



**Achievement For All**

**YEAR 9  
OPTIONS BOOKLET  
2022**

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# Welcome

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In March 2022, 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:**

### **Thursday 3<sup>rd</sup> February**

Y9 Options Evening, 6pm, Long Stratton High School

*This is an opportunity to hear about the options process from the Headteacher and Assistant Headteacher.*

### **Thursday 24<sup>th</sup> February**

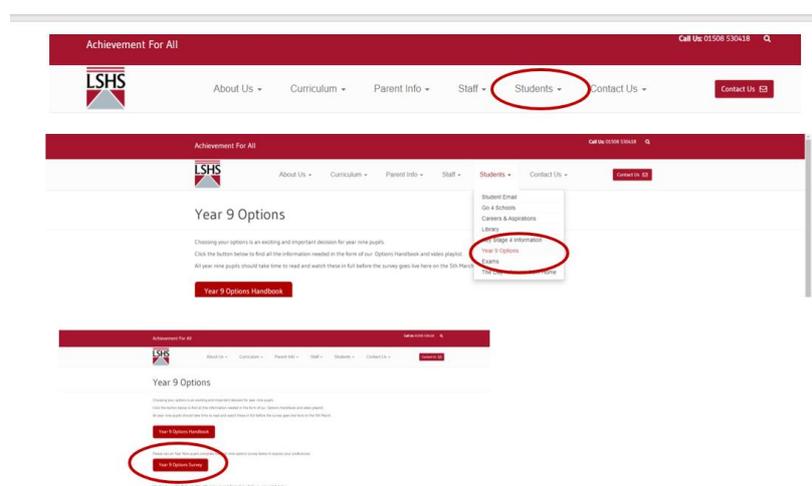
Year 9 Parents' Evening, 3.45-6.45pm, remote

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

### **Friday 25<sup>th</sup> February**

Final options form goes live.

*Go to the school website. Click on 'students', followed by 'Y9 options' and click the link to the YR9 Option Survey 2022.*



### **Monday 28<sup>th</sup> February**

Final options form deadline

*Ensure your options form has been submitted by this deadline.*

# The Key Stage Four Curriculum

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## **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)  
PSHE (Personal, Social, Health and Economic Education. This includes Sex and Relationships Education, Careers and Citizenship alongside)  
Religious Education  
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 2022 KS4 Options Choice

### **Pick Two from List A:**

French  
Spanish  
History  
Geography  
Computer Science  
Asdan\*

### **Pick Two from List B: (plus two reserves)**

Creative I-media  
Business Studies  
Art  
Music  
Drama  
DT with Product Design  
DT with Fashion or Textiles  
Food Preparation and Nutrition  
PE  
French  
Spanish  
History  
Geography  
Religious Education  
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 and is not a GCSE. 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 because it represents a balanced and aspirational combination of subjects.

A full EBACC Combination consists of the following:

English, Maths, Science (Computer Science may also count as a science)  
1 Modern Foreign Language;  
Either Geography or History.

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

2<sup>nd</sup> example: a pupil that takes Computer Science and History *would not* have a full EBACC combination (because they are missing a Modern Foreign Language)

Please note: we have included Computer Science in our first list because it is a highly respected EBACC Science subject. Those intending to take a full EBACC combination must still include a Language GCSE and either Geography or History in their options preferences.

# Art and Design GCSE

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## **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. Homework is an essential aspect of the course and students are required to complete an hour and a half each week. 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: Miss Cathy Johnstone  
cjohnstone@lshs.org.uk

# ASDAN Bronze, Silver and Gold Award

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## **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. The Gold Award can be achieved through students going above and beyond to complete extra work outside of school. 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.

Subject Teacher: Mr James Pegg  
jpegg@lshs.org.uk

# Business Studies GCSE

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## **What are the benefits of studying this subject?**

Business Studies GCSE introduces pupils to setting up and running a business, with reference to small and then larger businesses. It is an academic subject that 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. This course will equip pupils with the transferable 'enterprise' skills that are highly valued by employers, regardless of the profession. These include; communication, initiative, leadership, teamwork, decision-making, problem-solving, independence, creativity, numeracy and presentation skills, to name but a few!

## **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%**

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%**

Growing the business; decisions in 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 may progress to study A Level business studies and then on to higher education.

Possible careers include:

- Retail and/or Hospitality
- Media and or Advertising
- Accountancy
- Insurance
- Running your own business

# Computer Science GCSE

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## **What are the benefits of studying this subject?**

Computer Science is a practical subject where learners can apply the knowledge and skills learned in the classroom to real-world problems. It is an intensely creative subject that involves invention and excitement. Computer technology continues to advance rapidly and the way that technology is consumed has also been changing at a fast pace over recent years. The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. The Computer Science qualification values computational thinking, problem solving and system design. Computer Science is a great way to develop critical thinking, analysis and problem-solving skills, which can be transferred to further learning and to everyday life. Computer Science contributes towards the English Baccalaureate and is considered the fourth Science.

## **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?**

This course will allow students to develop their programming skills, thinking about real world application. Through the course, students will develop their computational thinking skills, both in their understanding of how computers work and through the development of working computer programs. In Computer Science, you will be able to start thinking creatively, innovatively, analytically, logically and critically. This course also allows you to apply mathematical skills to Computer Science and allow you to understand the impact of digital technology to the individual and wider society. As well as understanding the components that make up digital systems and how they communicate, you will be analysing problems in computational terms.

## **Units Covered**

### **Component 01 – Computer Systems (Exam – worth 50%)**

This covers the fundamental principles and concepts of Computer Science. The areas covered are: Systems architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, Systems software, Data Representation, Moral, legal, cultural and environmental concerns.

### **Component 02 – Computational Thinking, Algorithms and Programming (Exam – worth 50%)**

Students will be tested on the elements of computational thinking and logic. The areas covered are: Algorithms, Programming techniques, Producing robust programs, Computational logic, Translators and facilities of languages.

**Where might this lead?**

An interesting and challenging subject in its own right; computer science is considered a science and, as such, success at GCSE level demonstrates excellent analytical and problem-solving skills. It is a good precursor for the study of computer science at A level as well as physics and mathematics. The increasing importance of digital computing technologies means there is a growing demand for professionals who are qualified in this area. The course is an excellent preparation for pupils who want to study or work in areas that rely on these skills, especially where they need to be applied to technical problems.

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

# Creative I-Media: Cambridge Nationals Certificate

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## **What are the benefits of studying this subject?**

The Cambridge National in Creative iMedia is a media sector-focused qualification which includes film, television, web development, gaming and animation, and has IT at its heart. It provides knowledge in several key areas in this field from pre-production skills to digital games and has a motivating, hands-on approach to both teaching and learning. The iMedia qualification will open doors to what is the fastest growing job sector in the market.

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## **What is expected of a successful student in this subject?**

Students 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. They will need to take on a challenge and produce a creative solution that would benefit the client.

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## **What can students expect?**

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia has been designed to engage and enthuse young people with an interest in creative computing and media. For example, digital graphics, animations and interactive multimedia products. We will build on the digital skills that you developed at Key Stage 3 to equip you with the skills that is required in the new digital media job market.

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## **Units Covered**

### **Unit R093: Creative iMedia in the media industry (External Exam – 70 marks)**

This is the first Mandatory unit. In this unit, students will learn about the sectors, products and job roles that form the media industry. They will learn the legal and ethical issues considered and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences. They will learn to choose the most appropriate format and properties for different media products. Completing this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

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### **Unit R094: Visual identity and digital graphics (Internal assessment: Coursework – 50 marks)**

This is the second mandatory unit. In this unit, students will learn how to develop visual identities for clients. They will also learn to apply the concepts of graphic design to create original digital graphics which incorporate their visual identity to engage a target audience. Completing this unit will introduce the foundations for further study or a wide range of job roles within the media industry.

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### **Unit R095: Characters and comics (Internal assessment: Coursework – 70 marks)**

This is an optional unit. In this unit, students will learn to design and create original characters that convey emotion and personality. They will also learn to set characters within stories of their own making which flow logically and engage the reader. They will also learn to use conventions of comics to tell characters' stories across multiple pages. Completing

this unit will provide students with the basic skills for further study or a range of creative job roles within the media industry.

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**Where might this lead?**

This course is excellent preparation for Media and vocational IT courses and useful for anyone who wants to work in today's digital world. 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

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## **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

Heads of Arts Dept: Miss Cathy Johnstone [cjohnstone@lshs.org.uk](mailto:cjohnstone@lshs.org.uk)  
Mrs Lucy Ames: [lames@lshs.org.uk](mailto:lames@lshs.org.uk)

# Design and Technology GCSE: Product Design or Fashion and Textiles

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## **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 Robin Tait  
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# English Language GCSE

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## **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 Writers' Viewpoints and Perspectives. 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.
- A Levels in English Language or English Literature
- Levels 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 Faye Pauley  
fpauley@lshs.org.uk

# English Literature GCSE

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## **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' and 'An Inspector Calls'. 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.
- A Levels in English or English Literature
- A Levels 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 Faye Pauley  
fpauley@lshs.org.uk

# Food Preparation and Nutrition GCSE

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## **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 Robin Tait  
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# Geography GCSE

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## **What are the benefits of studying this subject?**

Geography is a well-respected academic subject, highly rated by 6th Forms, colleges, universities and employers. Geography will help develop an understanding of where places are; how places and landscapes are formed; how people and their environment interact, and how societies, economies and environments are increasingly interconnected. Overall Geography helps create well-rounded, educated global citizens with excellent literacy, numeracy and problem-solving skills.

## **What is expected of a successful student in this subject?**

Successful Geographers need an enquiring mind so that they can investigate and understand the world around them. Students will need to take an interest in current affairs, as Geography is in the news every day. For example, recent examples of hurricanes, volcanic eruptions or changes to UK transport policy, will all be useful to improve knowledge and exam responses. At GCSE students need to be spatially aware and be able to analyse resource materials such as data, maps and satellite images to make and justify decisions about issues such as where to build flood defences.

## **What can students expect?**

The GCSE specification offers a real balance between physical and human geography, as well as the opportunity to take part in practical fieldwork, which usually involves a day trip to the coast. The course is assessed through three exam papers taken at the end of Year 11:

- **Paper 1: Living with the Physical Environment** (natural hazards, rivers and coasts).
- **Paper 2: Challenges in the Human Environment** (urban issues, economic change and resources).
- **Paper 3: Geographical Applications and skills.** This paper is partly based on material released several weeks before the exam, meaning that we can go over the resources in advance. The other part of the exam is based on fieldwork skills including the fieldwork investigation undertaken at the coast. Students therefore know what to expect when they sit the exam paper, and have practical experience to draw upon when answering the exam questions.

Most exam questions are short (few require more than half a side of A4), but there is a lot to revise!

## **Where might this lead?**

Geography is a popular A level choice linking well with Science, Economics, Sociology, Geology and History. It could also link well to college courses such as Travel and Tourism.

At university, courses may specialise in Physical or Human Geography, but there is also a very good cross-over into Environmental Science, Climatology and Development Studies.

Geographers develop excellent transferable skills (e.g. writing concise reports, interpreting data) and are effective communicators, so a wide variety of careers is open to them e.g.

- Environmental management, resource management or wildlife conservation
- Business analysts, retail merchandisers and buyers
- Town planning or transport planning and logistics
- Geographical Information Systems planner
- Development work with Aid agencies
- Hydrologist, meteorologist, seismologist (after further study and specialism)

Head of Geography: Mrs Sarah Nugent  
snugent@lshs.org.uk

# History GCSE

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## **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 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:

- Superpower relations and the Cold War 1941-91. Students will study how ideological differences led to the division of Europe and an arms race.
- Migrants in Britain, c800-present and Notting Hill, c1948-1970. Students will learn how key features in the migration to and within Britain were linked with the key features of society in Britain in the periods studied which drew migrants to Britain.
- 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 History: Mrs Karen Melia  
kmelia@lshs.org.uk

# Mathematics GCSE

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## **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 Phil Worrall  
pworrall@lshs.org.uk

# Music GCSE

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## **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 need to perform a piece equivalent to grade 4 (although they do not need to have taken any grades) to access the higher-level grades (7-9). Students will need to compose their own music in any chosen genre. This will culminate in two complete pieces of music being submitted, one to a set brief from the exam board and the other a free task. Students will complete a study of 2 set works and a listening and appraising paper.

## **What can students expect?**

Each fortnight students will approximately have two performing lessons, one composing lesson and two theory lessons. They will study music from four areas of Study which are Film music, Popular music, music for ensembles and musical forms and devices. 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

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### **What are the benefits of studying this subject?**

This is an 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 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.

### **What can students expect?**

The GCSE syllabus offers the possibility to learn not only about the language but also the culture and customs of the countries where French or Spanish is spoken, with whole units devoted to films, culture, celebrations and festivals.

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.

### **Where might this lead?**

- A language qualification is highly valued by universities and by employers who deal with colleagues and clients in other countries. There are many Spanish and French companies operating in the UK, for example the phone operator O2 is owned by Telefónica, in retailing and fashion you have Zara, Mango and Camper. Santander is the largest Spanish bank and has many branches across the UK. Ferrovial (one of the largest transport infrastructure companies in Europe) owns and operates Heathrow, Southampton, Glasgow and Aberdeen airports. Spain being the 2<sup>nd</sup> largest car manufacturer in Europe after Germany, also has companies like Gestamp which designs and manufactures automotive parts. They have 43 factories in Western

Europe, with 7 of those in the UK and a Research and Development Centre also based in the UK. Regarding French, there is a similarly wide range of French companies operating in the UK in different sectors and industries, so having a language qualification could certainly prove useful if working for any of those companies, especially when working in the middle to top levels of management.

- More directly related to languages, other possible career choices could be: Translation, Interpreting, Teaching and Journalism. Indirectly, as illustrated with the examples mentioned above, a language qualification would prove useful in a wide range of industries, including Retail, Tourism, Engineering, Business and Science.

Head of Modern Foreign Languages: Mr Antonio Mares  
amares@lshs.org.uk

# Physical Education GCSE

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## **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 make pupils high level performers in their chosen activities and learn a wide breadth of information and how their bodies adapt to physical exercise and how the world of sport functions. Students will study 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.

## **What is expected of a successful student in this subject?**

This is a practical and theoretical 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. Pupils will be expected to attend after school practices either at school or at external clubs in their 3 chosen sports. All sports must be played at a competitive level either for school teams or external clubs. It is a requirement that a student opting to study GCSE already plays one sport competitively for an external club.

## **What can students expect?**

All pupils will study a variety of sports as a class but 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. For this, students will need to provide video evidence. The theoretical element is examined by two final written papers both worth 30%, 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: Miss Sarah Wood  
swood@lshs.org.uk

# Religious Studies GCSE

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## What are the benefits of studying this subject?

RS is a subject that is multi-disciplinary which means that it links to other subjects, however, it is also unique as it gives an opportunity to develop your understanding of religion, philosophy and ethics. RS is a good subject to consider if you are thinking of any career that works with other people, especially when it involves differences of opinion. As with many subjects, RS promotes personal development skills that are useful beyond GCSE. Being able to express an informed opinion, listen to others and form arguments are transferable skills.

## What is expected of a successful student in this subject?

It is academically rigorous and requires a high level of written skills, such as note taking, referencing and evaluation. It is important to be open-minded, to be able to express an informed opinion, to listen to others and to form logical arguments.

## What can students expect?

The AQA GCSE course is divided into two papers: Religions and Themes

**Religions:** Christianity and Islam

**Themes:** Religious, philosophical and ethical

Theme A: Relationships and families. Including the study of sexual relationships before and outside marriage, attitudes to marriage and divorce and gender equality and roles.

Theme B: Religion and life. Including the study of abortion, euthanasia and the origin and value of the universe and life.

Theme C: The existence of God and revelation. Including the study of philosophical arguments for the existence of God and divine revelation.

Theme E: Religion, crime and punishment. Including the study of causes of crime, the aims of punishment and the death penalty

### How it's assessed

-Written exams

-2 x 1 hour 45 minutes exams

-2 x 96 marks, plus 9 marks for spelling, punctuation and grammar (SPaG)

## Where might this lead?

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- GCSE RS is looked on favourably as a subject which gives foundation to go on to study many other subjects. For example, Law, Philosophy, Sociology, and Psychology.
  - RS is a good subject to consider if you are thinking of any career that works with other people, especially when it involves differences of opinion. For example, medicine, law, social work, public services and education.
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Head of History and RS: Mrs Karen Melia  
Kmelia@lshs.org.uk

# Combined Science Trilogy

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## **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

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## **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

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## **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 sometimes used as a performance measure in 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. Above all, it is an aspirational and balanced curriculum choice.

## **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 considering the availability of specialist teachers and specialist classrooms.

Assistant Headteacher: Miss Amy Coombe  
acoombe@lshs.org.uk.

# Options Survey

The survey will go live on the school website from Friday 25<sup>th</sup> February.

Go to [www.lshs.org.uk](http://www.lshs.org.uk). Click on 'students', followed by 'Y9 options' and click the link to the YR9 Option Survey. It must be completed online by Monday 28<sup>th</sup> February.

You will be asked to complete the following:

<b>List A</b>
Choose TWO subjects from list A: <i>(Please see information on p.4 about Asdan before selecting this option)</i>
French
Spanish
History
Geography
Computer Science
Asdan

<b>List B</b>
Choose TWO first choices and TWO Reserve choices from list B:
Creative I-media
Business Studies
Art
Music
Drama
DT with Product Design
DT with Fashion or Textiles
Food Preparation and Nutrition
PE
French
Spanish
History
Geography
Religious Education
Computer Science
Asdan

<b>Additional question:</b>
<i>If it was possible, would you prefer to take a reserve choice from List B instead of your '2<sup>nd</sup>' choice from List A?</i>
Yes      No

**Final Options Survey Completion Deadline: Monday 28<sup>th</sup> February**