aspects. It would best suit students with a creative side who are looking for a course which will help them to develop this. |
| **HOW WILL IT BE ASSESSED?** |
| Assessment will mostly be through coursework; however, there is one written paper which will contribute to 25% of the student’s final grade. |
| **PROGRESSION** |
| * Level 3 courses in Computing |
| **CAREERS IN IT** |
| Web designer, Web content manager, Computer game tester, IT support technician |
| **WANT TO KNOW MORE?** |
| Contact: Ms A Teale, Curriculum Leader (at@longbenton.org.uk) |

| **MODERN FOREIGN LANGUAGE: FRENCH GCSE** |
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| A GCSE in a modern foreign language helps demonstrate a strong skill set to future employers, whatever career path you may wish to pursue. Studying a language will improve your:  Social skills Ability to work in a team Communication skills Problem-solving skills  Confidence Cultural awareness Open-mindedness Flexibility  **What students say about studying languages:**  “Languages enable you to travel to other parts of the world and feel like you’re part of the culture.”  “It’s fun, it’s creative and it’s enjoyable.”  “Knowing a language makes you more employable.”  “It gives you more options.”  There is a **brand new more accessible EDEXCEL GCSE course from Sept 2024**!!  You will study themes relevant to young people across Years 10 and 11. These are:-   * Lifestyle and wellbeing * My neighbourhood * Media & technology * Studying and my future * Travel & tourism * My personal world. |
| **HOW IS IT ASSESSED?** |
| Each of the four language skills (Listening, Reading, Writing and Speaking) are equally weighted in terms of assessment worth 25% each. There are 4 exams in year 11. Students will gain an invaluable insight into customs, cultures and traditions of the countries where the target language is spoken, broadening horizons. Language learning also helps students to improve their communication and problem solving skills. |
| **PROGRESSION** |
| * French A-Level |
| **CAREERS IN FRENCH** |
| Interpreter, Journalist, Teacher, EFL Teacher, Immigration Officer, Tour Manager, Transport Planner, multiple foreign language jobs in sports |
| **WANT TO KNOW MORE?** |
| Contact: Mrs H Richardson, Curriculum Leader (hr@longbenton.org.uk) |

| **MODERN FOREIGN LANGUAGE: SPANISH GCSE** |
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| A GCSE in a modern foreign language helps demonstrate a strong skill set to future employers, whatever career path you may wish to pursue. Studying a language will improve your:  Social skills Ability to work in a team Communication skills Problem-solving skills  Confidence Cultural awareness Open-mindedness Flexibility  **What students say about studying languages:**  “Languages enable you to travel to other parts of the world and feel like you’re part of the culture.”  “It’s fun, it’s creative and it’s enjoyable.”  “Knowing a language makes you more employable.”  “It gives you more options.”  There is a **brand new more accessible EDEXCEL GCSE course from Sept 2024**!!  You will study themes relevant to young people across Years 10 and 11. These are:-   * Lifestyle and wellbeing * My neighbourhood * Media & technology * Studying and my future * Travel & tourism * My personal world. |
| **HOW IS IT ASSESSED?** |
| Each of the four language skills (Listening, Reading, Writing and Speaking) are equally weighted in terms of assessment worth 25% each. There are 4 exams in year 11. Students will gain an invaluable insight into customs, cultures and traditions of the countries where the target language is spoken, broadening horizons. Language learning also helps students to improve their communication and problem solving skills. |
| **PROGRESSION** |
| * Spanish A-Level |
| **CAREERS IN SPANISH** |
| Events Manager, Translator, Tourist Guide, Hotel Manager, Teacher, Air Traffic Control, multiple foreign language jobs in sports |
| **WANT TO KNOW MORE?** |
| Contact: Mrs H Richardson, Curriculum Leader (hr@longbenton.org.uk) |
| **MUSIC GCSE (Edexcel)** |
| **Course Information**  Music is an engaging and challenging GCSE course for students wishing to develop their performance, composition and listening skills. There is an equal balance of theoretical and practical based elements within the course. You must be willing and able to perform on your instrument (which could be your voice) as well as be open minded to listening to, and learning about, a wide range of musical styles and genres. The ability to read and notate music is highly beneficial; it is essential that you are prepared to develop your skills in this. Edexcel GCSE Music consists of three units. |
| **HOW IS IT ASSESSED?** |
| **Unit 1 – Performing (30%)**  You will prepare a performance programme totalling at least 4 minutes. This programme will consist of at least 1 solo piece and at least 1 ensemble piece which feature you on any instrument (including voice). The guideline standard for repertoire is grade 4; we will advise you on choosing pieces of a suitable standard. The performance recordings will be made during Year 11; performances will be internally assessed and externally moderated. It is hugely valuable if students are able to have instrumental or vocal lessons in order to gain additional specialist support for this area of the course. Belonging to a musical ensemble such as Senior Choir, Orchestra or Guitar Legends is also strongly advisable. Performance coursework will be internally assessed and externally moderated.  **Unit 2 – Composing (30%)**  You will prepare two compositions totalling at least 3 minutes. This will consist of one composition in response to an exam board set brief as well as one free composition. In the majority of cases, students notate their compositions on the Sibelius notation software you will have access to within the department. Composition coursework will be internally assessed and externally moderated.  **Unit 3 – Appraising (40%)**  You will study four main areas of music for this unit:  1. Instrumental Music 1700-1820 3. Music for Stage and Screen  2. Vocal Music 4. Fusions  Within each area of music there will be two set works which we will analyse in detail in terms of the musical elements (including harmony, melody, and rhythm). These set pieces are varied and accessible, ranging from *Defying Gravity* (from the Stephen Schwartz musical ‘Wicked’) to *Killer Queen* (from the Queen album ‘Sheer Heart Attack’). In addition to this, you will be tested on music that is related to these areas of music but has not been studied in class; to prepare for this we will listen regularly to a wide range of musical styles linked to the set works. You will sit a listening exam lasting 1 hour 45 minutes at the end of Year 11. |
| **PROGRESSION** |
| * A-Level Music or Level 3 BTEC Music Performance |
| **CAREERS IN MUSIC** |
| The findings from [*This Is Music 2023*](https://www.ukmusic.org/research-reports/this-is-music-2023/) showed that the music industry's contribution to the economy in 2022 was £6.7 billion, while music exports generated £4 billion. A few jobs in the industry include: Music therapist, Music journalist, Songwriter, Performer, Sound or instrument technician, Music promotions manager, Music production |
| **WANT TO KNOW MORE?** |
| Contact : Miss M Houlton, Curriculum Leader (mh@longbenton.org.uk) |
| **Physical Education GCSE (OCR)** |
| The Physical Education Department offers two, two-year examination courses in Physical Education, one leading to a GCSE qualification, the other to an OCR Cambridge National Sports Studies Certificate. A decision will be taken by the PE Department as to whether the GCSE or Cambridge National course offers the best chance of success for each student wishing to study Physical Education.  The GCSE PE qualification is an excellent course for any student wishing to further their understanding of a wide range of factors linked to sport and physical activity, including: the human body, fitness testing, commercialisation, diet and mental preparation, in addition to developing their practical performance in a range of activities.  Students will work towards two exams, one looking at human anatomy, the other at sports psychology, sociology and health and well-being; both exams will count for 30% of the final grade. GCSE PE pupils must show strong practical ability, as they will need at least three different sporting activities that they can show competence in; these three activities count for another 30% of the final grade. At least one sport must be played competitively outside of school at a club.  The final 10% of the course is assessed through an evaluation of performance, whereby pupils have to demonstrate their understanding of one physical activity, by assessing their own or another student’s performance. |
| **HOW IS IT ASSESSED?** |
| * Physical factors affecting performance (60 marks) in a 1 hour written paper (30% of overall course grade) * Socio-cultural issues and sports psychology (60 marks) in a 1 hour written paper (30% of overall course grade) * Performance in physical education (80 marks) making up the non-exam assessment (NEA) component of the course. This comprises of assessment in three practical activities and one piece of coursework (Analysing and Evaluating Performance) which makes up 40% of the overall grade |
| **PROGRESSION** |
| Both the GCSE PE and Cambridge National Sports Studies Certificate courses are ideal for students who have a strong interest in sport and physical education, and would like to study them further. The courses are a valuable preparation for many post-16 sports orientated courses, such as A Level PE and BTEC Sport, both of which lead to a plethora of potential university courses or job prospects. |
| **CAREERS IN SPORT** |
| Outdoor Activities instructor, Physiotherapist, Sport Scientist, Personal Trainer, Sports development officer, teacher, sports coach, sports psychologist, sports researcher, sports nutritionist |
| **WANT TO KNOW MORE?** |
| Contact : Mrs R Cooper, Curriculum Leader (rco@longbenton.org.uk) |

| **Cambridge National in Sport Studies (OCR)** |
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| The Physical Education Department offers two, two-year examination courses in Physical Education, one leading to a GCSE qualification, the other to an OCR Cambridge National Sports Studies Certificate. A decision will be taken by the PE Department as to whether the GCSE or Cambridge National course offers the best chance of success for each student wishing to study Physical Education.  The Cambridge National Sports Studies Certificate has been designed to be an engaging and stimulating introduction to the world of physical education, offering a vocational route through Key Stage 4. |
| **HOW IS IT ASSESSED?** |
| R184 (Contemporary Issues in Sport) 1 hour 15 mins written exam (40% of overall mark)  R185 (Performance and leadership in sports activities) – You will perform in two different sports and produce one piece of coursework looking at the organisation of, planning and leading an activity. Students are required to deliver a session and produce a review of it.  There are 2 further optional units – students choose one. These are centre assessed.  R186 (Sports and the media) – You will look at the relationships between the media and sport, the technological advances in sport and the positive and negative impact of sport and the media.  R187 (Increasing awareness of outdoor adventurous activities) You will look at the provision, the equipment and you will participate in an outdoor adventurous activity and evaluate your participation. |
| **PROGRESSION** |
| Both the GCSE PE and Cambridge National Sports Studies Certificate courses are ideal for students who have a strong interest in sport and physical education, and would like to study them further. The courses are a valuable preparation for many post-16 sports orientated courses, such as A Level PE and BTEC Sport, both of which lead to a plethora of potential university courses or job prospects. |
| **CAREERS IN SPORT** |
| Outdoor Activities instructor, Physiotherapist, Sport Scientist, Personal Trainer, Sports development officer, teacher, sports coach, sports psychologist, sports researcher, sports nutritionist |
| **WANT TO KNOW MORE?** |
| Contact: Mrs R Cooper, Curriculum Leader (rco@longbenton.org.uk) |

| **PHOTOGRAPHY GCSE (AQA)** |
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| The Art Department offers a two-year course leading to the AQA GCSE examination in Art and Design (Photography).  You will learn to develop ideas and experiment with different photographic techniques, and digital manipulation. You will learn to use Photoshop and Lightroom to manipulate your images.  You will be encouraged to develop your skills in creating digital visual images. You will be expected to use a sketchbook regularly, to improve your visual awareness by recording various aspects of the natural and human environment in preparation for your photoshoots, recognising awareness of composition and creative insight.  Candidates should produce practical and written critical/contextual work, studying the work of other Photographers, Visual Artists and Designers.  You will be expected to take an active interest in the course. Visits to sites of interest and regular photoshoots will be expected as part of the homework task schedule.  Homework assignments will be set and contribute to the final coursework grade.  Students will be expected to purchase their own sketchbooks and pencils, and bring them to every Photography lesson. The department offers quality materials at cost price.  **There is an expectation that Photography students will attend photo shoots outside of school and work in their own time to complete Components 1 & 2.** |
| **HOW IS IT ASSESSED?** |
| In this course, you will complete a series of coursework projects (which amounts to 60% of the overall grade) and an Externally Set Assignment (Examination) (which will contribute to 40% of the overall grade). |
| **PROGRESSION** |
| * A level Photography |
| **CAREERS IN PHOTOGRAPHY** |
| Computer Game developer, Data analyst, Cyber Security, Software Developer, Web Designer |
| **WANT TO KNOW MORE?** |
| Contact: Mr M Charlton, Curriculum Leader (mch@longbenton.org.uk) |

| **RELIGIOUS STUDIES GCSE** |
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| Religion is one of the biggest causes of controversy in our world today and an understanding of it is essential for us to be able to understand the society in which we live. GCSE Religious Studies is a relevant, exciting and challenging course. It offers a huge opportunity to develop transferable skills such as critical thinking, debating and essay writing whilst addressing deeply important issues in an enjoyable setting. If you choose to study GCSE RS, you will critically examine topics such as:  Christian and Buddhist beliefs and practices e.g.  Beliefs about life after death  Beliefs about right and wrong – going to heaven or hell, producing good or bad karma  The significance of rites, rituals and other practices  Life and death issues e.g.  Abortion and euthanasia, Animal and human rights  Relationships and families e.g.  Gender and sexuality, Contraception and family planning  Crime and punishment e.g.  Causes of, and solutions to, crime, including the death penalty, Forgiveness and rehabilitation  War and peace e.g.  Nuclear war and weapons of mass destruction, Terrorism and violent protest  **RELIGIOUS STUDIES IS MOST DEFINITELY NOT ABOUT MAKING YOU ‘RELIGIOUS’. IT IS ABOUT ENABLING YOU TO THINK CRITICALLY, FOR YOURSELF, ABOUT RELIGIOUS AND MORAL THEMES.** |
| **HOW IS IT ASSESSED?** |
| In GCSE Religious Studies you will complete just two examination papers at the end of Year 11. Each paper is 1 hour and 45 minutes long and they are each worth 50% of your final grade.  Paper 1 tests your knowledge on Christian and Buddhist beliefs and practices.  Paper 2 tests your understanding of the different beliefs and views within the following topics:   * Crime and Punishment * War and Peace * Relationships and Families * Life after death. |
| **PROGRESSION** |
| * Philosophy and Ethics A level |
| **CAREERS IN RELIGIOUS STUDIES** |
| Employers (especially the police, armed forces and caring professions) and universities regard GCSE Religious Studies highly. It helps to develop critical thinking and awareness of many important social issues **Careers in RS** : Medical Ethics, Teacher, Charity Work, Managerial Jobs, Barrister |
| **WANT TO KNOW MORE?** |
| Contact: Mrs A Hardy, Assistant Curriculum Leader (aha@longbenton.org.uk) |