



LONGHILL

HIGH SCHOOL

Year 9
Curriculum Guide
2019 - 2020

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Curriculum Design & Target Grades

The following times are spent on each subject in year 9 per fortnight

Maths	9 hours
English	9 hours
Science	10 hours
RE	1 hour
PSHE	1 hour
PE	4 hours
Option Subjects	4 x hours

Students are set for English, Maths & Science.

Students are taught in different classes in PE, RE & PSHE.

From the SAT results achieved at primary school, students are set a **target grade** for each subject. These are aspirational grades which every student should aim for. Students are then assessed on the grade they are forecast to achieve. These are called the **forecast grades**.

The school report compares their forecast grades with their target grades using one of the following comments.

- Above target
- On Target
- Below Target

If students reach their target grade their GCSE results would be above the national average.

The grades for most subjects represent the 9-1 GCSE grades, with 9 being the highest. Below is how other subjects such as BTECs that do not use the 9-1 grading system are scored.

Attainment point values	9 -1 GCSE Grades	Creative iMedia Performing Arts Music Construction Engineering Health & Social Care Sports Studies	Child Care
9	9		
8.5		D*2	
8	8		
7	7	D2	A*
6.25			A
6	6		
5.5		M2	B
5	5		
4.75			C
4	4	P2	D
3	3		
2	2		
1.25		P1	
1	1		

English Language

Course Organiser	Mr J Bliss, Head of English
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	100% Exam Additional speaking and listening assessment (not included in final grade)
Special Equipment	None
Trips	None
Progression	AS and A2 English Literature and Language courses are available at 6th form college. Required for most further education courses. Careers in writing, publishing, editing, journalism, teaching. Most sought subject by employers.

<p>Course details</p> <p>The English Language course (8700) in Years 10 and 11 prepares students to:</p> <ul style="list-style-type: none"> • read a wide range of texts, fluently and with good understanding. • read critically, and use knowledge gained from wide reading to inform and improve their own writing. • write effectively and coherently using Standard English appropriately. • use grammar correctly, punctuate and spell accurately. • acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. <p>Examination</p> <p>Each of the 2 examinations will assess reading and writing skills equally and lasts 1 hour 45 minutes</p> <p>Paper 1: Explorations in creative reading and writing. (50% of GCSE)</p> <p>Preparation for this exam will include extracts from novels and short stories and focus on openings, endings, narrative perspectives and points of view, narrative or descriptive passages, character, atmospheric descriptions and other appropriate narrative and descriptive approaches.</p> <p>Paper 2: Writers' viewpoints and perspectives (50% of GCSE)</p> <p>Preparation for this exam will focus on high quality journalism, articles, reports, essays, travel writing, accounts, sketches, letters, diaries, autobiography and biographical passages or other appropriate non-fiction and literary non-fiction forms.</p> <p>Speaking and listening (non-exam assessment)</p> <p>Students will learn to give formal presentations and develop verbal skills in class activities and discussions.</p>

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		3
Extended reading / writing		5
Practical		0

Notes

English Literature

Course Organiser	Mr J Bliss, Head of English
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	100% Exam
Special Equipment	None
Trips	Theatre trips as available
Progression	AS and A2 English Literature and Language courses are available at 6th form college. Highly regarded for most further education courses. Careers in writing, publishing, editing, journalism, teaching.

Course details
The English Literature course (8702) in Years 10 and 11 will include each of the following: <ul style="list-style-type: none">• Shakespeare play• 19th Century novel• Modern drama and prose• Poetry
Paper 1: Modern texts and poetry (60% of GCSE) 2hrs 15 minutes exam
<ul style="list-style-type: none">• Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.• Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.• Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.
Paper 2: Shakespeare and the 19th- century novel (40% of GCSE) 1hr 45 minutes exam
<ul style="list-style-type: none">• Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.• The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		3
Extended reading / writing		5
Practical		0

Notes

Mathematics

Course Organiser	Mr P Ous, Head of Mathematics
Awarding Body	Edexcel
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	100% Exam
Special Equipment	Calculator and a geometry set
Trips	None
Progression	Mathematical competence and fluency is increasingly seen as an essential life skill and for career development, with many careers requiring mathematical knowledge. Mathematics is needed as a basic skill for many careers. At advanced levels, it is essential for becoming an accountant, auditor, actuary, engineer, scientist and other STEM based professions. Mathematical fluency is also prized for software development and other IT based roles.

Course details

The Mathematics course in Years 9, 10 and 11 aims to prepare students to solve problems using mathematical procedures and concepts, to apply their knowledge in different contexts and to reason and communicate effectively in the six areas of the new curriculum (first examined in 2017):

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Students take a linear mathematics course, which means they will sit three examinations (two calculator papers and one non-calculator paper) at the end of the course. They will be entered for either the foundation or higher tier examination. The higher tier offers levels 4 to 9; the foundation tier covers levels 1 to 5 (level 4/5 is approximately equivalent to a grade C in the old curriculum). The tier of entry is dependent on an individual student's progress throughout the course.

Students are assessed on three assessment objectives (AO). The approximate weighting of the questions for each objective in the exams are in brackets:

AO1 Use and apply standard techniques (40% higher; 50% foundation)

AO2 Reason, interpret and communicate mathematically (30% higher; 25% foundation)

AO3 Solve problems within mathematics and in other contexts (30% higher; 25% foundation)

The new curriculum is more challenging than the previous one, and includes introducing students to concepts that they would have previously met at A-level. It should prove challenging to even the highest attaining student. However, the department will continue to offer courses that extend students beyond GCSE if appropriate, such as the AQA Further Maths GCSE and the OCR Additional Maths course (equivalent to A-level standard).

Key skills and qualities required:

- Fluency in using mathematical procedures, facts and formulas.
- Ability to reason and communicate mathematically (including in writing).
- Resilience when solving problems that require more than one step to find a solution.

Home-Study Support:

The whole Scheme of Work will be accessible online with reference to all topics covered through our online learning system Hegarty Maths.

Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		2
Extended reading / writing		1
Practical		2

Notes

GCSE Combined Science (Double Award)

Course Organiser	Mr D Dean, Head of Science
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	2x GCSEs
Assessment	100% Exam
Special Equipment	None
Trips	None
Progression	A level Biology, Chemistry, Physics, Geology, Human Biology, Applied Science

Course details

Double science provides a good basic science education for students who may want to study A-levels later but wants to keep their options open. You will gain a single double award qualification in GCSE combined science.

Double science is a minimum requirement for the EBacc or for anyone who wants to follow a science at A-Level.

Double science concentrates on the science that you need to understand the news, politics and important decisions about staying healthy and safe.

You will have 2 separate teachers for science and you will have to do some revision at home to do well in this course.

Practical Work

There are 21 practical tasks that will be assessed in the exam. You will need to carry out these experiments, keep a record of your results and explain what these results show.

Exam

In year 11 you will take 6 exams.

Key skills and qualities required

- An interest in science
- A creative approach to problem solving
- A reasonable mathematical ability
- An ability to study independently
- A good memory of key facts
- An ability to plan a logical sequence

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		3
Practical		4

Notes

Core PE (Non-examined)

Course Organiser	Mr C Fallick, Head of Physical Education
Awarding Body	None
Qualification	N/A
Level of Entry	N/A
GCSE Equivalent	N/A
Assessment	None
Special Equipment	PE Kit
Trips	Use of local facilities for recreational sporting activities.
Progression	Leading a healthy lifestyle when leaving school

All students are expected to participate in core PE as part of their curriculum. PE allows students to develop transferable skills such as teamwork, communication and organisation. It is also essential to support students understanding of how to lead a healthy active lifestyle. Students will select a pathway group that best suits their ability. Students will then focus on developing skills and tactics through physically demanding units.

Students will learn how to:

- use and develop a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse and evaluate their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs

How will I be assessed?

Students will be assessed practically in a wide variety of activities

Is there anything else I need to know?

There will be opportunities for students to develop their leadership skills by being part of the Leadership Academy. Students involved in the academy have the opportunities to attend leadership courses in a variety of physical activities and first aid courses, as well as organising and running sports festivals for local schools. Students will be expected to engage in theory lessons about health and general well-being.

All students will be able to access a variety of extracurricular activities both at lunch and after school. This will allow for all students to participate in competitive sport outside of the curriculum. Extra-curricular activities range from football, hockey, athletics, rounders, cricket, golf, leadership, softball, handball and dodgeball. These are only a few of those on offer. Please see the PE section of the school website for a more detailed overview of the type of activities we offer.

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		4
Extended reading / writing		2
Practical		5

Notes

Art & Design - Fine Art

Course Organiser	Mr G Iozzi, Head of Art
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	60% Coursework 40% Exam
Special Equipment	None
Trips	Tate Modern, Fabrica, Saatchi Gallery
Progression	AS & A Level Art and Design, Vocational and University degrees in Fine Art, Photography, Graphic Design, Fashion Design, Product Design, Interior Design, Ceramics, Animation, Architecture or Art History Artist, Photographer, Graphic Designer, Fashion Designer, Interior Designer, Textile Designer, Animator, Architect, Illustrator, Product Designer, Curatorial and other gallery-related work

Course details

This course is designed for all students who are interested in Art. Skills that have been learned at Key Stage 3 will be developed further to cope with the demands of GCSE Art and Design. GCSE Art and Design is not aimed simply at students considering a career in Art and Design. The grade you achieve can help you to go onto the career path of choice at Further and Higher Education.

During Y9 you will be given the opportunity to explore a range of different Art skills, techniques and processes in 2D and 3D. These include drawing, painting, printmaking, collage, ceramics, and sculpture. You will also have the chance to develop your photography skills, manipulate images using software like Photoshop and Illustrator as well as experiment with animation.

Over the following four terms you will be expected to complete two major projects that will account for 60% of the final mark. A sketchbook is kept throughout the course and this will help you to demonstrate your ability to develop both your practical and theoretical skills. During the course you will be given the opportunity to develop your ability in the following areas: Drawing, painting, collage, printmaking, sculpture and 3D work, ceramics, digital photography, digital image manipulation, animation, and video. You will also be expected to make research into the work of other Artists and Designers.

During the Spring Term of Year 11 you will be expected to prepare for and sit a 10 hour controlled test. This will account for 40% of the final mark. Once this has been completed you will be expected to mount your work in preparation for final marking. A selection of your examination portfolio will be exhibited during the Summer Term. The Art department will mark your work and then the Awarding Body will moderate a sample of the coursework.

Project 1 - The Self / Still Life (2 and 3 dimensional media)

Project 2 - Landscape and Environment (2 and 3 dimensional media)

Project 3 - Trial GCSE Examination

Key skills and qualities required

- Basic level of literacy and numeracy skills
- Ability to think creatively
- An interest in Visual Art
- Being prepared to learn new technical skills and to take advice
- Ability to be flexible in your attitude to coursework

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		2
Practical		5

Notes

Art & Design - 3D Art

Course Organiser	Mr G Iozzi, Head of Art
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	60% Coursework 40% Exam
Special Equipment	None
Trips	Tate Modern, Fabrica, Saatchi Gallery
Progression	AS & A Level Art and Design, Vocational and University degrees in Fine Art, Photography, Graphic Design, Fashion Design, Product Design, Interior Design, Ceramics, Animation, Architecture or Art History Artist, Photographer, Graphic Designer, Fashion Designer, Interior Designer, Textile Designer, Animator, Architect, Illustrator, Product Designer, Curatorial and other gallery-related work

Course details

This course has been designed to develop Art and Design skills learnt at KS3 in Art and Technology. It is particularly suitable for students who enjoy working in 3D and it will give opportunities for students to make 3D artefacts in a broad range of media both in the Art rooms and Technology workshops.

During Y9 you will be given the opportunity to explore a range of different 3D Art skills, techniques and processes. These include drawing, collage, ceramics, constructive modelling and sculpture. You will also have the chance to develop your photography skills, manipulate images using software like Photoshop and Illustrator as well as experiment with animation.

Over the first four terms you will be expected to complete two major projects that will account for **60%** of the final mark. A sketchbook is kept throughout the course and this will help you to demonstrate your ability to develop your skills. During the course you will be given the opportunity to develop your ability in some of the following overlapping areas: Ceramics, sculpture, jewellery design, set design, interior design, product design, environmental design, and architectural design.

During the Spring Term of Year 11 you will be expected to prepare for and sit a 10 hour controlled test. This will account for 40% of the final mark. Once this has been completed you will be expected to mount your work in preparation for final marking. A selection of your examination portfolio will be exhibited during the Summer Term.

The Art department will mark your work and then a sample of the coursework will be moderated by the exam board.

Project 1 - Natural forms

Project 2 - The Body/ Environment (2 and 3 dimensional media)

Project 3 - Trial GCSE Examination

Key skills and qualities required

- An interest in Visual Art and design
- Enjoyment of working practically with a range of materials
- An ability to think creatively
- Being prepared to learn new technical skills and to take advice
- Ability to be flexible in your attitude to coursework

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		2
Practical		5

Notes

Care for Children

Course Organiser	Ms C Essex
Awarding Body	CACHE
Qualification	Level 1 Certificate in Caring for Children (Year 10) Level 2 Award in Child Development and Care (Year 11 if appropriate)
Level of Entry	Level 2 and/or Level 1
GCSE Equivalent	Level 1 – 1 GCSE grade 1 - 2 Level 2 – 1 GCSE grade 9 - 4
Assessment	Evidence Portfolio Multiple Choice Exam
Special Equipment	None
Progression	Child Care Apprenticeship Level 2 CACHE in Child Care and Education Level 2 NVQ in Children and Young People's Workforce

Course details

The course covers human growth and development, personal development, play activities and healthy eating. The course is designed to be hands on and offers many practical opportunities. Students will be expected to gather an evidence portfolio during their course as well as completing short assignments.

When they leave school they can progress onto an apprenticeship.

Key skills and qualities required

- An interest in child welfare
- Good communications skills
- The ability to be independent and responsible

Areas are scored 1-5	1 = min	5 = max
Group work		5
Performing / presenting		1
Extended reading / writing		3
Practical		5

Notes

Computer Science

Course Organiser	Mr C Marks-Billson, Head of Computing
Awarding Body	OCR
Qualification	Computer Science
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	Written Exam 01 – Computer systems 40% of the qualification Written Exam 02 – Computational thinking, algorithms & programming 40% of the qualification Programming Project – 20% of the qualification*
Special Equipment	Access to a computer outside of school would be beneficial although not essential. Computer Science courses: Most colleges require students to hold a qualification in Computing. Many colleges in the area run Computer Science A-levels.
Progression	IT Industry: Software development or system administration career paths.

Course details

The course covers various aspects of computing, from computer hardware, software and the representation of data through to binary logic, programming and the use of algorithms to solve problems. The social, environmental and legal aspects of computing are also covered. Students will gain an in-depth knowledge of computer systems and will learn to apply creative and technical skills, knowledge and understanding of computing. It is important to note that while programming forms a large part of this course, students will also require an in-depth knowledge of the theoretical side of computing.

In year 9 students will be introduced to the core concepts of computer science –

- Languages, machines, and computation
- Data and representation
- Communication and coordination
- Abstraction and design
- The wider context of computing

The course is assessed through two written exams and a 20 hour controlled assessment programming task*. The three sections of work are as follows:

- **Computer systems - exam**
Question paper includes short answer questions and essay type questions. The topics are: Systems architecture; memory; storage; networks; system security; system software; ethical, legal, cultural & environmental concerns.
- **Computational thinking, algorithms & programming - exam**
Algorithms; programming techniques; computational logic; translators and facilities of languages; data representation.
- **Programming project – controlled assessment ***
Programming task that enables candidates to design, develop and test a solution to a problem. Assessed on techniques; analysis; design; development; testing, evaluation and conclusions.

Key skills and qualities required

- **Students should be working at projected GCSE grade Level 6 or above in Maths and Science**
- Excellent level of literacy, analytical skills and an interest in logical problem solving.
- Ability to independently research problems and provide complex solutions.
- Attention to detail, patience and tenacity.

*At the time of writing the Programming project component is under review by OFQUAL

Areas are scored 1-5	1 = min	5 = max
Group work		1
Performing / presenting		2
Extended reading / writing		5
Practical		4

Notes

Creative iMedia

Course Organiser	Mr C Marks-Billson, Head of Computing
Awarding Body	OCR
Qualification	Cambridge Nationals Certificate in Creative iMedia
Level of Entry	Pass, Merit, Distinction, Distinction*
GCSE Equivalent	1 GCSE
Assessment	Pre-production skills – exam (mandatory unit) - 25% Creating digital graphics – controlled assessment (mandatory unit) - 25% Creating a multi-page website - controlled assessment - 25% Developing digital games - controlled assessment - 25%
Special Equipment	None
Progression	This qualification would lead on to a wide range of possible future studies including: GCE in Media, ICT. Cambridge Technical (Level 3) IT, Media
Course Organiser	Mr C Marks-Billson – Head of Computing
Awarding Body	OCR

Course details

The Certificate in Creative iMedia is focused on developing skills used in digital media production. These can include digital graphics, web development, video, audio and animation. This is an ideal subject for students who want to develop hands-on proficiency in digital graphics, web design and basic digital game design as well as the core skill of pre-production. Students in Year 9 will develop skills in the core areas of pre-production, digital graphics, web design & coding and basic games development.

R081 Pre-production skills – written exam

This unit will enable learners to understand pre-production skills used in the creative and digital media sector. It will develop their understanding of the client brief, time frames, deadlines and preparation techniques that form part of the planning and creation process. It will help students understand the purpose and uses of a range of pre-production techniques. They will be able to plan pre-production of a creative digital media product to a client brief, and will understand how to review pre-production documents. Knowledge and understanding gained in this unit will be transferable to the three controlled assessments that constitute the remainder of the course.

R082 Creating digital graphics – controlled assessment

Students will learn where and why digital graphics are used and what techniques are involved in their creation. This unit will develop learners' understanding of the client brief, time frames, deadlines and preparation techniques as part of the planning and creation process. They will develop their skills with a range of graphics software and understand different format requirements for print, web and multimedia. On completion of this unit, learners will understand the purpose and properties of digital graphics, and know where and how they are used. They will be able to plan the creation of digital graphics, create new digital graphics using a range of editing techniques and review a completed graphic against a specific brief.

R085 Creating a multipage website – controlled assessment

Multipage websites are the basis of internet content and are therefore used extensively in the creative digital media sector, whether for mobile phones or computers in all their forms. This unit will enable learners to understand the basics of creating multipage websites. It will enable learners to demonstrate their creativity by combining components to create a functional, intuitive and aesthetically pleasing website. It will allow them to interpret a client brief and to use planning and preparation techniques when developing a multipage website.

R092: Developing digital games – controlled assessment

This unit will enable learners to understand the basics of creating digital games and their environments. It will enable learners to create a playable game from an existing design or brief. It will enable them to interpret a client brief, and to use time frames, deadlines and preparation techniques as part of the planning and creation process when creating a digital game. They will be able to plan, create, edit and test the digital game with a client or focus group, identifying any areas for improvement.

Key skills and qualities required

- A good level of confidence, creativity and independence as a user of digital design software.
- Students will need to read, write and understand HTML and CSS mark-up languages for the Web Design unit. Therefore higher level literacy skills are appropriate.
- Good time management, planning and logical thinking skills.

Areas are scored 1-5	1 = min	5 = max
Group work		1
Performing / presenting		1
Extended reading / writing		3
Practical		5

Notes

Dance

Course Organiser	Mrs Perring, 2ic of PE and Dance
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	Assessment takes place via internally marked and externally moderated coursework and a 1 ½ hour written exam. Exam questions are based on students' own practice in performance and choreography and the GCSE Dance set works. Marks are awarded for: <ul style="list-style-type: none"> • Performance- 30% • Choreography – 30% • Appreciation – 40%
Special Equipment	Black T-Shirt Black tracksuit bottoms or School PE leggings
Trips	All students will be given the opportunity to attend a school trip to see a professional dance performance in Brighton.
Progression	A Level Dance, Performing Arts BTEC, BA Hons Dance Degree Professional Dancer, Choreographer, Dance Teacher

Course details

This course allows candidates to develop knowledge of a wide range of Dance based skills including:

- Using movement to express ideas and concepts
- Developing and applying performance skills
- Appreciating professional works
- Exploring contemporary dance techniques.

Candidates will study a range of dance works including those from a professional repertoire, as well as creating dances that are performed and presented to others. It caters for all students who enjoy dancing and performing.

Students are assessed throughout the course in three main areas:

- Performance - the study of technical and expressive dance skills and factors that influence the achievement of high quality dance
- Choreography - the process of creating choreography
- Appreciation - the study of historical and social context of dance and the analysis and interpretation of performance

Key skills and qualities required

- A genuine interest in all types of dance and willingness to learn new styles
- Ability to learn movement in time with music
- Prepared to perform and be videoed in front of others, on your own or in groups.
- Prepared to give time out of school for rehearsing in preparation for examined performances.

Areas are scored 1-5	1 = min	5 = max
Group Work		5
Performing / presenting		5
Extended reading / writing		3
Practical		5

Notes

Design & Technology

Course Organiser	Mr C Gibbs, Head of Technology
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	50% Controlled Assessment 50% Exam
Special Equipment	Drawing equipment – a full list will be provided at the start of Year 9
Trips	None
Progression	A Level Product design, 3D Design degree Careers in design/making, carpentry, joinery, engineering and model making.

Course details

In this GCSE students will use a full range of resistant and compliant materials, such as wood, metal, card, textiles and plastic to design and make one-off prototypes. These prototypes will take influences from design movements and designers and be client focussed. Students are taught skills and knowledge relating to the fabricating, joining and finishing of materials as well as developing their skills of the research and design process. Year 9 will be focused on developing practical skills through a broad range of design projects. Y10 will see students completing a practice controlled assessment design project on the subject of LED lighting. This will provide an opportunity to prepare for the assessed aspect of the course.

Controlled Assessment

Towards the end of year 10 students will begin a task under controlled conditions, finishing it in Y11. The product will be researched, designed and manufactured by each individual student. The product will be full size and can focus on a material such as wood, metal, plastic, textile (fabric) or choose to combine materials. Students may also include electronics or computer systems.

This AQA set project should take approximately 45 hours to complete. This assessed work is worth 50 % of the overall GCSE.

Exam

The written exam is 2 hours in length and worth 50% of the overall GCSE. Students have to answer all questions but have received pre released materials to set a theme and focus their revision prior to the exam. The new specification exam covers many areas of study including the following:

- Materials, components and systems, e.g. mechanisms
- Design and Market influences.
- The environment, e.g. renewable energy
- Sustainability of design.
- Processes and manufacturing including mass production and industrial processes.
- Health & Safety.
- Design- users of an object, ergonomics, anthropometric data, aesthetics etc.

Key skills and qualities required

- An interest in making functional and usable items /products.
- A logical and independent approach to solving a wide variety of problems.
- Some artistic ability and an ability to visualise 3D items from 2D images.
- The ability to pay close attention to detail and to work safely in a workshop environment.

Areas are scored 1-5	1 = min	5 =
	max	
Group work		2
Performing / presenting		3
Extended reading / writing		3
Practical		3

Notes

This Option is for those students interested in designing and making.

Food & Cookery

Course Organiser	Mr Mark Norris
Awarding Body	NCFE
Qualification	Level 1/2 Technical Award
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	Three internally assessed portfolios and one externally set and marked exam – final qualification is awarded at pass, merit and distinction level. The level 2 qualification is equivalent to a GCSE pass A* to C and the level 1 equivalent to a pass at D to F.
Special Equipment	We will ask for a contribution towards basic ingredients, however extra ingredients may need to be purchased up to once a fortnight. All ingredients must be provided for the food preparation assessment.
Progression	Catering/ Catering College, Food Technology A level, Professional Chef.

Course details

The Technical Award in Food and Cookery is a new qualification which develops hands on experience of working with and preparing food alongside developing knowledge and understanding of nutrition and balanced diets.

Learners will know about:

- safe and hygienic preparation of the cooking environment, the sources and seasonality that can affect food choices, food labels and cooking for a range of purposes.

They will develop skills:

- in creating menus to meet a brief
- in selecting ingredients to cook dishes
- in adapting recipes for health
- in evaluating their own work
- in Literacy, Numeracy and ICT
- that are essential for the modern workplace, such as planning, research skills, communication, problem-solving skills and health and safety.

Key skills and qualities required

- An interest in cooking.
- A good grounding in English and written communication for planning and evaluation.
- The ability to work independently.
- The ability to pay close attention to detail and to work safely in a food environment.

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		5
Practical		3

Notes

Although there are practical element students must have good level of literacy and a good level of scientific knowledge.

Geography

Course Organiser	Mrs H Seaby, Head of Geography
Awarding Body	WJEC
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	100% Exam
Special Equipment	None
Trips	Learners will be given the opportunity to develop their skills of geographical enquiry through fieldwork. They are expected to undertake two fieldwork enquiries, each in a contrasting environment (for example a coastal study and an urban study).
Progression	A Level and Degree Level studies Environmental work, journalism, teaching, travel, leisure, tourism, architecture, town planning, law, archaeology, engineering, out- door pursuits, graphic design, farming

The Geography syllabus has an issue-based investigative approach and is taught through 3 main units with human and physical themes.

Component 1: Changing Physical and Human Landscapes

Written examination: 1 hour 30 minutes - 35% of qualification

- Landscapes and Physical Processes
- Rural-urban Links.
- Tectonic Landscapes and Hazards or Coastal Hazards and their Management

Component 2: Environmental and Development Issues

Written examination: 1 hour 30 minutes - 35% of qualification

- Weather, Climate and Ecosystems
- Development and Resource Issues
- Social Development Issues or Environmental Challenges

Component 3: Applied Fieldwork Enquiry

Written examination: 1 hour 30 minutes - 30% of qualification

Students sit an exam which tests their Fieldwork Knowledge. This paper will be divided into 3 sections and students will complete fieldwork activities in preparation.

- Part A - assesses approaches to fieldwork methodology, representation and analysis.
- Part B - assesses how fieldwork enquiry may be used to investigate geography's conceptual frameworks.
- Part C - assesses the application of broad geographical concepts to a wider UK context and the ability to make and justify a decision.

Emphasis is placed on giving students the opportunity to discover how geographical ideas and concepts can be applied to real issues and problems, thus making students realise the relevance of the work they undertake.

Key skills and qualities required

- Highly numerical. 15% of the course is based on mathematical skills. You should enjoy analysing and interpreting data.
- IT skills such as the ability to make graphs and spreadsheets.
- Units such as Tectonic Landscapes and Climate require good scientific understanding.
- Willingness to carry out research and relate classroom ideas to events from a local, national and global scale.
- A highly developed level of literacy. The exam paper includes questions which require the interpretation of text and extended writing with the use of a wide range of specialist geographical terminology. A significant number of marks are awarded for spelling, punctuation and grammar.
- A genuine interest in the world around us, in both the physical environment and different countries and cultures.

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		3
Extended reading / writing		3
Practical		3

Notes

History

Course Organiser	Mr J Wilson
Awarding Body	Edexcel
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	<u>100% Exam.</u> (3 papers in total)
Special Equipment	None
Trips	The Imperial War Museum, London. Ypres Salient, France and Belgium.
Progression	AS/A2 Level and Degree Level Studies. Law, Local Government, Teaching, Museums, Galleries, Journalism, Media, Politics

<p>Course details</p> <p>The History GCSE follows on from the work students have undertaken in Year 8 History lessons. Students will realise how an understanding of the past can help us understand the future. The course develops student's abilities to think independently; to argue from different perspectives; to understand concepts such as bias and reliability; to develop enhanced literacy abilities as well as develop a greater understanding of how our world today is influenced by past events.</p> <p>History can give people skills that many employers want such as research abilities; strong literacy skills; independent thinking and an ability to think critically. As a respected and established highly academic subject it is a useful and often necessary subject for many careers such as Law where the ability to understand multiple viewpoints and reach a judgement upon them, is highly valued.</p> <p>A variety of methods are used throughout the course including fieldwork, source work, role play, visits, the media and ICT. Students are also given the opportunity to visit two museums and a visit to the WW1 Battlefields sites in France and Belgium to enhance their knowledge.</p> <p>Much of the emphasis in this course is placed on written work. Homework is set regularly and forms an essential part of the coursework.</p> <p>Students study <u>4 topics</u> that are examined in <u>3 papers</u> that will be spread over the 3 Year GCSE.</p> <p>Paper 1 - Thematic Study and Historic Environment: Crime and punishment in Britain, c1000-present <i>and</i> Whitechapel, c1870-c1900: crime, policing and the inner city</p> <p>Paper 2 - Period Study American West c.1836-1895 - British Depth Study Anglo Saxon and Norman England c. 1060-1088.</p> <p>Paper 3 - Modern Depth Study Weimar and Nazi Germany, 1918-1939.</p> <p>Key skills and qualities required</p> <ul style="list-style-type: none"> • An interest in and enthusiasm for learning about past events and the world around us (past and present). • Strong Literacy skills – History GCSE is very heavily writing and reading based, so having strong literacy skills is essential to success with the GCSE (the course now awards marks for students having good Spelling, Punctuation and Grammar). • An interest in looking at both sides of an event / story and the ability to form one's own opinion. <p>Please note- History GCSE does not have a Foundation / Lower paper. There is one paper for all students irrespective of ability.</p>

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		5
Practical		1

Notes

Modern Languages - French or Spanish

Course Organiser	Mrs P Stallard, Head of Modern Foreign Languages
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 – 1 (Split into Higher 9-4 and Foundation 5-1)
GCSE Equivalent	1 GCSE
Assessment	25% of each skill: Listening, Speaking, Reading, Writing
Special Equipment	None. It would be useful if students had access to a smartphone or tablet, dictionary and revision guide for completing work outside of school.
Trips	Field trips to France/Spain, visits from students from other countries, opportunity to apply for Bursary trip to Spain.
Progression	Students can study French/Spanish at 6 th Form College. The E-Bacc qualification requires a modern language at GCSE. Many university courses require Modern Languages. Opportunities to live and work abroad in French/Spanish speaking countries (often as part of a non-related university course) Sports, ICT, Media, Hospitality, Retail, Public Services, Travel & Tourism, Environmental Studies, Banking, Law, Politics, Translating and Interpreting,

Course details

The new GCSE MFL specification is a linear course with no controlled assessment. It is 100% assessed at the end of year 11. At Longhill, we teach the course over three years, starting in Year 9.

There are three broad themes:

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

A different topic/theme is tackled every half term. Each half term, **two** of the 4 key skills will be formally assessed. The assessments cover reading/listening and comprehension skills, including responding in English and in the target language. There are short and long written questions, and translation features heavily. The speaking exam is 3 part; a roleplay, photocard description and general conversation. All exams are taken at the end of year 11 and will be taken **once**.

- Unit 1: Listening (25%) - Formal examination 35m F/45m H
- Unit 2: Speaking (25%) – Exam conducted with Longhill staff 7-9m F/10-12m H
- Unit 3: Reading (25%) – Formal examination 45m F/60m H
- Unit 4: Writing (25%) – Formal examination 60m F/75m H

For keen linguists, there will also be the opportunity this year to start the other language *from scratch* and complete it to GCSE level in 3 years. Please discuss this with your teacher.

Key skills and qualities required

- A genuine interest in other cultures and languages
- A good memory and a willingness to work hard in and outside of lessons
- An ability to extract information and meaning from texts and recording
- An interest in developing the language in a work context
- To be able to make a decent guess if you're really not sure

Strong communication skills and a willingness to speak to other people

Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		3
Extended reading / writing		4
Practical		4

Notes

Music BTEC

Course Organiser	Mrs A English, Head of Music
Awarding Body	Edexcel
Qualification	BTEC Award
Level of Entry	Level 1 or level 2
GCSE Equivalent	1 GCSE
Assessment	Coursework and Practical Assessments
Special Equipment	It would be helpful if students had access to instruments to complete coursework tasks for homework
Trips	Theatre music performance
Progression	Level 3 Music BTEC, Music courses at BIMM, Sound Engineering/Lighting/Production and Recording courses at Northbrook Careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.

Course details

The BTEC Tech Award in Music is a brand new qualification for September 2018. It will be equivalent to 1 GCSE.

As with the older BTEC qualification, this is a course which tends to focus on 'real life' musical situations and helps students to develop valuable skills and techniques in music creation, performance and production and explore potential careers in the music industry..

The course is made up of the three components:

1. Exploring the music industry – 30% internally assessed
2. Music skills development - 30% internally assessed
3. Responding to a music brief – 40% externally assessed

Component 1 focusses on careers and organisations in the music industry and helps students understand the different relationships between different areas of the music industry.

Component 2 aims to develop students' knowledge, skills and techniques and apply them to a finished music product i.e. producing their own CD or organising and participating in a musical event such as a concert.

Component 3 involves students choosing an area of the music industry that excites them (composer, performer, producer) and then developing and applying their skill to a given brief. They will then need to present their performance for example as a soloist or as a performer within a group.

During the course, students will learn to work independently in a rehearsal setting to improve their instrumental/vocal skills. They will also have access to Music technology for composition, finding resources and other ICT facilities and for research into the Music Industry.

Key skills and qualities required

- A keen interest in at least one style of music and a willingness to study new styles of music
- It is a benefit to already be learning a musical instrument, but this is not compulsory
- If students do not wish to play a musical instrument then they must be happy to use music technology fully

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		4
Extended reading / writing		2
Practical		4

Notes

Physical Education GCSE

Course Organiser	Mr C Fallick, Head of Physical Education
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 – 1
GCSE Equivalent	1 GCSE
Assessment	60% Examination 30% Practical Assessment 10% Controlled Assessment
Special Equipment	PE Kit – Students must be representing a team in or outside of school.
Trips	Indoor climbing
Progression	AS/A2 Level PE, Sport courses run by colleges, BTEC & NVQ level 3 - Physiotherapy and Biology Careers in the Sports and Leisure Industry

Course details

This GCSE course is open to all students, but individuals **may be required to discuss** with PE staff their reasons for selecting GCSE Physical Education as one of their options. Students will be assessed through 2 written examinations focusing on components 1 & 2. They account for **60%** of the total marks available.

Components 1 & 2 include the following areas of study:

- Anatomy & Physiology
- Physical training
- Health, fitness & well-being
- Sport psychology

Practical Skills Examination

Students are assessed in 3 practical activities from a set list. This accounts for **30%** of the total marks. They must include a team activity, an individual activity and the third activity from either group.

Team Activities				Individual Activities			
Association football	Cricket Field	Rugby union	Tennis (doubles)	Boxing	Dance	Equestrian	Table Tennis
Badminton (doubles)	hockey	Table tennis (doubles)	Volleyball	(one event)	Golf	Skiing/Snowboarding	(singles)
Basketball	Netball			Badminton (singles)	Gymnastics	Swimming	Tennis (singles)

It will not be possible to run all the activities listed above. The activities covered will depend upon the group and staffing. Students will be required to produce a piece of coursework which requires them to apply their understanding of principles and methods of training. This accounts for **10%** of the total mark

Key skills and qualities required

- Have an excellent record of attendance and participation.
- Show positive commitment and always work to the best of your ability.
- **Participate fully in the extra-curricular programme.**
- Demonstrate a good level of written communication.
- Study Science at GCSE level.
- **Have a passion for sport and physical activity**

Areas are scored 1-5	1 = min 5 = max
Group work	2
Performing / presenting	5
Extended reading / writing	4
Practical	5

Notes

Performing Arts

Course Organiser	Mrs J Fenwick, Head of Performing Arts
Awarding Body	Edexcel
Qualification	BTEC Tech Award
Level of Entry	Level 2
GCSE Equivalent	1 GCSE
Assessment	Ongoing Coursework and Practical examinations
Special Equipment	None
Trips	Possible Theatre/Concert trips
Progression	AS/A Level in Drama, Vocational A Level in Performing Arts. Careers in the Performing Arts industry, entertainment or any job which involves communication and expressive skills. Also Level 2 Arts qualifications such as GCSE or BTEC. This course is the same course that is offered to students at the prestigious Brit School in London.

Course details	
<p>The BTEC Tech Award in Performing Arts will help students to develop their performance skills through a variety of different projects. The course is mostly practical and during the two years, students will build up a portfolio of evidence that will be put forward for the final grade.</p> <p>The course is tailored</p> <p>Examination</p> <p>The final exam for Performing Arts is practical- students will be given a brief set by the exam board and they will need to devise a piece of theatre that fits the brief. This will be assessed by an examiner. They will then need to complete a written element in controlled conditions where they describe their devising process.</p> <p>Coursework</p> <p>Students have to complete 2 additional units:</p> <p>The units are</p> <ul style="list-style-type: none"> • Component 1: Exploring the Performing Arts. This component will help you to understand the requirements of being an actor across a range of performances and performance styles. You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material. • Component 2: Developing Skills and Techniques in the Performing Arts. In this component, you will develop performance skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills through the rehearsal and performance process. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements. <p>Key skills and qualities required</p> <ul style="list-style-type: none"> • An interest in at least one area of the Performing Arts • Have the confidence to perform to an audience • Being willing to work as a team/ group • Being open to new ideas 	

Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		4
Extended reading / writing		2
Practical		4

Notes

PSHE

Course Organiser	Mr Garling
Assessment	Unlike other subjects there are no exams in PSHE or end of key stage attainment targets. The subject does have a content base which is listed below, but emphasis is placed on developing personal qualities, self-awareness, attitudes and values and analytical skills. PSHE is taught by a dedicated team of experienced teachers.

Aims & Objectives:

Personal, Social and Health Education (PSHE) promotes pupils' personal, social & emotional development, as well as their health and well being. PSHE provides the knowledge, skills & attributes students need to lead a healthy, safe, responsible & fulfilled lives.

Course Details:

Human Rights

- Basic rights, freedoms and responsibilities
- Political Systems
- China
- Amnesty International
- Human Rights around the world
- Bullying
- Conflict resolution

Culture and Belief

- Does God exist
- Creation or Big Bang
- Science and religion
- Influence of religion
- Religion and social justice

Culture and Diversity

- Cannabis
- Immigration and Migration
- Multiculturalism

Relationships and Sex Education

- First sex and consent
- Condom demonstration
- Contraception and services
- Sexuality

Ethics

- Body image
- Uses of animals

Prejudice

- What is fair
- Stephen Lawrence
- Stereotypes
- Disability
- Gender
- Islamophobia

Religion and Ethics

Course Organiser	Ms J Wingfield, Head of RE
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 – 1
GCSE Equivalent	1 GCSE
Assessment	100% Exam
Special Equipment	None
Trips	London trip to places of worship, visits to local places of worship
Progression	A-Level and Degree level studies in Psychology, Law, Humanities, Religious Studies, Philosophy, Ethics, History and English, Critical Thinking, Citizenship.

Course details

Why should you study Religion and Ethics?

- The Religion and Ethics GCSE is ideal for students who enjoy discussing controversial topics.
- It is popular with colleges because it shows that students can understand and analyse different points of view, and can build arguments using evidence and reasoning.
- It is particularly appropriate for students who are interested in careers involving working with people, especially Law, health and social care, and the police force, as it develops the understanding of how beliefs affect individuals' values, attitudes and behaviour.

Do you need to be religious to study it?

No, you just need an open mind and an interest in religions and philosophical questions about life.

What religions will you study?

Students will study Christianity and Buddhism, but may also choose to replace Buddhism with a study of their own religion (from Hinduism, Judaism, Islam and Sikhism) if this is more appropriate. Students will also contrast religious views with non-religious views such as atheism and humanism.

Year 9

Students develop their knowledge about the two religions, participate in debates, and develop discursive writing. The topics are: 1) Beliefs (Christianity and Buddhism); 2) Crime and Punishment; and 3) Christian and Buddhist Practices.

Year 10

The topics are: 1) Peace and Conflict; 2) Good and Evil; and 3) Families and Relationships.

Year 11

In Year 11, students discuss some controversial issues including euthanasia, abortion, animal experimentation and the question of life after death. They also compare religious and scientific theories on how the world was created. The topics are: 1) Death and the Afterlife; 2) Religion and Science; and 3) Medical Ethics

Assessment

There are two final exams, each making up 50% of the GCSE.

Areas are scored 1-5	1 = min	5 = max
Group work		3
Performing / presenting		2
Extended reading / writing		5
Practical		1

Notes

Sport Studies

Course Organiser	Mr Fallick, Head of Physical Education
Awarding Body	OCR
Qualification	OCR Cambridge National Certificate
Level of Entry	Level 1/2 (9 - 1)
GCSE Equivalent	1 GCSE
Assessment	75% Coursework 25% examination
Special Equipment	None
Trips	As Arranged
Progression	Cambridge Technicals Level 2/3, A level PE, Vocational qualifications Level 3, Apprenticeships Level 1/2

Course details	
<p>The aim of this GCSE equivalent qualification is to develop a range of skills and understanding in sport and physical activity in different contexts and roles. Students are assessed in their own practical ability and also in their ability to lead physical activities, umpire, referee and coach. Students will complete 4 units, each worth 25% of the overall grade.</p>	
Unit	Assessment method
Contemporary issues in sport	<p>This is assessed <u>externally through a 60 minute exam.</u> Topic included:</p> <ul style="list-style-type: none"> • Factors affecting participation in sport. • How sport promote values. • Importance of hosting a major event. • Role of national governing bodies.
Developing sports skills	<p>This is a centre assessed unit. This is assessed through practical lessons. Pupils are assessed in their practical ability in one team and individual sport. They are also assessed in their ability to evaluate performance and referee/umpire.</p>
Sports leadership	<p>This is a centre assessed unit. Pupils are assessed in both practical and theory lessons on their ability to plan, lead and evaluate an activity session for a group of younger students</p>
Sport and the media	<p>This is a centre assessed unit. Pupils develop their knowledge of how sport is covered in the media, as well as the positive and negative impacts that media can have on sport. They produce 5 short pieces of coursework which are marked and assessed.</p>
Key skills and qualities required	
<ul style="list-style-type: none"> • The ability to demonstrate skills, techniques and tactics within a range of sports • Have a genuine interest in a range of sports • Have basic skills in literacy, numeracy and ICT • Be prepared to work hard on independent research projects • Be prepared to work physically hard in practical lessons 	

Areas are scored 1-5	1 = min 5 = max
Group work	3
Performing / presenting	2
Extended reading / writing	5
Practical	3

Notes

Triple Science

Course Organiser	Mr D Dean – Head of Science
Awarding Body	AQA
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	GCSE Biology, GCSE Physics, GCSE Chemistry (3xGCSE)
Assessment	100% Exam
Special Equipment	None
Trips	None
Progression	A level Biology, Chemistry, Physics, Geology, Human Biology, Applied Science

Course details

Triple science combines an option block with the science from core subjects to allow students to study a full GCSE in Biology, Chemistry and Physics.

It is for people who enjoy understanding science and expect to study it at college or anyone who wants to follow a science based career such as engineering, medicine or become a vet.

If you have ever wondered what caused the big bang, why the moon doesn't crash into the earth, why there are only 109 elements, what atoms are made of, how life evolved, how medicines are discovered and tested or what $E=mc^2$ really means, then Triple science might be the course for you. You will study some of the most interesting and strange questions that have puzzled scientists for hundreds of years.

You will have 3 separate teachers for science and you will have to work hard but you will be in a class who all really want to learn about science. You will have to do extensive revision at home to do well in this course.

Practical Work

There are 28 practical tasks that will be assessed in the exam. You will need to carry out these experiments, keep a record of your results and explain what these results show.

Exam

In year 11 you will take 6 exams.

Key skills and qualities required

- An interest and enthusiasm in science
- A creative approach to problem solving
- An imagination that can picture invisible phenomenon
- A reasonable mathematical ability
- An ability to study independently
- A good memory of key facts
- An ability to plan a logical sequence

Areas are scored 1-5	1 = min	5 = max
Group work		2
Performing / presenting		1
Extended reading / writing		4
Practical		4

Notes