LONGHILL

HIGH SCHOOL

Options Booklet
2020

Contents

Introduction

The options process is where students will choose subjects of study for the rest of their school career.
Students choose their options in year 8 to begin in year 9 to allow a three year Key Stage 4 that enables deeper learning and understanding of their GCSE subjects.

Parents and students should be aware that these courses are not an end in themselves, but merely lead on to a number of possible futures. More information about Post 16 options can be found at the back of this booklet.

Students and parents will need to think carefully about which subjects will be most suitable for study. Different decisions will mean different futures. The Careers Education Information, Advice and Guidance (CEIAG) given to students at this time can be crucial and will be tailored to the needs of the individual student.

The options process runs throughout year 8 and has several aspects:

- On **Monday 27th January** students will have an assembly introducing the options process.
- Further assemblies taken by Heads of Department for the different options subjects will then take place during this week.
- On **Thursday 30th January** (5:00pm – 7:00pm) the year 8 Options Evening will take place. Parents and students are welcome to attend to speak to teaching staff about possible courses.
- Options forms are to be submitted online by **Thursday 13th February.**

Compulsory Subjects

All students will take the following subjects

- Maths GCSE
- English Language GCSE
- English Literature GCSE
- Double Science GCSE
- Core PSHE / Ethics (non-examined)
- Core PE (non-examined)

Option Subjects

Students will have **4** options choices meaning a third of their timetable will be subjects that they have chosen to study. Students must also choose 2 reserve subjects.

Choose 4 from below, plus 2 reserves

Art (Fine Art ***or*** 3D Art)
Care for Children
Computer Science
Creative iMedia
Dance
Design & Technology
Food Preparation & Nutrition
French
Geography
History
Music BTEC
PE GCSE ***or*** Sport BTEC
Performing Arts
Religion & Ethics
Spanish
Triple Science

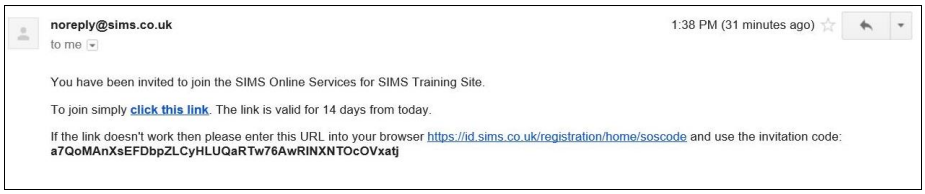
Students must choose at least one of the following - History, Geography, French, Spanish, Computer Science, Triple Science

Alternative Curriculum

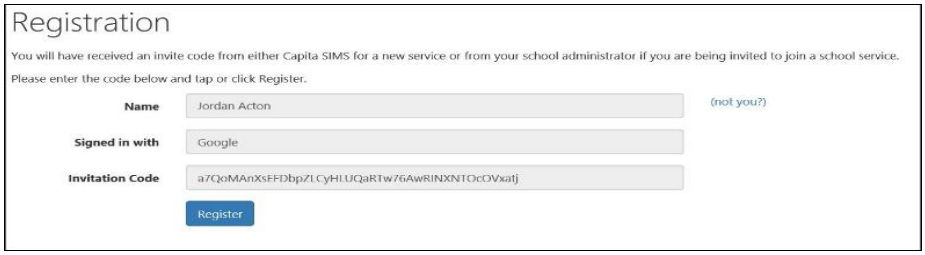
Learning support opportunities are provided for students for whom following a full range of subjects may be too great a burden. For some students a reduced number of subjects together with an appropriate combination of alternative courses may well be more appropriate for their needs. Individuals will be approached by staff where we think this alternative programme may be of greater benefit to the student concerned.

The Options Process

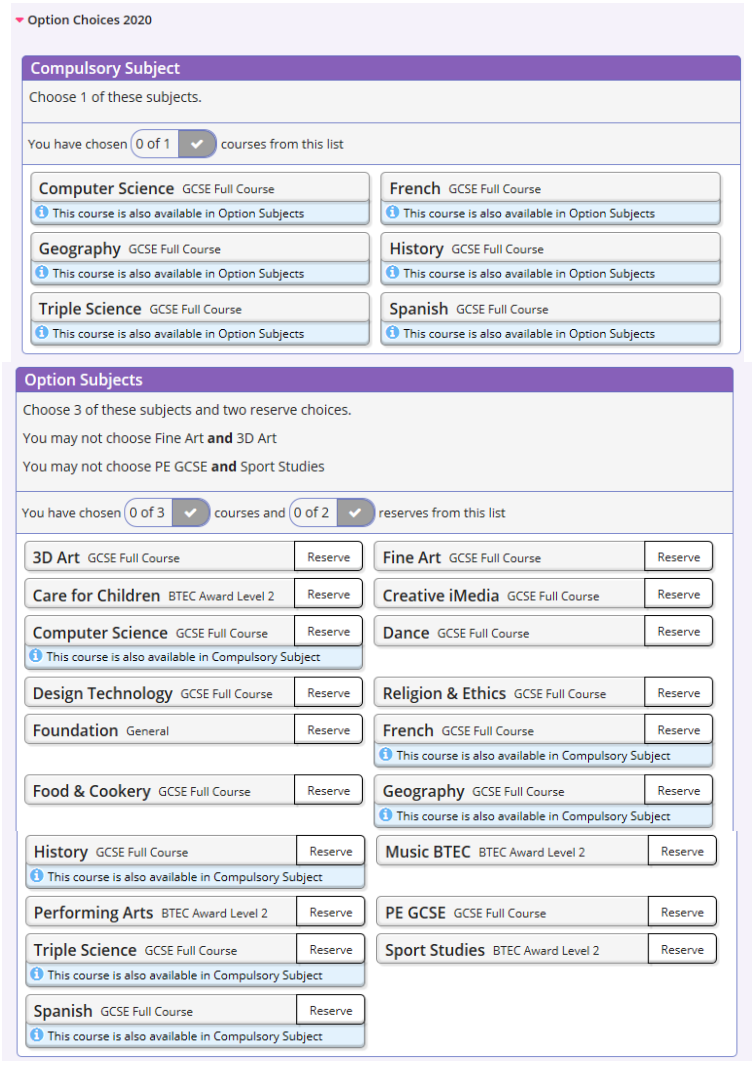
Students in year 8 will be sent an email to their school account. This will include a link that students click on that will take them to the online options page. This link is only valid for 14 days and so the will have to access this link to register during this time.



They will then be asked to sign in. Once logged in they will need to enter the code provided in the registration email into the Invitation Code field.

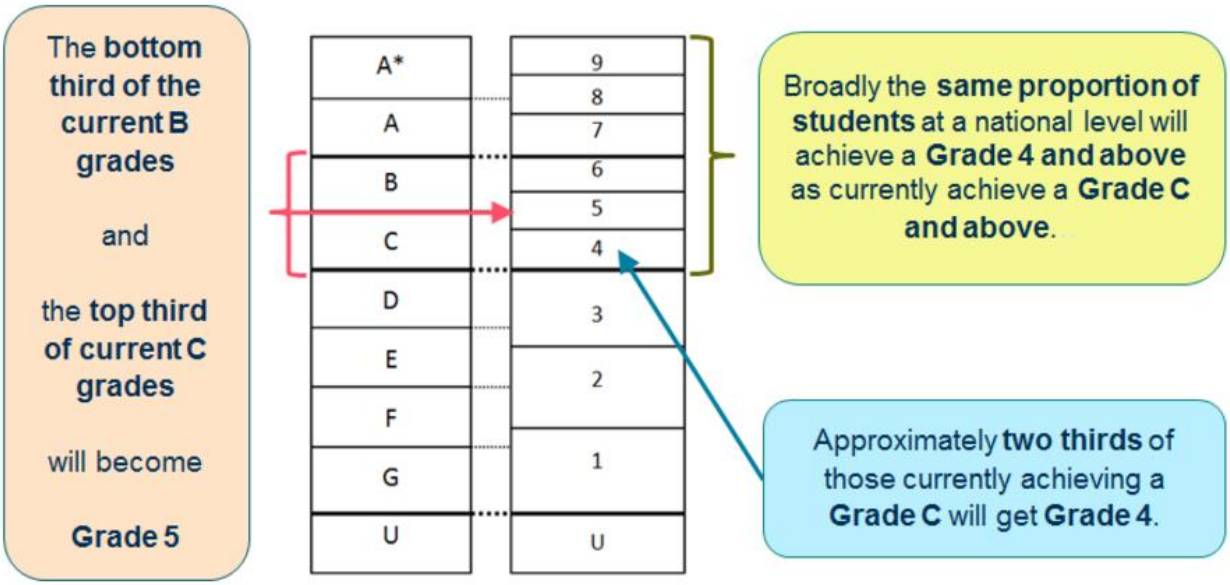


Students will then need to provide their date of birth to confirm their identity. They will then log in to their account to gain access to the option choices.



Grading For GCSEs.

The grading system for GCSEs has now changed. Students who are currently in year 8 will receive numbers on a scale from 1-9 rather than letters for their GCSE results. The table below shows how the new numbers match up to the old GCSE grades.



Further Information

Parents who want to know more about the National Curriculum and how it fits in with making these decisions are welcome to ask the school for advice.

Ofqual (the Office of Qualifications and Examinations Regulation) is the government's guardian of standards in education. Their website www.ofqual.gov.uk contains useful guides to the different qualifications available.

Information about the awarding bodies can be found on their websites

AQA	http://web.aqa.org.uk/
OCR	www.ocr.org.uk/
EDEXCEL	www.edexcel.org.uk/
CACHE	www.cache.org.uk/

Reporting Measures

There will be five league table measures for schools.

1 - Pupils' progress across their best eight subjects

The first measure which will be reported is pupils' progress across their best eight subjects including English and Maths, three core English Baccalaureate subjects (from the GCSE sciences, computer science, humanities and languages) and three other subjects, showing how pupils have advanced since taking tests at the end of primary school.

2 - Pupils' attainment across their best eight subjects

A second measure which will be reported is pupils' attainment across their best eight (as above).

In both of the best eight measures, English and maths are worth double points.

3 - The percentage of pupils achieving grade 5 or higher in English and maths.

The third measure that will be reported is the percentage of pupils achieving grade 5 or higher in English and maths.

4 - The English Baccalaureate

Another way in which the performance of students will be reported is the number of students entered for and those that achieve an award called the English Baccalaureate.

To gain the English Baccalaureate students must achieve a grade 5 in

- English
- Maths
- Double Science GCSE (which may include Computer Science)
- Spanish or French
- Geography or History

This does not affect the subjects in any way and does not involve any extra studying or exams. It is an extra award that is given if all 5 subjects are grade 5 or above.

Schools are being encouraged to focus students towards these subjects as they are seen to represent a broad curriculum. As this certificate may become necessary for certain career choices we will guide students appropriately to keep their future options open.

The schools advice is that there must be a balance drawn between a student's enjoyment of a subject and their perceived need for the subject for future career or college options. With a greater emphasis put on students achieving this qualification, the choice of option subjects may need to reflect this.

5 - Destinations

The percentage of students staying in education or employment after key stage 4 will also be reported.

Raised Participation Age (RPA)

All young people are required to stay in **learning** until their 18th birthday.

This does not mean that young people will have to stay at school. They will have to be in

- **full-time education** such as school, college or home-education

or

- **work-based learning** such as an apprenticeship

or

- **part-time education or training** if they are employed, self-employed or volunteering for more than 20 hours per-week

It **does** mean that students will have to think about how their option choices will allow them to progress into further learning when they leave Longhill – bearing in mind that this further learning will be for another 2 years.

For more details on this go to

www.brighton-hove.gov.uk/rpa/

All students must also continue to study Maths and English post 16 if they did not achieve level 4 (old grade C) or above at GCSE.

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.

Course details

The English Language course (8700) in Years 10 and 11 prepares students to:

- 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.

Examination

Each of the 2 examinations will assess reading and writing skills equally and lasts 1 hour 45 minutes

Paper 1: Explorations in creative reading and writing. (50% of GCSE)

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.

Paper 2: Writers' viewpoints and perspectives (50% of GCSE)

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.

Speaking and listening (non-exam assessment)

Students will learn to give formal presentations and develop verbal skills in class activities and discussions.

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:

- Shakespeare play
- 19th Century novel
- Modern drama and prose
- Poetry

Paper 1: Shakespeare and the 19th- century novel (40% of GCSE) 1hr 45 minutes exam

- 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.

Paper 2: Modern texts and poetry (60% of GCSE) 2hrs 15 minutes exam

- 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.

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	2	
Performing / presenting	1	
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 16 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 PSHE / Ethics (Non-examined)

Course Organiser	Mr H Garling (Head of PSHE) and Ms J Wingfield (Head of RE)
Awarding Body	None
Qualification	N/A
Level of Entry	N/A
GCSE Equivalent	N/A
Assessment	None
Special Equipment	None
Trips	None
Progression	Facing the challenges of modern life in a multi-cultural and diverse society.

All students are expected to participate in core PSHE and Ethics as part of their curriculum. PSHE and Ethics allow students to develop an understanding of themselves and the world around them.

Year 9 Ethics and PSHE topics:
- Human Rights
- Cannabis
- Culture and Religion
- Immigration
- Body image
- Sex and contraception
- Prejudice

Year 10 Ethics and PSHE topics:
- Moral decisions
- Pregnancy and abortion
- Euthanasia
- Islam
- Mental health
- Sexuality and homophobia
- HIV and AIDS
- Careers and work experience

Year 11 Ethics and PSHE topics:
- Extremism and radicalisation
- Careers and college applications
- Ethics – Peace and Justice
- Domestic violence
- Sex and relationships

How will students be assessed?

There is no formal assessment in PSHE and Ethics. Students will use a book to record their learning and their own reflections on the topics. Teachers may use these books to clarify misunderstandings, answer their individual questions, or to have a dialogue with students about the issues raised.

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

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 using our Emerging to Mastery model. This will be underpin all practical lessons from Year 9 – 11.

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 Short answer paper exam
Special Equipment	None
Progression	Early Years Educator - Level 3 Advanced Apprenticeship Children and Young People's workforce- Level 2 Apprenticeship NCFE Diploma for the Early Years Practitioner | Level 2

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 or a vocational course in Child Care, or other care work.

Most students will complete Level 1 in Years 9-10 and then Level 2 in Years 10-11. If students complete the Level 2 award in Year 10, they will have the option to achieve an additional CACHE Level 2 qualification in Health and Social Care in Year 11.

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 B. Avis, Lead Teacher of Computing
Awarding Body	OCR
Qualification	Computer Science
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	Written Exam 01 – Computer systems 50% of the qualification Written Exam 02 – Computational thinking, algorithms & programming 50% 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.

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

- **Computer systems – exam paper 1**
  Question paper includes short answer questions and essay type questions. The topics are:
  - Systems architecture
  - Memory and storage
  - Computer networks, connections and protocols
  - Network security
  - Systems software
  - Ethical, legal, cultural and environmental impacts of digital technology

- **Computational thinking, algorithms & programming – exam paper 2**
  Question paper includes short answer questions and essay type questions. The topics are:
  - Algorithms
  - Programming fundamentals
  - Producing robust programs
  - Boolean logic
  - Programming languages and Integrated Development Environments

- **Programming project**
  This element is not examined. Students will be exposed to this unit while studying for examination paper 2. Students will Analyse, Design, Develop and Review a computer program for a given scenario.

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.

Prior to acceptance to the Computer Course Students will need to show by examination that they have achieved a minimum Level 5 in Computer Studies.

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 B. Avis. Lead Teacher 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
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, Second in Charge of PE and Head of 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 1½ hour written exam. Exam questions are based on students' own practice in performance and choreography and the GCSE Dance set works.
Special Equipment	Dance T-Shirt & Sweatshirt 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

Students will undertake an in-depth study of all elements of Dance including choreography and creative work, performing skills and historical and analytical aspects of Dance. Students will explore the craft of choreography and understand the process of creating and improving their own and other's work whilst developing their technical and performance skills. They will study six professional dance works analysing and interpreting the meaning and significance of Dance and are expected to apply these theoretical aspects to their own practical study and development as dancers.

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.

Assessment Breakdown

Component 1: Performance and Choreography (60%) – **Internally examined**

Breakdown: Performance (30%)

- 2 Set phrases through solo performance (one minute in duration)
- Duo/trio performance (three to five minutes in duration)

Choreography (30%)

- Solo or group choreography

Component 2: Dance Appreciation (40%) – **Written examination**

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works.

Key skills and qualities required

- Attendance to Longhill Dance club.
- A genuine passion in all types of dance and willingness to learn new styles.
- Ability to learn movement with a sense of musicality.
- Prepared to perform and be videoed in front of others.
- 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 Preparation and Nutrition

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	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.
Trips	None.
Progression	Catering/ Catering College, Food Technology A level, Professional Chef.

Course details

The Government's new Food GCSE will have a greater focus on food science and nutrition with students studying the units below.
Food preparation skills.
Food, nutrition and health. Food science. Food safety. Food choice. Food provenance
Food preparation and cooking techniques

Controlled Assessment (50% of final grade)
It should be noted that the coursework is substantial and is completed through the three years. The NEA tasks in Y11 require focus and the ability to meet tight deadlines. The coursework is largely written and is completed using computers. Practical is completed as much as possible but it should be noted that the GCSE specification demands a detailed understanding of the subject and the ability to document this in written coursework.

NEA 1 Task: Food investigation (15%)
Students' understanding of the working characteristics, functional and chemical properties of ingredients.
NEA 2 Task: Food preparation assessment (35%)
Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. 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.

Exam (50% of final grade)
1 hour forty five minute written exam on theory elements units outlined above. 20% multiple choice questions 80% multi part questions including extended writing responses.

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 Technology 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, Head of History
Awarding Body	Edexcel
Qualification	GCSE
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	100% Exam. (3 papers in total)
Special Equipment	None
Trips	TBC (due to course changes)
Progression	AS/A2 Level and Degree Level Studies. Law, Local Government, Teaching, Museums, Galleries, Journalism, Media, Politics

Course details

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.

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.

A variety of methods are used throughout the course including fieldwork, source work, role play, visits, the media and ICT.

Much of the emphasis in this course is placed on written work. Homework is set regularly and forms an essential part of the coursework.

Students study 4 topics that are examined in 3 papers that will be spread over the 3 Year GCSE.

Paper 1 - Thematic Study and Historic Environment:
Crime and punishment in Britain, c1000-present *and* Whitechapel, c1870-c1900: crime, policing and the inner city

Paper 2 - Period Study
American West c.1836-1895

- British Depth Study
Anglo Saxon and Norman England c. 1060-1088.

Paper 3 - Modern Depth Study
Weimar and Nazi Germany, 1918-1939.

Key skills and qualities required

- 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.

Please note- History GCSE does **not** have a Foundation / Lower paper. There is one paper for all students irrespective of ability.

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	Ms 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. Students need access to a smartphone or tablet for completing work outside of school. A dictionary and revision guide will also be beneficial.
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 6th 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

We recommend for future education and career options that all students study a foreign language. For skilled and enthusiastic linguists, you may choose to study both Spanish **and** French for GCSE.

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	2	
Performing / presenting	4	
Extended reading / writing	5	
Practical	3	

Notes

Music BTEC

Course Organiser	Mrs A English
Awarding Body	Edexcel
Qualification	BTEC Tech 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 equivalent to 1 GCSE.

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 explores 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

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	Rugby union	Tennis (doubles)	Boxing	Dance	Equestrian	Table Tennis (singles)
Badminton (doubles)	Field hockey	Table tennis (doubles)	Volleyball	Athletics (one event)	Golf	Skiing/Snowboarding	Tennis (singles)
Basketball	Netball			Badminton (singles)	Gymnastics	Swimming	

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

- Be **working on or above expected target grade at the end of Year 8**
- Have an excellent record of attendance and participation.
- Show positive commitment and always work to the best of your ability
- **Represent in at least one sport** for an external club or school team.
- **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	4
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

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.

The course is tailored

Examination

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.

Coursework

Students have to complete 2 additional units:

The units are

- 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.

Key skills and qualities required

- 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

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 (The Life and Teachings of the Buddha and Jesus); 2) Crime and Punishment; and 3) Peace and Conflict.

Year 10

The topics are: 1) Good and Evil; 2) Practices (Christian and Buddhist); 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 C 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

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.

Unit	Assessment method
Contemporary issues in sport	**This is assessed <u>externally through a 60 minute exam.</u>** Topic included: • Factors affecting participation in sport. • How sport promote values. • Importance of hosting a major event. • Role of national governing bodies.
Developing sports skills	**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.
Sports leadership	**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
Working in the Sports Industry	**This is a centre assessed unit.** Learners will be able to identify a number of careers within the sports industry, how to gain access to these, the wider context of the role they play, and the development paths within them. They will also look at how the sports industry affects society in Britain by looking at areas such as the economy, health and fitness, heritage, tourism and national identity. Assessment is through pieces of coursework usually completed on a pc.

Key skills and qualities required

- 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 you ever wondered what caused the big bang, why the moon doesn't crash into the earth, why there are only 118 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 24 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

Post 16 Options

Below are a few of the post 16 options available

BHASVIC 01273 552500 www.bhasvic.ac.uk
Offers a wide range of A Level subjects from Biology to Textiles. Students will need a minimum of 6 GCSEs with a minimum of 5 at grade 4 and one at grade 6 to study at this college. English or maths MUST be at grade 4 or above. Students would normally choose 3 subjects to study at BHASVIC. Occasionally if a student is able to offer mainly grade 7 & 8 at GCSE they may be able to start with 4 subjects. BHASVIC do not offer courses at level 2 so students would need to meet these entry requirements to be able to enrol.

The MET (Greater Brighton Metropolitan College) 01273 667788 www.gbmc.ac.uk
Based at campuses in Brighton, Shoreham and Worthing, it offers a wide range of vocational courses, the courses they offer prepare students for a particular career path. They do not offer A Levels. Students would choose one course at a time at this college. Courses include engineering, computing, construction, motor vehicles, science, photography, hotel and catering, hair and beauty, travel and tourism, social care and art and design. They offer courses for students who achieve 5 subjects at grade 4 and above at GCSE and courses for students who need to study at GCSE level again but on a vocational course. Please check carefully which campus the course that interests you is taught at.

Lewes College (East Sussex College) 01273 483188 www.sussexdowns.ac.uk
Offer a wide range of A Levels and vocational courses from Photography to Public Services. Students can choose to study either vocational BTEC qualifications OR A Levels . It is not currently possible to combine BTEC courses with A level subjects.They offer courses at level 2 and level 3 which means if students don't get enough grade 4s to study A Levels or level 3 BTEC courses, they can still study at the college after Year 11.

Plumpton College 01273 890 454 www.plumpton.ac.uk
An agricultural College which offers courses for students who prefer to work outside. They offer a wide range of land-based industry courses ranging from entry to degree level. Subjects available include Horticulture, Blacksmithing, Animal Care, Floristry and Tree Surgery. Students would choose one course at a time. All the courses are vocational and qualify students to work in their chosen career path.

Varndean Sixth Form College 01273 508 011 www.varndean.ac.uk
Offers a wide range of A Level and BTEC courses from Philosophy to Travel and Tourism. They also offer courses at level 2 so even if students do not manage to achieve 5 grade 4s and above at GCSE they would still be able to study at the college. Students are able to mix A level study with vocational courses. They also offer the International Baccalaureate for students who achieve 7 GCSEs at 6 or above.

BACA College 01273 691191 baca-uk.org.uk
Offers A level and vocational courses. Vocational courses are available at level 2 (GCSE equivalent) and Level 3 (A level equivalent). The also run a number of specialist sports academies

Apprenticeships www.apprenticeships.org.uk
A range of apprenticeships have been developed in partnership between leading employers, industry, training organisations. An apprenticeship allows a young person to earn a living without missing out on high quality training. Students who are ready to go out to work after Year 11 will choose this route to earn money and gain a qualification in the job they have chosen. Students who are most successful at getting an apprenticeship have had work experience in their chosen job area beyond the one week in Year 10.