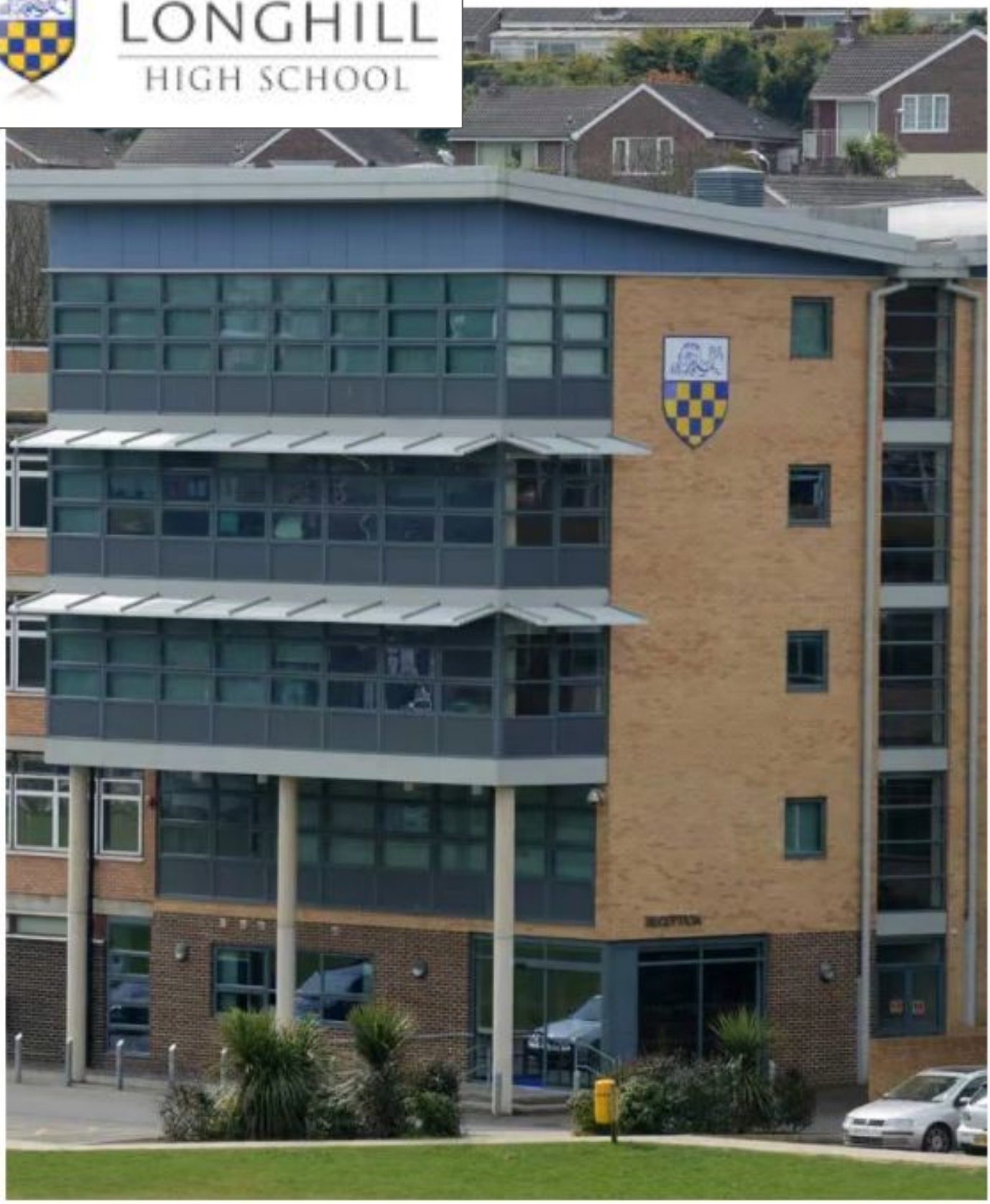
LONGHILL
HIGH SCHOOL



Options Booklet

2026 - 2028

Contents

Introduction

Choosing your Options in Year 9 is an exciting and important step in your educational pathway It is your opportunity to shape your future study and career prospects by identifying your individual strengths and interests.

Your 'Taster' sessions in November may already have given you a good idea of what you would like to study in Years 10 and 11, and you may already have an idea of what career you are interested in pursuing; but if not, that's absolutely fine. The most important thing to remember is that the options you choose should complement your skills and interests.

Your Form Tutor, subject teachers, pastoral staff and Careers Adviser, Carl Jackson, are all here to support you to ensure that the decisions you make are well-informed so that you can achieve the best possible outcomes.

This booklet will provide most of the information you will need about the courses available and the selection process.

Key dates

Year 9 Reports Issued	**19th December 2025**
Information Assemblies	**26th - 30th January 2026**
Parent and Student Progress Evening	**29th January 2026**
Options Evening	**5th February 2026**
Options Form Deadline	**13th February 2026**

Frequently Asked Questions

Which subjects does everyone have to study?

- **English Language & Literature**
- **Mathematics**
- **Science** Double or Triple
- Core PE
- PSHE

These subjects are compulsory for everyone, although you will be able to choose between Double or Triple Science.

Which subjects will I get to choose from?

You must choose from one of the following subjects:

- **Computer Science**
- **French**
- **Geography**
- **History**
- **Spanish**
- **Triple Science**

You will also be able to choose 3 further options from this list:

- **Fine Art or 3D Art**
- **Computer Science**
- **Dance**
- **Design & Technology**
- **Drama**
- **French**
- **Geography**
- **History**
- **Media Studies**
- **Music**
- **PE GCSE or Sports Studies**
- **Religious Studies**
- **Spanish**
- **Statistics**
- **Triple Science**

You must also choose 2 reserve subjects: **these MUST be subjects you will be happy to study if your first choice options are not available.**

How do I decide which subjects to choose?

The following pages give you important details about all of the courses on offer, including course content, types of assessment and possible progression routes. You can find out even more by looking at the websites of each exam board.

On 29th January 2026, you should attend the Parent and Student Progress Evening, where your teachers will offer advice on how well you are achieving and whether the subject is suitable for you. You should also attend Options Evening on 5th February, where you will have another opportunity to speak to staff about the courses you are interested in.

Can I change my mind after submitting my choices?

By the time you submit your option choices, you should have had plenty of time to consider why you are making these decisions. However, we appreciate that over the course of the summer term you may wish to request a change. This must be done in writing (via email) to your Head of Year, who will work with the Exams Team to accommodate your new choice. Please be aware that some combinations of subjects may not be possible at a later stage for timetabling reasons.

See below for advice to consider when choosing your options, so that you are satisfied with your final choices.

Do	Don't
Make sure you are well informed about any new subjects that you may not have studied before.	Don't make a choice based on what your friends are doing: they may have different skills and interests.
Attend the *Parent and Student Progress Evening* and *Options Evening* events so that you can discuss your choices with subject teachers.	Don't base your choice on a teacher you like: they might not teach your group when the course starts.
Think carefully about your likes and dislikes - your choices will be studied for the rest of your time at Longhill High School.	Don't choose what you think you 'should' do, rather than you'd 'like' to do. You will be studying a subject for two years and should enjoy it.
Think about your future aspirations and your chances of success: the better your outcomes, the more opportunities you will have when you leave school.	Don't follow family traditions if they are not right for you. Choose a course because you want to, and feel you would be successful at it.

Course Leaders

For more information on specific courses, contact the following staff:

Subject	Course Leader
Art (Fine Art / 3D Art)	Mr G Iozzi
Computer Science	Mr E Eggington
Dance	Mrs N Perring
Design & Technology	Mr G Iozzi
Drama	Mrs J Fenwick
English (Language / Literature)	Ms K Clarke
Geography	Mrs H Seaby
History	Mr M Sears
Mathematics	Mr P Ous
Media Studies	Ms K Clarke
Modern Languages (French / Spanish)	Mr M Newman
Music	Mrs A English
Physical Education	Mr M Ford
Religious Studies	Mr S Trelawny
Science (Combined / Triple)	Ms L Wilson
Sports Studies	Mr M Ford
Statistics	Mr P Ous

Compulsory Subject

GCSE English Language

Course outline

Course details

The GCSE 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.

Notes

Assessment

Two final exams, each 1 hr 45 mins long:
P1 Explorations in Creative Reading & Writing (50%)
P2 Writers' Viewpoints & Perspectives (50%)
Compulsory Non-exam Assessment: Spoken Language Endorsement

Suitable candidates

This is a compulsory subject. Students who read widely and regularly will have an advantage for both English Language and Literature.

Where next?

A- Level English Language, Literature and combined courses are available at most colleges. Grade 4 at English Language is required for most higher education courses.

Careers involving writing, publishing, editing, journalism, education, reporting, law and many more.

Almost all employers regard a good grade in English Language GCSE as important.

Compulsory Subject

GCSE English Literature

Course outline

Course details

The English Literature course (8702) in Years 10 and 11 will include each of the following:

- Shakespeare play: Macbeth
- 19th Century novel: A Christmas Carol
- Modern drama and prose: An Inspector Calls
- Poetry: Power and Conflict; unseen poetry

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

- 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) 2 hrs 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.

Notes

Assessment

Two final exams:

P1 Macbeth and A Christmas Carol 1hr 45 (40%)

P2 An Inspector Calls, Power & Conflict Poetry, unseen poetry comparison. 2hr 15 (60%)

Suitable candidates

This is a compulsory subject. Students who read widely and regularly will have an advantage for both English Language and Literature.

Where next?

A-Level English Language, Literature and combined courses are available at most colleges. Grade 4 at English Language is required for most higher education courses.

Careers involving writing, publishing, editing, journalism, education, reporting, law and many more.

English Literature GCSE is considered more difficult that English Language, so a good grade is respected.

Compulsory Subject

GCSE Mathematics

Course outline

Course details

The Mathematics course 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:

Number, Algebra, Ratio, proportion and rates of change, Geometry and measures, Probability and 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. The tier of entry is dependent on an individual student's progress throughout the course.

Students are assessed on three assessment objectives (AO).

- **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)

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.

Notes

Assessment

P 1: Non-calculator 1hr 30 33.3%
P 2: Calculator 1hr 30 33.3%
P 3: Calculator 1hr 30 33.3%

For all papers, there will be a mix of question styles and the mathematical demand will increase as a student progresses through the paper.

Suitable candidates

This is a compulsory subject.

Where next?

A-Levels in Further Maths are available at colleges.

Mathematical competence and fluency is increasingly seen as an essential life skill and for career development, with many careers requiring mathematical knowledge.

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.

Compulsory Subject

GCSE Science (Combined Trilogy)

Course outline

Course details

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

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

Students will have 1 teacher who will teach all 3 sciences: Biology, Chemistry and Physics.

Practical Work

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

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

Notes

Assessment

6 final exams:

2 for Biology
2 for Chemistry
2 for Physics

Students will be awarded 2 aggregated grades for the 3 combined subjects.

Suitable candidates

Science is a compulsory subject.

Triple Scientists will choose 'Triple' as one of their Options.

Students can go on to take an A Level in a single science subject with a good grade (6+) in Combined Science.

Where next?

GCSE Science opens doors to a huge range of diverse jobs in healthcare, technology, engineering, the Environment and research.

It can lead to further study like A-Levels or BTECs for skilled roles like Doctor, Scientist, or Engineer, with many pathways in laboratories, field work or technology.

Option Subject

GCSE Art and Design: Fine Art

Course outline

Course details

Students 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. They also have the chance to develop photography skills, manipulate images using software like Photoshop and Illustrator as well as experiment with animation.

Students will be expected to complete two major projects over four terms that will account for 60% of the final mark. A sketchbook is kept throughout the course and this will help demonstrate an ability to develop both practical and theoretical skills.

During the course students will be given the opportunity to develop ability in the following areas: Drawing, painting, collage, printmaking, sculpture and 3D work, ceramics, digital photography, digital image manipulation, animation, and video. They will also be expected to complete research into the work of other Artists and Designers.

During the Spring Term of Year 11, students 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 the work and then the Awarding Body will moderate a sample of coursework.

Projects

1 The Self / Still Life (2 and 3 dimensional media)
2 Landscape and Environment (2 and 3 dimensional media)
3 Trial GCSE Examination

Notes

Potential Option? Yes / No

Assessment

60% Coursework: 2 projects to be completed over Y10 - Y11.

40% 10 hour Controlled Assessment.

Suitable candidates

This course is designed for all students who are interested in visual art and who are prepared to experiment with new skills. Resilience and flexibility are important skills to develop, and the ability to work independently to complete coursework is essential.

Where next?

Colleges offer a range of A-Level and vocational Art and Design courses.

Art GCSE opens doors to creative careers in graphic design, illustration, fashion, photography, animation, and digital art, but also to roles in marketing, media, architecture, and even technology, showing how artistic skills translate to web, app design, and visual communication across industries like advertising, film, and publishing.

Option Subject

GCSE Art and Design: 3D Art

Course outline

Course details

Students 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. They also have the chance to develop photography skills, manipulate images using software like Photoshop and Illustrator as well as experiment with animation.

Students will be expected to complete two major projects over four terms that will account for 60% of the final mark. A sketchbook is kept throughout the course and this will help demonstrate an ability to develop both practical and theoretical skills.

During the course students will be given the opportunity to develop ability in some of the following overlapping areas: Ceramics, sculpture, jewellery design, set design, interior design, product design, environmental design, and architectural design. They will also be expected to complete research into the work of other Artists and Designers.

During the Spring Term of Year 11, students 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 the work and then the Awarding Body will moderate a sample of coursework.

Projects

1 Objects and Scale**/** Natural forms
2 The Body/ Environment (2 and 3 dimensional media)
3 Trial GCSE Examination

Notes

Potential Option? Yes / No

Assessment

60% Coursework: 2 projects to be completed over Y10 - Y11.

40% 10 hour Controlled Assessment.

Suitable candidates

Students who enjoy working in 3D. The course will give opportunities for students to make 3D artefacts in a broad range of media both in the Art rooms and Technology workshops.

Where next?

Colleges offer a range of A-Level and vocational Art courses.

Art GCSE opens doors to creative careers in graphic design, illustration, fashion, photography, animation, and digital art, but also to roles in marketing, media, architecture, and even technology, showing how artistic skills translate to web, app design, and visual communication across industries like advertising, film, and publishing.

Option Subject

GCSE Computer Science

Course outline

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. 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

The five topics are:

- Computational Thinking
- Data
- Computers
- Networks
- Issues & Impact

Application of Computational thinking

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. The school runs after school sessions and a lunchtime coding club to ensure students have this opportunity.

Visit isaaccomputerscience.org or adacomputerscience.org to discover more.

Access to a computer outside of school would be beneficial although not essential.

Notes

Potential Option? Yes / No

Assessment

2 Exams

Paper 1 – Written: Computer systems 50%

Paper 2 – Practical: Computational thinking, algorithms & programming 50%

Suitable candidates

They should have a keen interest in computer coding, have attention to detail, curiosity and resilience in problem solving.

Where next?

Computer Science A-Levels require students to hold a qualification in Computing.

Future careers and apprenticeships include cybersecurity, AI, software engineering, games designer, data analyst, Software development or system administration.

Option Subject

GCSE Dance

Course outline

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**

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.

Students will need a Longhill Dance T-Shirt, sweatshirt and school PE leggings

Notes

Potential Option? Yes / No

Assessment

60% Coursework: Performance and Choreography

40% Written exam: Dance Appreciation

Suitable candidates

Students who attend Longhill Dance club, have a genuine passion in all types of dance, able to learn movement with a sense of musicality and have a willingness to learn new styles. Students must be prepared to perform and be videoed in front of an audience and give up time out of school for rehearsals.

Where next?

A GCSE in Dance can lead to further study in Performing Arts and a range of careers both in the spotlight (performer, choreographer) and behind the scenes (arts administrator, dance scientist, therapist).

Further education Dance qualifications range from vocational diplomas (like BTEC Level 3 Extended Diploma for 16-18s) and Higher Education Certificates (CertHE) as access to degrees.

Option Subject

GCSE Design and Technology

Course outline

Course details

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. 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.

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.

Notes

Potential Option? Yes / No

Assessment

Paper 1: Written exam: Core and Specialist technical principles, Designing and making principles. 2hrs (50% of grade)
At least 15% of the exam will assess maths, and 10% will assess science.

Non-exam assessment: 50% Production of a prototype and portfolio of evidence.

Suitable candidates

Students who have an interest in making functional and usable items / products, have a logical and independent approach to solving problems with some artistic ability and an ability to visualise 3D items from 2D images is important for success.

Students must be able to work safely in a workshop space.

Where next?

GCSE Design & Technology can lead to Level 3 courses like BTECs, T Levels, or A-Levels in related fields such as Engineering, Art, Product Design, and apprenticeships, focusing on practical skills, creative problem-solving, sustainability, and digital tools, with assessment via exam and a major design-make project.

Option Subject

GCSE Drama

Course outline

Course details

The GCSE Drama specification is designed to give students a broad and balanced experience of Drama. Students will be given the opportunity to develop not only performance skills but also design skills in areas such as: Lighting design Sound design, Set design Costume, Hair and Make-Up Design. They will collaborate in devising their own piece of theatre and perform in a performance from a text. Students 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%: Students will participate in the creation, development and performance of a piece of devised theatre. They 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 the group), An evaluation of the final performance or design. Teacher assessed, and externally moderated

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

Students 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 hr 30
Section A: Set Text - A series of questions based on the set text 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.

Notes

Potential Option? Yes / No

Assessment

Component 1: 40%
Portfolio

Component 2: 20%
Performance

Component 3: 40%
Written exam

Suitable candidates

Students **must** have an interest in at least one area of the Performing Arts, have the confidence to perform to an audience and be willing to work as a group.

Where next?

After GCSE Drama, you can continue to A-Level/BTEC for deeper study, pursue vocational training at specialist schools (like Brit School, Hurtwood House), or jump straight into apprenticeships or jobs in theatre technology, arts admin or related fields.

Drama builds essential skills like teamwork, creativity, & confidence for diverse careers in media, teaching, events, and more.

Option Subject

GCSE Geography

Course outline

Course details

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

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

Component 2: Environmental and Development Issues

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

Component 3: Applied Fieldwork Enquiry

Students sit an exam which tests their Fieldwork Knowledge.

- Part A - assesses approaches to fieldwork methodology, representation and analysis.
- Part B - assesses how fieldwork enquiry may be used to investigate 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 ideas & concepts can be applied to real issues and problems, thus making students realise the relevance of the work they undertake.

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).

Notes

Potential Option? Yes / No

Assessment

Component 1: 35% Written exam 1hr 30 mins

Component 2: 35% Written exam 1hr 30 mins

Component 3: 30% Written exam 1hr 30 mins (Applied Fieldwork)

Suitable candidates

Students should enjoy analysing and interpreting data, be able to use IT skills to make graphs and spreadsheets, link scientific understanding to some topics and have a genuine interest in the world around us, both physical environment and different cultures / countries.

Where next?

A-Level and Degree Level studies.

Careers involving environmental work, journalism, teaching, travel, leisure, tourism, architecture, town planning, law, archaeology, engineering, outdoor pursuits, graphic design, farming.

Option Subject

GCSE History

Course outline

Course details

The History GCSE follows on from the work students have undertaken in Key Stage 3 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 course..

Students study 4 topics that will be spread over the 2 Year GCSE.

Paper 1 - Thematic Study and Historic Environment:
Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches

Paper 2 - Period Study
Superpower relations and the Cold War 1941-91

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

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

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

Notes

Potential Option? Yes / No

Assessment

3 Exams

Paper 1: Medicine through Time 1 hr 20 mins / 30%

Paper 2: Anglo-Saxons and Normans and Superpower Relations and Cold War 1 hr 50 mins /40%

Paper 3: Weimar and Nazi Germany /1 hr 30 mins/ 30%

Suitable candidates

Students should have an interest in and enthusiasm for learning about past events and the world around us (past and present).
History GCSE has a emphasis on reading and writing, so secure literacy skills are essential.

Where next?

A-Levels in History, Art History, Classical Civilisation are offered at most colleges.

History GCSE develops key skills in research, analysis, and communication, opening doors to careers in law, journalism, teaching, marketing, civil service, museums (curator, archivist), and business.

History provides a strong foundation for diverse roles from politics to finance, often requiring further training but demonstrating intellectual capability for many fields.

Option Subject

BTEC Media Studies

Course outline

Course details

The Creative Media Production 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	Component title	No. of hours	Level	Assessment
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.

Notes

Potential Option? Yes / No

Assessment

Coursework: 60% Internally assessed

Written Exam: Production of Print Media 40%

Suitable candidates

Students should have the ability to think creatively, an interest in media products, critical thinking.

They will need to be able to plan, produce and evaluate a piece of print media to suit a client brief and be prepared to learn new technical skills.

Where next?

After a BTEC Level 1/2 in Media Studies, next steps involve progressing to Level 3 courses (BTEC Nationals in Media, Film, Journalism), starting a relevant Apprenticeship, or moving into entry-level jobs in areas like digital marketing, content creation, or production assistance, building on practical skills in camera, editing, and digital media.

Option Subject

GCSE French / Spanish

Course outline

Course details

The GCSE AQA 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
- My neighbourhood
- Studying and my future
- Lifestyle and wellbeing
- Media and technology
- 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: Foundation level includes a picture-based exercise, a formal and informal open response question and a translation into French/Spanish. Higher level includes a formal & informal writing task & a translation into French/Spanish
· Unit 1: Listening (25%) Formal examination
· Unit 2: Speaking (25%) Exam conducted with Longhill staff
· Unit 3: Reading (25%) – Formal examination
· Unit 4: Writing (25%) – Formal examination

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 independent learning
- An ability to extract information and meaning from texts and recordings
- 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

Notes

Potential Option? Yes / No

Assessment

Unit 1: Listening 45-60 mins

Unit 2: Speaking 7-12 mins

Unit 3: Reading 45-60 mins

Unit 4: Writing 1hr15-1hr20

Suitable candidates

Students who opt to take a language for GCSE need to have a passion for the subject and a willingness to work hard from the start of the course.

Where next?

Colleges offer A-Levels in Modern Languages and BTECs in vocational areas that require language skills.

Learning a new language offers benefits for career advancement, travel, and cultural understanding. It can improve memory and multitasking, make a candidate more marketable in the global economy, and allow for a richer travel experience.

Option Subject

GCSE Music

Course outline

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.

Notes

Potential Option? Yes / No

Assessment

Component 1: Recorded performance. 30%

Component 2: Composition in response to brief. 30%

Component 3: Final written exam, listening and appraising. 40%

Suitable candidates

Students must be learning to play a musical instrument. They should be good independent learners, as well as able to work in an ensemble. They must be able to perform competently in front of an audience.

It would be helpful if students had access to musical instruments at home.

Where next?

After GCSE Music, you can pursue A-Levels (Music, Music Technology, Drama) or BTECs (Music Production, Digital Film).

These could lead to careers in performance, teaching, sound engineering, therapy, or roles in film/TV/radio, making great use of transferable skills like creativity, analysis, communication and teamwork.

Option Subject

GCSE Physical Education

Course outline

Course details

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
- Health, fitness & well-being
- Socio-cultural influences
- Physical training
- Sport psychology
- Movement analysis

Non-exam assessment - Practical Skills

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 a third activity from either group.

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 for success

- Have an excellent record of attendance and participation.
- Show positive commitment and always work to the best of 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

Notes

Potential Option? Yes / No

Assessment

Paper 1: Written exam The human body & movement in physical activity & sport. 30% 1hr 45 mins

Paper 2: Written exam Socio-cultural influences & wellbeing in physical activity & sport. 30% 1hr 45 mins

Non-exam assessment: 40% Practical performance and analysis / evaluation coursework

Suitable candidates

Students must be working on or above their expected target grade in PE at the end of Year 9.

Some students will be more suitable to study Sports Science as an alternative.

Where next?

After GCSE PE, students can progress to A-Level PE, BTEC Sport, or vocational courses.

Careers in coaching, physiotherapy, sports science, teaching, management, or even roles like outdoor instruction, making use of skills in anatomy, performance, and sports psychology for diverse paths in fitness, healthcare or the uniformed services.

Option Subject

GCSE Religious Studies

Course outline

Course details

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.

Students in Year 10 develop their knowledge about the two religions, participate in debates, and develop discursive writing. The topics are:
1) The Life and Teachings of the Buddha;
2) Crime and Punishment;
3) The Life and Teachings of Christ;
4) Peace and Conflict;
5) Christian Practices.

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) Buddhist Practices;
2) Religion and Life including Death and the Afterlife;
3) Human Rights and Social Justice including the ethics of wealth;
4) Revision and debates based on all prior topics.

Why should you study Religion?

- 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.

Notes

Potential Option? Yes / No

Assessment

AQA 8062
Paper 1: The study of religions: beliefs, teachings and practices. 1hr 45 50%

Paper 2: Thematic studies 1hr 45 50%

Suitable candidates

Students do not need to be religious; they should have an open mind and an interest in religions and philosophical questions about life.

Where next?

GCSE Religious Studies provides many options for pursuing a range of further study: A-Levels in Religious Studies, Ethics, Philosophy: all highly regarded by universities. RS complements many humanities and literature courses.

The critical thinking, communication and empathy skills developed from RS are highly valued by employers across various sectors.

Option Subject
OCR National Certificate Sports Studies

Course outline

Course details

Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to either explore the world of outdoor sport or the media.

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:
Unit 1: Contemporary Issues in Sport - written exam.
Topics include:

- 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

Unit 2: Performance and Leadership in Sports Activities
This is assessed through practical lessons. Students 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. Students 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.

Unit 3: Sport and the Media
Students will be able to identify a number of different sources of media that cover sport. They will then look at evaluating the positive and negative effect this has on sport.

Notes

Potential Option? Yes / No

Assessment

Unit 1 Written exam 1hr 15 40%

Units 2 - 3 Centre Assessed Performance / Portfolio tasks, OCR moderated 60%

Suitable candidates

Students should have 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 and be prepared to work hard on independent research projects.

Where next?

Cambridge Technicals Level 2/3, A level PE, Vocational qualifications Level 3, Apprenticeships Level 1 / 2.

A sports studies qualification can lead to a wide variety of careers in fields such as sports performance, health and fitness, education, and management.

Option Subject

GCSE Statistics

Course outline

Course details

Statistics:

The aims and objectives of this qualification are to enable students to develop statistical fluency and understanding through:

1.The use of statistical techniques in a variety of authentic investigations

2. Identifying trends through carrying out appropriate calculations and data visualisation techniques.

3. The application of statistical techniques across the curriculum.

4. Critically evaluating data, calculations and evaluations that would be commonly encountered in everyday life.

5.Understanding how technology has enabled the collection, visualisation and analysis of large quantities of data

6. Understand ways that data can be organised, processed and presented

7. Applying appropriate mathematical and statistical formulae, and building on prior knowledge.

Through using statistical enquiry cycle students need to:

- Understand the importance of initial planning when designing a line of enquiry or investigation.
- Recognise the constraints involved in sourcing appropriate data.
- Understand ways that data can be processed and presented.
- Show an understanding of the importance of clear and concise communication of findings and key ideas, and an awareness of the target audience.

Notes

Potential Option? Yes / No

Assessment

Paper 1: 50%1hr 30
Paper 2: 50% 1hr 30

Both papers assess the following:

1. The collection of data
2. Processing, representing and analysing data
3. Probability

Suitable candidates

Students must be performing on or above a forecast Grade 6 for Mathematics by the end of Year 9.

Where next?

After GCSE Statistics, you can pursue A-Levels in Maths, Further Maths, or subjects like Psychology, Economics, and Business.

University degrees: Data Science, Finance, Sciences, or Social Sciences.

Careers: Data Scientist, Analyst, Actuary, or Statistician.

Option Subject

GCSE Triple Science

Course outline

Course details

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

It is for students 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 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.

Students will be entered for either Foundation or Higher Tier papers.

Notes

Potential Option? Yes / No

Assessment

Biology
P1: Topics 1-4 1hr 45 50%
P2: Topics 5-7 1hr 45 50%

Chemistry
P1: Topics 1-5 1hr 45 50%
P2: Topics 6-10 1hr 45 50%

Physics
P1: Topics 1-4 1hr 45 50%
P2: Topics 5-8 1hr 45 50%

Suitable candidates

Students must have an interest and enthusiasm in science, a creative approach to problem solving, reasonable mathematical ability, an ability to study independently, a good memory of key facts and an ability to plan a logical sequence.

Good attendance is essential.

Where next?

A-Level Biology, Chemistry, Physics, Geology, Human Biology, Applied Science, Forensic Science, Psychology.

STEM careers like Medicine, Engineering, Vet Science, or Forensics, opening more specialised pathways than Combined Science.

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