



LONGHILL

HIGH SCHOOL

Options Booklet 2024

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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 9 to begin in year 10. 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 9 and has several aspects:

- On **Monday 15th January** students will be introduced to the options process.
- Assemblies giving a brief outline of each subject will be from **Tuesday 16th – Friday 19th January** .
- Videos explaining the details about each subject have been placed on the school website.
- Options evening will be at school from 5-7pm on **Thursday 18th January**. Here the option process will be explained, followed by an opportunity to visit the faculty leaders who can answer any questions about the subjects within their faculty. There will also be a 1-2-1 meeting with a member of the senior leadership team to discuss the option pathways.
- Options forms are to be submitted online by **Friday 9th 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 40% 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
Dance
Design & Technology
Drama
French
Geography
History
Media Studies
Music
PE GCSE *or* Sport Studies
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 9 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 they will have to access this link to register during this time.

Simply accept this invitation and register within 90 days.

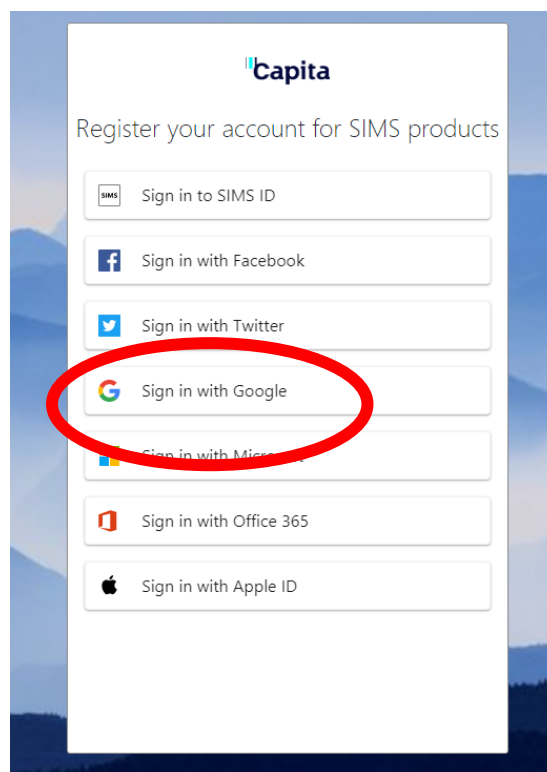
Accept Invitation

If the button above doesn't work, copy and paste the following link into your browser.

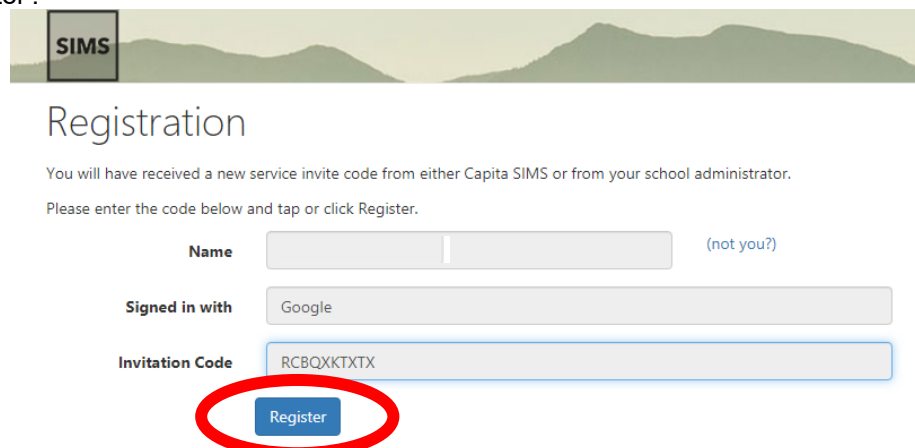
<https://id.sims.co.uk/registration/home/soscode>

Should you need to enter it, your personal invite code is: **RCBQXKTXTX**

They will then have to sign in via Google.



They then click on 'Register'.

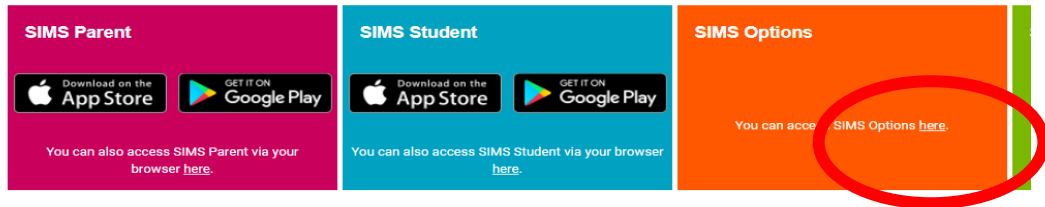
A screenshot of the SIMS Registration page. The page title is "SIMS" and the subtitle is "Registration". The text says "You will have received a new service invite code from either Capita SIMS or from your school administrator. Please enter the code below and tap or click Register." There are three input fields: "Name" (with a "(not you?)" link), "Signed in with" (set to "Google"), and "Invitation Code" (set to "RCBQXKTXTX"). A blue "Register" button is circled in red.

They will be then asked their date of birth to confirm their identity.

They will be sent a confirmation email which they need to keep until they are ready to choose their options. When they are ready they should click on the orange SIMS Options link.

Thank you for successfully registering your account with SIMS ID.

You will now be able to use this account to sign in to your school's SIMS Online Services products using the
 If you are an administrator for any of the SIMS Online Services products you can access the administration s



This will then take students to the page where they select their options which looks like the form below.

Students select one compulsory subject from this list

Compulsory Subjects	
Please choose one compulsory subject	
You have chosen 0 of 1 courses from this list	
Computer Science GCSE 9 - 1 Full Course	<input type="checkbox"/>
i This course is also available in Option Subjects	
French GCSE 9 - 1 Full Course	<input type="checkbox"/>
i This course is also available in Option Subjects	
Geography GCSE 9 - 1 Full Course	<input type="checkbox"/>
i This course is also available in Option Subjects	
History GCSE 9 - 1 Full Course	<input type="checkbox"/>
i This course is also available in Option Subjects	
Triple Science GCSE 9 - 1 Full Course	<input type="checkbox"/>
i This course is also available in Option Subjects	
Spanish GCSE 9 - 1 Full Course	<input type="checkbox"/>
i This course is also available in Option Subjects	

Students select three options and two reserve subjects from this list.

Option Subjects	
Please choose 3 of these subjects with 2 reserve subjects.	
You may not choose PE GCSE and Sports Studies.	
You may not choose Fine Art and 3D Art	
For future courses, it is likely that you may need to choose a Humanities subject (Geography or History) plus a language (French or Spanish)	
You have chosen 0 of 3 courses and 0 of 2 reserves from this list	
3D Art GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
Art GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
Child Development BTEC Award Level 2	<input type="checkbox"/> Reserve
Computer Science GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
i This course is also available in Compulsory Subjects	
Dance GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
Design Technology GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
Ethics GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
Foundation General	<input type="checkbox"/> Reserve
French GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
i This course is also available in Compulsory Subjects	
Geography GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
i This course is also available in Compulsory Subjects	
History GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
i This course is also available in Compulsory Subjects	
Media Studies GCSE Full Course	<input type="checkbox"/> Reserve
Music GCSE Full Course	<input type="checkbox"/> Reserve
PE GCSE GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
Triple Science GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
i This course is also available in Compulsory Subjects	
Sport Studies BTEC Award Level 2	<input type="checkbox"/> Reserve
Spanish GCSE 9 - 1 Full Course	<input type="checkbox"/> Reserve
i This course is also available in Compulsory Subjects	

Students should then order their 4 choices and 2 reserves in order of preference.

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 school's 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	Ms Clarke, 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	Ms Clarke, 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: 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.
Paper 2: 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.

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 Sparx 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 (AQA Trilogy)

Course Organiser	Ms E Wilson, 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 1 teacher 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 (2 Biology, 2 Chemistry and 2 Physics).

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	Ms J Wingfield (Head of RE) and Ms D Winfield (Head of PSHE)
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 10 Ethics topics:

- Moral decisions
- Pregnancy and abortion
- Euthanasia
- Islam

Year 10 PSHE topics:

- Mental health
- Sexuality and homophobia
- HIV and AIDS
- Careers and work experience

Year 11 Ethics topics:

- Extremism and radicalisation
- Ethics – Debating and supporting an argument

Year 11 PSHE topics

- Domestic violence
- Sex and relationships
- Careers and college applications

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 M Ford, 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 - Objects and Scale/ 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 J Wingfield, Head of Child Care
Awarding Body	OCR
Qualification	Cambridge National Level 2 Award in Child Development
Level of Entry	Level 2
GCSE Equivalent	
Assessment	Evidence portfolio of coursework (Unit 1 and 2) Exam (Unit 3)
Special Equipment	None
Progression	Child Care Apprenticeship Level 3 CACHE in Child Care and Education Level 3 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.

There are 3 main units:

- 1) Health and Well-being for Child Development (including family planning, pregnancy, health care for children, indoor and outdoor play and Health and Safety).
- 2) Equipment and Nutritional Needs of Children 0-5 years (including key baby equipment, food safety and hygiene, feeding and weaning, and planning a healthy diet).
- 3) Child Development 0-5 years (including areas of development, theories and benefits of play, planning activities and using observations to support development).

When they leave school they can progress onto an apprenticeship or a vocational course in Child Care, or other care work.

Key skills and qualities required

- An interest in child welfare
- Good communication 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	Mrs N French, Head of Computing
Awarding Body	Ed
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. This course provides a practical approach to developing computational skills. This includes innovative, practical onscreen assessment to ensure all students develop the computational skills they need for an exciting digital future beyond the classroom. Future careers and apprenticeships include cybersecurity, AI, software engineering, games designer, data analyst and more. See prospects.ac.uk

The course is assessed through two exams: one written and one online only.

The two sections are:

- **Principles of Computer Science – written exam paper 1 (1 hour 30 minutes)**
Question paper includes five compulsory questions, each one focused on one of the topic areas. Questions include multiple-choice, short-, medium- and extended-open-response, tabular and diagrammatic items. The five topics are:
 - Computational Thinking
 - Data
 - Computers
 - Networks
 - Issues & Impact
 -
- **Application of Computational thinking – online exam paper 2 (2 hours)**
Question paper assesses a sixth topic - Problem solving with programming
 - This paper is practical in nature and requires students to design, write, test and refine programs in order to solve problems. Students answer **six compulsory questions on screen** using **Python 3**. Students will prepare for this with specific mock exams.
 -
- **Programming element**
Students **must** practice their coding skills **outside of lesson time** to be successful in paper 2. The school runs after school sessions and a lunchtime coding club to ensure students have this opportunity. Visit either isaacomputerscience.org or adacomputerscience.org to discover more.

Key skills and qualities required

- **Students should be working at projected GCSE grade Level 6 or above in Maths and Science**
- A keen interest in computer coding and a future career in the
- Attention to detail, curiosity and resilience in problem solving.

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

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.

Due to the volume of coursework (written & designing), it is not advised to choose Design Technology and Food & Nutrition

Drama

Course Organiser	Mrs J Fenwick, Head of PE & Performing Arts Faculty
Awarding Body	Eduqas
Qualification	GCSE Drama
Level of Entry	GCSE
GCSE Equivalent	1 GCSE
Assessment	Ongoing Coursework- practical and written and final written examination
Special Equipment	None
Trips	1 compulsory Theatre trips and other optional.
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.

Course details

The GCSE Drama specification is designed to give you a broad and balanced experience of Drama. You will be given the opportunity to develop not only your performance skills but also your design skills in areas such as: Lighting design Sound design, Set design Costume, Hair and Make-Up Design You will collaborate in devising your own piece of theatre and perform in a performance from a text. You will explore a range of texts and view a variety of live theatre productions.

The course is split into the following components:

Component 1: Devising Theatre 40%: You will participate in the creation, development and performance of a piece of devised theatre.

You will produce: A portfolio of supporting evidence based on the rehearsal process, A performance lasting between 5-16 minutes (depending on the number of actors in your group), An evaluation of the final performance or design. *Teacher assessed, and externally moderated*

Component 2: Performing from a Text 20%: You will study two extracts from the same text chosen by you or your teacher.

You will produce: A performance lasting between 5-14 minutes using sections of text from both extracts. *Externally assessed by a visiting examiner*

Component 3: Interpreting Theatre 40%: Written examination: 1 hour 30 minutes

You will answer: Section A: Set Text - A series of questions based on the set text that you have studied.

Section B: Live Theatre Review – One question from a choice of two, analysing and evaluating a given aspect of a live theatre production seen during the course. *Externally assessed examination*

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

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 M Sears, Head of History
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	TBC (due to course changes)
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.</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 Superpower relations and the Cold War 1941-91 - 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 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>
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Areas are scored 1-5	1 = min	5 = max
Group work		4
Performing / presenting		3
Extended reading / writing		5
Practical		1

Notes

Media Studies (Creative Media Production)

Course Organiser	Ms K Clarke, Head of English
Awarding Body	Pearson
Qualification	Btec
Level of Entry	9 - 1
GCSE Equivalent	1 GCSE
Assessment	40% Coursework – internally assessed 60% production of print media – externally assessed
Special Equipment	None
Trips	None
Progression	Journalism, advertising, copy-writing Ms K Clarke, Head of English

Course details

The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop and apply knowledge and skills in the following areas:

- development of key skills that prove their aptitude in creative media production such as investigating and developing ideas through pre-production, production and post-production of media products
- processes that underpin effective ways of working in creative media production, such as responding to briefs and feedback, planning and generating ideas
- attitudes that are considered most important in creative media production, including personal management and communication

Learners will deconstruct media products to examine how media production techniques are combined in media products to create specific effects and engage audiences.

- knowledge that underpins an effective use of skills, processes and attitudes in the sector, such as production processes and techniques. This Tech Award complements the learning in GCSE programmes such as English Language, Design and Technology, Art and Design, and Computer Science, by broadening the application of 'design and make' tasks, working with a media brief, and understanding and engaging different audiences through making compelling media products.

Learners are required to complete and achieve all three components in the qualification.

Component Number	Component title	Number of hours	Level	How it is assessed
1	Exploring Media Products	36	1/2	Internal
2	Developing Digital Media Production Skills	36	1/2	Internal
3	Create a Media Product in Response to a Brief	48	1/2	External Synoptic

The three components focus on the assessment of applied knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to achieve all components in order to achieve the qualification.

Key skills and qualities required

- Basic level of literacy and numeracy skills
- Ability to think creatively
- An interest in media products
- Critical thinking
- Planning, production and evaluation skills to produce a piece of print media to suit the client brief
- Being prepared to learn new technical skills and to take advice

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

Notes

Modern Languages - French or Spanish

Course Organiser	Mr M Newman, 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.
Extra-Curricular	Year 10 are going on a visit to Malaga, other trips are being planned.
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 Edexcel MFL specification is a linear course. It is 100% assessed at the end of year 11. At Longhill, we teach the course over two years, starting in Year 10, building on the language learnt at KS3. There are 6 themes in Spanish and French GCSE:

- My personal world
- Lifestyle and wellbeing
- My neighbourhood
- Media and technology
- Studying and my future
- Travel and tourism

Over the two years we study these topics and exam skills in preparation for the following:

Speaking in French or Spanish: Reading aloud, role-play task, picture task and general conversation

Listening and understanding: Multiple choice, short and long answers and dictation

Reading and Understanding: Reading tasks and translation into English

Writing: At Foundation, this will include a picture-based exercise, a formal and informal open response question and a translation into French. At Higher, this will include a formal and informal writing task and a translation into French

- Unit 1: Listening (25%) - Formal examination 45m F/60m 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 1hr15 F/1hr20 H

Key skills and qualities required

- A genuine interest in other cultures and languages
- A good memory and recall of vocabulary and grammar
- Capacity to complete weekly revision for vocabulary tests as well as written homework
- An ability to extract information and meaning from texts and recording
- An understanding of vocabulary and grammar in English, and a reasonable level of literacy
- Strong communication skills and a willingness to speak to other people in lessons and in public
- Students who opt to take a language for GCSE need to have a passion for the subject and willingness to work hard from the start of the course.

Dual languages are also an option (French *and* Spanish) for those students who have some prior learning in both

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

Notes

Music

Course Organiser	Mrs A English
Awarding Body	Eduqas
Qualification	GCSE
Level of Entry	9-1
GCSE Equivalent	1 GCSE
Assessment	Coursework, Practical Assessments, Written exam
Special Equipment	It would be helpful if students had access to instruments to rehearse with at home
Trips	Theatre music performance
Progression	A Level Music. Careers in the music industry, publishing, entertainment and teaching or any job which involves communication and expressive skills.

Course details

GCSE Music encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context:

The course is made up of the three components:

1. Performing- 30%
2. Composing- 30%
3. Appraising- 40%

Component 1 Comprises of a minimum of two pieces, lasting a total of 4-6 minutes, recorded in the year of assessment:

One piece must be an ensemble (group piece) lasting at least one minute

One piece linked to an Area of Study.

Grade 3 music is the standard level and can score full marks if played perfectly.

You can use any instrument or voice, or choose a technology option.

Component 2 Comprises of two pieces:

One in response to a brief set by Eduqas – there are 4 to choose from each year.

One free composition – ANY style you want to write in.

Component 3 Comprises of a listening examination:

8 questions, 2 on each area of study:

AoS 1 Musical Forms and Devices (including a set work*)

AoS 2 Music for Ensemble

AoS 3 Film Music

AoS 4 Popular Music (including a set work*)

During the course, students will learn to work independently in a rehearsal setting to improve their instrumental/vocal skills and also as part of an ensemble. They will also learn notation and how to compose in different styles. They will also have access to Music technology for composition.

Key skills and qualities required

- Be learning a musical instrument.
- Good independent worker and able to work in an ensemble.
- Be able to perform competently in front an audience.

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

Notes

Physical Education GCSE

Course Organiser	Mr M Ford, 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

- 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

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.

<p>Course details</p> <p>Why should you study Religion and Ethics?</p> <ul style="list-style-type: none"> • 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. <p>Do you need to be religious to study it?</p> <p>No, you just need an open mind and an interest in religions and philosophical questions about life.</p> <p>What religions will you study?</p> <p>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.</p> <p>Year 10</p> <p>Students develop their knowledge about the two religions, participate in debates, and develop discursive writing. The topics are:</p> <ol style="list-style-type: none"> 1) The Life and Teachings of the Buddha; 2) Crime and Punishment; 3) The Life and Teachings of Christ; 4) Peace and Conflict; 5) Religious Practices (Christian and Buddhist). <p>Year 11</p> <p>In Year 11, students discuss some controversial issues including the question of life after death. They also compare religious and scientific theories on how the world was created. The topics are: 1) Religion and Life including Death and the Afterlife; 2) Human Rights and Social Justice including the ethics of wealth; 3) Revision and debates based on all prior topics.</p> <p>Assessment</p> <p>There are two final exams, each making up 50% of the GCSE.</p>

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 M Ford, 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	60% Coursework 40% 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 3 units, exam unit 40%, Performance & Leadership 40% and Sport in the Media 20%.</p>	
Unit	Assessment method
R184 – Contemporary issues in sport	<p>This is assessed through a 60 minute exam. 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. • The role of Technology in Sport
R185 – Performance and leadership in Sports Activities	<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. 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>
R186 – Sport and the Media	<p>This is a centre assessed unit. Learners will be able to identify a number of different sources of media that cover sport (task1). They will then look at evaluating the positive and negative effect this has on sport.</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	Ms E Wilson, 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 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 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 (2 Biology, 2 Chemistry and 2 Physics).

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). They 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.