

Longdendale High School



**KS4 Options Booklet
2022**

Important Dates

**Week commencing
14th March**

Parental Information and Guidance meetings to be conducted with parents by the senior leadership team

Friday 25th March

Options forms completed online and submitted by parents to school

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

Introduction

As your child approaches the most important stage in his/her school life so far, we feel that making the right decisions and choices is of vital importance. This booklet will guide you through the subjects and courses the students will be studying throughout Key Stage 4 (Years 10 – 11), and we hope that every Year 9 student will make an informed choice regarding the optional subjects they wish to study.

Every student will have the opportunity to study a range of accredited subjects appropriate to his/her needs, potential and future aspirations. This includes the core subjects which every student must study: English Language, English Literature, Mathematics, Science, Core PE. Citizenship, RE, PSHE and Careers are taught through a 1 hour timetabled lesson each fortnight, although students can opt to study Religious Studies to GCSE level through the options process.

In addition to the core subjects students will choose three additional subjects they wish to study as option subjects. Each student will be advised to select courses appropriate to his/her strengths, interests and aspirations.

It is important that parents, carers and students take time to research and discuss their possible choices taking into account their aspirations for their future academic and working career and their ability in and enjoyment of individual subjects when choosing their options. This booklet has been put together to support your child in making the right decisions. We hope that you will have a chance to read through the booklet with your son/daughter and discuss the choices available.

You may already be aware that students who study certain subjects will also be awarded the English Baccalaureate (EBacc) – for any student who secures a grade 5 or above in English, Mathematics, two Sciences (may include Computer Science), a Modern Foreign Language and either History or Geography.

You will have the opportunity to speak to your child's teachers at parents evening, if you would like any further information about any subjects please get in touch with school. Every student will also be allocated an Information and Guidance interview with a member of the Senior Leadership team that will take place in week beginning 14th March through an online meeting where the proposed option choices can be discussed. Parents will then be emailed the electronic option choices form which will need to be completed and submitted by **Friday 25th March**.

You will notice that the booklet has been divided into three sections: **General information**, **Core subjects** and **Option subjects**. For an option block, students must choose their first preference and a reserve. We make every effort to try to ensure that students are allocated their first choice whenever possible. However, numbers may mean that some courses are unable to run and where this is the case, the reserve choice will be allocated.

Students *Your questions answered*

Why do I have this booklet?

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

What does this booklet contain?

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

Can I choose whichever subjects I want?

Not exactly – you must study Maths, English, Science and Core PE. After that you should not attempt to specialise too much in certain areas as this could limit your opportunities in the future.

Will I get my first choices?

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

Should I choose the same subjects as my friend?

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

What teachers will I have?

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

What do I have to do to succeed?

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

Terminology

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

GCSE - General Certificate of Secondary Education

BTEC – a vocational qualification, worth the same as one GCSE

English Baccalaureate – an additional award students receive if they get a grade 5 or above in all five of these subjects: English Language or English Literature; Maths; History or Geography; a Foreign Language; two Science subjects

Non-Examined Assessment - work completed at school in exam conditions, which counts towards your final grade

National Curriculum - the subject areas, which every student in England must study

Core Subject - a subject that you must study to the end of Year 11

Option Subject - a subject that you can choose to study to GCSE or BTEC level

Key Stage 3 (KS3) - the collective name for Years 7 to 9

Key Stage 4 (KS4) - the collective name for Years 10 and 11

Syllabus/specification - the information you have to know and the things you must be able to do by the end of the course

Tier – the level of exam you are entered for – Foundation or Higher

Assessment/Examinations

SCHOOL POLICY ON EXAMINATION ENTRY

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

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

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

Which are currently regulated by:

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

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

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

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

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

NON-EXAMINATION ASSESSMENT - The school has a good record at GCSE mainly because the majority of students have developed good work habits and attended regularly. The final assessment criteria for a number of subjects may involve an element of controlled assessment, and this must be completed by deadlines. The deadlines are set by the Examination Boards, not by the school. If you do not submit work on time, you may well be graded absent for the controlled assessment component and this will result in a seriously diminished grade. Students who fall behind and who experience pressure to catch up from several subject areas will be supported by the Inclusion Team.

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

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

| | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|
| Higher | 9 | 8 | 7 | 6 | 5 | 4 | | | |
| Foundation | | | | | 5 | 4 | 3 | 2 | 1 |

① For more information about Exams and Assessment, see Miss Payton.

Core Subjects

In Years 10 and 11 the core of subjects which you have to study is made up of English, maths, science and core PE (or Dance if chosen). The majority of students at Longendale High School also study a humanities subject (history or geography) and a Modern Foreign Language (French or Spanish).

English



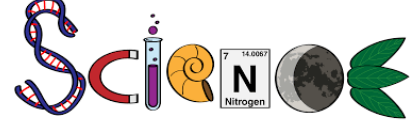
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Maths



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Science



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PE Core / Dance



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English



Objectives

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

Overview

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

Skills

There are a range of skills assessed across English:

- Analysis of writers' choices across a wide range of texts.
- Evaluation of the effectiveness of the written word.
- Exploration of character and theme across a full novel/play.
- Application of historical/social context and how it influences writers.
- Application of spelling, punctuation and grammar skills.
- Developing a sense of purpose, audience and format in original writing.
- Communicating confidently and effectively through spoken language.

Course Content

English Language:

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

English Literature

- Shakespeare: studying either Macbeth or Romeo and Juliet to explore language, themes, character, message and social context.
- 19th Century novel: studying a classic novel to explore character, themes and ideas throughout the text.
- Contemporary fiction: the study of a full novel or play from a more modern time, again with character, theme and context at the centre.
- Poetry: studying an anthology of poetry and preparing to independently analyse new, unseen poetry.

Examinations

The means of assessment will be 100% exam.

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



For more information about English, see Mrs Baxter-Smallwood



Maths

Objectives

The aims and objectives in Mathematics are to enable students to:

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

Overview

We will be studying for the Edexcel linear qualification in Mathematics. The table below illustrates topic areas covered in this qualification and topic area weightings for the assessment of the Foundation tier and the assessment of the Higher tier for example:

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

Skills

During the course you will develop the following skills:

- Using and Applying techniques
- Reason, Interpret and Communicate mathematically
- Solve Problems in mathematics in other contexts.

Course Content

GCSE Mathematics covers a wide range of mathematical knowledge and skills, grouped together into the following areas:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Examinations

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

 For more information about Mathematics, see Mr Pomeroy or Miss Warnock.

Combined Science

Objectives

The criteria for GCSEs in science subjects will require candidates to demonstrate their ability to:

- Recall, select and communicate their knowledge and understanding of science.
- Apply skills, knowledge and understanding in practical and other contexts.
- Analyse and evaluate evidence, make reasoned judgements and draw conclusions.

Overview

All students will study AQA Combined Science Trilogy unless they are selected to study Triple Science (see Triple Science for information):

Combined Science – This course is equivalent to 2 GCSEs. Units of Biology, Chemistry and Physics are included within this course.

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

Skills

The specification requires candidates to develop their ability to:

- develop and test scientific hypotheses
- plan investigations and devise methods for the collection of numerical and other data
- assess and manage risks when carrying out practical work
- collect, process, analyse and interpret primary and secondary data
- evaluate methods of data collection and consider the validity of investigations and the quality of data
- use models to explain systems and processes
- develop arguments and explanations, and draw conclusions using scientific ideas and evidence communicate scientific information or ideas using both qualitative and quantitative approaches, and scientific, technical and mathematical language, conventions and symbols.

Course Content

The course content includes:

Biology

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

Physics

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

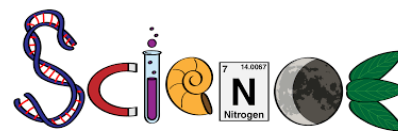
Chemistry

- C1 – Atomic structure and the Periodic Table
- C2 – Bonding, Structure and Properties of Matter
- C3 – Quantitative Chemistry
- C4 – Chemical changes
- C5 – Energy changes
- C6 – The rate and extent of chemical change
- C7 – Organic Chemistry
- C8 – Chemical Analysis
- C9 – Chemistry of the Atmosphere
- C10 – Using resources



For more information about Combined Science, see Mrs Harley

Triple Science



Objectives

The criteria for GCSEs in separate science subjects will require candidates to demonstrate their ability to:

- Recall, select and communicate their knowledge and understanding of science.
 - Apply skills, knowledge and understanding in practical and other contexts.
- Analyse and evaluate evidence, make reasoned judgements and draw conclusions.

Overview

Students will be selected to study Triple Science following the Year 9 assessments. Parents will be written to after these assessments to outline the recommended course for each student at GCSE (Combined Science or Triple Science).

Triple Science is a very demanding course and allows students to progress onto Science A Level courses by attaining higher grades in individual areas of Science. Therefore, selecting Triple Science should be carefully considered as it requires high levels of academic excellence and endeavour.

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

Triple Science – Students study for three separate GCSEs in Biology, Chemistry and Physics.

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

The specification requires candidates to develop their ability to:

- develop and test scientific hypotheses
- plan investigations and devise methods for the collection of numerical and other data
- assess and manage risks when carrying out practical work
- collect, process, analyse and interpret primary and secondary data
- evaluate methods of data collection and consider the validity of investigations and the quality of data
- use models to explain systems and processes
- develop arguments and explanations, and draw conclusions using scientific ideas and evidence communicate scientific information or ideas using both qualitative and quantitative approaches, and scientific, technical and mathematical language, conventions and symbols.

Skills

The course content includes:

Course Content

Biology

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

Physics

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

Chemistry

- C1 – Atomic structure and the Periodic Table
- C2 – Bonding, Structure and Properties of Matter
- C3 – Quantitative Chemistry
- C4 – Chemical changes
- C5 – Energy changes
- C6 – The rate and extent of chemical change
- C7 – Organic Chemistry
- C8 – Chemical Analysis
- C9 – Chemistry of the Atmosphere
- C10 – Using resources



For more information about Triple Science, see Mrs Harley.

Core PE



Overview

YEAR 10 & 11

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

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

Students have more freedom in Years 10 and 11 and choose which activities to participate in during the year, although this must be a range of invasion, net and fitness, which is a compulsory block. This offers students a wide range of opportunities to participate and lead in sports they enjoy most.

i For more information about Core PE, see Mrs Healey

Option Subjects

The choices can be made within groups of subjects (option A, option B, option C). There is not a free choice of any subjects or any combination of subjects. We are bound by National Curriculum requirements, availability of staff and the needs and interests of each student, aiming always at a balanced and relevant curriculum. We will advise you accordingly, hoping to achieve each student's first choices where possible.

Students will need to indicate their preference and choose one subject (and a reserve) from option blocks A, B and C as shown below:

| Option A | Option B | Option C |
|--------------------------|-----------------------|-----------------------|
| French | French | Art |
| Spanish | Spanish | Business |
| History | History | Computer Science |
| Geography | Geography | Design Technology |
| Art | ICT | Drama |
| Enterprise and Marketing | Health & Social Care | Food & Cookery Skills |
| Sport | Food & Cookery Skills | Music |
| | | Religious Studies |
| | | Sport |

Please note the following subjects cannot be studied together:

- **Any double subjects (e.g. the same subject in each option block)**
- **ICT Level 2 and Computer Science**

Option Subjects



Art & Design

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Health & Social Care

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Business

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History

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Computer Science

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ICT

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Design & Technology

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Modern Languages

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Drama

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Music

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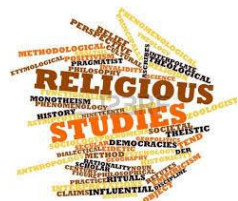
Enterprise & Marketing

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Religious Studies

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Food and Cookery Skills

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Vocational PE

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Geography

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Art & Design



Objectives

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

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

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

Overview

Students are introduced to a variety of themes such as; Natural Forms in Year 10 and Concealment, Messages, Human Figure, Confectionery and Collections in the Spring term Y10 and into Y11. Examples are shown and shared of previous students' work, books and we use internet materials to help initiate ideas. The course is suitable for students with artistic, practical and creative skills, abilities and interests. It is hoped that this AQA Art and Design course will lead towards study at Further and Higher Level with the opportunity to pursue work in a vast range of fields such as Architecture, Photography, Animation, Graphic Design, Fashion, Interior Design and many more areas of creative work. The course is taught as mainly termly projects, we encourage and explore printing methods and some forms of textiles such as batik and silk paintings.

Skills

Students will develop and learn new skills such as drawing, photography, painting, surface decoration, constructing and designing. During the development of a series of projects, students will apply research skills, and from their gathered information and photographs they have taken produce artwork using a range of media and approaches. Students will develop skills in working from Primary source materials and objects such as; pine cones, bones, sweets and cakes. Students will also develop skills in working from secondary source materials such as Internet images and book materials.

Course Content

In previous years the course content has included:

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

Business GCSE



Objectives

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

This qualifications will enable students to:

- actively engage in the study of business allowing them to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- develop and apply their knowledge, understanding and skills to issues in a range of local, national and global contexts
- appreciate the range of perspectives of different stakeholders in relation to business and economic activities

Overview

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

Skills

To progress well in this subject you need to be hard working and dedicated, and should be able to work in a variety of ways, from working as a group to working independently on assignments or case studies. You should be able to use specific business terminology and use revision techniques to learn the theory related to the different topics taught. Most importantly, you need to be able to think critically about real life situations/scenarios and write detailed evaluations based on both the written and numerical data provided in order to provide solutions to a real life businesses. You may have an enquiring mind and be interested in learning about the world around you how businesses are set up, and what it is that makes someone a great entrepreneur. This course will help you to understand all this and more. In addition to all this it is key that you are keen to use and learn more about business, the economy and the global environment.

Course Content

The course is broken down into 2 Units – Investigating a small business and Building a business: Each Unit is a written 1 hour 30minute external Exam.

Unit 1 Topics:

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

Unit 2 Topics:

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

 For more information about Business, see Miss Hill

Computer Science



Objectives

Computer Science is of enormous importance to the economy, and the role of Computer Science as a discipline itself, as an 'underpinning' subject across science and engineering, is growing rapidly. Young people need to develop skills that will enable them to pursue a career in Computing/Computer Science if they so choose, and which will also help them gain valuable skills for life - for example, in innovation, reasoning, logic, resourcefulness, precision, problem solving and clarity and resilience. These skills will enable them to become authors of computational tools rather than simply users. As adult workers, young people will be applying for jobs that have not yet been invented. Technology changes but the principles and concepts upon which they are built remain constant. A good grounding in Computer Science will teach young people how to deal with change later in life, become excellent problem solvers and play an active and effective role in the digital world.

Overview

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

Skills

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

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

In previous years the course content has included:

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

Course Content

Choosing between IT and Computer Science

Computer Science is a blend of practical activities and the theory behind computing. All students choosing this option will need to be in either set 1 or set 2 for maths as it is challenging. If the theory side of computing is not for you then the ICT GCSE offers more practical tasks such as databases or spreadsheets, and still allows you to explore the world of computers and IT. Neither course are graphic design, game or media orientated so please be wary of this when choosing your options.

Computer Science will include programming challenges whilst IT will include scenarios where a number of articles need to be created such as a database system and business card.

 For more information about Computer Science, see Mr Rea

Design & Technology



Objectives

A new, gold-standard design and technology (D&T) GCSE is designed to help produce the next generation of James Dysons and Tim Berners-Lees. Industry experts, including those from the James Dyson Foundation, have been closely involved in developing the new GCSE content, ensuring it meets the future needs of employers.

Overview

GCSE 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 brings together content that had previously existed under a number of D&T titles, ensuring students have a solid grasp of the principles of design that they can apply to a range of disciplines. The new qualification will prepare students for further study and careers in design, engineering, manufacturing and related areas.

Skills

Students should acquire subject knowledge in design and technology that builds on key stage 3, incorporating knowledge and understanding of different materials and manufacturing processes in order to design and make, with confidence, prototypes in response to issues, needs, problems and opportunities. Students should learn how to take design risks, helping them to become resourceful, innovative and enterprising citizens. Students will be required to have a good grounding in Math's and Science to study the qualification, in which they will be tasked with making products using the best material, equipment and techniques.

Course Content

- the impact of new and emerging technologies on industry, enterprise, sustainability, people, culture, society and the environment, production techniques and systems
- developments in modern and smart materials, composite materials and technical textiles
- the use of programmable components to embed functionality into products in order to enhance and customise their operation
- develop, communicate, record and justify design ideas, applying suitable techniques, for example: formal and informal 2D and 3D drawing; system and schematic diagrams; annotated sketches; exploded diagrams; models; presentations; written notes; working drawings; schedules; audio and visual recordings; mathematical modelling; computer-based tools
- design and develop at least one prototype that responds to needs and/or wants and is fit for purpose, demonstrating functionality, aesthetics, marketability and consideration of innovation
- make informed and reasoned decisions, respond to feedback about their own prototypes (and existing products and systems) to identify the potential for further development and suggest how modifications could be made.

Examinations

Exam Paper – Written exam: 2 hours – 50% of GCSE
Non-exam assessment: 30-35 hours approx – students will produce a prototype and a portfolio of evidence – 50% of GCSE



For more information about Design and Technology, see Ms Francis

Drama



Objectives

Students will develop an insight into and understanding of the world of theatre, and be able to use a range of acting skills and drama techniques to create dramatic performances. This ranges from controlled assessment tasks and to demonstrate that knowledge and understanding in a formal written examination and practical assessments.

Overview

Students studying Eduqas Drama as a GCSE subject will have to perform in front of an audience, explore themes and issues by using dramatic elements, explore scripts and poems and work together as different sized groups. It is a challenging and practical course, which students **'perform'** and take part in every lesson! This course is suited to both students going onto college and university and those opting for a career in the performing arts industry.

Skills

Students will need to have creativity, enthusiasm, confidence, commitment and team working skills. They will have to be ready to get up, perform in every lesson, and be willing to work in different groups all the time. Good attendance is vital. They must also be willing especially for final assessments and exam work to attend after school rehearsals due to the collaborative nature of the course. Students also need to be able to develop good literacy skills, as they will have to analyse the work of others and evaluate live performance effectively. Strong vocal skills and sharing of ideas are highly important across all of the components assessed.

Course Content

Exploration of Drama

Students will devise their own drama performance from stimuli. Students devise their work largely influenced by theatrical practitioners. They will be expected to complete a written 900 word portfolio of their explorations and their journey through the process from planning, rehearsal to their evaluations after the final performance.

Practical Performance

Students perform two extracts of scripted pieces of drama for an examiner. This can also include duologues and group performances. They learn varying styles of theatre such as naturalism, political theatre, stylised drama and physical theatre.

Theatre Trips

At least two theatre trips are compulsory over the course. This enables students to see professional live performance. Students then evaluate the performance disciplines. Recent trips have included Dr Faustus, Noughts and Crosses, Rise and Fall of Little Voice, Curious Incident of the Dog in the Night-Time and Guys and Dolls. There is a small cost for the trips around £15-25. Students must attend two compulsory trips to access the written examination.

This GCSE course requires lengthy written assessment and is suited to students who enjoy studying English Literature.

Please note that students are required to rehearse after school one evening per week leading up to examinations.

Attendance is required during some school holidays for a day to rehearse. This is due to the collaborative group work nature of the subject and preparation for performing for an invited parent live audience.

70% of the terminal assessment is written assessed but explored practically



For more information about Drama, see Miss Lowe or Mr Brown

Enterprise & Marketing



Objectives

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

Overview

This course is excellent for any student interested in business as it will prepare students for further study of qualifications in enterprise, marketing or business. However this course isn't just for those interested in studying marketing and enterprise post 16 as it has plenty of transferable skills that will be helpful whatever the future path. The main difference with this qualification to the GCSE is that it is made up of 50% coursework, which is internally assessed and a 50% written external exam.

Skills

This course is excellent for any pupil that wants to study Business but would struggle with the large theory content of the GCSE and the large amount of extended written answers required. As 50% of the grade is coursework based, completed in school, this means hard work is really rewarded in this qualification as your not having your grade solely rely on a written exam. However, as a result of this you must be self motivated and be prepared to spend time independently working on the assessment tasks. These tasks involve written reports, practical research, graph analysis and design work. There is also a verbal presentation that all student must complete so therefore good communication skills would also be advantageous.

Course Content

The course is broken down into 3 units:

Unit 1: Enterprise and marketing concepts – 40% External written exam

Unit 2: Design a Business Proposal – 30% Internal assessment (coursework)

Unit 3: Market and Pitch a Business Proposal – 30% Internal assessment (coursework)

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

The equivalent gradings are:

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



For more information about Business and Enterprise, see Miss Hill

Food and Cookery Skills



Objectives

The NCFE Level 2 Certificates in Food and Cookery Skills are designed to provide learners with the skills, knowledge and understanding of using different cooking techniques and methods required for further study, apprenticeships or a career in the sector.

Overview

This qualification is designed for Students with an interest in food and cookery. It will provide students with experience of using different cooking skills and methods to enable them to use these within further education or apprenticeships. It will give them a basic understanding of the skills required for a career in food. This qualification will:

- focus on an applied study of the food and cookery sector
- offer breadth and depth of study, incorporating a significant core of knowledge and theoretical content with broad-ranging applicability
- provide opportunities to acquire a number of practical and technical skills.

Skills

Throughout their study, students will develop skills including how to:

- prepare and cook using basic skills
- plan and produce dishes for a purpose
- ensure a safe and hygienic environment

Learners will also take away valuable knowledge of:

- food and its functions in the body and in recipes
- balanced diets and modification of recipes for health purposes

Course Content

To be awarded the NCFE Level 2 Certificate in Food and Cookery Skills, students are required to successfully complete four mandatory units. Learners must achieve a minimum of a 'Pass' in each unit to achieve an overall qualification grade.

Unit 01 Preparing to cook

Unit 02 Understanding food

Unit 03 Exploring balanced diets

Unit 04 Plan and produce dishes in response to a brief

Examinations

The assessment for the Level 2 Certificates in Food and Cookery Skills consists of an internally assessed portfolio of evidence which is assessed by centre staff and externally quality assured by NCFE. There will be 4 assessment points spread across the 2 years of study.



For more information about Food preparation and nutrition, see Mr Kilkenney

Geography



Objectives

By the end of the course students should have:

- a greater awareness and understanding of the dynamic and ever changing nature of the world around them and the role that they and others play in this;
- acquired knowledge and understanding of a variety of places, environments and geographical patterns at a range of scales from local to global, as well as an understanding of physical and human processes, their interactions and impacts;
- acquired a variety of skills and techniques needed to conduct independent research, study and enquiry.

Overview

"Geography is the subject which holds the key to our future" - Michael Palin

Compared to other subjects, geography graduates are among the most employable. In part, this is because the subject combines knowledge of science and an understanding of the arts. The syllabus allows students to study how the world of today has been shaped by natural processes and human action. Many present-day problems and issues facing the UK and nations abroad will be considered along with consideration of our place in the world and its future. The course looks at human and natural environments, and how both influence each other. We encourage students to make informed judgements about the world in which we live, and hope to expand their knowledge by using many recent and current events and issues through specific case studies and examples.

At least two half-day fieldwork visits will take place during the three-year course. These will likely be to somewhere in the local area or region.

Skills

Students will need to possess strong literacy and numeracy skills, which will be developed further throughout the course. Students are required to learn and use effectively a vast range of keywords and terms. With this in mind, strengths at learning a new language would be useful.

In addition, the course will develop the following:

- Map work skills;
- Decision Making skills;
- Graphic and statistical skills;
- Fieldwork, data collection and analysis skills;
- ICT skills;
- Team work and an ability to work independently

Course Content

The OCR B specification is followed.

A variety of topics embracing physical, human and environmental geography will be covered including:

UK Landscapes – rivers and coasts; Climates and ecosystems around the world; Plate tectonics; Extreme weather; The UK in the 21st Century; Food as a resource; Development and Cities, among other topics.

Examinations

There will be 3 examinations:

| | | |
|---|-----------------|--------------------------|
| Paper 1 - Our Natural World | 70 Marks | 1 hour 15 minutes |
| Paper 2 - People and Society | 70 Marks | 1 hour 15 minutes |
| Paper 3 – Geographical Exploration | 60 Marks | 1 hour 30 minutes |
| (Skills and decision making) | | |



For more information about Geography, see Mrs Kelly

Health & Social Care



Objectives

About 3 million people work in health and social care. Health care roles include doctors, pharmacists, nurses, midwives and healthcare assistants, while social care roles include care assistants, occupational therapists, counsellors and administrators. If you are interested in any of these careers then this is an ideal course for you. The aim of the course is to introduce to you to the employment area of health and social care and early years' education and allows you to look at how individuals develop and how individuals with health needs can be supported.

Overview

Students will study the following components on this course:

Component 1: Human Lifespan Development

In this component you will learn about how people develop in different life stages and how certain factors and life events can impact an individual. You will research health and social care services in your area to see what is available for people who are impacted by life events.

Component 2: Health and Social Care Services

This involves looking at the attributes that health and social care professionals have and you will be given an opportunity to role play out some of these values. You will also study how services can meet the needs of individuals and identify any barriers individuals may face when accessing these services.

Component 3: Health and Wellbeing

Here you will look at creating a health care improvement plan for an individual. This will look at factors that can affect health and wellbeing and looking at how we can monitor someone's physical health.

Skills

Students will be given the opportunity to develop sector-specific knowledge and skills and will sometimes use role play to show off some of these skills. Some of these skills include:

- Identifying factors that may have impacted someone's development.
- Examining how a life event can impact on health and wellbeing.
- Interpreting data to assess an individual's health.
- Designing a plan to improve an individual's health and wellbeing.
- Practising the care values that are used by professionals in the health and social care industry.

Course Content

Students will work towards a Level 2 BTEC Technical Award qualification. This is how they will be assessed across the course:

| | | |
|--------------------------|-----------------------|-----|
| Component 1 (Year 10) | Controlled Coursework | 30% |
| Component 2 (Year 10/11) | Controlled Coursework | 30% |
| Component 3 (Year 3) | External synopsis | 40% |

All work produced for these assignments will be written based so a passion for English and writing is necessary.

 For more information about Health and Social Care, see Miss Higgins

History



Objectives

By the end of the course students will have the opportunity to

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

Overview

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

Skills

GCSE History has a large amount of content and students who study this course will need to be comfortable with remembering detail during a fast-moving course. History is assessed through three written exams at the end of Year 11 and students will be expected to practice essay writing regularly. Although written skills will be developed throughout the course, GCSE History requires a high level of literacy. Students will also develop the ability to evaluate different sources and interpretations of the past. They will build critical thinking skills which will enable students to understand the motivation of people in the past and reach a judgement on the significance of past events.

Course Content

Students follow the Edexcel specification. Course content will include:

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

Examinations

Exam Board – Edexcel

Students will sit 3 examinations at the end of the course.



For more information about History, see Ms Kerfoot.

IT WJEC Vocational Award



Objectives

The Level 1/2 Award in ICT is a new, rigorous course, which is the equivalent of GCSE ICT. If you enjoy being creative with computers, while solving problems, and learning the theory behind it, then this course would be an excellent choice. This IT course is designed for to be both practical and theoretical in terms of its content. This is perfect for any pupils who wish they could complete the now discontinued GCSE ICT.

This qualification in Information Technologies improves students' knowledge of the digital environment and their confidence with IT. They learn about data management issues and develop practical skills by planning and creating an integrated technological solution to communicate information.

Overview

The qualification is made up of 2 units:

Unit 1: ICT in society. This is where you will explore the wide range of uses for hardware, application and specialist software in society. You will also investigate how information technology is used in a range of contexts, including business and organisations, education and homes.

Unit 2: ICT In Context

You will gain a working knowledge of databases, spreadsheets, automated documents and images and learn to apply your knowledge and understanding to solve problems in vocational settings.

Skills

Databases
Spreadsheets
Learning Independently
Critical Thinking
Coping with rapid changes in technology
Problem Solving
Time Management
Communication

Course Content

You will be assessed through a mixture of exams and controlled assessments. Unit 1 will be assessed through an exam which is worth 40% of your qualification. The exam will last 1 hour and 20 minutes, it will be made up of short and extended response questions.

Unit 2 will be assessed with project work (no exam) which is worth 60% of your qualification. As part of this assessment, you will be given a scenario and will need to undertake a number of tasks



For more information about Level 1 / 2 Award in IT, see Mr Rea

Modern Languages



Students will continue with the language they have already studied.

Spanish

French

Objectives

By the end of the course, you will be able to understand and independently produce written and spoken texts using a wide range of vocabulary and grammar structures, including different tenses. You will be able to express your own opinions and those of other people on a range of topics, and be able to justify them fully. You will use increasingly descriptive language. In addition, you will be given access to a range of authentic texts, therefore giving you a flavour of the culture of the countries where your chosen language is spoken.

Overview

If you choose to study an additional language, the grammar knowledge and understanding you have acquired during Key Stage 3 will give you an understanding of how language is put together and equip you with the ideas you need to transfer to your new language.

Skills

You will work on the four skill areas of Listening, Speaking, Reading and Writing. In listening and reading, you will be working with longer texts and you will develop skills for understanding the key points and more details across a range of topics. You will further develop your writing skills to enable you independently to write extended pieces of work incorporating an increasing variety of tenses and language structures. Working closely with your teacher, you will improve pronunciation, intonation and fluency and you will develop your speaking skills in the same way as the written skills, using a variety of tenses and expressing and justifying opinions.

Course Content

Language contexts will be organised into a specified number of broad themes, addressing matters relating to:

- **Identity and culture** [general interest; leisure activities; customs and festivals; technology; family and friends; relationships]
- **Local, national, international and global areas of interest** [Home and local area; social issues; global issues; travel and tourism]
Current and future study and employment [job advertisements; simple job applications and CV; school and school; work and work experience]

Examinations

Each of the skills will be externally assessed and each will be worth 25% of your overall grade.

 For more information about Languages, see Miss Rogers

Music BTEC



Objectives

The BTEC First Award in music is a rigorous course which is the equivalent of GCSE music and is allocated the same number of UCAS points. If you enjoy singing or playing an instrument you could take the BTEC First Award in Music. The Edexcel syllabus allows everyone who tries hard from beginner to Grade V-plus to get a Distinction. This course will develop musicianship, confidence, improve performance, team work and develop creativity. The BTEC Music course is designed for all levels.

Overview

Music BTEC has been running for more than 30 years and is recognised by employers and education institutions as a well-designed course that provides a real world of work experience. It will prepare students for jobs in Performing Arts, Education, Media or Film. There will be a large number of practical music lessons throughout the course. Pupils may be supported by instrumental/singing lessons. The BTEC First Award provides students with access to music qualifications in further education.

You will be expected to work both by yourself and with others. We will continually assess your progress and try our best to support your learning. This is a very popular course, which many students enjoy and have successfully passed with good grades. Recent BTEC students from Longdendale have been accepted into further and higher education establishments such as universities and the Royal Northern College of Music.

Skills

The following skills will be developed during the course:

- Performing
- musicianship
- listening and appraising
- research
- teamwork; working in a band situation
- literacy e.g. lyric writing
- technology
- ICT
- Organisation skills

Course Content

You do not have to be able to read traditional notation for this course but you will be taught how to read from music that is appropriate to your instrument. If you enjoy music and you do not yet learn an instrument you will still be able to take this course. **However, all music BTEC students will be expected to practise outside of lessons on a very regular basis and also perform in front of others.**

The course consists of:

- Unit 1 – Working with the music industry – Exam work (externally assessed).
- Unit 2 – Planning and creating a music product – Year 11 music concert.
- Unit 3 – Live sound – sound engineering using equipment and recording.
- Unit 4 – Solo performance – singing or performing on an instrument.

Work on the BTEC course allows students to work collaboratively, developing their talents whilst preparing them for the world of work. This course has lead former students to A Level music, BTEC Level 3 music and degree courses.

 For more information about Music, see Mr Marsh.

Sport



Objectives

This Technical Award qualification gives students the opportunity to develop sport specific applied knowledge and skills through realistic vocational contexts.

Students will have the opportunity to develop applied knowledge and skills in the following areas:

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

Overview

The course is divided into three components.

Component 1 - preparing participants to take part in sport and physical activity, externally moderated assessment.

Component 2 - taking part and improving other participants sporting performance, externally moderated assessment.

Component 3 - developing fitness to improve other participants performance in sport and physical activity, exam component.

Skills

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

Course Content

- Know about the components of fitness and the principles of training
- Explore different fitness training methods
- Investigate fitness testing to determine fitness levels.
- Understand the rules, regulations and scoring systems for selected sports
- Practically demonstrate skills, techniques and tactics in selected sports
- Be able to review sports performance · Design a personal fitness training programme
- Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training
- Implement a self-designed personal fitness training programme to achieve own goals and objectives
- Review a personal fitness training programme.
- Know about the short-term responses and long term adaptations of the body systems to exercise
- Know about the different energy systems used during sports performance



For more information about Sport (BTEC), see Mrs Healey

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