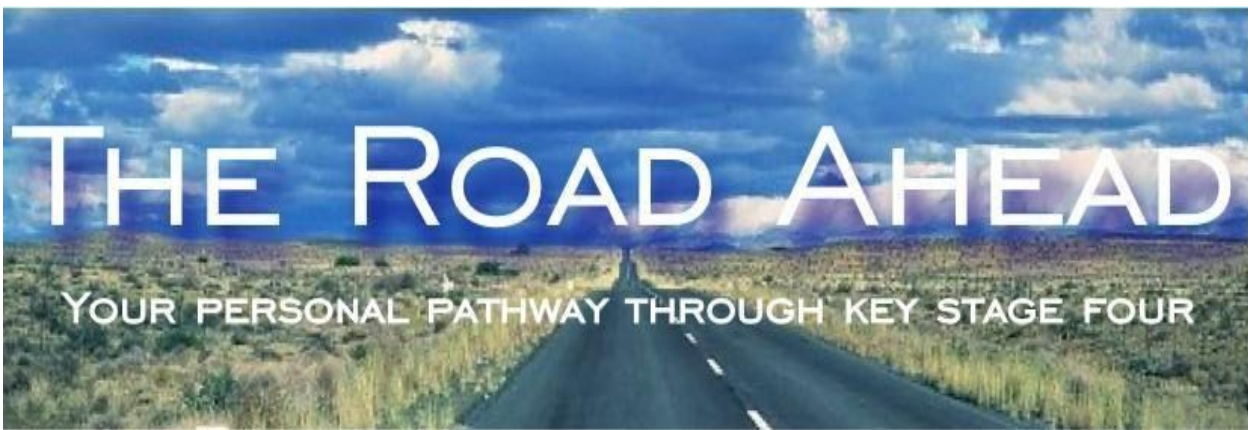




KS4 options



2021-2023

# **KEY STAGE 4 CURRICULUM BOOKLET**

## Key Dates

Monday 18 <sup>th</sup> January:	Student Options Assembly
25 <sup>th</sup> February:	Videos available for Virtual Options Information Evening
Friday 5 <sup>th</sup> March:	First day that an Options form can be handed in
Friday 19 <sup>th</sup> March:	Deadline for handing in Options form
Between 18 <sup>th</sup> January and 19 <sup>th</sup> March:	Individual student appointment with tutor, head of year or selected member of staff

# FOREWORD

Dear Students and Parents

I have great pleasure in presenting the Key Stage 4 Options Booklet for 2021. 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 view the “virtual options evening” videos on our school website when they become available on the 25th February. As we are unable to meet you face to face this year, as we usually would, I also encourage you to email the subject leaders of courses if you have further questions after this date.

The choice on offer is an exciting one, but it can also be daunting; The Langtree 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 during the lockdown is to email me at [cnonweiler@langtreeschool.com](mailto:cnonweiler@langtreeschool.com).

We look forward to receiving your completed options forms by Friday 19th 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 2021.

### 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  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.
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 accounts for roughly 60% of a student's lessons (15 hours a week).

## Optional subjects

Students will be given the chance to choose 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 roughly 40% of a student's timetable  
(10 hours a week / 2.5 hours a week per option)

### GCSEs

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

### Technical Awards

- Creative iMedia - (Level 2)
- Travel and Tourism (Level 2)
- Prince's Trust (Level 2 PDE)
- Materials Technology (School Based Award)

## Qualifications

Currently there are two main types of qualifications available to students when they reach the end of year 11.

### GCSE Courses

The GCSE is awarded at grades 9 to 1. These courses will have a high percentage of assessment as final examinations although in a minority of courses there are elements of Non Exam Assessments (NEA) done in school.

The new GCSE grades go from 1 up to 9. Award of a grade 5 or above will be regarded as a strong pass. A grade 4 pass will be 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 students will be entered for the most appropriate tier according to their ability and their attainment during the course.

The table below attempts to indicate where equivalences are to be pitched:

OLD GCSE GRADES	NEW GCSE GRADES
A*	9
	8
A	7
B	6
	5
C	4
D	3
E	2
F	1
G	
U	0

### Technical Courses

The technical qualifications are different in that they are mainly based upon a portfolio of work where students complete smaller tasks throughout the course which are marked internally by staff. There is a smaller element of external assessment and 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 pass is equivalent to a grade 4 or above at GCSE.

Both types of qualifications are nationally recognised but students who are looking to move on to study A-levels should be seeking to gain as many GCSE qualifications as possible. Many A-level courses require a grade 5 at GCSE in subjects relevant to that A-level.

### ENTRY LEVEL CERTIFICATES

Students who are not able to achieve a grade 1 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.

## **COMPLETING THE KEY STAGE 4 CURRICULUM FORM**

The form which accompanies this booklet should be completed and returned to your son/daughter's tutor by **Friday 19th March** *Please read the instructions on the form carefully.*

### **CONSULTATION EVENING**

Unfortunately we can't deliver our usual consultation evening in the traditional fashion during the pandemic. We will, however, be uploading information presentations for each subject, to form a "virtual" options evening event. These presentations will be available from February 25th.

### **Why do you make five choices?**

On the options form you will be asked to select and rank five (or more) subjects that you would like to study even though you will only study four options. This is very important because once all the choices have been made we will create a timetable for the students. If a small number of students have chosen a subject then it will NOT be possible to run this subject. Which subjects run and do not run changes every year based upon student demand and while every effort will be made to get a student's first choice this is not always possible. Some subjects have a maximum number of students per class because of safety issues. Sometimes it is not possible to allocate all students to a subject in their top four and so the other subjects are used.

If a student cannot be given one 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 and 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.

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

## **The English Baccalaureate**

### **What is it?**

This is a qualification that was introduced by the government four years ago. 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 compulsory. For those students who are intending to go onto Higher Education, particularly if they intend to study at a Russell Group University, it is strongly recommended that they try and achieve the English Baccalaureate. Therefore students aiming for this route should select a language option.

However, if you feel that this route is not suitable for you then you are free to choose alternative courses. For more information about the Russell Group Universities please go to the following link:

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



### **CHARGING FOR MATERIALS**

For some subjects, such as Design and 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 last year was £210.00.

### **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 not on offer in the list 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 offer 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 son/daughter his or her 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 you need to go into higher education or Apprenticeships or jobs with training

Ask for help from teachers, careers coordinator, parents/carers, family, or the Adviza service.


### Good reasons for choosing a course

- 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


### Bad reasons for choosing a course

- 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

<b>Subject: Fine Art</b>		
Head of Department <b>Mark Rye</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>

	<b>Why do I want to study Art?</b>
	<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.</p> <p>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 orientated 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>

<b>What will I study?</b>	<b>What should I expect?</b>
<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.</p> <p>The course will involve trips to broaden knowledge and understanding, developing perception and judgement, including Art galleries, museums and other places of inspiration.</p> <p>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>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>

<b>How will I be assessed?</b>	
<p><b>Examination board: AQA</b></p> <p>Assessment:</p> <p>40% - Externally Set Examination consisting of preparation time and 10 hour test piece.</p> <p>60% - Coursework consisting of 1 full project and further work with department set themes.</p>	

***“If apple is the language of the future, then art must be the core” Elliot W. Eisner***

<b>Subject: Business</b>		
Head of Department <b>Emma Morel</b>	Qualification <b>GCSE</b>	Exam Board <b>Edexcel</b>

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

Theme 1: Investigating small business	Theme 2: Building a business
<b>What's assessed?</b> <ul style="list-style-type: none"> <li>● Enterprise and entrepreneurship</li> <li>● Spotting a business opportunity</li> <li>● Putting a business idea into practice</li> <li>● Making the business effective</li> <li>● Understanding external influences on business</li> </ul>	<b>What's assessed?</b> <ul style="list-style-type: none"> <li>● Growing the business</li> <li>● Making marketing decisions</li> <li>● Making operational decisions</li> <li>● Making financial decisions</li> <li>● Making human resource decisions</li> </ul>
<b>How it's assessed</b> <ul style="list-style-type: none"> <li>● Written Exam : 1 hour 30 minutes</li> <li>● 90 marks</li> <li>● 50% of GCSE</li> </ul>	<b>How it's assessed</b> <ul style="list-style-type: none"> <li>● Written Exam : 1 hour 30 minutes</li> <li>● 90 marks</li> <li>● 50% of GCSE</li> </ul>
<b>Question Types</b> The papers consist of calculations, multiple-choice, short-answer and extended-writing questions	

### 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 enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems
- 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>		
Head of Department <b>Emma Morel</b>	Qualification <b>Creative iMedia Level 1/2 Award/Certificate</b>	Exam Board <b>OCR</b>

## What's in the Course?

<b>R081: Pre-production skills (25%) - Exam</b>	<b>R082: Creating digital graphics (25%) - Coursework</b>
Students are introduced to a range of essential pre-production techniques used in the creative and digital media, including client brief, time frames, deadlines and preparation techniques	Building on the skills and understanding that they have developed in the previous unit, students explore where and why digital graphics are used and the techniques that are involved in their creation. They apply their skills and knowledge in creating digital graphics against a specific brief.
2 further optional units which may include the following:	
<b>R085: Creating a multipage website (25%) - Coursework</b>	<b>R084: Storytelling with a comic strip (25%) - Coursework</b>
Students explore the different properties, purposes and features of multi page websites. They demonstrate their creativity by combining components to create a functional, intuitive and visually pleasing website.	Students explore different genres of comic strip and how they are created. They plan and create a comic strip to specific requirements, and review the final comic against a specific brief.
<i>Learn software such as fireworks, photoshop, serif web design, audacity etc</i>	

## Should I Choose Creative iMedia?

The digital applications course is designed to teach creative skills in graphics, animation and multimedia products. 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>		
Head of Department <b>Emma Morel</b>	Qualification <b>GCSE</b>	Exam Board <b>OCR (course J277)</b>

## 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>• 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>• Computational logic</li> <li>• Translators and facilities of languages</li> <li>• Data representation</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 is a direct follow on from the Entry Level Computer Science course you have been completing in Year 9. The topics and content are very similar, but presented at a much higher level.

- This is one of the most challenging GCSEs on offer. You need good maths skills and logical reasoning.
- 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 project based ICT that doesn't involve so much maths?  
Why not consider the technical ICT option?***

Information about the Computer Science course is available at:

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

<b>Subject: Design and Technology</b>		
Subject Lead <b>Mr Sinnamon</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>

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 get the opportunity to work creatively when designing and making and they will be able to apply technical and practical expertise.

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

This course is assessed through two components;

**Exam: Written Examination Paper**

- 2 Hours – 100 marks – 50% of the course (May 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 so the course is about practising these elements in suitable proportions. Students must also demonstrate mathematical and scientific knowledge in relation 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. The core and specialist knowledge will prepare students to be effective and responsible designers. In the final term of Year 10 students will embark on their Non Exam Assessment (50% of the course). This is a substantial design and make project where students will choose a contextual challenge provided by the examining board. They will then investigate options, propose ideas, develop their concept, make and finally evaluate 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 prepare for the examination (50% of course).

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

<b>Subject: Materials Technology</b>		
Subject Lead <b>Mr Sinnamon</b>	Qualification <b>School based qualification</b>	Exam Board <b>N/A</b>

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. 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, basic electrics and some tiling. We also have access to modern manufacturing methods including 3D printing and laser cutting.

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

### **How will this course be assessed?**

#### Mini Projects

Students will be given mini projects throughout the course. Each project will have clear success criteria which the students will need to work towards these. Students will be graded at a pass, merit, distinction or distinction \* for each of the project criteria, with an overall project grade.

#### Theory

Students will complete regular theory which develops their knowledge in the following areas:

- o Materials and their working properties
- o Processes and Manufacture
- o Joining, components, adhesives and finishes
- o Commercial practise
- o Sustainability
- o Careers Opportunities.

The theory will be tested in school throughout the course at regular intervals. Grades will be awarded for each test and will contribute to the overall course grade.

#### Portfolio of evidence

Students will be expected to maintain a portfolio of evidence throughout the course. This will be a record of all their achievements in the course with both written and photographic evidence of their progress. This portfolio will also have a copy of the certificate awarded by the school and the overall grade achieved.

### **Course Outline:**

The course will consist of a series of mini practical projects with related theory and tests. After each project students will collate the evidence for their portfolio. This process will happen continually for the duration of the course.



<b>Subject: Drama</b>		
Head of Department <b>Gill Pimm</b>	Qualification <b>GCSE</b>	Exam Board <b>Eduqas</b>

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

Recently released government statistics confirmed that creative industries in the UK grew by 8.9% in 2014 and are taking a lead role in driving the UK's economic recovery, growing at almost twice the rate of the wider economy. (<https://www.gov.uk/government/news/creative-industries-worth-almost-10-million-an-hour-to-economy>). 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>	<p>Students will devise an original piece of drama in response to a stimulus provided (eg: a painting; song lyrics; poem; news article).</p> <p>OR</p> <p>Students can design, (lighting, sounds, costume or set), for one of the devised pieces of drama created by their peers.</p> <p>Students are marked on either their performance or design (10%).</p> <p>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%).</p> <p>All students will write an evaluation of their final performance or design under controlled conditions (10%).</p>	40%
<b>Performance of /designing for texts</b>	<p>Students will perform 2 extracts from a text (any combination of monologue or duologue or groups).</p> <p>OR</p> <p>Students will do a design, (lighting, sounds, costume or set), for one of the drama performances</p>	20%
<b>Written Examination: Responding to live theatre and a performance text.</b>	<p>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%)</p> <p>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%)</p>	40%

<b>Subject: Food Preparation and Nutrition</b>		
<b>Subject Lead Nuala Mote</b>	<b>Qualification GCSE</b>	<b>Exam Board AQA (8585)</b>

GCSE Food Preparation and Nutrition is a new exciting and creative course which focuses on practical cooking skills. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition. We will cook most weeks in Year 10 and students are expected to provide their own ingredients. There will be a focus on British foods and two international cuisines.

### **Subject Content – What is covered?**

Food preparation skills will be taught through five core topics:

- 1. Food, nutrition and health**
- 2. Food science**
- 3. Food safety**
- 4. Food choice**
- 5. Food provenance**

### **Assessments:**

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

The paper will be made up of 20 multiple choice questions worth 20 marks and 5 questions, each with a number of sub questions, worth 80 marks.

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

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

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

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.

Students submit a written portfolio (15 A4 pages) including photographic evidence.

Both tasks will be set by the Exam Board and carried out in 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 [www.http://tastycareers.org.uk/](http://tastycareers.org.uk/)

<b>Subject: Modern Foreign Languages - French, German or Spanish</b>		
Head of Department <b>Mrs Warren</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>

### Reasons to study a language

1. A second language improves your skills in Maths and English
2. Analytical skills improve when students study a foreign language
3. Creativity is increased with the study of foreign languages
4. Foreign languages provide a competitive edge in career choices
5. Foreign Language study creates more positive attitudes and less prejudice

As one student noted, "Learning a foreign language, is the same as discovering a new world." Through learning another language, students have the opportunity to discuss current topics in a foreign language, and learn about cultural and political differences across Europe. The current GCSE specification ensures that students' linguistic ability is furthered and their understanding of how languages work is strengthened and deepened. In turn, it is not only a solid foundation on which students can build should they wish to continue their foreign language studies, but also a subject that they must study in order to gain the EBacc qualification, which is recognised by Russell Group Universities.

The GCSE has four key skills: listening, reading, writing and speaking, all of which are equally weighted towards the student's final grade. By the time students have reached Year 10, they will have already started to work towards a GCSE Language, and have developed all of these skills. Moreover, students will have some understanding of what the GCSE exams entail and what it is they need to do to progress towards their target grade. Learning is based on developing all four skills through different topic areas which are listed below. This allows students to engage in much more spontaneous interactions in a foreign language and also develop their communication and problem solving skills, alongside a more indepth awareness of different cultures and traditions.

### 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 minutes Foundation: 7-9 minutes, including 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.

### Equipment Required

A bilingual dictionary e.g. Collins Pocket Dictionary approx. £7.

Students will not be allowed to refer to dictionaries in the exams, but will need to regularly look up key vocabulary in class and at home so that they are able to build a strong vocabulary bank over the two years of study.

It is possible, to study two languages at GCSE should the student already be studying both of them in year 9.

### EBacc

Should your son/daughter hope to attend a Russell Group University, it is recommended that they obtain the EBacc at GCSE. A student must study a language to achieve the EBacc.

Subject: Geography		
Subject Lead <b>Lucy Phipps</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>

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).

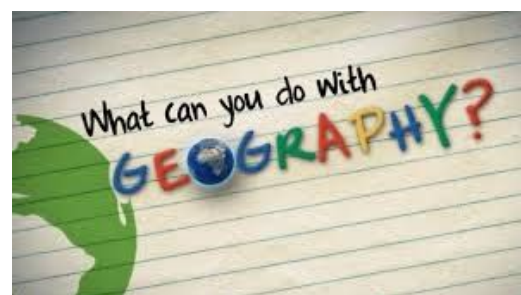
<b>Living with physical environment</b> Paper 1 Topics: Tectonic hazard; tropical storms; UK weather; climate change; ecosystems; tropical rainforest; extreme environments; rivers & coasts. <b>35%</b>	<b>Challenges in the human environment</b> Paper 2 Topics: World population; Urban growth of Lagos; urban change of Bristol; sustainable urban living; world economic development & of Nigeria; changes in UK economy; resource management; water demand <b>35%</b>	<b>Geographical applications</b> Paper 3 <b>COMPULSORY</b> Fieldtrip 15% Issue Evaluation (Resources pre-released 12 wks before exam) <b>30%</b>
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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*

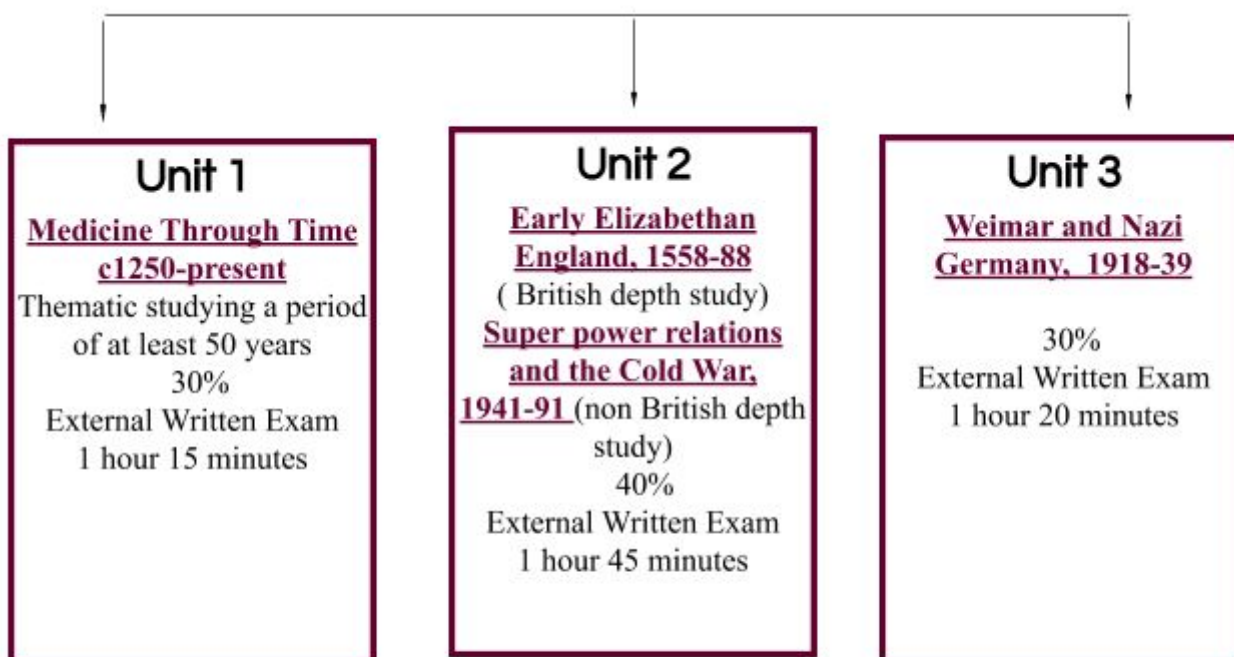
- ... Helps you discover the world around you and explore it.
- ... Develops your skills to look beyond the obvious and ask questions.
- ... Shows you how humans and nature interact.
- ... Provides you with many skills employers are looking for.



## 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

Subject: History		
Subject Lead <b>Nia Jarvis</b>	Qualification <b>GCSE</b>	Exam Board <b>Edexcel</b>



Studying a British and European depth study, a thematic study and a historic environment provides opportunities to explore History in a variety of ways. It also enables students to study History from a variety of perspectives (including political, social, economic and cultural) thereby encouraging an appreciation of the diversity of the societies studied and the experiences of these societies.

The study of History aims to stimulate and test the development of historical knowledge and understanding, the evaluation and interpretation of evidence and the ability to construct and communicate historical arguments.

Subject: <b>Travel and Tourism</b>		
Head of Department <b>Charlotte Davies</b>	Qualification <b>BTEC Level 1/2 Tech Award</b>	Exam Board <b>Pearson</b>

The BTEC Tech Awards (first taught in 2018) 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.

<b>Components studied</b>	<b>How is it assessed?</b>	<b>Weighting</b>
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>		
<b>Head of Department</b> <b>Stephen Henderson</b>	<b>Qualification</b> <b>GCSE</b>	<b>Exam Board</b> <b>OCR</b>

Music is an enjoyable, exciting, challenging, practical and creative course based on making music. The course offers structured opportunities for ALL STUDENTS to develop their knowledge, understanding and skills in performing, composing, listening and appraising.

Students are encouraged to become:

- More informed performers through study of their instrument or voice and pieces composed for it;
- More 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?

<b>Areas of Study</b>				
<b>My Music</b>	<b>The Concerto Through Time</b>	<b>Rhythms of the World</b>	<b>Film Music</b>	<b>Conventions of Popular Music</b>
Spotlight on my instrument or voice	Development of the Concerto from Baroque to Romantic periods	Traditional rhythmic roots from India, Middle East, Africa and South America	Music written for film and video games	From 1950s to the present day

### How will you be assessed?

<b>Integrated Portfolio</b>	One performance (15%) One composition (15%)	NEA	<b>30%</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%</b>
<b>Listening and Appraising</b>	Written examination	90 Minutes	<b>40%</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. You will not be expected to be able to read music fluently or have external lessons on a musical instrument (although these skills are very 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 Henderson.

### Further education and careers

This course may lead to study Music or Music Technology at GCE AS and A2 level or a performing arts course. 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.

<b>Subject: Physical Education</b>		
Head of Department <b>Garry Clark</b>	Qualification <b>GCSE</b>	Exam Board <b>OCR</b>

There is both a practical and theoretical component to this course. Two lessons a week 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 paper.

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?**

- Students that enjoyed PE at Key stage 3
- Students are required to purchase a revision guide and a new gcse pe t-shirt
- Anyone with a real interest in sport and a possible future career in sport
- Someone who is a capable performer in at least 3 different sports and who is prepared to give any sport a try.
- 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/>



<b>Subject: Prince's Trust Achieve Programme</b>		
Subject Lead <b>Susannah Wood</b>	Qualification <b>Level 2, Personal Development and Employability Skills</b>	Exam Board <b>Prince's Trust</b>

**Grade awarded: Level 2**

### **What is The Achieve Programme?**

The Achieve Programme promotes a flexible approach, using relevant, experiential learning to support young people to achieve a range of personal and employability skills and to gain a qualification. Young people work together on practical learning projects, which are designed to boost their confidence, improve self-esteem, attainment, behaviour and attendance. These skills and personal qualities can support young people to achieve more, both at school and in the future.

At Langtree, the Prince's Trust Achieve Programme has a strong element of the 'outdoor classroom'. Currently, the Prince's Trust class are working closely with Woodcote Parish Council, helping to develop a Conservation Project.

### **The following modules make up the 21 credits which are needed for a Certificate in Personal Development and Employability Skills:**

**Teamwork Skills (3 credits):** Students develop team working skills by understanding the values, roles and procedures of teams and being able to work with others towards achieving shared objectives. The team activity is collaborative and purposeful.

**Community Project (6 credits):** Students plan, complete and review a project in the wider community. As part of the planning the students have some involvement in selecting the project undertaken. The class will look at how the skills within the group can be used to complete the project by dividing up the different roles and responsibilities.

**Enterprise Project (6 credits):** This aim of this unit is to help young people to generate ideas and business awareness as part of a group project. Students will learn and practice the skills involved in developing new commercial ideas and creative projects. These skills include teamwork, budgeting, risk management and leadership. They are provided with opportunities to plan and carry out an enterprise project of their own.

**Career Planning (3 credits):** Students gain an understanding of the job search, application and interview process in order to equip them with the skills necessary to progress onto a sustainable job/training opportunity that is suited to their interests. It is an opportunity for them to think about careers they may wish to pursue, and reflect upon the training, education and experience required in that profession.

**Presentation Skills (3 credits):** The aim of this unit is to support the student to develop their understanding of the benefits and different purposes presentations have, as well as develop the skills needed to give a presentation. The unit requires the student to prepare, deliver and review their own presentation.

### **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 2. 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>		
Head of Department <b>Mark Smith</b>	Qualification <b>GCSE</b>	Exam Board <b>AQA</b>

**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 5 Science lessons a week.

#### **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 three Science lessons a week in order to cover the additional material. The classes rotate between teachers as with Combined Science during core science lessons, but the additional 3 option 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.

