



Achievement For All

**YEAR 9
OPTIONS BOOKLET
2018**

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Welcome

In February 2018, students in the present Year 9 will be asked to choose the optional subjects that they would like to follow during their tenth and eleventh years of schooling.

The purpose of this booklet is to help parents and pupils make up their minds by:

- i explaining the school curriculum in the Years 10 and 11;
- ii giving detailed information about the qualifications available;
- iii providing a timetable of the procedures which will be followed.

Key Dates:

Initial Options Survey Deadline: Monday 15th January

The Initial Options Survey can be found via our school website.

Go to www.lshs.org.uk. Click on students and click the link to the YR9 Initial Option Survey.

Alternatively, type in the address: www.surveymonkey.co.uk/r/LSHSOptions

Year 9 Parents' Evening: Thursday 25th January

This is a perfect opportunity to discuss options choices with subject teachers.

Final Options Form Goes Live: Friday 26th January.

Final Options Form Completion: Wednesday 31st January

Pupils submit their final options form online.

The Key Stage Four Curriculum

The compulsory core:

Every pupil will study the following core curriculum subjects:

English (Language and Literature)

Mathematics

Combined Science Trilogy (including Biology, Physics and Chemistry)

Life Skills (Personal, Social, Health and Economic Education, including Sex and Relationships Education, Careers and Citizenship)

Physical Education

Information Technology

Triple Science will also be taught to the top set during their Core Science Teaching Time and as part of their Form Time.

The Options Choice:

The 2018 KS4 Options Choice:

Pick Two From List A: (plus a reserve)

French
Spanish
History
Geography
Computer Science
Asdan*

Pick Two From List B: (plus a reserve)

Creative I-media
Business Studies
Art
Music
Drama
DT with Product Design
DT with Fashion or Textiles
Food Preparation and Nutrition
Child Development
PE
French
Spanish
History
Geography
Computer Science
Asdan

Our two Options Lists are designed to promote a balanced education. List A ensures that pupils continue with some traditional academic subjects (known as the EBACC subjects). List B ensures that every child can balance this with creative and vocational subjects.

*Please note, Asdan is not an EBACC subject. However, we include this in our first list so that pupils in need of more support have an alternative to the academic options.

Choosing a Full EBACC combination:

We encourage pupils to select a combination of subjects known as the The English Baccalaureate (or EBACC). The EBACC is a combination of subjects that is considered by some as a benchmark of academic excellence. The Department For Education promote it as the most balanced and aspirational combination of subjects.

A full EBACC Combination consists of the following:

The compulsory core of English, Maths, Science (Computer Science may also count as a science)

1 Modern Foreign Language;

Either Geography or History.

1st example: a pupil that chooses German and History would have a full EBACC combination. This is because their compulsory subjects already include English, Maths and Science.

2nd example: a pupil that takes Computer Science and History would NOT have a full EBACC combination (because they are missing a Modern Foreign Language)

We have included Computer Science in our first list because it is a highly respected EBACC Science subject. This provides more choice for pupils but those intending to take a full EBACC combination must include a Language GCSE and either Geography or History in their options preferences.

Art and Design GCSE

What are the benefits of studying this subject?

Art & Design is a creative and enjoyable subject which develops students' creative skills in a variety of ways. It develops critical thinking, complex analysis, lateral thinking, problem solving skills and fine motor skills. Students learn to work independently, express individual thoughts and choices confidently, take risks and learn from mistakes.

What is expected of a successful student in this subject?

Art & Design students should be reflective and enthusiastic about Art. Art & Design qualifications have a large workload so a successful Art student is organised and manages their time well. Art students are encouraged to look beyond the classroom and seek art from a range of sources such as galleries and museums.

What can students expect?

Art & Design consists of two internally assessed and externally moderated components.

Component 1: Personal Portfolio (60% of the qualification). Students will create a personal portfolio that demonstrates the knowledge and understanding of artists, visual/tactile language and the formal elements. They will develop skills through effective use of materials, media, processes and techniques. The themes of each project within the personal portfolio are internally set.

Component 2: Externally Set Assignment (40% of the qualification). Students are given a theme which is externally set by EdExcel. Students will use this theme as a starting point to develop their own ideas, experiment with materials, research artists and present a personal response in a 10 hour sustained focus period.

Where might this lead?

- AS/A Level Art & Design
- BTEC Foundation Art & Design
- Art & Design BA (HONS)
- Game designer/animation artist/web designer
- Illustrator/Set designer/Photographer
- Sculptor/Fine Artist/Museum Curator

Head of Arts: Ms Cathy Johnstone
cjohnstone@lshs.org.uk

ASDAN Bronze and Silver Award

What are the benefits of studying this subject?

This course involves meeting a series of challenges that develop the following key life skills: working with others; improving their own learning and performance; problem solving; communication skills; number skills; ICT skills.

What is expected of a successful student in this subject?

Students complete a portfolio of evidence which is assessed against nationally recognised standards. The Bronze award is made up of 6 credits which equates to about 60 to 80 hours of work. The Silver Award is a further 6 credits. Evidence is submitted in the form of a well organised folder of work including written work, witness statements and testimonials, photographs, video clips, posters, audio clips or wall charts, along with the completed ASDAN student booklet. The challenges are drawn from the following 12 modules of work:

Information Handling
The Community
Sport and Leisure
Home Management
The Environment
Number Handling
Health and Survival
World of Work
Technology
The Wider World
Expressive Arts
Beliefs and Values

What can students expect?

Students take an independent and active part in meeting a wide variety of challenges in a range of different ways. The course involves visiting local shops, businesses, leisure facilities and services to gather evidence for your portfolio. Students will research and evaluate information from libraries, using ICT and surveys.

Where might this lead?

Students can use the qualifications as preparation for level 1 college courses, apprenticeships, work-related learning and work experience. Alternative and post 16 education providers and training organisations will look at the award to determine the level of skills of individual students, particularly when GCSE success is limited.

Head of Subject: Mrs Marnie Brown
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Business Studies GCSE

What are the benefits of studying this subject?

The Business Studies course is a GCSE qualification that introduces pupils to setting up and running a business, with reference to small and then larger businesses. It is an academically stimulating subject as it not only requires the acquisition of new knowledge but also the application of that knowledge in case studies. It focuses on providing opportunities to acquire a secure knowledge and understanding of business in order that you can run your own business or work for one.

What is expected of a successful student in this subject?

This requires an insight into situations, the aptitude to generate a number of alternatives and an ability to construct a balanced argument. The two examinations require a secure knowledge and understanding of business acquired through lessons and to be competent in transferring those skills. Literacy skills, along with a good retention and knowledge are important for this subject to carry out a well-constructed and balanced argument to achieve higher mark questions within the examinations.

What can students expect?

Students will study two units, both of which are exam based and will be externally examined. The course breakdown is outlined below:-

Unit 1: Investigating Small Business – Examination 50%

This first unit includes; Enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and external influences upon business.

Unit 2: Building a business – Examination 50%

The second unit includes; growing the business, making a range of decisions through marketing, financial, human resource and products.

The format of both examinations will be split into calculations and multiple choice questions, along with short and long answers and extended writing questions. GCSE Business Studies will enable students to actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds. They will be able to develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts.

Where might this lead?

Students who successfully complete this course can progress to study A Level business studies and then on to higher education. Alternatively this course will provide students with a range of essential work based transferable skills highly valued by employers.

- Retail
- Hospitality
- Media
- Accountancy
- Insurance
- Advertising
- Running your own business

Head of Business Studies, Computing and ICT: Mr Seeven Soobaroyen
ssoobaroyen@lshs.org.uk

Child Development Cambridge National Certificate Level 1 and Level 2

What are the benefits of studying this subject?

This qualification is for learners who wish to develop applied knowledge and practical skills in child development.

What is expected of a successful student in this subject?

Students will be expected to be highly motivated, independent learners. They should be aware that there is a high proportion of written work, which is submitted as their Controlled Assessment coursework. They will also need access to a child aged under five in order to complete their child study work.

What can students expect?

The course looks at the development of a child from pre-conception to age 5, covering a range of topics such as:

- Preconception, contraception and conception.
- Pregnancy, birth and post natal care.
- Diet and health (both for new mums, babies and children).
- Childhood illnesses.
- Physical, intellectual, social and emotional development of babies/children.
- Safety, choice of equipment and care.

There is also an opportunity to take a Reality Baby home as a valuable learning experience.

Where might this lead?

This course will prepare students for further qualifications in:

- Child Care, Health and Social Care, Psychology, Sociology and Biology.
- Possible careers: midwifery, child care work and education.

Head of Technology: Mr Robin Tait
rtait@lshs.org.uk

Computer Science GCSE

What are the benefits of studying this subject?

Computing is of enormous importance to the economy, and the role of computer science, as a discipline itself and as an 'underpinning' subject across science and engineering, is growing rapidly. As well as professional software engineers, increasingly scientists and technology workers are finding programming skills useful in their day to day work. You will learn to implement the same concepts used by famous professionals - Will.I.Am (singer & music producer), Mark Zuckerberg (Facebook) and Jack Dorsey (Twitter) all implement ideas that make use of programming.

What is expected of a successful student in this subject?

A student should have a logical mind in which they are able to construct programs. Being patient and inquisitive is useful to ensure that you are able to fully explore programming concepts and are able to extend the basic knowledge acquired, to work on this and to be able to *'think outside of the box.'*

What can students expect?

Students studying this course will gain an understanding of the fundamental concepts around creating software applications and have opportunities to work collaboratively. We will learn the Python programming language, used by Google and NASA amongst other organizations, and also study the theory of how computers work. Topics will include hardware, software, networking, databases and binary logic.

GCSE Computer Science will enable students to actively engage in the study of computing to develop as effective and independent individuals and as critical and reflective thinkers with enquiring minds.

They will be able to develop and apply their knowledge, understanding and skills.

Where might this lead?

The course will provide a solid foundation for future study of Computer Science, for example at A level or in vocational courses. Techniques learnt as part of the programming content are broadly applicable to most other programming languages, assisting students who wish to go on to develop software in other contexts, for example for mobile devices or databases. In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding. It has been developed in collaboration with industry partners including Microsoft, Google and Cisco. Possible careers include:

- Website Designer
- Programmer
- Working for Google, Twitter, Facebook or a social networking site,
- IT Consultant
- Network Engineer
- Games Developer

Head of Business Studies, Computing and ICT: Mr Seeven
Soobaroyen
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Creative I-Media: Cambridge Nationals Certificate

What are the benefits of studying this subject?

Creative i-Media is a practical course that delves into the creative side of computer-based work; from the creation of animation to photography and websites. All the units follow a similar formula, with a strong emphasis on presentation. The course is challenging and will allow you to develop skills that are wide-ranging and required in today's employment market.

What is expected of a successful student in this subject?

Students who want to study Creative i-Media will need to be prepared to work at developing their IT skills, to put those skills to practical use and to evaluate and improve upon their work. Above all, they will need to be people who are prepared to take on a challenge and produce a creative solution that will benefit the client.

What can students expect?

It provides students with knowledge and understanding in a number of key areas from pre-production skills to creating media products. Creative i-Media is very much a practical course, 75% of which is made up of coursework through controlled assessments. The OCR Cambridge National is a Level 1/Level 2 course. The level 2 award is an equivalent to a GCSE.

Pre-production skills: (Exam 25%) Through studying this unit students will understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents.

Creating digital graphics: (Controlled Assessment 25%) Through studying this unit students will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

Storytelling with a comic strip: (Controlled Assessment 25%) Through studying this unit students will research into the history of comic strips, plan a comic strip to advertise a pair of trainers and they will need to be creative in their thinking, based on a given scenario to analyse from the exam board. They will go on to create their product, test and evaluate their findings.

Creating a digital video sequence: (Controlled Assessment 25%) Through studying this unit students will understand the purpose of digital video products and where they are used. They will be able to plan a digital video sequence, create and edit a digital video sequence and review the final video sequence against a specific brief.

Where might this lead?

This course is excellent preparation for Media and vocational IT courses. It is useful for anyone who wants to work in today's digital world. It develops relevant skills for jobs in the media sector, In addition the course provides the knowledge, skills and understanding that a growing number of employers are demanding. Possible careers include;

- Web development
- The film and TV industry
- Digital graphics
- Games Developer

Head of Business Studies, Computing and ICT: Mr Seeven Soobaroyen
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Drama GCSE

What are the benefits of studying this subject?

Drama taken to GCSE level will help equip pupils for many jobs which require good communication skills and will develop the skills of working in groups and speaking aloud. Drama is a creative and enjoyable subject which develops students' creative skills in a variety of ways. It develops critical thinking, complex analysis and problem solving skills. Students learn to express their thoughts and choices confidently, take risks and learn from mistakes.

During the course pupils will be able to explore many theatrical techniques including: improvisation, devising a performance and script work. Finally, part of the course makes it necessary that the candidates experience live theatre performed by others and this will include visits to the theatre as part of the course.

What is expected of a successful student in this subject?

Students who opt for Drama should be keen to perform with enthusiasm and commitment. They should be able to mix with others and offer their ideas and opinions readily. They must have an open mind to try new things that may be out of their comfort zone. A really enthusiastic student may also be one who pursues Drama in their spare time, either by participating in or watching productions.

What can students expect?

Students can expect an exam of three components.

Component 1: Devising. Groups will be asked to devise and perform a piece of Drama based on stimulus material. This will be followed by a portfolio of written work.

Component 2: Text. Students will study a whole text and perform extracts to a visiting examiner.

Component 3: Written Exam. This new element to Drama will examine the students' understanding of a second text and also of a live theatre performance that they have seen.

Where might this lead?

- 'A' level Theatre Studies or Performing Arts
- BTEC in Performing Arts
- Actor/performer/director
- Theatre/television/film production work
- Careers that would have an emphasis on public speaking

Teacher of Drama: Mrs Sue Banham
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Design and Technology GCSE: Product Design or Fashion and Textiles

What are the benefits of studying this subject?

Design and Technology is a subject that brings learning to life, requiring learners to apply their learning to real-life situations. This qualification aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Learners will be required to use critical thinking leading towards invention and design innovation, to design and make prototype products that solve real and relevant problems.

What is expected of a successful student in this subject?

The students will need to be imaginative and willing to follow their ideas through to fruition. The ability to take ownership of their work is essential due to the highly individual nature of the work they will produce. This emphasis on attempting to create individual and unique products means that students can tailor the course to suit their own interests and career ambitions while pursuing their controlled assessment.

What can students expect?

Students will build and develop their knowledge and understanding from KS3, whilst also having the freedom to focus in more depth on areas of design and technology that most interest them. Students will develop a design brief then generate and develop initial ideas by experimentation of processes and techniques through modelling and testing. They will use digital design and manufacture throughout the development of the final design solution and possibly while making the final prototype. To finish they will make their final prototype and analyse its success and validity.

Product Design or Fashion and Textiles?

Students will need to opt for the design and technology area they wish to focus on at GCSE. The choices are **Product Design** or **Fashion and Textiles**.

Product Design focusses on the use of traditional and modern manufacturing processes. Students can use traditional workshop tools to do woodwork or metal work, and modern equipment to do 3D printing, CNC Routing, CNC plotting, Photoshop, Solid works 3D modelling, card and foam modelling, technical drawing etc.

Fashion and Textiles focuses on the use of a wide variety of processes and techniques such as the use of sewing machines, computerised embroidery machines, over lockers, heat presses, silk painting, printing, tie dye, embroidery, appliqué etc.

Where might this lead?

The study of design and technology can lead to future careers in product design, engineering, construction, architecture, fashion and textiles, computer aided design and graphic design. You will also gain skills useful in a wide range of other jobs. The course sets you on a path that leads to further specialism at AS and A level through one of the endorsed titles on offer; Product Design, Fashion and Textiles or Design Engineering as well as vocational qualifications and apprenticeships.

Head of Technology: Mr R Tait
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English Language GCSE

What are the benefits of studying this subject?

This qualification teaches students to find their voice as writers and deepen their understanding as readers. It builds on their literacy skills, challenging them to write accurately and fluently for a variety of purposes and audiences. This subject opens doors for pupils: a good pass in English Language is a requirement for many further education providers and employers.

What is expected of a successful student in this subject?

Students use knowledge gained from wide reading to inform and improve their own writing. The most successful students will actively try to emulate the successes of other writers; they will read non-fiction such as newspapers and magazines in their own time.

What can students expect?

Students will study for two exams. The first is Unit 1: Explorations in Creative Reading and Writing. The aim of this paper is to engage students in reading a creative text and inspire them to write creatively themselves. Unit 2 is Modern Texts and Poetry. The aim of this paper is to develop students' insights into how writers have particular viewpoints and perspectives on issues or themes that are important to the way we think and live our lives. This is a linear course, which means there is no coursework or controlled assessments; the entire qualification is assessed in the final exams.

Where might this lead?

- Applications to Colleges and sixth forms in general.
- ALevels in English Language or English Literature
- Alevels in related subjects such as Film Studies, Creative Writing, or Journalism.
- Degrees in related subjects (respected by Universities)
- Careers in the publishing industry
- Librarianship
- A writing career (writers learn their craft as readers)

Head of English: Mrs Esther Jillett
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English Literature GCSE

What are the benefits of studying this subject?

Students gain a knowledge and appreciation of their literary heritage. The qualification takes a skills-based approach, helping students to become more perceptive, analytical readers. A qualification in English Literature is highly respected by colleges, sixth forms and employers.

What is expected of a successful student in this subject?

The most successful English Literature students are keen readers! They probably read widely for pleasure in their own time too. Students will study their exam texts closely, thinking deeply about themes and ideas. In class, students will develop their skills through discussion and debate. In exams, they will write essays that develop their own interpretations and demonstrate their knowledge of literary terms and techniques.

What can students expect?

Students will study for two exams. Unit 1 is Shakespeare and the 19th Century Novel. Unit 2 is Modern Texts and Poetry. This is a linear course, which means there is no coursework or controlled assessments; the entire qualification is assessed in the final exams. Students will be required to study set texts that are chosen by the English Department from a list provided by the exam board. This list includes texts such as Romeo and Juliet, The Strange Case of Dr Jekyll and Mr Hyde, An Inspector Calls and Lord of The Flies. Pupils will also need to learn key quotes and passages by heart as they are not allowed copies of the texts to refer to in the exam itself.

Where might this lead?

- Helps with applications to Colleges and sixth forms in general.
- ALevels in English or English Literature
- Alevels in related subjects such as Film Studies, Creative Writing, or Journalism.
- Degrees in related subjects (respected by Universities)
- Careers in the publishing industry
- Librarianship
- A writing career (writers learn their craft as readers)

Head of English: Mrs Esther Jillett
ejillett@lshs.org.uk

Food Preparation and Nutrition GCSE

What are the benefits of studying this subject?

Whether it's training students to give them careers in the food industry or teaching them how to grow and cook food from scratch, a GCSE in Food Preparation and Nutrition shows that simple choices can make a big difference.

The new GCSE in Food Preparation and Nutrition will be supported with resources produced by one of the world's most renowned chefs, Heston Blumenthal. His natural curiosity and scientific approach to cooking is an ideal collaboration that will enthuse learners as they discover the essentials of food science, build strong practical cookery skills and a good understanding of nutrition.

What is expected of a successful student in this subject?

Successful students will demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of foods, cooking techniques and equipment. They will develop knowledge of the function of ingredients and the different chemical processes that take place when foods are heated in a variety of ways. They will understand the relationship between diet, nutrition and health and how these can ensure a long and healthy life.

What can students expect?

Students can expect a mixture of theory and practical lessons where their cooking techniques will be developed and tested. Students can use their creativity to produce a range of different foods inspired by international cuisines.

Where might this lead?

- A level in Food and Nutrition
- NVQ and other vocational food service qualifications
- Work within the food service industry

Head of Technology: Mr R Tait
rtait@lshs.org.uk

Geography GCSE

What are the benefits of studying this subject?

Geography is a well-respected academic subject. It helps create well-rounded, educated individuals. Geography is rated highly by employers and 6th Forms. By studying it at GCSE you will continue to develop your literacy and numeracy skills since these are vital to achieve a high final grade. The transferable skills which geography fosters are an asset in the complex world of today.

What is expected of a successful student in this subject?

A successful Geographer has an enquiring mind and wants to understand the world around them. Geographers take an interest in current affairs and are socially, economically and environmentally aware. At GCSE you will need to be spatially aware, be able to analyse material (especially maps) and make decisions about issues. Although the GCSE is accessible to all you will need to be well organised and motivated to work hard on a demanding course.

What can students expect?

Geography GCSE is intended to stimulate an interest in and a sense of wonder about places. It will help you make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected.

The GCSE we study has 3 elements : Living with the Physical Environment; Challenges in the Human Environment and Geographical Applications based around Issue evaluation; Fieldwork and Geographical skills. There are three exams at the end of Year 11.

Where might this lead?

- Geography is a popular A level choice linking well with Science subjects but also Economics and History.
- A GCSE in Geography is excellent preparation for a career in town planning, resource and countryside management.
- Development work with Aid agencies, Tourism and jobs in Environmental management are all careers that build on your Geography.
- Geographers develop transferable skills (eg. writing concise reports, interpreting data) and are effective communicators; important skills for general management and journalism.

Head of Humanities : Mr John McGrath
jmcgrath@lshs.org.uk

History GCSE

What are the benefits of studying this subject?

History is a well-respected academic subject. It helps students to understand and make sense of the world around them, giving them the historical context of more recent events. History is highly valued by employers and further education providers. By studying it at GCSE, students will continue to develop their core skills, particularly literacy, extended writing and critical thinking.

What is expected of a successful student in this subject?

In order to achieve highly in History you will need to be well organised and be able to understand difficult political, social and economic concepts. You will need to be proficient in writing at length in order to produce balanced and sustained arguments. Confidence in handling a range of historical sources is essential to make inferences from sources and analyse them for reliability and utility.

What can students expect?

Students will follow the new Edexcel specification as follows:

- The American West c.1835–1895. Students will study the beliefs and the way of life for the Plains Indians and the impact of European settlement.
 - Crime and Punishment in Britain c.1000-Present. This will also include a case-study on Whitechapel from c.1870-1900: crime, policing and the inner city.
 - Elizabethan England c.1558-88: looking at Elizabeth's reign, government and society.
 - Weimar and Nazi Germany c.1918-1939. Students will study the problems facing Germany after World War One and how these difficulties enabled the Nazis to gain power in 1933. Students will also look at the impact of Nazi policies on different sections of society.
- They will be taught the course through classroom activities, homework and a number of trips. Students will be assessed with three examinations in the Summer Term of Year 11.

Where might this lead?

- History is a popular A level choice linking well with a wide range of subjects such as Government and Politics, English and Sociology.
- A GCSE in History is excellent preparation for a career in many areas for example Journalism and the Law.
- Historians develop transferable skills such as, critical thinking, interpreting data and developing a written argument.

Head of Humanities : Mr John McGrath
jmcgrath@lshs.org.uk

Mathematics GCSE

What are the benefits of studying this subject?

Maths is relevant, interesting, and enjoyable. Not only does it increase the chances of employment, it provides the tools to tackle problems in the real world, think logically, and perform helpful calculations.

What is expected of a successful student in this subject?

Students will need to be resourceful and resilient when tackling questions. They should think creatively about tasks, ask intelligent questions and be independent enough to work consistently hard both in school and at home. The students who perform the best are not necessarily those who are good at mental arithmetic, but who are good at problem solving. Inquisitiveness and perseverance go a long way.

What can students expect?

This is now a linear qualification, with all students expected to sit three 1.5 hour exams at the end of Year 11 (two calculator papers and one non-calculator). Our scheme of work is designed so that topics get taught at a greater depth each year.

This new curriculum requires a stronger ability to solve problems so students should expect to see a certain degree of overlapping topics, to help them prepare for this. Throughout the year, the Maths department will monitor progress by supplying internal examinations.

Where might this lead?

- Games Designer
- Stockbroker
- Engineer
- Accountant
- Entrepreneur
- Astrophysicist

Head of Mathematics: Mr P Worrall
pworrall@lshs.org.uk

Music GCSE

What are the benefits of studying this subject?

GCSE Music provides students with the opportunity to gain self-confidence through performing to others. It develops team-working skills through performing with others and extends students' creative skills through composing music. It encourages the understanding of the importance of continuous evaluation and refinement in any process.

A wealth of scientific research over the last decade is proving that music education is a powerful tool for attaining young people's full intellectual, social and creative potential. It helps young people to focus their attention for sustained periods of time and gain a sense of empathy for others

What is expected of a successful student in this subject?

Students are expected to perform regularly on their chosen instrument/voice in a range of solo and ensemble situations. Students will need to have an understanding of notation or a willingness to learn.

What can students expect?

Each fortnight students will have two performing lessons, one composing lesson and two theory lessons. They will study music from four areas of Study which are Instrumental Music 1700–1820 , Vocal Music, Music for Stage and Fusion Music.

Students will be expected to complete a solo and ensemble performance each term and work independently with their instrumental teacher on development of skills in both performing and theory.

Where might this lead?

- A' level Music or Music Technology
- A career in Music Production
- Music Theatre and Drama Courses
- Many colleges (and Universities) like music on a CV as it shows dedication to independent study.

Head of Arts: Mrs Lucy Ames
lames@lshs.org.uk

Modern Foreign Language

GCSE: French or Spanish

What are the benefits of studying this subject?

Studying a foreign language will give you the opportunity to grow in confidence and to sharpen your problem-solving skills as you learn to express yourself and communicate well with others who do not share your native language. As your language develops, you will be able to experience first-hand the culture, cinema, music, TV, literature and, above all, the people of French- or Spanish-speaking countries around the world. Added to this, you will gain the necessary qualification for carrying on to study the language at A-Level when you leave LSHS if you wish to, and the skills to pick up another foreign language more quickly later on.

What is expected of a successful student in this subject?

Successful students of MFL are those who embrace challenges and keep on trying, knowing that, like any skill worth acquiring, it will take time and practice to develop. They are ready and willing to speak, even if they are not 100% sure their sentence is completely accurate. They take the initiative to read regularly in their own time and watch video clips in the foreign language on the internet or in the library. They learn vocabulary and spellings and work hard at learning corrections to their work. They are curious about how things are said in another language and enjoy expressing their own personality and sense of humour through French or Spanish. They pursue their own interests and hobbies through the foreign language using the internet as a rich resource. Above all, they understand that every time they speak in English in lessons, they give up the opportunity to practise their foreign language and, for that reason, they commit to doing their best to communicate with the teacher and other pupils in French or Spanish.

What can students expect?

Perhaps without fully realising it, Year 9 pupils have already been working on GCSE-level language and topics since the beginning of Year 8, and they are now half-way through the syllabus! They will begin Year 10 from a much stronger position than would otherwise have been the case. The final exam consists of 4 tests: listening, reading, speaking and writing (all 25% each). All 4 tests must be of the same tier, either Foundation or Higher, and all take place at the end of Year 11. Almost all of the syllabus will have been taught by October half-term in Year 11, after which classes embark on an exam skills programme in their foreign language where they develop techniques to enable them to move quickly through the grades.

Where might this lead?

- A language qualification is highly valued by universities and by employers who deal with colleagues and clients in other countries
- Translation, Interpreting, Teaching, Journalism, Retail, Tourism, Engineering, Business, Science.

Head of Modern Foreign Languages: Mr James Stubbs
jstubbs@lshs.org.uk

Physical Education GCSE

What are the benefits of studying this subject?

The GCSE course in Physical Education provides pupils with an opportunity to extend their study in both the practical and theoretical aspects of Physical Education. It is designed to foster enjoyment in physical activity; however, the course is not an opportunity just to play various sports.

What is expected of a successful student in this subject?

This is a practical and theory subject. Theory lessons represent over half of the teaching time. Students will be required to plan, perform and evaluate a training programme, and also to analyse their own success, and the success of others, in order to improve their level of understanding and performance.

What can students expect?

All pupils will study a variety of sports but fitness and rounders, 2 popular choices, are no longer available to be assessed on. If students have strengths in sports not covered at school such as skiing, it may be possible to negotiate alternatives with the PE staff, on an assessment only basis.

It is the theoretical element which is examined by the final written paper, covering anatomy and physiology, principles of training, smart goals, health and skill related aspects of fitness, food and diet, training methods and drug misuse, to name a few topics.

The theory paper is 60%, practical is 30%, with an average being taken from 3 sports from a list given by the exam board from 1 team, 1 individual and 1 either team or individual. Coursework is 10%.

Where might this lead?

- Further qualifications in PE and or Sport at 6th form or college
- Degree in Physical Education
- Teaching Career in Physical Education. Career in Sport related activities. E.g. Physiotherapist

Head of PE: Mrs Sarah Wood
swood@lshs.org.uk

Combined Science Trilogy

What are the benefits of studying this subject?

The Combined Science Trilogy is the compulsory component of our science curriculum. It is a two year course which is designed to inspire and challenge all abilities. This is a double award: equivalent to two GCSEs. It covers aspects of all three Sciences and will provide an excellent grounding in Science for pupils who either wish to progress to A level or to other subjects.

Science has something to offer every pupil. Many courses and jobs have a direct requirement for a good knowledge of Science and because it is held in high regard it can generally improve your job prospects.

What is expected of a successful student in this subject?

We expect all pupils to be actively involved in lessons particularly with the practical element. There is no coursework requirement in the course but there will be a commitment to complete 16 practicals over the lesson time which students will need to document in a practical book and which will be examined within the exams.

What can students expect?

The course is spread over 2 years and will cover topics in Biology, Chemistry and Physics.

At the end of the course of study in 2018 there will be six exam papers. Each will assess knowledge and understanding from distinct areas. There will be 2 exams each in Biology, Chemistry and Physics and each exam will be 1 hr. 15 min in duration.

Where might this lead?

- Progression to A level Biology, Physics or Chemistry.
- All Medical Careers and Veterinary Science
- Engineering, Electrical and Construction careers
- Catering careers
- Forensic Science

Head of Science: Mrs Clare Riches
criches@lshs.org.uk

Triple Science

What are the benefits of studying this subject?

Triple Science will be taught to our top set science students during their core science curriculum and during their form time (they will be grouped together as a tutor group from September). It is a two year course which is designed to extend pupils who have a keen interest in all three Sciences. Students that study Triple Science will leave school with three separate GCSE qualifications in Biology, Chemistry and Physics.

What is expected of a successful student in this subject?

As with combined science there is no coursework requirement but there will be a commitment to complete 8 practicals in each subject within the lesson time and which students will need to document in a practical book. The practical content will be examined within the exams.

What can students expect?

The course is spread over 2 years and will cover Biology, Chemistry and Physics.

At the end of the course of study there will be six exam papers. Each will assess knowledge and understanding from distinct areas. There will be 2 exams each in Biology, Chemistry and Physics and each exam will be 1 hr. 45 min in duration.

Where might this lead?

Many and varied careers. Just a few include.

- A level Biology, Physics or Chemistry courses.
- All Medical Careers including Medicine, Dentistry, Nursing and Veterinary Science
- Cancer Research
- Architect
- Robotics

Head of Science: Mrs Clare Riches
criches@lshs.org.uk

Frequently Asked Questions

1. What would happen if too few students chose an option?

An option may not run if demand is significantly lower than anticipated.

2. What would happen if too many students chose an option?

Our class sizes are determined by health and safety considerations as well as the resources required to offer a high quality of teaching and learning for our students. If an option is oversubscribed, we will review these factors. We will also explore other options with students, considering their reserve choices and each individual case with great care.

3. What is the EBACC and do I need one?

The English Baccalaureate comprises 5 GCSE subjects: English, Mathematics, a Science subject (including Computer Science), a humanities subject (History or Geography) and a Foreign Language. It is not a qualification in itself. However, this combination of subjects is regarded by some as demonstrating academic excellence. That is why it is used as a performance measure in the school league tables. Some A Level providers may also use it as an entry requirement for academic subjects. Our view is that following an EBACC route is more likely to open doors to post 16 qualifications than close them. However, we cannot always predict the entry requirements of Further Education institutions and we recommend that pupils research the entry requirements of institutions and courses that they may intend to apply for.

4. Why do I have to put reserve choices?

Sometimes subjects clash on a school timetable in such a way that they cannot be taken together. Before we decide on which subjects will clash, we are waiting to know the preferred options choices of every year nine pupil. Once we know the options preferences of every student, we will arrange our timetable to keep clashes to the minimum and to meet the preferences of the majority. This process also involves taking into account the availability of specialist teachers and specialist classrooms.

5. What if I can't access the internet at home in order to complete an Options Survey?

Go to Homework Club in the Community Suite at lunchtime on a Monday, Wednesday or Friday and we will help. Alternatively, use one of the computers in the school library.

Assistant Headteacher: Mr Tom Stevens
tstevens@lshs.org.uk

Initial Options Survey

The survey must be completed online by Monday 15th January.

Go to www.lshs.org.uk. Click on students and click the link to the YR9 Initial Option Survey.

Alternatively, type in the address: www.surveymonkey.co.uk/r/LSHSOptions

You will be asked to complete the following:

List A
Please place a 1 next to your 1st choice, a 2 next to your second choice and an R next to your Reserve choice.
French
Spanish
History
Geography
Computer Science
Asdan

List B
Please place a 1 next to your 1st choice, a 2 next to your second choice and an R next to your Reserve choice.
Creative I-media
Business Studies
Art
Music
Drama
DT with Product Design
DT with Fashion or Textiles
Food Preparation and Nutrition
Child Development
PE
French
Spanish
History
Geography
Computer Science

Additional question:

If it was possible, would you prefer to take your reserve choice from List B instead of your '2nd' choice from List A?

Yes No

Final Options Form

Final Options Form Goes Live: Friday 26th January.

It will be found on our website in the 'students' section when it goes live.

Final Options Form Completion Deadline: Wednesday 31st January