



**Longbenton**  
HIGH SCHOOL



OPTIONS INFORMATION - 2020

**Year 9 students are coming to the end of their time in Key Stage 3 and it is important that we start to make arrangements for their entry into Key Stage 4.**

**One change to the students' work in Years 10 and 11 is that they have a greater input into their choice of subjects. This is because the examinations at the end of Year 11, which are mainly the General Certificate of Secondary Education, require more teaching time for subjects than was given in Key Stage 3.**

**All students will study English Language and English Literature, Maths and Science (with two GCSE's). In addition, everyone will take PSHE and Core PE. However, the other subjects are optional. We do, though, insist that all students choose at least one of History, Geography, French or Spanish to ensure a broad and balanced curriculum within the option choices.**

**The English Baccalaureate (please note this is not a separate qualification) is a classification by the government of a set of subjects that are being held up as a desired 'academic' collection of qualifications. At Longbenton this includes English, Maths, Science (worth two GCSEs), a humanities subject (either Geography or History) and a modern foreign language (either French or Spanish).**

**All students should think carefully about their choices and include a balance of what they enjoy, what they are good at and what might be useful for a future career.**

**There are some key dates in this process that it will be useful for you to note:**

<b>Wednesday 18 March</b>	<b>Parents' Evening for Year 9 with the opportunity for parents to have any questions or concerns answered.</b>
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<b>By end of Thursday 2 April</b>	<b>All Year 9 students to have had a one-to-one interview about their option choices with Mr Leigh, Mrs Holbrook, Mr Quinn or Miss Callender</b>
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**We shall do our best to provide the subjects for which students opt. 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 afford to sustain small groups.**

**We do expect that this whole process will work effectively and that students can embark on their Key Stage 4 curriculum with confidence and achieve excellent results. If you have any questions or concerns please contact Mr Leigh, Year Leader for Year 9.**

**P QUINN**

**Headteacher**

# MAKING THE RIGHT CHOICES

All students will study English Language, English Literature, Mathematics, Science (2 GCSEs), Core PE and PSHE. Students have been guided along one of three pathways; this will provide a broad range of subjects in which they can achieve success over the coming two years.

## **Things to consider**

- What topics you will study on the course
- Are there any subjects you need to have opted for in Year 9 to be able to study in Year 10
- What your interests are
- Implications for your next steps both Post 16 and your career choices
- Use the [careerpilot.org.uk](https://careerpilot.org.uk) website to find out more about courses and what they can lead to

## **Advice on choosing subjects**

1. Consider what you may wish to do after year 11 - Sixth Form, Apprenticeships or College
2. Choose a good variety of subjects
3. Choose subjects that you enjoy - you will have more lessons of your option subjects in Year 10 than you have had in Year 9
4. Don't choose a subject based on the teacher you currently have - you may be taught by someone else in Year 10
5. Find out as much as you can about a subject before you choose it. Speak to teachers and older students who are studying it now
6. Don't choose subjects because your friends are too, you may not be in the same teaching group

# ENGLISH

## Course Information

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. 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).

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.

During the course of their GCSE English studies, students will 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

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

# MATHEMATICS

## Course Information

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 for 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 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.

The course will cover number, algebra, ratio, proportion and rates of change, geometry and measures, probability and statistics.

## 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 Maths

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

# SCIENCE

## **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.

## **SEPARATE SCIENCES**

This is a very challenging and demanding course, particularly since the Government's review of assessment methods, and while we 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 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 studying science or engineering courses at University and pursue a career in a STEM related industry thereafter. This course will result in GCSEs in the three separate subjects Biology, Chemistry and Physics, and is only appropriate for those in the top sets for science. Students will need to use one of their option choices to be able to follow this course as it requires additional teaching time to the Combined Science course.

## **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. All students, except those taking Triple Science, have to follow this course. Students who perform well in this course will be able to continue their study of the sciences at A level if they wish.

## **Progression**

- Biology, Chemistry or Physics A level
- Applied Science Level 3 course

## **Careers in Science**

Chemist, Medicine, Dentistry, Midwife, Nurse, Pilot, Marine Biologist, Vet, Forensic Scientist, Engineer

**Want to know more?** Contact : Mrs J Anderson, Curriculum Leader

# HISTORY

## Course Information

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.

*Spain and the New World, C1492-1555*

This unit looks at the discovery of the New World and its impact-from the voyages of Columbus to the conquest of the Aztecs and the Incas

*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.

## Progression

→ History and Politics at A level

## Careers in History

Archaeologist, Archivist, Lawyer, Journalist, Teacher, Researcher, Museum Curator, Conservator

**Want to know more?** Contact : Mrs L Skinner, Curriculum Leader

### **Course Information (to opt for this course you should have studied Art in Year 9)**

The Art Department offers a two-year course leading to the AQA GCSE examination in Art and Design. 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.

In an increasingly technological age, when visual images play such an important part, the ability to communicate information visually is essential in both education and the world of work. There has been an information 'explosion' through advances in computers, television, video, film, and the media in general. 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, 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:

1. Drawing and Painting
2. Mixed Media
3. Sculpture
4. Print making
5. 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.

### **Progression**

→ Art or Photography A level

### **Careers in Art and Design**

Painter, sculptor, printmaker, photographer, graphic designer, advertising designer, illustrator,

**Want to know more?** Contact : Ms J Younger, Curriculum Leader



# SPANISH

## **Course Information (to opt for this course you should have studied Spanish in Year 9)**

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.”

You will follow the AQA Spanish GCSE course. The GCSE course will build on the work you have already done in KS3.

You will study three themes across Years 10 and 11. These are:-

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment

Each of the four language skills (Listening, Reading, Writing and Speaking) are equally weighted in terms of assessment. There are four separate exams at the end of Year 11. Students will also gain an invaluable insight into customs, cultures and traditions of the country/countries where the target language is spoken, broadening their horizons and enriching their concept of the world around us.

## **Progression**

→ Spanish A level

## **Careers in Spanish**

Events Manager, Translator, Tourist Guide, Hotel Manager, Teacher, Air Traffic Control

**Want to know more?** Contact : Mrs D Baldwin, Curriculum Leader

# MUSIC

## Course Information (to opt for this course you should have studied Music in Year 9)

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:

### 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
2. Vocal Music
3. Music for Stage and Screen
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 in which you will be tested on these eight set pieces as well as some unfamiliar listening linked to the set works.

## Progression

→ A level or BTEC Music

**Careers in Music :** Music therapist, Music journalist, Song writer, Performer, Sound or instrument technician, Audiologist, Music Promotions manager

**Want to know more?** Contact : Miss M Houlton, Curriculum Leader

# GEOGRAPHY

## Course Information

Studying Geography is highly regarded amongst employers and higher education providers. Whilst progressing through the GCSE course students will have the opportunity to express their opinions during group work and class discussion, as well as develop cross curricular skills using data collected from local fieldwork studies.

There are 3 exams for the final assessment.

- 1) Physical unit worth 35% - 1 hour 30 minutes
- 2) Human unit worth 35% - 1 hour 30 minutes
- 3) Skills based exam which tests your knowledge and understanding of data you have collected on your field visits worth 30% - 1 hour 15 minutes

### Living with the Physical Environment.

- a) The challenge of natural hazards *covering tectonic hazards, tropical storms, extreme weather in the UK and climate change*
- b) Physical landscapes in the UK *covering coastal and river landscapes of the UK*
- c) The living world *covering ecosystems, tropical rainforests and hot deserts*

### Challenges in the Human Environment

- a) Urban issues and challenges *covering mega cities, cities in LICs, urban planning and regeneration, sustainable cities*
- b) The changing economic world *covering factors influencing development, consequences of uneven development, reducing the development gap and economic futures of the UK*
- c) The challenge of resource management *covering the supply and consumption of resources and how this can be managed more sustainably.*

### Skills paper

Two field visits to local areas-

- a) A field visit to a local coastline to collect data on physical processes
- b) A field visit to Newcastle to research the land use in the city centre.

## Progression

→ A level Geography

## Careers in Geography

Geoscientist, Land surveyor, Town planner, Cartographer, Ecologist

**Want to know more?** Contact : Mr J Foley, Curriculum Leader

# FRENCH

## Course Information

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.”

You will follow the AQA French GCSE course. The GCSE course will build on the work you have already done in KS3.

You will study three themes across Years 10 and 11. These are:-

- Identity and Culture
- Local, National, International and Global Areas of Interest
- Current and Future Study and Employment

Each of the four language skills (Listening, Reading, Writing and Speaking) are equally weighted in terms of assessment. There are four separate exams at the end of Year 11. Students will also gain an invaluable insight into customs, cultures and traditions of the country/countries where the target language is spoken, broadening their horizons and enriching their concept of the world around us.

## Progression

→ French at A level

## Careers in French

Interpreter, Journalist, Teacher, EFL Teacher, Immigration Officer, Tour Manager, Transport Planner

## Want to know more?

Contact : Mrs D Baldwin, Curriculum Leader

# DRAMA

## **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.

**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.

### **Progression**

→ Theatre Studies A level

**Careers in Drama** : Actor, Screenwriter, Dramatherapist, Media researcher, Vlogger, Play write, Set Designer, Stage Manager

**Want to know more?** Mrs A Maughan, Assistant Curriculum Leader

# RELIGIOUS STUDIES

## Course Information

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.**

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.

## Progression

→ Philosophy and Ethics A level

**Careers in RS:** Medical Ethics, Teacher, Charity Work, Managerial Jobs, Barrister

**Want to know more?** Contact : Miss L Lowery, Curriculum Leader

# DESIGN TECHNOLOGY

## **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.

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) is 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

## **Progression**

→ 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

# PHOTOGRAPHY

## **Course Information**

The Art Department offers a two-year course leading to the AQA GCSE examination in Art and Design (Photography).

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).

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.

## **Progression**

→ A level Photography

## **Careers in Photography**

Computer Game developer, Data analyst, Cyber Security, Software Developer, Web Designer

## **Want to know more?**

Contact : Miss L Robinson or Mr B Johnson, teachers of Photography



## **Course Information**

The Physical Education Department offers two, two-year examination courses in Physical Education, one leading to a GCSE qualification, the other to a Level 2 BTEC First Award. A decision will be taken by the PE Department as to whether the GCSE or BTEC 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 the human body, and develop 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. The final 10% of the course is assessed through an evaluation of performance, whereby pupils have to demonstrate their understanding of one of their physical activities, by assessing their own or another student's performance. For students wanting to take the GCSE PE option, it is vital they are performing outside of school in at least one activity.

The BTEC First qualification in Sport has been designed to be an engaging and stimulating introduction to the world of physical education; offering a vocational route through Key Stage 4. The First Award in Sport comprises core and specialist units. The two compulsory core units are Fitness for Sport and Exercise (Unit 1) and Practical Sports Performance (Unit 2). Unit 1 is assessed externally through an examination, whereas Unit 2, and the optional units, are assessed internally through coursework based tasks, such as verbal presentations, work based assessment and practical performance. The optional units are: The Sports Performer in Action and Leading Sports Activities.

Both GCSE and BTEC 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 to 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.

## **Progression**

- A level PE
- Level 3 Sport qualification

## **Careers in Sport**

Outdoor Activities instructor, Physiotherapist, Sport Scientist, Personal Trainer, Sports development officer

## **Want to know more?**

Contact : Mr R Towler, Curriculum Leader

# STATISTICS

## **Course Information**

GCSE Statistics is a two year qualification designed to enable students to develop statistical fluency and understanding. It will reinforce techniques required for other subjects such as maths, science and geography. Real-life scenarios will capture the interest of students and give them an insight into the importance of statistics in the real world.

The content of the course involves probability, collecting data, processing data, representing data and analysing data. The examination is split into two evenly weighted papers that focus on the same content and skills. Each exam is 90 minutes and a calculator is provided throughout.

If you have ever seen a statistic in a newspaper or on a website and wondered about its origin or even its validity, then this could be a course for you.

## **Progression**

→ A level Maths and Further Maths

## **Careers in Statistics**

Data Scientist, Statistician, Investment Analyst, Financial Advisor, Criminologist

## **Want to know more?**

Contact : Mr E Hunter, Curriculum Leader

# PERFORMANCE SKILLS

## Course Information

Did you know...the creative industries sector is growing five times faster than the national economy?

This engaging, stimulating qualification is designed for students who want to develop their performance skills from a vocational and project-based perspective. The qualification is equivalent to a GCSE and relates music to the world of work with a focus on the varied, ever-developing creative industry.

You will have the opportunity to develop your practical performance skills and perform as part of a scenario based project whilst also developing your understanding of job roles in the performing and expressive arts sector.

NCFE Technical Award in Performance Skills consists of two units:

Unit 1: Working in the Performance Industry (40%)

- This is an external assessment in the form of a written exam
- The exam will assess the students' understanding of the performance industry
- A variety of assessment styles will be used, including multiple-choice, short-answer and extended response questions
- Where possible, real-world case studies and contexts which are relevant to the sector are used as the basis for the questions

Unit 2: Planning and Performing (60%)

- This is an internal assessment in the form of a project.
- A project brief based on a hypothetical performance event will be released by the exam board.
- Students are asked to respond to the brief in terms of:
  - \*planning the logistics of the proposed event
  - \*selecting performance material to perform in the proposed event, learning to play the selected material and finally recording themselves performing the chosen pieces

Here is a snapshot of some of the key aspects of the music industry you will learn about when studying this course:

- Performance based roles and responsibilities
- The importance and role of team work and communication skills
- Types of employment opportunities within the industry
- How to promote an event with impact
- The role of Arts Administration
- How to effectively plan events
- The legal requirements of a production and the organisations involved

## Progression

→ BTEC Music

**Careers in Performance :** Music Promotion, Events manager, DJ

**Want to know more?** Contact: Miss M Houlton, Curriculum Leader

# BUSINESS AND ENTERPRISE

## **Course Information**

Most of us will end up working in some form of organisation, such as a manufacturing firm, an office or retailer. Alternatively, there may be an opportunity for you to open up and run your own business. 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.

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.

The course is comprised of one exam (40%) and one coursework project (60%).

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.

## **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

# CATERING

## **Course Information (to opt for this course you should have studied Food in Year 9)**

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 and will develop 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:**

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. Prepare, cook and present the two dishes that the student will prepare and cook.

You will sit your exam in Year 10 which lasts 1 hr 30 minutes and complete the practical exam in Year 11.

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.

## **Progression**

→ Level 3 Catering courses

## **Careers in Catering**

Food scientist, Barista, Nutritional therapist, Catering manager, Chef

**Want to know more?** Contact : Miss D Purvis, Curriculum Leader

# CACHE (CHILDCARE)

## Course Information

This qualification provides the opportunity to gain a vocational qualification that gives a basic introduction into the Childcare sector. 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. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

Assessment of this qualification consists of three units. Unit 1 and 2 are internally assessed, cover Working with Children 0-5 years (unit 1), as well as Development and Wellbeing of 0-5 years (Unit 2). Unit 3 is a synoptic, externally assessed unit with scenario based short answer questions and lasts 1hr 30 minutes.

This qualification will enable learners to develop significant transferable knowledge and study skills that will support progression including:

- Awareness of learning styles
- Introduction to working with children in a variety of settings
- Roles and responsibilities when working in a setting
- Understanding of equality and diversity within a childcare setting
- The stages and sequence of child development
- Introduction to observing children and how it supports development
- Influences that affect holistic development
- Introduction to everyday care routines and the types of activities that can support the development of in

Upon successful completion of the course, the CACHE 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. This course is equivalent to one GCSE grade A\*- D.

## Progression

- Level 3 Children's Play and Learning Development
- Health and Social Care

## Careers in Childcare

Childminder, Care worker, Family support worker, Learning mentor, Children's nurse

**Want to know more?** Contact : Miss D Purvis, Curriculum Leader

## **Course Information**

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

Assessment will mostly be through coursework; however, there is one written paper which will contribute to 25% of the student's final grade.

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.

## **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

# CONSTRUCTION (DOUBLE OPTION)

## Course Information

WJEC Level 1/2 Awards in Constructing the Built Environment offer a learning experience that focuses learning for 14-19 year olds through applied learning, i.e. acquiring and applying knowledge, skills and understanding through purposeful tasks set in sector or subject contexts that have many of the characteristics of real work.

The qualifications have been devised around the concept of a 'plan, do, review' approach to learning where learners are introduced to a context for learning, review previous learning to plan activities, carry out activities and review outcomes and learning.

Students study 3 Unit Titles:

Unit 1. Safety and security in construction (Externally Assessed)

Unit 2. Construction skills (Internally Assessed)

- Joinery
- Plastering
- Tiling
- Electrical
- Plumbing
- Painting & Decorating

Unit 3. Planning construction projects (Externally Assessed)

## Progression

The successful completion of this qualification, together with other equivalent qualifications, such as in maths and the sciences, could provide the learner with opportunities to access a range of qualifications including A levels, apprenticeships, vocationally related and occupational qualifications. These include:

- Level 3 Extended Project;
- Level 3 qualifications in construction, such as Diplomas in Construction and the Built Environment;
- Level 2 qualifications in construction, including specialist areas such as plumbing, bricklaying and carpentry
- Apprenticeships in construction.

## Careers in Construction

Joiner, Plumber, Bricklayer, Labourer, Plaster, Electrician

## Want to know more?

Contact : Mr M Charlton, Curriculum Leader



# WHAT NEXT AFTER KEY STAGE 4?

After completing Key Stage 4 courses most students will continue their education. This may be at the NE12 sixth form, college or through an apprenticeship provider.

At NE12 Sixth Form you can study the following subjects:

<b>Biology</b> : 5 GCSEs 9-4 including a minimum of grade 6 in Biology or 66 in Combined Science and a grade 6 in Maths.	<b>Chemistry</b> : 5 GCSEs 9-4 including a minimum of grade 6 in Chemistry or 66 in Combined Science and a grade 6 in Maths.
<b>Physics</b> : 5 GCSEs 9-4 including a minimum of grade 6 in Physics or 66 in Combined Science and a grade 6 in Maths.	<b>Applied Science</b> : 5 GCSEs 9-4 including a grade 5 in two separate Sciences or 55 in Combined Science plus grade 5 in English and Maths.
<b>PE</b> : 5 GCSEs 9-4 including grade 4 in English and 6 in a Science subject. Grade 5 in English is desirable.	<b>Product Design</b> : 5 GCSEs 9-4 including grade 5 or above in a GCSE Design Technology subject.
<b>English Literature</b> : 5 GCSEs 9-4 including a grade 6 in English Literature and English Language.	<b>English Language</b> : 5 GCSEs 9-4 including a grade 6 in English Literature and English Language.
<b>Mathematics</b> : 5 GCSEs 9-4 including a minimum of grade 7 in Maths.	<b>Further Mathematics</b> : 5 GCSEs 9-4 including a minimum of grade 7 in Maths. (A level Mathematics must also be taken).
<b>History</b> : 5 GCSEs 9-4 including at least a grade 6 in History.	<b>Politics</b> : 5 GCSEs 9-4 including grade 5 in English Language. Grade 6 in History would be desirable.
<b>Geography</b> : 5 GCSEs 9-4 including at least a grade 6 in Geography.	<b>Philosophy and Ethics</b> : 5 GCSEs 9-4 including a grade 5 in English.
<b>Music</b> : 5 GCSEs 9-4 including a grade 5 or above in GCSE Music.	<b>Theatre Studies</b> : 5 GCSEs 9-4 including at least a grade 5 in English.
<b>BTEC Music</b> : Students will be asked to audition to be offered a place on the course as a solid level of musical performance is needed.	<b>Media Studies</b> : 5 GCSEs 9-4 including at least a grade 4 in English.
<b>Spanish</b> : 5 GCSEs 9-4 including at least a grade 6 in Spanish.	<b>French</b> : 5 GCSEs 9-4 including at least a grade 6 in French.
<b>Psychology</b> : 5 GCSEs 9-4 including a 5 in English, 5 in Maths and a grade 6 in a Science subject.	<b>Sociology</b> : 5 GCSEs 9-4 including a grade 5 in English.
<b>Art</b> : 5 GCSEs 9-4 including a minimum of grade 6 in Art or equivalent.	<b>Photography</b> : 5 GCSEs 9-4 including a grade 5 or above in a creative subject.
<b>Child Learning</b> : 5 GCSEs 9-4 including grade 4 in English and in Maths.	<b>Health and Social Care</b> : 5 GCSEs 9-4 including grade 4 in Maths and English.
<b>Business Studies</b> : 5 GCSEs 9-4 including a grade 4 in Maths and English.	<b>ICT</b> : 5 GCSEs 9-4 including a grade 4 in Maths and English
<b>BTEC Sport</b> : 5 GCSEs 9-4 including a grade 5 in Maths and English.	

# Options Form

YOU SHOULD CHOOSE ONE OPTION FROM EACH BLOCK; THIS MUST INCLUDE AT LEAST ONE OF HISTORY, GEOGRAPHY, FRENCH AND SPANISH. STUDENTS MAY ONLY STUDY ONE FROM DRAMA AND PERFORMANCE SKILLS.

A	B	C	D
HISTORY	GEOGRAPHY	IMEDIA	BUSINESS AND ENTERPRISE
ART	FRENCH	RE	PE
SPANISH	DRAMA	ART	GEOGRAPHY
MUSIC	HISTORY	DT	STATISTICS
PERFORMANCE SKILLS	CACHE	CATERING	CACHE
BUSINESS AND ENTERPRISE	PHOTOGRAPHY	CONSTRUCTION (MUST BE TAKEN IN BOTH C AND D)	
PHOTOGRAPHY	CATERING		



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