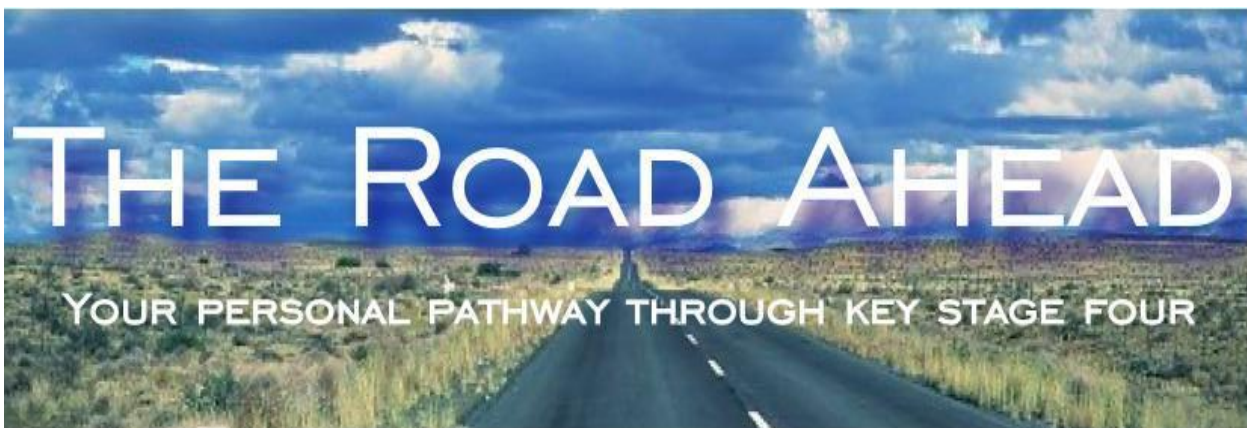




KS4 options



2024-2026

# **KEY STAGE 4 CURRICULUM BOOKLET**

## Key Dates

16th November 2023	Student Options Assembly
Around January 2024	Individual student appointment with tutor, head of year or selected member of staff
Wednesday 6th March 2024	Options Evening (6pm start)
Thursday 7th March 2024	First day that an Options form can be handed in
Thursday 21st March 2024	Deadline for handing in Options form

# FOREWORD

Dear Students and Parents,

I have great pleasure in presenting the Key Stage 4 Options Booklet for 2024. This document has been carefully prepared to provide all of the necessary information for you to make some significant decisions about the optional courses that can be taken in Key Stage 4. This process is an important first step in framing the context in which each student will work over the next two years.

Langtree prides itself on maintaining a small school ethos while at the same time offering a wide breadth of courses for our students, with accreditation at a range of levels, which have been selected and designed to meet the learning needs of all. Our intention is to offer a personalised curriculum with a variety of pathways through the 14 – 16 phase.

I urge you to take every opportunity to seek help and guidance from teaching staff in order to make as informed a decision as possible. In particular, I would encourage all parents and students to attend the evening on Wednesday 6th March in order to hear firsthand what each of the courses has to offer. There will be a presentation on the options process at 6:00pm, after which you will be able to listen to short presentations from subject teachers of optional subjects.

The choice on offer is an exciting one, but it can also be daunting; Our staff will be on hand to provide help and advice as to the appropriate choice for each student.

I look forward to working with you throughout this process and wish you well with this important task. Students and parents should not hesitate to contact me if they have any questions. The easiest way to contact me is to email me at [cnonweiler@langtreeschool.com](mailto:cnonweiler@langtreeschool.com) . You can also come and speak to me on the options evening itself.

We look forward to receiving your completed options forms by Thursday 21st March. We will provide details of how to return these to us, along with the forms themselves, in March.

Chris Nonweiler

Assistant Headteacher

## INTRODUCTION

This booklet gives you information about the courses available to students in Year 10 from September 2024.

### Core Curriculum

Some courses are compulsory and they are referred to as the core curriculum. The core curriculum is:

English	All students will study GCSE English Language (Edexcel) and English Literature (AQA)
Mathematics	All students will study GCSE Mathematics (AQA)
Science	All students will study GCSE Science (AQA)  Some students will study Combined Science which counts as two GCSEs.  Some students will opt for Seperate Science which leads to three separate GCSEs in Biology, Chemistry and Physics – this will take up one of their option slots
Ethics	Most KS4 students will follow our ethics course which leads to a full GCSE in Religious Education (AQA).
Core PE	This does not lead to a qualification but will ensure the students undergo some physical activity and will deliver information about the importance of maintaining a healthy, active lifestyle.
Humanities*	At Langtree School we also require all students to select either Geography or History as one of their four option choices.

The core curriculum (\*excluding humanities) accounts for 60% of a student's lessons (30 hours a fortnight).

## Optional subjects

Students will be given the chance to study a further **four** subjects, **one of which has to be History or Geography**; from the following list. Details of these subjects are given later on in this booklet.

**Although all these subjects are offered, whether they are actually delivered will depend on whether sufficient numbers of students choose them in the final option subject selection.**

The option subjects account for 40% of a student's timetable  
(20 hours of options in a fortnight / 5 hours a fortnight per option)

### GCSEs

- Art
- Business
- Computer Science
- Design and Technology
- Drama
- Food Preparation and Nutrition
- French
- Geography
- History
- Music
- Physical Education
- Spanish
- Separate Science

### Accredited Level 2 Technical Awards

- Creative iMedia
- Travel and Tourism

### Other vocational courses

- Prince's Trust (L2 PDE)
- Materials Technology (School based award)
- Creative Art (School based award)
- Cooking for Life (School based award)

## Qualifications

Currently there are three main types of qualifications available to students when they reach the end of year 11. This page describes the different types of qualification. The page after gives advice on how many of each type of qualification a student should choose.

### GCSE Courses

The GCSE (General Certificate in Secondary Education) is awarded at grades 9 to 1. These courses will have a high percentage of assessment as final examinations. In a minority of courses there are elements of Non Examined Assessments (NEA). A GCSE is a level 2 qualification.

GCSE grades of a grade 5 or above will be regarded as a strong pass. A grade 4 pass is the minimum requirement in Maths and English to ensure students do not have to retake these two subjects again in year 12 at their next educational establishment. In tiered subjects, with foundation and higher, students will be entered for the most appropriate tier according to their ability and their attainment during the course.

### Vocational - Level 2 Technical Courses

The technical qualifications are different in that they are typically based upon a portfolio of work. Students complete smaller tasks throughout the course which are marked internally by staff. There is a smaller element of external assessment (exams), so this type of course may be more suitable for those students who find revising large quantities of information particularly difficult. It is typically awarded at four levels: Pass, merit, distinction and distinction\*. A level 2 Pass in an accredited course (IMedia or Travel) is equivalent to a grade 4 at GCSE.

GCSE Grade	U	1	2	3	4	5	6	7	8	9
L2 Tech	U	L1P / L1M	L1M / L1D	L1D*	L2P	L2M	L2M	L2D	L2D*	
Old	U	G/F	F/E	D	C	B	B	A	A*	
Note		•			••	•••				

• *Low Pass*    •• *Needed for most related College/Sixth Form courses*    ••• *Strong Pass*

### Vocational - School Based Awards

The school based awards do not lead to a formal nationally recognised qualification. Instead, students produce a portfolio of work which demonstrates the skills they have developed in the subject and which can be shown to future employers and educational institutions. Langtree will also produce a certificate that recognises their completion of the course and an internally awarded grade.

### Entry Level Certificates

Students who are not able to achieve a grade 1 in a GCSE course may be entered for an entry level certificate; these are awarded by the same exam boards as GCSE and recognise a student's achievement at a lower level than GCSE.

## Options Guidance Sheet

We want all students to have a positive experience in Key Stage 4, and to this end we will be trying to guide them towards selecting courses that are suitably demanding for them as an individual.

There are two categories of course:

<b>Level Two Courses (L2)</b>	<b>L2 (Level 2)</b> courses are high level demanding courses, either at GCSE level or equivalent recognised vocational awards.
<b>Vocational Courses (V)</b>	<b>V (Vocational)</b> courses will typically have more of a practical element, which can lighten the exam load at the end of year 11. This can help some students to spread out their workload over the next two years, while still developing valuable skills. Some of these courses do not provide a formal qualification, although some do.

A course may fit into both categories.

In 2021, Langtree contacted Henley College, The Downs Sixth Form, Wallingford Sixth Form, BCA college and Cambridge University admissions office to ask for guidance as to how options choices may affect a student's future education and job prospects.

All institutions had a similar message for students: The **quality** of your GCSE results (i.e. the grade) is much more important than the quantity of GCSEs completed. Academic A-Levels and Cambridge require you to have at least 8 GCSEs.

There is almost no difference for a university between a student who has taken 8 GCSEs and a student who has taken 10 GCSEs. The university is much more likely to be interested in what subjects the student has chosen, the grades achieved, what other extra-curricular activities they have involved themselves in, and critically, how they have performed in their A-Level/College courses.

Quote from Henley College:

["We do have set entry requirements for our various courses which are different for our Level 2, Level 3 and A-Level options. For example, to study an A-level programme we ask for 8 GCSEs in total, 2 of which must be Maths and English. All our entry requirements can be found on our website."](#)

Quote from Cambridge University Admissions Team:

["There are no GCSE \(or equivalent\) requirements for entry to Cambridge. GCSE results are looked at as a performance indicator, but within the context of the performance of the school/college where they were achieved."](#)

[Applicants \[for Cambridge\] have generally achieved high grades in subjects relevant to their chosen course, and most students who apply have at least four or five 7/8/9s at GCSE \(an A is considered equivalent to 7 and an A\\* is considered equivalent to 8/9\). However, there are always exceptions and we don't require a minimum number of 7/8/9s at GCSE. One of the strengths of the Cambridge admissions system is its ability to assess all applicants individually."](#)

Langtree will give guidance to students in the following format:

## Options Guidance - Jim Example

Student tutor group: 9Ex

Compulsory subjects: Maths GCSE, English Language GCSE, English Literature GCSE, Double Award Science GCSE, Ethics GCSE and PE (not assessed)

Within your 5 options choices we recommend you select:

Level 2	Vocational
3 to 5	0 to 2

*Note: Some courses are both vocational and level 2.*

**After making your 5 selections, you should be able to tick these boxes:**

Rule	Tick
At least three of my five choices are Level 2 courses	
No more than two of my choices are vocational courses	
At least one of my choices is either History or Geography	

You can see which courses are suitable for each selection in your options booklet.

We encourage you to discuss your choices with your parents and individual options mentor.

Your options appointment is at 11:00 on 1st January 2035 with Mrs Notarealname.

You can ask general questions to Mr Nonweiler ([cnonweiler@langtreeschool.com](mailto:cnonweiler@langtreeschool.com)) or Mrs Godfrey ([agodfrey@langtreeschool.com](mailto:agodfrey@langtreeschool.com))

The numbers and first two rules (e.g. “3 to 5” and “0 to 2” in the example) will be specifically tailored to the individual student.

This guidance will also be shared with students’ parents and their options interview mentor.



## COMPLETING THE KEY STAGE 4 CURRICULUM FORM

Students should complete their options form by **Thursday 21st March**. The form will be made available to students and their parents immediately after the options evening event.

*Please read the instructions on the form carefully.*

### OPTIONS EVENING

Our Options Information Evening will be held on **Wednesday 6th March** from 6:00pm to 8:05pm and will provide more information about the Key Stage 4 Curriculum. We will also answer any questions about the procedure for completing the Key Stage 4 Curriculum form and subject leaders will be available to discuss the courses offered.

There is not enough time to visit every course in the evening, so it is useful to plan which subjects you want to visit (to help confirm your choices or make a final decision) before attending the event.

During the lockdowns, subject leaders made videos about their courses as we were unable to run a live event. While these videos are now out of date, you may still find them to be a useful source of information:

<https://langtreeschool.com/virtual-options-21/>

### Why do you make five choices?

On the options form you will be asked to select and rank five subjects even though you will only study four options. This is because it is not possible to write a timetable where every student gets their preferred four choices. Possible subjects combinations, and which classes run, changes each year based upon student demand. Some subjects will be scheduled at the same time of day, which will mean a student can only attend one or the other. Some subjects have a maximum number of students per class because of safety issues. **Therefore, for some students, it will not be possible to allocate them to their preferred subjects.** Where a student cannot be given their top four preferences, they will be given their fifth choice subject.

If a student cannot be given four out of their first five choices then he or she will be contacted and invited to discuss the alternatives.

### What if I make a mistake?

If you submit your completed options form and then realise later that you have made a mistake every effort will be made to change your courses. However, the timetable will have been written by then and classes may be full, so sometimes changes are not possible. For these reasons it is vital that you take every opportunity offered to you to make the best and most informed choices that you can the first time around.

**Requests for changes after the end of September cannot normally be accommodated.**

## **The English Baccalaureate**

### **What is it?**

This was introduced by the government in 2017. It recognises student achievement in a group of selected subjects which it deems to be strongly academic and rigorous. The subjects covered by the English Baccalaureate (EBacc) are English, Maths, Science (including computer science), a language and either history or geography. Students would need to gain a grade 5 in all of these subjects in order to gain the English Baccalaureate, although no certificate is issued for this.

### **Is it compulsory?**

At Langtree, all students will have to follow the English, Maths, Science and Humanities elements of the English Baccalaureate. A language is not a compulsory option choice at Langtree. Students who wish to try and achieve the English Baccalaureate should therefore select a language option.

Department for Education guidance on the EBacc:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/761031/DfE\\_EBacc\\_Leaflet.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/761031/DfE_EBacc_Leaflet.pdf)

## **Russell Group Universities**

Students wishing to go on to study higher education at a top university should investigate the entry requirements of the universities. Students should consider carefully whether their key stage four options allow them to continue on their preferred pathway.

The “Russell Group” of universities are some of the most academic institutions in the UK. For more information about the Russell Group Universities please go to the following link:

<https://russellgroup.ac.uk/about/our-universities/>

The Russell Group offers this guidance when considering options choices:

“Few of us really know what we want to do in life at 13 or 14, when we make our GCSE choices, so it is well worth keeping your options open. Not many university courses ask for specific GCSEs other than English and Maths, which are compulsory anyway. However, you will usually need the equivalent GCSE to study a subject at A Level.

You should therefore keep your options open for A Levels by studying as wide a range of GCSEs as possible. The English Baccalaureate should help you do this in two ways; firstly by ensuring your school offers a wide range of core subjects, and secondly by leaving your options open beyond the five core elements of the English Baccalaureate.”

### **CHARGING FOR MATERIALS**

For some subjects, such as Art, Food and Design Technology, there is a requirement to complete a practical project. In these circumstances, parents will be asked to contribute to the cost of materials.

For those students who are studying Geography there is an expectation that they will attend all the field-trips (amounting to the equivalent of 5 days); this is a compulsory element of the new GCSE in Geography as they will be assessed on this aspect of the course in the actual GCSE examinations. The total cost of all field trips in 2022 was £190, though this figure will change each year based on the number of students on the trip and inflation.

### **TWILIGHT COURSES**

On occasions in the past there have been courses offered in the twilight sessions after school. You should indicate on your form if there is a course that you would like us to consider offering as a twilight course. **Usually we are not able to offer twilight courses** but if there is a significant number of students looking to do a course we will look carefully to see if we can facilitate it.

Once the completed forms have been returned we will process the choices and we will aim to let you know the final decisions by the end of April. We hope that we will be able to satisfy most students, however if it is not possible to offer your child their preferred subjects we will contact you and discuss the alternatives.

**WE HOPE TO RUN ALL OF THE COURSES LISTED BUT WE MAY HAVE TO WITHDRAW SUBJECTS FOR WHICH THERE IS A VERY LOW TAKE-UP.**

## How to Choose an Option

Look at all of the options before you make a decision.

Do not fall into the trap of believing that some subjects are only for boys and some only for girls as this is not true.

If you have a firm career idea then choose subjects that you'll need for the next stage of your career journey – the ones that you need to go into higher education, apprenticeships or jobs.

Ask for help from teachers, older students, family, or the Adviza service.

### **DO choose a course for these reasons:**

- You are good at the subject
- You think that you will enjoy the course
- It fits with your career ideas and plans
- It goes well with your other choices
- You are interested in the knowledge and skills it develops
- It will give you plenty of choice in the future
- You think you might want to continue studying it after year 11.
- Your research shows that it will interest you and motivate you to learn


### **DON'T choose a course for these reasons**

- Your friends are doing it
- People say it's easy
- You think it's a good course for a boy or for a girl
- Someone else thinks it's a good idea but you disagree
- You like the teacher (the teacher may change or be different in year 10)
- You don't know so you're just choosing randomly


Please also read and follow the guidelines on the "Options Guidance Sheet" page (pages 7 & 8).

**Subject information on the following pages of this booklet is correct at the time of print, however please be aware that GCSE courses can change as a result of exam board decisions.**

<b>Subject: Fine Art</b>			<b>Pathway(s)</b>	
<b>Head of Department Sarah Thomas</b>	<b>Qualification GCSE</b>	<b>Exam Board AQA</b>	L2	

	<p><b>Why do I want to study Art?</b></p> <p>Art can offer you the opportunity to use your imagination and to be creative, to seek personal enjoyment and satisfaction. Art is produced to express thoughts, feelings and communicate with others. It can provide us with visual experiences, record times, people, places, objects and much, much more. You may wish to be an architect, a fine artist, a fashion designer, a theatre designer, a sculptor, a graphics designer, landscape gardener, illustrator, interior designer. You wish to work in television or film, in computer aided design in fact any visually oriented career. If so, then GCSE Art and Design would offer you a suitable foundation from which you can move on to further and higher education</p>
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<p><b>What will I study?</b></p> <p>The course will offer you the opportunity to study a wide range of skills and techniques including drawing, painting, collage, printmaking, ceramics, 3D sculpture and textiles. You will use various starting points from artefacts, observation and insights both visually and through written annotation using appropriate specialist vocabulary, as the work progresses. The course will involve independent visits to broaden knowledge and understanding, developing perception and judgement, including art galleries, museums and other places of inspiration. All work produced will be assessed, with the very best quality project, along with elements of the other projects, entered as the personal portfolio. It is vital that all ideas, designs, experiments, thoughts, research and notes are contained within the portfolio of work.</p>	<p><b>What should I expect?</b></p> <p>If you choose this course you will be expected to:</p> <ul style="list-style-type: none"> <li>● Keep a portfolio of work for each project</li> <li>● Develop a mature and responsible approach to your work through individual research and experimentation.</li> <li>● Evaluate and assess your own progress and that of others</li> <li>● Provide equipment for completing work at home</li> <li>● Develop an understanding of Art history</li> <li>● Put up exhibitions of your best work</li> </ul>
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<p><b>How will I be assessed?</b></p> <p><b>Examination board: AQA</b> Assessment: 40% - Externally Set Examination consisting of preparation time and 10 hour test piece. 60% - Coursework consisting of 1 full project and further work with department set themes.</p>	
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***“If apple is the language of the future, then art must be the core” Elliot W. Eisner***

Subject: Creative Art			Pathway(s)	
Head of Department <b>Sarah Thomas</b>	Qualification <b>School Based Award</b>	Exam Board <b>n/a</b>		V

### School Based Awards

The school-based awards do not lead to a formal nationally recognised qualification. Instead, students produce a portfolio of work which demonstrates the skills they have developed in the subject, and which can be shown to future employers and educational institutions. Langtree will also produce a certificate that recognises their completion of the course and an internally awarded grade.

### What is Creative Art?

This exciting 2-year course introduces students to a wide range of new and dynamic Art and Design media and processes. As the course progresses students will be able to incorporate areas of personal interest into their work and increasingly be able to choose which creative direction projects will take.

### What will I study?

Art and design skills, approaches and opportunities covered on the course include graphic design using digital based media, printmaking, 3D sculpture and construction, graphic illustration as well as more traditional Art and Design skills such as painting and drawing.

### Exemplar Projects:

**Photography:** Using a DSLR camera and learning basic photography skills, undertake photoshoots and gain confidence applying the formal elements of photography.

**Acrylic Painting:** Using digital editing software (Photoshop) to create “posterized” Pop Art style self portraits then use those images to create silk screen prints and large scale paintings inspired by Andy Warhol and Roy Lichtenstein.

**Homage to a Culture:** Students study a culture of their choice and develop work in ceramics, printmaking and silk painting.

**Stage Design:** Working to a school set brief: cross curricular project- stage & set design/costume design/promotional graphic designs to assist and support the school drama production.

### Should I choose this course?

This course is suitable for students that want to practise their art but don't want to commit the time needed to complete the heavy demands of a full GCSE art portfolio. It does not lead to a nationally recognised qualification but will help to develop useful life skills and can support you in time management, organisation and working in a group. If you are planning to continue with an art qualification at college or sixth form, we would recommend completing the GCSE Fine Art course.

### What will I have to show for my work at the end of the course?

At the end of the Creative Art course, students will have a portfolio of work which shows a range of incredible art they have created, together with a record which identifies their successes, strengths, achievements and abilities.

<b>Subject: Business</b>			Pathway(s)	
Head of Department <b>Emma Morel</b>	Qualification <b>GCSE</b>	Exam Board <b>OCR</b>	L2	

Students study two themes of work across Year 10 and Year 11. There is no coursework element.

<b>1. Business activity, marketing and people</b>	<b>2. Operations, finance and influences on business</b>
<p>Students are introduced to business concepts and issues concerning the activities of a business.</p> <p>They explore the purpose and role of a business from spotting an opportunity through to the growth of an established business. They also look at the role of marketing and human resources.</p>	<p>Students take a closer look at the role of operations and finance in business activity. Operations include production processes, quality of goods and services, customer service, and working with suppliers. Finance covers its role, its sources, costs, profit and loss, cash and cash flow.</p> <p>They also explore how business responds to external influences, such as ethical and environmental considerations, the economic climate and globalisation, and the interdependent nature of business.</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>● Written Exam : 1 hour 30 minutes</li> <li>● 80 marks</li> <li>● 50% of GCSE</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>● Written Exam : 1 hour 30 minutes</li> <li>● 80 marks</li> <li>● 50% of GCSE</li> </ul>
<p><b>Question Types</b></p> <p>Both papers consist of calculations, multiple-choice, short-answer and extended-writing questions</p>	

### Learning Outcomes

This option should encourage students to:

- know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society
- apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts
- develop as effective and independent students, and as critical and reflective thinkers with enquiring minds
- use an enquiring, critical approach to make informed judgements
- investigate and analyse real business opportunities and issues to construct well-argued, well evidenced, balanced and structured arguments, demonstrating their depth and breadth and understanding of business
- develop and apply quantitative skills relevant to business, including using and interpreting data.

### Skills Required

Suitable candidates for this option will:

- Have confidence in Maths
- Be enthusiastic about watching current affairs/news programmes
- Be willing to read through business related material, e.g. news articles and analyse their content
- Be able to justify recommendations made
- Be eager to think!

<b>Subject: Creative iMedia</b>			Pathway(s)	
Head of Department <b>Emma Morel</b>	Qualification <b>Level 1/2 Technical Award</b>	Exam Board <b>OCR (J834)</b>	L2	V

<p><b>Unit R093: Creative iMedia in the media industry</b></p> <p>This is assessed by an exam (40%)</p>	<p>In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>● The media industry</li> <li>● Factors influencing product design</li> <li>● Pre-production planning</li> <li>● Distribution considerations</li> </ul>
<p><b>Unit R094: Visual identity and digital graphics</b></p> <p>This is assessed by a set assignment (30%)</p>	<p>In this unit you will learn how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>● Develop visual identity</li> <li>● Plan digital graphics for products</li> <li>● Create visual identity and digital graphics</li> </ul>
<p><b>Unit R097: Interactive digital media</b></p> <p>This is assessed by a set assignment (30%)</p>	<p>In this unit you will learn to design and create interactive digital media products for chosen platforms. You will learn to select, edit and repurpose multimedia content of different kinds and create the structure and interactive elements necessary for an effective user experience.</p> <p>Completing this unit will provide you with the basic skills for further study or a range of creative and technical job roles within the media industry.</p>

## Should I Choose Creative iMedia?

The digital applications course is designed to teach creative skills in graphics and multimedia products, as well as developing an understanding of the digital media industry. This course will teach you how to use a range of software packages effectively to meet realistic project briefs.

- DON'T choose it because you quite like browsing the internet sometimes.
- DO choose it if you want to combine skills from art, English and technology.
- DO choose it if you are creative and you like the challenge of turning concepts into digital reality.

***Keen to do programming and good at maths?  
Why not consider the GCSE Computer Science Option?***



<b>Subject: Computer Science</b>			Pathway(s)	
Head of Department <b>Emma Morel</b>	Qualification <b>GCSE</b>	Exam Board <b>OCR (J277)</b>	L2	

## What's in the Course?

<b>Exam 1</b> Computer Systems	<b>Exam 2</b> Computational thinking, algorithms and programming	<b>Programming Project</b>
<ul style="list-style-type: none"> <li>• Systems Architecture</li> <li>• Memory</li> <li>• Data representation &amp; Binary</li> <li>• Storage</li> <li>• Wired and wireless networks</li> <li>• Network topologies, protocols and layers</li> <li>• System security</li> <li>• System software</li> <li>• Ethical, legal, cultural and environmental concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Algorithms</li> <li>• Programming techniques</li> <li>• Producing robust programs</li> <li>• Translators and facilities of languages</li> <li>• Computational logic</li> </ul>	Learn Python programming and complete a project. <ul style="list-style-type: none"> <li>• Programming techniques</li> <li>• Analysis</li> <li>• Design</li> <li>• Development</li> <li>• Testing and evaluation and conclusions</li> </ul>

## Should I Choose GCSE Computer Science?

GCSE Computing will contain similar content to some of the programming and computer science lessons you have been taught in years 7, 8 and 9. If you enjoyed it then, you might enjoy more of it!

- This is one of the most challenging GCSEs on offer. You need good maths skills and logical reasoning.
- There is a lot of time spent programming in this course.
- There are a lot of facts about computers to learn.
- DO choose it because you're interested in how computers work.
- DO choose it because you want to learn programming skills that are in huge demand in a wide range of careers at the moment.

***Want to do creative project based ICT that doesn't involve so much maths?  
Why not consider the IMedia option?***

Information about the Computer Science course is available at:

<https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/>

Subject: Design and Technology			Pathway(s)	
Head of Department <b>Paul Sinnamon</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>	L2	

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness of, and learn from, wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will have the opportunity to work creatively when designing and making, and be able to apply technical and practical expertise.

GCSE Design and Technology involves students studying the core technical principles, specialist technical principles and designing and making. This includes a broad range of investigation and design methods, materials and environmental considerations and manufacturing techniques.

This course is assessed through two components;

**Exam: Written Examination Paper**

- 2 Hours – 100 marks – 50% of the course (usually June in Year 11)

**Non-Exam Assessment (NEA) – A3 Portfolio approx. 20 pages**

- 30-35 hours – 100 Marks – 50% of the course (June in Year 10 to February in Year 11)

Across the two components students will be assessed on the following:

- Identify, investigate and outline design possibilities to address needs and wants.
- Design and make prototypes that are fit for purpose.
- Analyse and evaluate:
  - The design decisions and outcomes involved in creating prototypes, made both by the students themselves and also those made by others
  - Wider issues in Design and Technology.
- Demonstrate and apply knowledge and understanding of:
  - Technical principles
  - Designing and making principles.

*N.B - Although there are practical elements to the course, the assessed aspects are mostly written and therefore the practical skills are proportioned suitably . Students must also demonstrate mathematical and scientific knowledge related to Design and Technology.*

**Course Outline:**

In Year 10 students will engage in the theoretical side of the course and use mini projects to link the theoretical to the practical elements. In the final term of Year 10 students will embark on their NEA. This is a substantial design and make project where students will choose a contextual challenge provided by the exam board. They will then investigate options, propose ideas, develop and model their concepts, before making and finally evaluating their project. This work will continue through to February half term in Year 11. The remaining time for the course will be used to hone knowledge and skills in preparation for the examination.

Beyond the content of the course, students will learn analysis skills, develop their creativity and problem solving abilities, and learn to plan and manage their time.

Please be aware there is a contribution for this course. This covers the cost of materials for the mini projects and the necessary revision guides. Materials for the NEA are purchased by the students/families as needed. Please contact us with any concerns you may have relating to this.

Subject: Materials Technology			Pathway(s)	
Head of Department <b>Paul Sinnamon</b>	Qualification <b>School Based Award</b>	Exam Board <b>N/A</b>		V

The Materials Technology course is a Langtree School vocational qualification. The purpose of the course is to allow students to develop their knowledge and skills through a variety of practical experiences and the related planning and theory. This course enables students to work in a hands-on way using wood, metals and polymers. In the course we also look at some electronics and try to cover the areas of carpentry, basic plumbing and basic electrics. We also have access to modern manufacturing methods including 3D printing and laser cutting which can be used to complement the workshop projects.

This practical course will help students develop their knowledge, skills, experience and confidence, which could potentially help open the door to a career in related industries and trades.

### Course structure and assessment

#### Projects

Students will complete mini projects throughout the two years of the course. Each project will include both practical and portfolio work and have clear success criteria for the students to work towards. Students will be graded at a pass, merit or distinction level for each of the completed project criteria, tallying to an overall project grade. The portfolio will be a record of their efforts over the two years and include written, graphic and photo evidence.

#### Practical Skills

The main purpose of the course is to develop confidence in planning, marking out and making. The use of these practical skills will hopefully not only thoroughly engage the students, but also help them to develop a level of competency and confidence which will support them well beyond their time at Langtree.

#### Theory

Students will complete theory to support their practical projects to develop their knowledge in the following areas:

- o Materials and their working properties
- o Processes and Manufacture
- o Joining, components, adhesives and finishes
- o Material calculations and the related mathematics
- o Sustainability
- o Career Opportunities.

Please be aware there is a contribution for this course. This covers the cost of the materials each student will use to make their projects. Students will be able to bring their projects home.

Subject: Drama			Pathway(s)	
Head of Department <b>Gill Pimm</b>	Qualification <b>GCSE</b>	Exam Board <b>Eduqas</b>	L2	

Students following the Drama GCSE course will develop their drama skills and use them to create new drama and explore play texts and theatre practitioners. Visits to live theatre performances are an integral part of the course.

In addition to enhancing their appreciation of the dramatic form, students attaining a good grade in GCSE Drama will have demonstrated:

- Strong group work skills
- Confidence presenting in front of others
- Creative thinking skills
- Insightful and empathic approaches

[In 2018, statistics showed that the creative industries are growing 5 times faster than the national average.](#) This 2021 article shares that the [UK arts and culture industry contributes 0.4% of UK GDP \(£111 billion\) and 260,300 jobs \(1.1% of UK employment\).](#) With this in mind, it is worth remembering that the creative skills nurtured during the GCSE Drama course can help to equip students for a career in this growing industry.

And remember, GCSE Drama is not just for those who wish to become actors and drama teachers, or even to work in what we consider to be creative industries! Think about the skills required by a barrister standing up in court; a business executive presenting an idea to a room of his colleagues; members of a team trying to inspire each other to think creatively to solve a problem. In fact, just consider the skills that you will need to best present yourself at your college, university and job interviews. No other subject will equip you with these skills as well as the Drama GCSE!

#### **How will GCSE Drama be assessed?**

<b>Devising Drama</b>	Students will devise an original piece of drama in response to a stimulus provided (eg: a painting; song lyrics; poem; news article). OR Students can design, (lighting, sounds, costume or set), for one of the devised pieces of drama created by their peers. Students are marked on either their performance or design (10%).  All students will complete a portfolio style piece of work which will give details of the devising/designing process and evaluate the performance/final design (20%).  All students will write an evaluation of their final performance or design under controlled conditions (10%).	40%
<b>Performance of /designing for texts</b>	Students will perform 2 extracts from a text (any combination of monologue or duologue or groups). OR Students will do a design, (lighting, sounds, costume or set), for one of the drama performances	20%
<b>Written Examination: Responding to live theatre and a performance text.</b>	All students will answer questions which ask them to explore a set text from the perspective of an actor, director and designer, to show an understanding of how theatre skills can be used to communicate the play, its characters and themes. (30%)  All students will answer a question about a live performance they have been to see – evaluating and giving details of how acting and design were used to impact the audience. (10%)	40%

<b>Subject: Food Preparation and Nutrition</b>			Pathway(s)	
Head of Department <b>Sarah Darkins</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA (8585)</b>	L2	

### What is it?

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to consolidate key concepts. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. Students will cook most weeks in Year 10 and although expected to provide their own ingredients, will be able to bring home some tasty dishes for you all to enjoy. In year 11 the course is more focused on completing the coursework and working towards the written exam. Although practical in essence, this is an academic course.

### Subject Content – What is covered?

Food preparation skills are embedded through five core topics over the two year course: Food, nutrition and health, food science, food safety, food choice and finally, food provenance

### Assessments:

#### **EXAM: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes**

The paper is made up of 20 multiple choice questions worth 20 marks and 5 longer answer questions worth 80 marks.

#### **NON- EXAM ASSESSMENT (NEA) Task 1: Food investigation (15%) written report: 10 hours**

Students submit a written report (1,500–2,000 words) including photographic evidence of a practical food science investigation completed at school.

#### **NON- EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%) written portfolio: 30 hours**

Students will prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. They will submit a written portfolio (15 A4 pages) including photographic evidence.

*Both NEAs will be set by the Exam Board and carried out in the first half of Year 11.*

### Which careers can this course lead to?

Studying Food Preparation and Nutrition can lead to exciting and well paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as a chef, food product developer, buyer (who travels the world sourcing new food products for manufacturers), food safety inspectors, nutritionists, dieticians, quality managers, teacher, food engineer, food scientist, food technologist, food photographer, food stylist, home economist, hotel and restaurant manager, microbiologist or working in food magazines, radio and television – for more information on food careers please visit:

<http://tastycareers.org.uk/>

Subject: Cooking for Life			Pathway(s)	
Head of Department <b>Sarah Darkins</b>	Qualification <b>School Based Award</b>	Exam Board <b>N/A</b>		V

Cooking for Life is a Langtree School vocational qualification. The purpose of this course is to allow students to develop their knowledge and skills in a food based context. The course concentrates on cooking delicious and nutritious dishes and aims to provide students with some lifelong cooking skills.

### **Course structure and assessment**

#### Weekly tasks

This will involve preparing a dish that will be documented in a portfolio of work that will build up over the two years. Skills acquired will also be recorded in this portfolio.

#### Termly challenge

This will bring together all the skills learnt from the weekly tasks to showcase in a final catering based challenge such as catering for the Langtree School Senior Citizens party. Students will be assessed and graded on their contribution to this challenge at a pass, merit or distinction level.

### **What skills will I gain?**

Aside from developing a love and deeper understanding of food and nutrition, this course will build numerous key skills such as food preparation, teamwork and numeracy (e.g. weighing, ratios, time management, costing).

### **How is this course different from GCSE Food Preparation and Nutrition?**

This is very much a practical course that cuts out the pressure of studying for a written exam or producing extended pieces of coursework. You are expected to work hard and keep your portfolio of evidence up to date. The emphasis for this course is to develop useful cooking skills that will set you up for life.

### **What will I end up with?**

A portfolio of work that will document your progress and give you grades for specific projects that have been completed. This will also contain your certificate awarded by the school with an overall grade achieved. You will also have the opportunity to build up your own personalised recipe book containing recipes that you can cook for yourself, friends and family.

If you are planning to continue with a cooking qualification at college or sixth form we would recommend speaking to Mrs Darkins about whether to select the GCSE or vocational cooking option.

<b>Subject: Modern Foreign Languages - French or Spanish</b>			Pathway(s)	
Head of Department <b>Sophie Cordillet</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>	L2	

Why should you learn a foreign language?

- Linguists are amongst the most employable graduates second only to media and law graduates
- Languages combine really well with lots of other subjects
- Linguists are sought after by a wide range of sectors including law hospitality health care government and any business with an international market

What skills can I develop through learning a language?

- Soft skills (presentation /communication / Critical thinking and problem solving / Analytical skills
- Creativity, Literacy, and flexibility
- Listening skills and memory
- Inter-relation skills thanks to an enriching cultural awareness and broadened horizons

MFL is a subject that one must study in order to gain the EBacc, which is recognised by Russell Group Universities.



By the time students have reached Year 10, they will have already started to work towards a GCSE Language and have developed all of the four key skills: listening, reading, writing and speaking, all of which are equally weighted towards the student's final grade.

Yes, learning a language can be challenging at times - you need to be ready for some proper learning and practice but it is also lots of FUN and we will continue to sing, play, investigate and solve puzzles!

### GCSE Themes

1. Identity and culture
2. Local, national and international areas of interest
3. Current and future study and employment

### GCSE Exams

Students are entered for the GCSE at Higher (grades 5-9) or Foundation (grades 1-5) level and sit the same level paper in all four exams. Each exam is equally weighted.

Listening 25%. Higher: 45 minutes Foundation: 35 minutes.

Speaking 25%. Higher: 10-12 mins Foundation: 7-9 mins: role-play, photocard and general conversation.

Reading 25%. Higher: 1 hour 15 minutes Foundation: 1 hour. 9-10 texts, includes a translation into English

Writing 25%. Higher: 1 hour 15 minutes Foundation: 1 hour. Includes a translation into the foreign language

All four exams are marked and graded by the Exam Board.

### Useful resources:

A bilingual dictionary e.g. Collins Pocket Dictionary approx. £7. <https://www.wordreference.com/> is also a good online dictionary.

All students already have access to [www.kerboodle.com](http://www.kerboodle.com) which is the online learning platform for this AQA GCSE course. Other useful online resources for independent study are:

<https://www.bbc.co.uk/bitesize/levels/z98jmp3>

<https://quizlet.com>

<https://www.memrise.com/>

<https://www.20minutes.fr/>

<https://www.20minutos.es/>

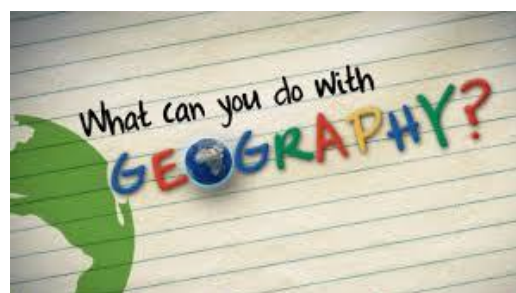
<b>Subject: Geography</b>			Pathway(s)	
Subject Lead <b>Lucy Phipps</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>	L2	

The Geography GCSE consists of 3 papers as seen below.  $\frac{1}{2}$  of Paper 3 is based on a compulsory Geography fieldtrip. At least 10% of the final GCSE grade is based on analysing data (using mathematical skills).

<p><b>Living with physical environment</b> Paper 1</p> <p>Topics: Tectonic hazard; tropical storms; UK weather; climate change; ecosystems; tropical rainforest; extreme environments; rivers &amp; coasts.</p> <p style="text-align: center;"><b>35%</b></p>	<p><b>Challenges in the human environment</b> Paper 2</p> <p>Topics: World population; Urban growth of Lagos; urban change of Bristol; sustainable urban living; world economic development &amp; of Nigeria; changes in UK economy; resource management; water demand</p> <p style="text-align: center;"><b>35%</b></p>	<p><b>Geographical applications</b> Paper 3</p> <p><b>COMPULSORY</b> Fieldtrip 15%</p> <p>Issue Evaluation (Resources pre-released 12 wks before exam)</p> <p style="text-align: center;"><b>30%</b></p>
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**Don't just take our word for it ...**  
 "At a time of growing concern about climate change, shrinking energy resources & global poverty, Geography is one of the **most relevant courses you could choose to study.**"  
*Laura Smith, the Independent*

- ... Helps you discover the world around you and explore it.
- ... Develops your skills to look beyond the obvious and ask questions.
- ... Shows you how humans and nature interact.
- ... Provides you with many skills employers are looking for.

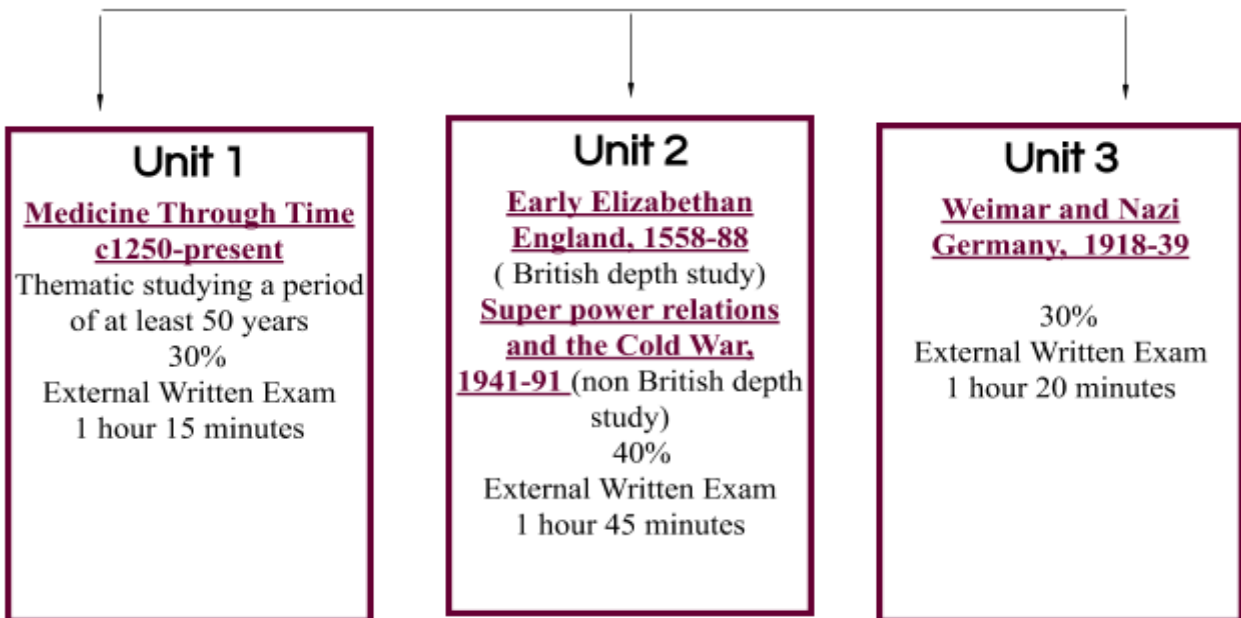


## Where can Geography take you?

Planner - Market Researcher - Housing Officer - Estate Agent - GIS Specialist - Chartered Surveyor - Remote Sensing Analyst - Cartographer - Crime Analyst - Transport Manager - Location Analyst - Retailer - Regional Development Officer - Travel Agent - Tourism Officer - Media Researcher - Environmental Consultant - Estate Manager - Forestry Ranger - Conservation Officer - Pollution Analyst - Weather Presenter - Disaster Manager - Flood Protection Officer - Water Supply Coordinator - Risk Assessor - Hydrologist - Coastal Manager - Geologist - Civil Engineer - Soil Conservationist - Aid Worker - Diplomat - Refugee Advisor - Charity Coordinator - Teacher - Marketing Manager - Accountant - Lawyer - Town Planner



<b>Subject: History</b>			Pathway(s)	
Head of Department <b>Nia Jarvis</b>	Qualification <b>GCSE</b>	Exam Board <b>Edexcel</b>	L2	



*"If you don't know history, it is as if you were born yesterday."*

Howard Zinn

Where can History take you?

- Law, Doctor, Journalism, Politics, Business, Criminology, Editing, Content Creator, Parliament, Civil Service, Author, Anthropology, Foreign Affairs, Teacher, Cultural Heritage, Research, Diplomacy, Archaeologist, Archivist, Analyst and much more!

- ***History isn't just about reciting lists of facts or knowing when the Battle of Hastings took place. It is about understanding why those events mattered in the international and national context. You will be challenged to examine past events, explore their historical context and understand the impact they have on the present.***

Subject: <b>Travel and Tourism</b>			Pathway(s)	
Subject Lead <b>Charlotte Davies</b>	Qualification <b>BTEC Level 1/2 Tech Award</b>	Exam Board <b>Pearson</b>	L2	V

The BTEC Tech Awards are an introduction to vocational learning and the focus is on building skills to show aptitude. The travel and tourism sector is the UK's third-largest employer, accounting for 9.5% of total employment. Tourism is one of the fastest-growing sectors in the UK in employment terms, employing nearly 3 million people, and the value of tourism to the UK economy is approximately £121 billion (7%) of UK GDP. The course equips students with the skills to undertake Level 3 study or the Post 16 Level 2 Technical Certificate in Hospitality.

This course gives students an opportunity to study a vocational qualification investigating the travel and tourism sector. Students need to study 3 units, two of which are assessed by way of internal assignments and one in an external examination.

Components studied	How is it assessed?	Weighting
1. Travel and Tourism Organisations and Destinations <b>Learning aim A:</b> Investigate the aims of UK travel and tourism organisations <b>Learning aim B:</b> Explore travel and tourism and tourist destinations	Internal assignment on both learning aims	30%
2. Influences on Global Travel and Tourism	External exam (2 hours)	40%
3. Customer Needs in Travel and Tourism <b>Learning aim A:</b> Investigate how organisations identify travel and tourism trends <b>Learning aim B:</b> Explore how to meet the needs and preferences of travel and tourism customers	Internal assignment on both learning aims and synoptic (draws on understanding from components 1 & 2)	30%

The three components are mandatory and focus on the assessment of knowledge, skills and practices.

Students will be awarded a Distinction\*, Distinction, Merit or Pass at Level 2. This is equivalent to a passing grade at GCSE. If students are unsuccessful at Level 2 they are still eligible for a Level 1 Pass / Merit / Distinction.

<b>Subject: Music</b>			Pathway(s)	
Head of Department <b>Benjamin Bradley</b>	Qualification <b>GCSE</b>	Exam Board <b>OCR</b>	L2	

Music is an enjoyable, exciting, challenging, practical and creative course based on making music. The course offers structured opportunities for **Any STUDENT** to develop their knowledge, understanding and skills in performing, composing, listening and appraising. Taking additional music lessons, or reading musical notation are not requirements to take GCSE music.

**Students are encouraged to become:**

- Capable performers through study of an instrument or voice and pieces composed for it (including via technology);
- Skilled composers through study of compositional techniques and styles;
- Understanding listeners through study of a range of different types of music.

**What will you learn?**

Areas of Study				
<b>My Music</b>  Learning an instrument or voice (or performance via technology).  Writing your own music via 2 compositions.	<b>The Concerto Through Time</b>  Development of the Concerto from Baroque to Romantic periods	<b>Rhythms of the World</b>  Traditional rhythmic roots from India, Middle East, Africa and South America	<b>Film Music</b>  Music written for film and video games	<b>Conventions of Popular Music</b>  From 1950s to the present day

**How will you be assessed?**

<b>Integrated Portfolio</b>	One performance (15%) One composition (15%)	Non-Exam Assessment (NEA)	<b>30% of final grade</b>
<b>Practical Portfolio</b>	A group performance (15%) A composition – board set brief (15%) There will be four briefs to choose from	NEA	<b>30% of final grade</b>
<b>Listening and Appraising</b>	Written examination based on the areas of study above.	90 Minutes	<b>40% of final grade</b>

Students will have the opportunity to work with visiting musicians, take part in workshops and go to concerts. Students may be asked to make a small financial contribution for these activities.

**Students taking GCSE music are not expected to be able to read music or be taking/have taken external lessons on a musical instrument** (although these can be advantageous). If you do wish to take up instrumental or singing lessons, these can be arranged through the school and details are available from Mr Bradley.

**Further education and careers**

This course may lead to study Music (or Music Technology) at GCE A level, a performing arts course, or vocational qualification. Later, there are several routes you could take to go into a career in broadcasting, performing, composing, conducting, music education, music therapy, the recording and music industries, maintenance and repair or music retailing. As a largely practical creative subject which showcases a student’s ability to undertake a committed and thorough study, Music is valued highly by prospective employers and further/higher education providers.

<b>Subject: Physical Education</b>			Pathway(s)	
Head of Department <b>Debbie Lackey</b>	Qualification <b>GCSE</b>	Exam Board <b>OCR</b>	L2	

There is both a practical and theoretical component to this course. Three lessons a fortnight are classroom based. Practical work is taught and assessed in the remaining GCSE lesson and the two core PE lessons.

### **ASSESSMENT**

**60% written exams.** 2 x 1 hour papers.

Paper 1 – Physical factors affecting performance

Paper 2 – Socio-cultural issues and sports psychology

**30% practical performance** [3 sports, at least one team sport and one individual plus one other.]

**10% analysis and evaluation of performance.** Written coursework.

Theory work covers the following:

- Skeletal system
- Muscular system
- Structure of joints
- Roles of muscles, movement and their location
- Structure and function of the cardiovascular system
- Structure and function of the respiratory system
- Aerobic and anaerobic exercise
- Short term effects of exercise
- Long term effects of exercise
- Components of fitness – cardiovascular endurance, muscular endurance, speed, strength, flexibility, agility, power
- Principles of training
- Methods of training
- Warm up/cool down
- Potential hazards and prevention of injury
- Physical activity in sport in the UK
- Socio cultural factors affecting participation in physical activity
- Lever systems
- Characteristics of skilful movement
- Goal setting
- Mental preparation
- Feedback
- Ethics in sport
- Participation levels in physical activity
- Drugs in sport
- Violence in sport
- Health, fitness and well being
- Diet and nutrition
- Commercialisation

### **Who is suited to this course?**

- Someone who is a capable performer in **at least 3 different sports** and who regularly takes part in competitive sport
- Anyone with a real interest in sport and a possible future career in sport
- Someone who takes part in physical activity regularly outside school and attends extracurricular practices, preferably playing for a school team.
- Somebody that is interested and motivated to learn the theory work associated with the course.
- A more detailed breakdown of the course can be found on the OCR website here:  
<https://www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/>
- Students are required to purchase a revision guide and a new gcse pe t-shirt

Subject: Prince's Trust Achieve Programme			Pathway(s)	
Subject Lead <b>Susannah Wood</b>	Qualification <b>Certificate in Personal Development and Employability Skills</b>	Exam Board <b>Prince's Trust</b>		V

### What is The Achieve Programme?

The Prince's Trust Achieve Programme is an alternative curriculum option that enables Key Stage 4 students to develop the transferable skills of Leadership & Teamwork, Organisation, Resilience, Initiative and Communication. With flexible delivery methods and curriculum content, the programme is ideally suited to meet the needs and interests of young people by building confidence, self-esteem and core employability skills to prepare them for life beyond Year 11.

### The following modules make up the 6 credits which are needed for a Certificate in Personal Development and Employability Skills:

**Teamwork Skills:** This unit helps learners develop team working skills by understanding the roles and ways of working in a team to achieve a shared goal. Learners will have the opportunity to work in a team and practise using the key skills needed to be a valuable team member.

**Enterprise Project:** The aim of this unit is to help learners develop their enterprise skills by planning, costing, promoting and selling a product or providing a service. An enterprise activity might include a group activity, or an individual activity which often raises money. Projects can be social enterprises.

**Preparing for the World of Work:** This unit helps learners to start to prepare for the world of work. It is an opportunity to explore different ways of working, legal considerations and rights in the workplace and what learners might expect from the world of work. It is also an opportunity for learners to consider suitable employment options for the future.

**Experiencing the World of Work:** This unit develops learners' skills and understanding of the workplace. This is done through preparing for, attending and reviewing a work experience placement. It is also an opportunity for learners to obtain a work reference which they may find useful in the future. Increasingly there is more and more research demonstrating how important work experience is in helping learners move into paid employment.

**Career Planning:** With high demand for jobs, learners need to be aware of where to search for suitable roles and how to best present themselves through their CVs, applications or at an interview. This unit gives learners a better understanding of the jobs market and their career interests, as well as equips them with skills and knowledge to support their job hunt.

**Project Based Learning:** The aim of this unit is to enable learners, working as groups or individuals, to investigate and work upon a problem, challenge or area of interest. Learners will have the opportunity to use a variety of skills as part of their project-based learning and present their work to an audience.

### How is The Achieve Programme assessed?

The completion of modules are accredited by the Prince's Trust and students can gain The Personal Development and Employability Skills (PDE) Qualification, Level 1, or Entry Level Qualification. Young people collate evidence of their achievements in a variety of ways, such as diaries, annotated photographs, written reports and presentations. Students are graded at pass or fail and the portfolios of evidence are internally assessed and externally moderated.

<b>Subject: Science</b>			Pathway(s)	
Head of Department <b>Mark Smith</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>	L2	

## **Tiers of Entry: Foundation (1-5) Higher (4-9)**

### **Course content:**

If a student does not select Separate Science as one of their options, they will study Combined Science Double Award - Trilogy. This course leads to the award of two GCSE grades on a scale from 1-1 to 9-9. The two grades may be the same (e.g. 4-4 is two grade 4 passes) or consecutive (e.g. 5-4, is one GCSE at grade 5 and one at grade 4). The course is made up of units of Biology, Chemistry and Physics.

Students may alternatively choose Separate Science as one of their options, and achieve three separate GCSE grades in Biology, Chemistry and Physics. The Separate Science course contains mostly the same topics as the Combined Science course, but allows for a broader range of study within each topic.

### **Year 9**

A portion of the GCSE course is covered in Year 9. Topics include: Cell Biology, Tissues and Organs, Energy Changes, Atomic Structure, the Periodic Table and Using Resources.

### **Year 10 and 11**

#### **Combined Science**

We teach the remaining content over these two years. The content is split into Biology, Chemistry or Physics units which each take 7-8 weeks to teach. Classes will rotate between different teachers for those units. From around the middle of March in Year 11, classes will then rotate between teachers for shorter revision units, which will include the content taught in Year 9. Students will benefit from 8 Science lessons over the two week timetable.

#### **Assessment**

In Year 11 students will sit six papers- 2 Biology, 2 Chemistry and 2 Physics. Each paper is worth 16.7% of their final grade. The papers will last 1 hour and 15 minutes with 70 marks available for each.

#### **Separate Science**

Students with a particular interest or flair in Science, perhaps considering studying Science at A level, have the opportunity to choose an extra Science option. As previously mentioned the syllabus contains more breadth of content for each topic. Students attend an extra five Science lessons a fortnight in order to cover the additional material. The classes rotate between teachers as with Combined Science during core science lessons, but the additional option block lessons are taught by the same teacher for the whole year.

#### **Assessment**

Pupils will sit two papers for each subject worth 50% of their final grade. Each paper will last 1 hour and 45 minutes with 100 marks available.

Around half of the current Year 10 and Year 11 have opted for Separate Science.