



# Year 9 Options Booklet 2021



## **THE YEAR 9 OPTIONS PROCESS**

### **The curriculum offer**

The curriculum we offer at Lady Lumley's will provide the students with all they need in order to follow any career they wish in the future. The curriculum offer here is built upon the students' choices and the timetable is decided *after* the students make their choices, not before. This gives every student the best chance to choose the subjects they want to study and the subjects they may need for their future career aspirations.

### **The options process**

The Year 9 options process will help students and their families make informed decisions about the subjects they wish to take in the future. Choosing which subjects to study in Years 10 and 11 (Key Stage 4) is probably the most important decision students have yet had to make. The subjects chosen could influence the range of courses the student can take later in life and could possibly affect future careers. Having said that, the core of subjects offered at Lady Lumley's School ensures that every student has a broad and balanced education through to the end of Year 11. The options process allows students (and their parents/carers) to choose additional subjects that complement the core offer and allow the student to develop his or her knowledge and skills in particular areas.

### **English Baccalaureate**

The English Baccalaureate (EBacc) is a measure brought in by the Coalition Government in 2011 and has not yet gone away. The current government has an ambition that 75% of students will study subjects that meet the EBacc subject combination by 2022.

To achieve the English Baccalaureate students will need to study English language and literature, mathematics, science, history or geography, and a foreign language. All students at Lady Lumley's will study English language and literature, mathematics and science, but languages and humanities are optional subjects and some students may choose not to study them.

The EBacc is made up of the subjects which the Russell Group of universities says, at A Level, open more doors to more degrees. Some universities may want students to have the English Baccalaureate when they apply for places in the future. Studying an Ebacc combination of subjects could affect students in the future if the Ebacc develops in importance for those students considering entering university.

The introduction of the English Baccalaureate may suggest that some subjects are "more important" than others but we genuinely believe that every subject is equally important. Students should follow courses that are most appropriate to their needs and desires. We believe good teaching and learning leads to the best possible results for the students and this is helped when students have a choice and can fully engage with their subjects. We want the students to choose subjects that allow them the widest possible range of future careers and to choose subjects where they have the best possible chance of achieving well.

Students will have an individual meeting with a member of senior staff where they can ask any questions they may have, or they can ask their tutor for guidance.

**Stuart Cleary**  
**Acting Headteacher**

## INTRODUCTION FOR STUDENTS IN YEAR 9

### WHAT ARE OPTIONS?

For you, this year is a milestone. Until now you have taken the same subjects from year to year. Next year will be different. You will continue with some subjects but will drop others.

Choosing subjects at this stage is often difficult and needs a lot of thought.

You should:

- know about yourself – your likes and dislikes, your strengths and weaknesses
- know about how good you are in your present subjects
- know what each course involves
- discuss your ideas with your parents/carers
- ask for a careers appointment, via your tutor, if you think this will help.

### WHICH SUBJECTS SHOULD I CHOOSE?

There are several reasons why you may want to continue studying a particular subject. You may:

- be interested in it and therefore enjoy it
- be good at it
- need it for your career or future sixth form or college course
- want to keep a balance in your subjects to keep a wide choice available at 16.

It may be necessary to choose between a subject you like and one which is needed for a particular career. In a case like this the subject needed must take priority but check very carefully that it is crucial and no alternatives are possible.

### WHAT GRADES WILL BE AWARDED?

For GCSE courses, students will be awarded grades from 9 to 1 (9 is the highest grade 1 the lowest and there is a U grade for unclassified).

GCSE grades	9	8	7	6	5	4	3	2	1	U
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Some subjects follow different tiers of work and enter for different examinations; this means the grades available are limited to a smaller range. **Check** which subjects these are and what final range of grades will be available to you **very carefully**.

Not all courses offered are GCSEs. **Health and social care** offers BTEC at two levels; level 2 and level 1 which are equivalent to one GCSE at grades 9 – 1. There are two **business** courses, one GCSE and one BTEC. You will need to talk to the teachers to decide which is the best for you.

The Certificate of Personal Effectiveness (COPE) does not have any GCSE equivalence attached to it and you will be spoken to individually if we think this is the right course for you.

## **WHAT DO YOU MEAN BY COURSEWORK and CONTROLLED ASSESSMENTS?**

In subjects with coursework, the final GCSE result is not dependent solely upon examinations at the end of Year 11. The coursework or controlled assessments contribute varying percentages of the final mark dependent on the subject.

Coursework and controlled assessments allow students to be assessed throughout the period of the course and not only by the final examination result. Some advantages of this are:

- it helps students whose work is usually good but who find examinations difficult
- it gives value to the week-by-week work of students

It is important that students and parents/carers understand that this type of continuous assessment demands high standards of work over a long period. Students will need to plan well ahead in order to avoid work “piling up”. Regular attendance is also very important.

## **WHAT ABOUT EQUAL OPPORTUNITIES?**

The curriculum in its widest meaning will be organised, structured and resourced in such a manner that no student will be denied opportunities or receive less favourable treatment on the grounds of gender, ethnicity, level of ability or social circumstances.

Everybody has the same choices and will be treated equally, although the guidance you might receive may point you in one direction rather than another.

## **CAREERS ADVICE**

All Year 9 students will have a one-to-one interview with a senior member of staff. They will receive further careers advice in assemblies and through the PSHCCE programme in tutor time.

Impartial information, advice and guidance are available in school from our independent careers adviser, Anna Lowe. Sessions will be offered to young people to assist them with their Year 9 option choices. If your son/daughter requires more in-depth one-to-one guidance they can request an interview via their form tutor.

## **IMPORTANT POINTS**

- do not choose a subject because your friends have. Their aptitude and interests may be different from yours
- do not let like (or dislike!) of a teacher influence your choice. You do not know which teachers you will get in Years 10 and 11 when you make your choices
- do not panic! There are lots of people who are willing and able to help you.

## **WHAT HAPPENS NEXT?**

We cannot offer our usual face-to-face event due to Covid, so we are holding a Virtual Information Evening, which will go live on **Wednesday 17<sup>th</sup> March 2021**. We strongly recommend that you view this to find out more information about the courses on offer.

## **COMPULSORY SUBJECTS AND OPTIONAL SUBJECTS.**

The Key Stage 4 curriculum is made up of two elements: compulsory subjects and optional subjects.

You will all continue to do the following:

- English Language and Literature
- Mathematics
- Science
- R.E.
- P.E.

PSHCCE - (personal, social, health, citizenship, careers and economic education) is delivered in a cross curricular way with all subjects contributing, plus a range of other activities such as visiting speakers and drama workshops. PSHCCE is an important element of every student's education and helps to develop wider life and work skills. Issues such as bullying and cyber-bullying are explored during assemblies and in tutor time. In addition, students throughout the year have access to quality careers advice.

### **WHAT IF I HAVE A PROBLEM?**

Do not be afraid to ask for help and advice from any of your teachers.

If you are unsure which subjects to take and are already starting to think about the Sixth Form, please talk to Mr Cleary or Mr Ambrose as some subjects can be picked up at A level without following the subject at GCSE level.

### **HOW TO COMPLETE THE OPTIONS PROCESS**

You need to choose 4 subjects from the options available,

Please rank these in order of preference 1 to 4, with 1 being your most preferred subject.

Also choose a reserve subject which will be number R.

You have an almost free choice of any 4 subjects but you must choose at least **one** subject from computer science, French, geography, German or history.

If you want to achieve the Ebacc qualification you will have to choose one of French or German and one of geography or history (you can choose more if you wish).

**Your option form needs to be returned to school by Wednesday 28<sup>th</sup> April 2021.**

### **NOTES**

To achieve the Ebacc qualification, students must choose at least one language and one humanities subject. Having this qualification indicates you have studied a range of traditional subjects. This may give an advantage if applying to the UK's top universities or to access a wider range of careers opportunities.

\*The school will do its very best to let all students study their top 4 options, but it is not always possible so that is why a reserve subject is needed. Any student not able to study their top 4 choices will be spoken to individually before the end of the academic year.

## KEY STAGE 4 (YEARS 10 AND 11)

The following subjects are studied at GCSE level by everyone:

English language, English literature, mathematics, science (2 GCSEs) and religious studies. Students also continue PE lessons and follow a cross-curricular PSHCCE programme, some of which is delivered in tutor time.

## OTHER SUBJECTS

In addition to the subjects above, you are asked to choose 4 subjects:

You will need to rank them in order of preference, 1 to 4. You will also need to pick a further option as a reserve subject, labelled R.

Please note: the Certificate of Personal Effectiveness is not a GCSE or BTEC course.

If you want to achieve the EBacc qualification, you will need to choose at least **one** subject from French or German **and** one subject from geography or history. You may wish to choose **more than one**.

Otherwise, you have an almost free choice of any 4 subjects but you must choose **at least one** subject from computer science, French, geography, German or history.

Art	Business - BTEC in Enterprise
Business Studies GCSE	Certificate of Personal Effectiveness*
<b>Computer Science</b>	Drama
DT: Design and Technology	Food and Nutrition
<b>French</b>	<b>Geography</b>
<b>German</b>	Health and Social Care BTEC
<b>History</b>	Media Studies
Music	Physical Education

\*You will be spoken to individually if we think the Certificate of Personal Effectiveness (COPE) is the right course for you.

## Examples

😊 **Anthea** has chosen French, geography, history and DT: design and technology

This is allowed. She will also meet the criteria for the EBacc qualification as she has chosen at least one subject from French or German and one subject from geography or history.

😊 **Bobby** has chosen French, German, computer science and music.

This is allowed. He will **not** meet the criteria for the EBacc qualification as he has not chosen one subject from geography or history.

😊 **Charles** has chosen German, geography, health and social care BTEC and physical education

This is allowed. He will also meet the criteria for the EBacc qualification as he has chosen at least one subject from French or German and one subject from geography or history.

😊 **Denise** has chosen computer science, drama, media studies and music.

This is allowed. She will **not** meet the criteria for the EBacc qualification as she has not chosen at least one subject from French or German and one subject from geography or history.

😞 **Ernie** has chosen art, business studies GCSE, food and nutrition and physical education.

This will **not be allowed** as he has not chosen **one** subject from computer science, French, geography, German or history. Ernie will have to change one of his choices.

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### **What happens after we make our option choices?**

Ms Squibb puts the choices into a computer program and tries to make sure every student has the first 4 choices they asked for. Sometimes this is impossible, so Ms Squibb will use reserve choices for students who do not fit. On rare occasions, even this may not fit, so the student will be given a personal interview with Ms Squibb and his/her options discussed. Where we have had to use a 5<sup>th</sup> choice subject we will inform the students concerned.

It takes a long time to ensure the timetable will work, so we cannot let you know before July if everything is sorted. But you will hear as soon as possible if there is a problem with your choices, so no news is good news!

# English Language & Literature

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## Course Outline

### English Language

Component 1: 20th Century Literature  
Reading and Creative Prose Writing.

*Written examination: 1 hour 45 minutes*  
*40% of qualification*

Component 2: 19th and 21st Century  
Non-Fiction Reading and Transactional/  
Persuasive Writing.

*Written examination: 2 hours*  
*60% of qualification*

Component 3: Spoken Language

*Non-exam assessment*  
*Unweighted*

### Literature

Component 1: Shakespeare and Poetry

*Written examination: 2 hours*  
*40% of qualification*

Component 2: Post-1914 Prose/Drama,  
19th Century Prose and Unseen Poetry

*Written examination: 2 hours and 30 minutes*  
*60% of qualification*

## Qualification

Double GCSE

## Assessment Method

Both subjects are assessed 100% by  
examination:

Modules covered

- poetry
- prose: documentary and literary
- drama

## Skills Required

- a strong reading ability
- a good standard of writing
- an ability to analyse accurately
- confident creative thinking

## Post 16

### Opportunities and careers

Achieving the upper bands in English or Literature will qualify students to progress to A level study in either or both subjects each of which is a highly-regarded qualification for university entrance and an excellent preparation for further study across wide range of subject-areas including Humanities, Law, Psychology, or Earth Sciences.

*"Perhaps everything could be a metaphor!"*  
Tom C.

'English is the official language of the sky! It doesn't matter which country they are from, all pilots speak in English on international flights.'



# Mathematics

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## Course Outline

Students will study topics in mathematics in the following main areas:

- Number and Algebra
- Ratio, Proportion and Rates of Change,
- Geometry and Measures
- Statistics and Probability

In addition, pupils will learn skills to enable them to solve practical problems and how to use maths software effectively. Functional skills approaches are embedded within the GCSE specification, which means that you will solve real life problems using your mathematical skills.

## Qualification

Edexcel GCSE

## Assessment Method

There are 3 written exams taken at the end of Year 11 (one non-calculator exam and two calculator exams) each lasting 1 hour and 30 minutes.

Students will be entered at either Higher (Grades 9-4) or Foundation tier (Grades 5 - 1) (to be decided around Christmas of Year 11).

## Skills Required

- Fluency – you will need to practise the skills learned
- Reasoning – you will have to explain your methods and communicate your ideas
- Problem Solving – you will need to apply your knowledge

## Post 16

### Opportunities and careers

Numeracy skills are a prerequisite for most career paths.

Gaining the best possible grade at GCSE is vital for future study or career paths. Many courses or employees will require a grade 4 or above. At Key Stage 5 we offer AS and A levels in both Mathematics and Further Mathematics.

“All your maths from Year 9 will help. You will recap what you’ve already done but will learn new methods and go into more detail.”

‘ $\pi$  and  $\sqrt{2}$  are irrational numbers’

# Religious Studies (RS)

(compulsory)

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## Course Outline

The course prepares students to take up roles within the modern world. It prepares them to consider and evaluate their own beliefs/world views and those of others, promoting respect for all and protection against extremist viewpoints.

Comprises of two areas of study (each split into four sections) over three years and includes visits to places of worship.

### Religion and Ethics from a Jewish perspective

- Beliefs
- Marriage and the Family
- Living the Religious Life
- Matters of life and Death

### Religion and Philosophy from a Christian perspective

- Beliefs
- Philosophy of Religion
- Living the Religious Life
- Equality

## Skills Required

To be successful you need to:

- be able to communicate your ideas through writing
- a willingness to consider other points of view
- know, understand and evaluate the specification content

*“The main thing I enjoy about Religious Studies is the debates – I love how we can discuss what is going on in the world. Religious Studies is about real life.”*

Grace

**Qualification** GCSE

## Assessment Method

Two final examinations in Year 11:

- Religion and Ethics from a Jewish perspective (1 hour 45 minutes)
- Religion and philosophy from a Christian perspective (1 hour 45 minutes)

Each paper consists of four questions, students must answer all questions.

## Post 16 Opportunities and careers

The world of work now requires many people to work with others from different cultures, religious and ethnic backgrounds. The GCSE offers evidence of these skills.

GCSE RS is desired by many national and international companies, social and health care professions, such as doctors/nurses, the armed forces and the hospitality industry.

Successful completion of GCSE Religious Studies forms the base for the further study of Judaism, ethics and philosophy. It will support progression to A level. This qualification is highly thought of by universities and employers as it encourages critical thinking and respect for others.

‘Both the Police Force and the Armed Services say that RS is one of the most important qualifications to have.’



## Course Outline

This course offers the depth and breadth of topics that will help to our students engage with the fundamentals of science and fulfil their potential. Delivered as 6 units over 2 years.

**Biology 1:** Overarching concepts in biology, Cells and control, Genetics, Natural selection, genetic modification, Ecosystems, material cycles

**Biology 2:** Plant structures and their functions, Animal coordination, control and homeostasis, Exchange, transport, health, disease and the development of medicines

**Chemistry 1:** Overarching concepts in chemistry: atomic structure, the periodic table, ionic bonding, covalent bonding, types of substance, calculations involving masses, states of matter, methods of separating and purifying substances, reversible reactions and equilibria

**Chemistry 2:** Groups 1, 7 and 0, Rates of reaction, fuels, heat energy changes in chemical reactions, earth and atmospheric science

**Physics 1:** Overarching concepts in physics: motion, forces and conservation of energy, waves, light and the electromagnetic spectrum, particle model 1, radioactivity

**Physics 2:** Motion, matter, forces, conservation of energy, forces doing work, electricity and circuits, magnetism and the motor effect, particle model 2

## Skills Required

- have a reasonable standard of maths to be able to carry out calculations and written English and comprehension skills
- have an interest in learning about the applications of science in the world around us
- resilience and a willingness to work hard throughout the whole course.

*"Science is fun because you can learn the things that were once unknown to us."*

*Reece*

*"You unlock secrets about why you are alive and the finer detail of what is keeping you alive. A mixture of practical and theory work is the only way to deeper learning."*

*Grace*

## Qualification

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Combined Science (1SC0)

## Assessment Method

6 examinations – each lasting 70 minutes examined at foundation or higher tier

Biology 1 & Biology 2  
Chemistry 1 & Chemistry 2  
Physics 1 & Physics 2

## Post 16 Opportunities and careers

After successfully completing your GCSE, you can pursue an A level in physics, chemistry or biology. This would equip you to think logically and solve problems which would enable you to pursue a career in a wide range of fields from space, climate change, medicine to ecology.

'The UK has the most productive science research amongst the other leading research nations and you could be contributing to that.'

# ART



## Course Outline

The course gives students opportunities to explore artists' work and to create personal projects based upon broad starting points. Drawing, painting, printmaking, photography as well as sculptural and relief techniques are practised to give a broad range of methods to develop original ideas.

Comprised of a personal portfolio from 2 coursework projects and an externally set exam.

### Current project themes are

- Inside/outside
- Transformation
- Surface
- Old and new

## Skills Required

A love of drawing and a dedicated approach inside and outside of school.

There is an artist research element so a willingness to show understanding about art from different times using technical language is important.

Being independent and wanting to experiment with techniques are also key.

*"Art lets you develop your ideas and helps independenc"* Ella

*"It is hardwork but one of the few subjects where you can create and be imaginative"*  
Lucy

**Qualification** GCSE

## Assessment Method

**60% Coursework project**  
**40% Externally set exam**

Work is judged on recording skills (especially drawing), development of ideas, understanding and links with art, experimentation and annotation of materials and techniques and the success of a final response.

There is also a requirement to reflect on your work with written annotation and to express creative intentions.

## Post 16 Opportunities and careers

Successful completion of GCSE Art will allow progression to A-level Art or Photography courses. This in turn can lead to a future in design related careers, art education and therapy, advertising and games and web design, conservation, multiple museum and gallery jobs, freelance art, photography, theatre design. An art course allows students to be creative which is a key skill in a changing jobs market.

'The largest current industry in the UK is the creative one. Art and design is everywhere'

# Business



## Course Outline

Life isn't like the Dragon's Den or The Apprentice all the time but we will ensure you are very well equipped for your own future if you choose Business Studies as one of your GCSE options. It is an exciting time to study business. Do you really understand what is going on in the economy? Could you set up and run your own business? Do you understand how businesses market their products and services to us? This course will provide all the answers and more and could genuinely set you up for life.

The course comprises of 2 units across 2 years;

**Unit 1: Influences of Operations and HRM on Business Activity** which is worth 50% of the overall grade. This unit focussing on entrepreneurship and small business start-ups, and the impact of manufacturing and people.

**Unit 2: Influences of Marketing and Finance on Business Activity** which is also worth 50% of the overall grade. This unit focusses on the expansion and growth of businesses and the decision making involved and the importance of marketing and money.

## Skills Required

- The ability to communicate and explain your ideas.
- The ability to think creatively and make decisions.
- The ability to work with numbers to solve business problems.
- The ability to carry out research and investigation to learn about the world of business.

*'I am pleased I chose Business as one of my options. I wasn't totally sure what to expect but it is so relevant to real life and useful that I am very keen to go on and study it at A Level.'*

A quote from one of our current GCSE Business students.

**Qualification** GCSE - AQA

## Assessment Method

**Unit 1:** 1 hour and 45 minutes written examination (50% of the total GCSE grade)

**Unit 2 :** 1 hour 45 minutes written examination (50% of the total GCSE grade)

**PLEASE NOTE :** there is no longer a controlled assessment element in this course.

## Post 16 Opportunities and careers

Following completion of this course, students will be very well equipped to move onto a wide range of business and economics based courses particularly an AS/A2 Business Studies course which is an excellent progression and run here at Lady Lumley's. A high proportion of our students also continue their studies at university or through apprenticeships in industry.

'Seventy percent of small businesses are owned and operated by a single person'

# Business BTEC



## Course Outline

Helping learners to progress into employment has always been a cornerstone of BTEC qualifications. Equipping learners with the skills they will use in the workplace is at the very heart of BTEC and remains an important driver in determining the content of the Business BTEC qualification. Unlike technical skills, which may become outdated over time, employability skills enable learners to adapt to the ever-changing roles needed to survive in the global economy. The Confederation of British Industry definition of employability skills is based on a positive attitude (readiness to take part, openness to new ideas and activities and a desire to achieve)

Through the Business BTEC First Award you will learn about the business world in a practical and relevant way which will involve constant contact with, and input from, a wide range of local organisations.

**The course consists of 4 units studied over two years. The two Core Units are ;**

Enterprise in the Business World – this unit is coursework based and will look at the setting up and running of a small business.

Finance for Business – This is the only external, exam based, assessment and looks at key elements of the money side of a business operation.

We will also be studying units based around customer service and Sales and Personal Selling which are again project based allowing students to experience and put into practise crucial business skills.

## Skills Required

This course will suit students who prefer a more vocational and practical approach to their studies. The course is largely project based and will require students to work independently as well as in teams. Good mathematical and communication skills will be very helpful as will an ability to make use of IT facilities.

A desire to work closely with and develop links with local businesses will also be crucial in the completion of the course. Good organisation skills and a willingness to commit to constant assessment will be vital.

**Qualification** BTEC First -  
Enterprise

## Assessment Method

The BTEC Business First Award is taught over 120 guided learning hours split over 4 units.

Two of these are CORE and compulsory. One is exam based and one project based. TWO other units are also studied from choice of optional units which are both project based and internally assessed.

A lot of the work will involve linking up with local businesses which will make the assessment as relevant and real life as possible. The practical and vocational element of the learning will also bring the subject into focussed context.

## Post 16

### Opportunities and careers

The key advantage of studying through a BTEC qualification is the vocational element of the learning. This supports students looking at improving their employability across a wide range of industries.

The BTEC First in Business would be an ideal lead into the higher level BTEC awards available post 16 as well as apprenticeships which would take the student directly into employment. The course looks at a variety of different business areas which will support students in careers across a range of industries.

# Computer Science

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Option booklet 2021



## Course Outline

September 2020 brought in a new specification. The theory stayed the same – for which we have a complete course already on its learning. The second component is simpler and focusses on just algorithms and Python – both of which we have started already in KS3. Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science, and particularly how computers are used in the solution of a variety of problems, is essential to learners, especially to help with careers in Science and Mathematics.

## Skills Required

Logical discipline and imagination are needed to design algorithms and the writing, testing and debugging of programs. This usually means being good at Maths and Sciences, but this qualification also goes with Geography, D&T and most jobs are helped with knowledge of how computers work and an ability to code.

*“I chose Computer Science because I already liked programming; because Computer Science will be useful as a career and because it goes well with Science and Maths (other STEM subjects)”*

**Qualification: WJEC Eduqas  
GCSE in Computer Science**

## Assessment Method (predicted)

**Component 1:** Understanding Computer Science

Written examination: 1 hour 45 minutes

50% of the qualification

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security, authentication and data management and the impacts of digital technology on wider society as well as algorithms and programming constructs.

**Component 2:** Computer Programming On-screen

examination: 2 hours

50% of the qualification

This component investigates problem solving, programming languages, data structures and data types, program design, implementation and testing. Learners are required to produce a programmed solution to a set task which will then be the basis for examination.

## Post 16

Successful completion of GCSE Computer Science will allow progression to A-level Computer Science at Lady Lumley's School. Computer Science is highly regarded by all Universities including those in the Russell Group, especially with Maths and Sciences. This in turn can lead to a career as a Software Developer, Web Developer, AI Programmer, Games Programmer, or Cyber Security Consultant.

‘An understanding of computer science is becoming increasingly essential in today's world. Our national competitiveness depends upon our ability to educate our children and that includes our girls in this critical field.’

# Certificate of Personal Effectiveness (COPE)



## Course Outline

This is a course designed to help students develop and demonstrate a range of skills, including core and wider key skills.

The areas covered by the COPE are:

- Communication
- Citizenship and Community
- Sport and Leisure
- Independent Living
- The Environment
- Vocational Preparation
- Health and Fitness
- Work related Learning
- Science and Technology
- International Links
- Expressive Arts
- Beliefs and Values

## Skills Required

- A willingness to listen to the views and opinions of others.
- Basic ICT skills.
- The ability to communicate both verbally and in written form.

*"I have really enjoyed this course, I have learnt new skills and it has also boosted my self confidence"* Oliver Year 11

## Qualification

ASDAN Level 1 or 2. This is not a GCSE equivalent course

## Assessment Method

The course is assessed by a portfolio of evidence.

The school will decide on appropriate areas to offer students as well as considering additional areas linked to interest and expertise. There will be obvious links between both courses that are offered.

## Post 16

### Opportunities and careers

The life skills developed whilst studying this course will ensure students are better prepared to enter Further Education or employment with training.

'COPE enables candidates to develop and demonstrate personal and employability skills, broaden their experience and manage their learning in a variety of real life contexts.'



# DT: Design and Technology



## Course Outline

Design and Technology is an exciting and enjoyable course which will enable you to continue to develop your designing and making skills using a variety of materials such as wood, metal and plastics.

In Year 10 you will undertake three mini design and make activities which will help you to work and learn more independently in preparation for your controlled assessment in Year 11.

You will learn new ways of communicating your ideas through a wide range of 2D and 3D drawing techniques, including the use of computer aided design.

You will also have an opportunity to extend and refine your practical skills through modelling and making with a range of different materials and processes, including computer aided manufacture.

## Skills Required

You need to be well-organised and self-disciplined, so you are able to get on with work on your own. For your controlled task you will need:

- Good literacy skills
- Good mathematical skills
- Good drawing skills
- Good practical skills
- The ability to think and solve problems
- Imagination and creativity

*“Did you know that Sir Jonathan Ive, the chief designer at Apple and the creator of the iMac, the iPhone the iPad and the iPod started his career by studying product design at school and then at Northumbria University”*

**Qualification** GCSE

## Assessment Method

### Unit 1 – 2 Hour exam paper

Section A – Core technical principles (20 Marks)

Section B – Specialist technical principles (30 Marks)

Section C – Designing and making principles (50 Marks)

### Unit 2 – Non – Exam Assessment (NEA)

This is a major design and make project worth 50% of the marks of the final GCSE. The context for the project will be set by the examination board in June Year 10 and pupils will continue to work on the project until Easter Year 11.

## Post 16 Opportunities and careers

A good GCSE grade in Design and Technology will automatically qualify you to take A-level in the same subject. This may lead to careers in product design, graphic design, industrial design, education, architecture and engineering to name but a few. These qualifications will also equip you well to look for apprenticeships in a wide variety of fields.

‘This is one subject where I really have to think hard’ Ellie

# Drama



## Course Outline

GCSE Drama (Eduqas) allows students to study theatre practically as actors, directors and designers. Students will devise their own work, work from scripts, explore features of technical theatre, write essays and take part in live theatre trips.

### Component 1: Devising Theatre

Students work as actors or designers, devising their own work in a theatrical style, using a stimulus set by the exam board.

### Component 2: Performance from a Text

Students prepare an extract of text for performance; they can work as actors or designers.

### Component 3: Interpreting Theatre

Written exam. Section A is a series of questions on a set text. In Section B, students have to write about a piece of live theatre they have seen during the course.

## Skills Required

To be successful you need to:

- Enjoy being involved in and watching live theatre
- Enjoy the practical exploration of texts and different theatrical techniques
- Have a good level of organisation and self-discipline

*"Drama's fun- I get to be creative and express myself. I like being active in lessons" Jack*

**Qualification** GCSE

## Assessment Method

### Component 1

A devised performance and a portfolio of supporting evidence documenting the process. Internally assessed, moderated by Eduqas (40%)

### Component 2

A performance to an examiner. Externally assessed (20%)

### Component 3

1 hr 30 min written paper exam (40%)

## Post 16 Opportunities and careers

All jobs require you to play a role! As well as careers in acting and in the world of theatre, drama contains many of the skill sets required to work within creative industries such as:

- Advertising and marketing
- Film, TV, video, radio and photography
- Backstage, technical theatre, design
- Music, performing and visual arts

'Drama is about life. It's about our own lives- past, present and future. It's about the lives of others. It's about the ability for a piece of theatre, a story, or even a warm-up to move us and give us a live experience shared with others.'

# Food preparation and Nutrition



## Course Outline

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topic areas including:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

**Qualification** GCSE

## Assessment Method

### Exam:

Paper 1 Written Exam: Food Preparation and Nutrition (50%)

1 hour 45 minutes

### Non-exam assessment (NEA):

**Task 1: Food investigation (15%) Written Report**

**Task 2: Food preparation assessment (35%) Written Portfolio**

## Skills Required

An interest in food and nutrition.

Good level of literacy, numeracy and scientific skills

## Post 16 Opportunities and careers

A qualification as a Food Scientist or Technologist can open the door to many careers:

Product Developer, Knowledge Manager, Teacher, Consultant, Dietician, Consumer Research Analyst, Chef and many more.

*"Food is my favourite lesson as we not only create something new but we get to eat it too!"* Jack

'The ability to create, adapt and cook meals which are healthy, economical and delicious is a true life skill....'

# Geography



## Course Outline

GCSE Geography is a dynamic subject that opens doors and offers you the opportunity to explore both the human and physical world you live in. GCSE geography is split into the following components, each examined separately:

### Component 1: Global Geographical Issues

Hazardous Earth, Development Dynamics and Challenges of an Urbanising World.

### Component 2: UK Geographical Issues

The UK's Evolving Physical Landscape (Coasts and rivers), The UK's Evolving Human Landscape (Cities). This unit also includes two pieces of fieldwork, which will be assessed in the Component 2 exam.

### Component 3: People and Environment Issues – Making Geographical Decisions:

People and the Biosphere, Forests Under Threat, Consuming Energy Resources. This exam also includes a geographical decision making exercise.

**Qualification**

Edexcel B

## Assessment Method

There will be three exams in the summer of Year 11, one for each component detailed in the course outline.

**Component 1: 1 hour 30 mins, 37.5% of the GCSE**

**Component 2: 1 hour 30 mins, 37.5% of the GCSE**

**Component 3: 1 hour 30 mins 25% of the GCSE**

Each exam will include multiple choice questions, short open, open response and extended writing questions.

## Skills Required

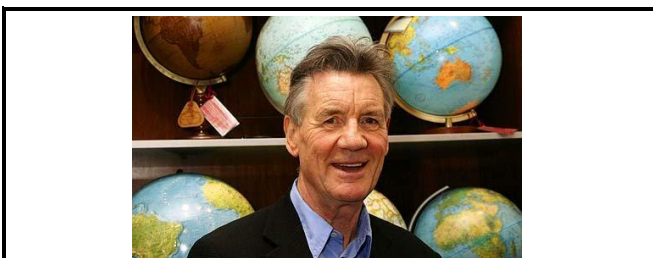
When studying geography many students remark on the overlaps with other subjects. You will find links with nearly all your GCSE subjects, therefore the skills required to be successful are transferable between geography and your other subjects. Literacy and numeracy are both needed in equal measure. However, the most important skill required is your passion and commitment to the course.

## Post 16

### Opportunities and careers

Geography is the cornerstone of the curriculum and can therefore lead to a wide range of opportunities and careers. Here is just a small selection:

- Town planning
- Military
- Politics
- Aid work
- Journalism
- Logistics
- Environment Agency
- Ecology
- Park Ranger
- Further education



*"Geography is a subject which holds the key to our future." Michael Palin*

# Health and Social Care



## Course Outline

A useful subject for those thinking about jobs and careers in the health and social care professions or other public-facing roles; NHS (nurse, physiotherapist, paramedic), Police, social worker, counsellor, youth worker, personal trainer, fire service, those looking for a different approach to study or ready to try something new.

### **This course consists of 3 components;**

**Human Lifespan Development:** How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this?

**Health & Social Care Services and Values:** Learners study and explore practically, health and social care services and how they meet the needs of real service users.

**Health and Wellbeing:** Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. What does being healthy actually mean?

## Skills Required

A good work ethic and determination to succeed, well-organised and able to follow instructions, good research skills and good written English

*"nice friendly environment and the teachers help you to understand"*

**Qualification** BTEC Tech Award in Health and Social Care Level 1/Level 2

## Assessment Method

Components 1 and 2 are assessed through internal assessment.

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.

## Post 16 Opportunities and careers

Many students go on to study health and social care or other social sciences at A level or vocational award. For many students this leads to careers in health care, social care or other related professions.

*'Every day your heart creates enough energy to drive a truck for 20 miles!'*



## Course Outline

The course provides the opportunity to study 20<sup>th</sup> century history in both breadth and depth. It builds on KS3 study; preparing students for A-level study. Students also are able to identify themes in history from a study of over a 1000 years. Studying a historic environment students will learn how past societies lived. The site will change every year.

### Paper One

#### Period Study: America 1920-1973

Opportunity and Inequality

- America and its people in the boom
- "Bust" Americans' experiences of the Depression and the New Deal
- Post War America and Civil Rights

#### Wider World : Conflict and tension 1875-1918

- The Causes of First World War
- The First World War
- The end of the War

### Paper Two

#### Shaping the Nation : Health and the people

C1000 to the present day

#### Historical Environment: Elizabethan England

## Skills Required

- Have a reasonable standard of written English
- An interest in learning about the past
- Willingness to take part in discussion and debate
- Positive work ethic

*"I took History because I have a personal interest in the syllabus and think it is both a relevant and necessary subject to take in order to understand the Modern World".*

**Qualification** GCSE

## Assessment Method

Paper One: Written Exam – 1 Hour 45 minutes  
Paper Two: Written Exam – 1 Hour 45 minutes

*All exams will be taken at the end of Year 11.  
There is no controlled assessment.  
AQA will no longer be offering an Entry level in this exam. All students will sit the same exam.*

## Post 16

### Opportunities and careers

Choosing history at GCSE will provide you with plenty of opportunities for further progression. At AS/A Level, in colleges and universities, history is a very relevant subject. For example, many professions such as medicine and law feel that history opens the minds of students. Therefore, history can gain you entry into a wide range of careers, including television, radio, journalism, the police force, social work and the civil service.

*'Who controls the past controls the future: who controls the present controls the past'-  
George Orwell*

# Media Studies



## Course Outline

Media Studies is all about understanding the world around you. To fully understand the influence it has, you will study texts from the worlds of television, film, the print media, advertising and popular music and respond to them critically, before using your knowledge to create your own media products.

### Component 1: Exploring the Media

This explores different aspects of the print media. Taking in texts such as: magazines, marketing (film posters), newspapers, or print advertisements.

### Component 2: Understanding Media Forms and Products

This unit focuses on both the wider context of the music and television industries as well as looking at the theories that explain many of their features.

### Component 3: Creating Media Products

This unit gives the students the opportunity to create a media product which will reflect their knowledge and understanding.

## Skills Required

To be successful you need to:

- have a reasonable standard of written English.
- have an interest in the world of media; and also, a willingness to work hard throughout the whole course.

*"We live in a world where there is more and more information, and less and less meaning."* Jean Baudrillard

**Qualification** GCSE

## Assessment Method

### Component 1: Exploring the Media

Written examination: 1 hour 30 minutes  
40% of qualification

### Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes  
30% of qualification

### Component 3: Creating Media Products

Non-exam assessment  
30% of qualification

## Post 16 Opportunities and careers

Successful completion of GCSE Media Studies will allow progression to A-level Media Studies or other Level 3 Media courses.

There are many varied and exciting careers which Media Studies can be useful for and you can use the skills gained on this course to prepare you for any of them. If you would like a career in Film and Television Production, Journalism, Public Relations or Advertising, then this may be the course for you.

*'Creative Industries account for 1.68 million jobs in 2012, 5.6 per cent of UK jobs'*

# Modern Foreign Languages French / German

LADY LUMLEY'S School  
Option booklet 2021



## Course Outline

The course will give students the opportunity to develop their understanding and communication in their chosen language to a higher level. It will also allow them to learn more about the culture of the countries where their languages is spoken, particularly if students take part in the exchanges offered by the MFL department.

Comprises of 3 themes over 2 years:

**Theme 1:** Identity and Culture

**Theme 2:** Local, national, international and global areas of interest.

**Theme 3:** Current and future study and employment.

**Qualification** GCSE

## Assessment Method

All units will have a Foundation tier (grades 1-5) and a Higher tier (grades 4-9) Students must take all units at the same tier. Each unit is worth 25% of the total grade.

**Unit 1** – Listening: 35 /45 mins exam at end of Y11.

**Unit 2** – Speaking: Speaking assessment with class teacher at end of Y11.

**Unit 3** – Reading: 45 mins or 1 hour exam at end of Y11.

**Unit 4** – Writing: Written exam at end of Y11 1 hour or 1 hour 15 minutes.

## Skills Required

To be successful you need to:

- Have a willingness to learn, try new things and make mistakes!
- Have an interest in foreign languages and cultures and be prepared to work hard to develop your communication skills in a foreign language.

## Post 16 Opportunities and careers

Successful completion of a GCSE in a modern foreign language is often a key requirement for further education. Students have the possibility of continuing either of these two languages onto A-level, and could then study for a degree in languages, which could be combined with other subjects such as business, linguistics or journalism. Possible careers in languages include translation and interpreting, law, journalism, media, business and marketing as well as education.

*“The main thing that I enjoy about languages is the chance to make friends with people in other countries and communicate with them.”*

*‘Using a language at work could increase your salary from 8-20%’*



# Music



## Course Outline

Music is an exciting, creative, inspiring and versatile subject, one which universities and employers regard highly. It is unique in being both a highly creative and an academic subject.

GCSE Music is split into the following Units:

**Unit 1: Performance** – 1 solo recording and 1 ensemble recording.

**Unit 2: Composition** - 2 Compositions, 1 set to a brief (y11) and 1 'free' composition (y10).

**Unit 3: Appraising:** 4 Areas of Study with 2 set works in each:

- Instrumental Music 1700 – 1820 (Bach and Beethoven)
- Vocal Music (Purcell and Queen)
- Music for Stage and Screen (Williams and Schwartz)
- Fusion (Afro Celt and Esperanza)

## Skills Required

- To be able to sing or play an instrument.
- Have an interest or be prepared to develop an interest in different styles of music.
- Have the ability to work independently to prepare performance pieces.
- Have a passion for and commitment to Music.

*"Music at GCSE level has taught me many new skills such as how to develop my creative ideas into a longer composition, as well as introducing me to many different styles of music and their techniques that I didn't know about before. It has also helped my performance skills and has allowed me to develop as both a solo and ensemble player."*

Polly- GCSE Music student



**Qualification** GCSE

## Assessment Method

**Unit 1** Performance: Coursework (30%)

**Unit 2** Composition: Coursework (30%)

**Unit 3** Appraising: Listening Exam (40%)

## Post 16 Opportunities and careers

GCSE Music naturally leads on to a Music or Performing Arts A level or BTEC course. The music industry offers a huge range of opportunities in many different careers such as performing, teaching, composing, arts administration, sound engineering, production, music therapy, conducting, arts journalism, arts legal work and curating.

GCSE Music also develops excellent and attractive transferrable skills such as critical thinking, team working, creativity, leadership, communication, independence and organisational skills to name but a few.

'Music is what tells us that the human race is far greater than we realise.' *Napoleon Bonaparte*

# Physical Education

LADY LUMLEY'S School  
Option booklet 2021



## Course Outline

### Component 1

Fitness and Body Systems:

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

### Component 2

Health and Performance:

- Topic 1: Health, fitness and well-being
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

### Component 3

Practical Performance (list published by DfE):

- One team activity
- One individual activity
- One free choice

### Component 4

Personal Exercise Programme (PEP)

## Qualification

GCSE  
(Edexcel)

## Assessment Method (25%)

**Component 1:** Written examination: Consisting of multiple choice, short answer, and extended writing questions.

1 hour and 45 minutes (36% of the qualification)

**Component 2:** Written examination: Consisting of multiple choice, short answer, and extended writing questions.

1 hour and 15 minutes (24% of the qualification)

**Component 3:** Non-examined assessment: internally marked and externally moderated.

Students must complete 3 physical activities from a set list. (30% of the qualification, 105 marks)

**Component 4:** Non-examined assessment: internally marked and externally moderated.

Students must produce, analyse and evaluate a Personal Exercise Programme.

(10% of the qualification, 20 marks)

## Skills Required

To be successful you need:

- to be interested and actively involved in team and individual sport.
- a desire to develop a holistic understanding of PE, sport and sport science.

## Post 16

### Opportunities and careers

The course leads on perfectly to the level 3 option which is delivered in the 6<sup>th</sup> Form.

This can lead to careers in coaching, sports development, physiotherapy, sports management, physical training, nutritionist and even teaching.

*"GCSE PE is great as it allows me to learn more about sport than just playing. It has helped me understand how I can lead a healthy, active lifestyle."*

'PE is the one subject that makes your heart race.'