



Lymm High School



Year 9 Choices 2016

Lymm High School, Oughtrington Lane, Lymm, Cheshire, WA13 0RB
www.lymmhigh.org.uk



Edge Hill
University



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Deputy Headteacher's Message

Dear Parents and Carers,

This is a very exciting time for your son or daughter. I am confident that you will already be well informed by the Year 9 Progress Evening that took place on Thursday 7th January 2016. I hope also that your child has been sharing information from the full week of Year 9 choices assemblies that we held from Monday to Friday, 11th – 15th January 2016. Students will have many opportunities for informal discussions with myself and other staff and we have already begun the choices interviews that we hold with each Year 9 student, ensuring that their individual needs are met and they make the right curriculum choices.

Through the Choices Evening on Thursday 21st January 2016, we hope that you will be able to enhance the information that you already have, to enable you and your child to make well informed decisions relating to Key Stage 4 option choices for Year 10 and 11, choices that will form the basis of further study/training at Key Stage 5. Lymm is a 7 year journey and at age 14 we are thinking of the next steps to take us through 14-19, and life during and beyond Key Stage 4 and Key Stage 5 study. Mrs Edwards, our Head of Sixth Form, will be available at the evening if you have questions related to the transition from GCSE to post-16. We were delighted when our December 2013 OFSTED report found: *"The sixth form is good. The diverse high-quality enrichment experiences in the Sixth Form results in students' good success rates."* (OFSTED)

The evening has two major components: a brief presentation in the hall where our choices process is outlined and a subject 'market place' in the sports hall where you can ask the subject experts: our teachers and heads of faculty, any questions about their subject area. The timings of these will be:-

Time	Group	Venue	Forum
6.00-6.30pm	Arley Hall Dunham Hall Moreton Hall	Main School Hall	Presentation from Senior Leadership Team
6.30-7.15pm	Arley Hall Dunham Hall Moreton Hall	Sports Hall	Subject 'Market Place'
6.30-7.00pm	Tatton Hall Walton Hall	Main School Hall	Presentation from Senior Leadership Team
7.00-7.45pm	Tatton Hall Walton Hall	Sports Hall	Subject 'Market Place'

If at any point in the evening, you would like to speak to a senior member of staff, they will be on hand to assist you.

The Key Stage 4 subject choices on offer are broad and balanced and also fully meet the 2013 Department for Education changes. We introduced our new curriculum model in 2013 and have been delighted that students are really benefiting from the flexibility and range of choice on offer.

The aim of our guided choices process is to ensure your child is able to maximise their success and enjoyment through learning, whilst also encouraging and supporting their aspirations and interests. I am confident that the range and combination of subjects on offer will facilitate this.

Deputy Headteacher's Message

It is essential that your son or daughter selects subjects for the next two years of their academic life which will enable them to fully develop and enhance their skills in perhaps progressing to university, employability and ultimately lifelong success.

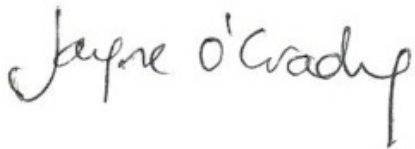
The majority of Year 9 students will choose four subjects from the list provided. This is also in addition to the compulsory subjects of GCSE mathematics, GCSE English (language and literature), and GCSE combined science (equivalent to two GCSEs). It is vital that your son/daughter selects subjects which they are passionate about and enjoy doing. You and your child will be fully assured that the diverse range and variety of extra-curricular/learning opportunities will continue.

In addition to these core subjects, every student within Key Stage 4 will also receive learning through physical education and religious education. Staff representing all the other subjects from compulsory core and the aforementioned areas will also be available to meet you and answer any questions you may have.

The option process has been designed to maximise choices without restricting potential subject clashes into separate option blocks. Wherever possible, it is hoped that your child will be able to follow their first or second choices made.

I hope you will find this booklet helpful when supporting your child in the choices process. Please sign and return your choices form to school. Your child will then need to have the form signed by their form tutor before passing to Mr Thompson, director of learning for Year 9 by Friday 29th January 2016. We will then write to you following the finalisation of courses and timetable in the early summer term.

Yours faithfully



Ms J O'Grady

Deputy Headteacher



Assessment & Qualifications

Most courses that your son or daughter study will lead towards a recognised qualification, details of which can be found throughout this booklet. There are a range of different qualifications available and they are assessed in a variety of ways.

GCSE

GCSE stands for General Certificate of Secondary Education and is the main qualification taken by 14-16 year olds. GCSEs are assessed mainly on written exams, although in some subjects there are also elements of controlled assessment and controlled tasks. Details of how each course is assessed is given in the individual subject information. GCSEs are in the process of being reformed. From 2015 new specification GCSEs have been introduced. These new GCSEs will be graded from 1-9: with 1 as the lowest and 9 the highest grade. Some GCSEs have not yet been reformed and are graded:-

- A*-G (pass) and U (unclassified)
- higher tier exams lead to grades A*-D
- foundation tier exams lead to grades C-G

IMPORTANT CHANGES TO GCSE EXAMINATIONS

The government has recently made changes to GCSE examinations so that all external exams will now have to be taken at the end of the course. Teachers will be preparing your son or daughter for this change with regular assessments and internal examinations to ensure they are fully prepared. There are no changes to controlled assessments; these are internal assessments and are not part of the exam cycle so they will still be completed, if applicable, throughout the two year course.

VOCATIONAL COURSES

We offer BTEC qualifications. On a vocational course such as BTEC the students' progress is continually assessed throughout the two years of study. There is also an externally assessed element.

ENGLISH BACCALAUREATE

The government believes that schools should offer students a broad range of academic subjects, so in order to promote this aspiration they have introduced the English Baccalaureate (EBacc). The EBacc is not a new qualification in itself, but recognises students' achievements across a core of selected academic subjects which include English, mathematics, sciences, a language and a humanities subject. As a school our aim is to offer a curriculum which matches the needs of our students and provides them with many opportunities for success. The English Baccalaureate will be the most suitable choice for many of our students and we will recommend they follow subjects leading to an English Baccalaureate. However, we recognise that other students may wish to choose a different range of subjects. Your son or daughter will be offered advice and guidance as to the most suitable range of choices.

PROGRESSION TO SIXTH FORM

The government has changed the law to increase the age at which young people are required to participate in education or training. Most young people already continue their learning when they leave school because it gives them the best chance to gain the skills and qualifications they will need to help them achieve in whatever they choose to do next, whether that is a job or further study. Students will have to continue in education until their 18th birthday. This could be in education either full-time or part-time, or through an apprenticeship. All our courses lead to qualifications that are both recognised, and valued, by sixth form schools and colleges, universities and employers. The option choices your son or daughter make now may impact on their post-16 pathway. Therefore, if they are unsure of the path they wish to take after school, they are advised to choose a range of courses that will show a breadth of knowledge and skills across a variety of subjects. Further details of the post-16 courses available at Lymm High School can be found in our sixth form prospectus (available from our website or from Sixth Form Student Services).

Compulsory Subjects

English Language/English Literature

GCSE English Language/English Literature: Miss N Tomkins (Head of English)

Course outline:

English is a compulsory subject for all students at Key Stage 4. The principal aim of the GCSE course is to equip all students with the communication skills they need to operate successfully in all aspects of life, both within and beyond school. Our students are taught by highly qualified staff in a challenging and stimulating environment that encourages independent thought and creativity.

The GCSE courses provide students with the opportunity to develop essential language skills for life and to achieve a greater understanding of the language that shapes the world we live in. Students are also given the opportunity to study English Literature, which covers a wide range of texts taken from the English literary heritage and the literary heritage of other cultures and traditions. Students will study a range of pre-20th century prose, modern prose, Shakespeare, 20th century drama and modern media texts. Each student will complete a range of written and oral controlled assessment tasks as part of their course.

Prior knowledge and experience:

English Language and English Literature at GCSE level builds on the skills introduced and developed at Key Stage 3. Our students learn to become inquisitive readers and confident, fluent writers.

Future pathways:

Qualifications: A Level English Literature, A Level English Language. English is an ideal subject to complement study of a range of courses at Advanced Level and Degree Level, from Mathematics and Sciences to Humanities subjects.

Possible careers: Journalism, Law, Politics, Marketing, Media, Management, Consultancy and Teaching.

Other information:

All students follow the AQA specifications for English Language and English Literature. Additional information on examination requirements is available from your class teacher and please do not hesitate to contact your English teacher should you have any questions about English GCSE. You can also contact Miss Tomkins if you wish.

Contact: Miss N Tomkins (ntomkins@lymmhigh.org.uk)

Mathematics

GCSE Mathematics: Mr R Johnson (Head of Mathematics)

Assessment:

Two Tiers: Higher and Foundation

100% Written examination (3 examinations at the end of Year 11. 1 x Non calculator paper 33.3%, 2 x calculator paper 33.3% each)

Course outline:

The new Mathematics GCSE specification took effect from September 2015. Students will already have been following a scheme of work in Year 9 that naturally flows into the GCSE course. In Years 10 and 11 students will continue to study mathematics in the areas of number, algebra, ratio, geometry, probability and statistics. The setting structure continues into Year 10 and depending on their performance in Year 9 they will be placed in either a higher tier set (initially working towards GCSE grades 4 to 9) or a foundation tier set (working towards GCSE grades 1 to 5).

Our intention is to continue to challenge our brightest students beyond the scope of the GCSE course and into areas of A Level, through a more advanced qualification such as the Level 2 in Further Mathematics. This will be in addition to the GCSE and will be taken at the end of Year 11.

Future pathways:

Qualifications: A Level Mathematics, A Level Further Mathematics, Level 3 Core Mathematics.

Possible careers: Engineer, doctor, accountant, actuary, operational researcher, statistician, computer programmer, biochemist, astronomer, oceanographer, geophysicist, software developer, sound engineer, nuclear scientist, pharmacist, management consultant, economist, architect, cartographer, mathematician, meteorologist, teacher, pilot, psychologist and philosopher.

Contact: Mr R Johnson (rjohnson@lymmhigh.org.uk)



GCSE Combined Science (Trilogy) Year 10 and Year 11: Mr F Chatwin (Head of Science)

Examining body: AQA

Assessment:

All units will be assessed at the end of Year 11. There will be 6 examinations, each 1 hour 15 minutes. Questions will be a selection of multiple choice, structured, closed short answer and open response.

- Biology paper 1 and paper 2
- Chemistry paper 1 and paper 2
- Physics paper 1 and paper 2

Course outline:

Students will have the opportunity to gain a good understanding of concepts across the three Sciences, including:

- How to keep our bodies healthy; how animals and plants are adapted to their environments, and how they respond to changes.
- How we generate and use electrical energy; how we can analyse the effects of forces on motion and apply our understanding in areas such as car safety.
- The nature of substances and how they react; how our knowledge of chemistry is used in business and industry.

Students will also be required to develop their scientific enquiry skills in order to become scientifically literate so they can question and engage in debate on the evidence used in decision making. There will be questions on each paper relating to specific investigations which the students will have completed in each science discipline throughout the Year 10 and Year 11 curriculum. Papers will also have a greater emphasis on mathematical skills and knowledge.

Prior knowledge and experience:

Level 5, 6 or 7 in Key Stage 3 Science. For foundation tier science papers students are expected to be competent in Mathematics up to Key Stage 3. For higher tier papers students are expected to be competent in foundation tier GCSE Mathematics.

Future pathways:

Qualifications: A Levels in Biology, Chemistry and Physics and also the BTEC Health and Social Care Subsidiary Diploma (equivalent 1 A Level).

Possible careers: Doctor, dentist, solicitor, astrophysicist, weather forecaster, environmental chemist, dietician – to name just a few!

Other information:

All students will study aspects of Biology, Chemistry and Physics throughout the two years and this route leads to two separate GCSEs in Science.

Contact: Mr F Chatwin (fchatwin@lymmhigh.org.uk)

Physical Education

At Key Stage 4 all students will follow a programme of core PE. Students will also be given the opportunity to opt, if they wish, to follow a course leading to a BTEC in Dance in this Core PE time. Students will also be able to choose a further PE course through the choices process.

This could be either:

- GCSE PE
- BTEC Level 1/2 First Award in Sport

Please see PE in the choices section for further information.



Religious Studies

GCSE Religious Studies: Mr J Brownley (Acting Head of Religious Studies)

Examining body: Edexcel

Assessment:

Students sit two examinations in this subject. Each examination lasts 1 hour 45 minutes and is equally weighted, contributing 50% each to the final grade.

Course outline:

Under the umbrella title 'Religious Studies', students will look at the way that religion and ethical theory affects how people deal with many issues in life and society.

Throughout this course students study a variety of issues such as marriage and relationships, medical ethics such as abortion, cloning and transplant surgery and the ethics of war and capital punishment. Students will also study about pluralism, tolerance and the law. There will be the chance to study the philosophy behind the reasons why people believe in an ultimate reality (God) and why others do not.

This course will develop students' philosophical understanding and transferable thinking skills.

Prior knowledge and experience:

The following skills will be helpful:

- an ability to express ideas vocally and in the written word
- an interest in people and society
- an open mind
- an ability to see issues from different viewpoints

Future pathways:

Qualifications: A Level philosophy of religion, religious studies, theology. Degrees in law, politics, science, journalism and teaching.

Possible careers: In many areas of work, employers look for someone with an enquiring mind, understanding and appreciation of other people's point of view and an ability to make informed decisions. All of these skills are developed in religious studies. The GCSE will meet needs in broadcasting, health care, police, journalism, teaching and working with religious agencies.

Contact: Mr J Brownley (jbrownley@lymmhigh.org.uk)

Citizenship Plus

Citizenship Plus

All students will follow a non-examined course in Personal, Social, Health and Economic education (PSHE). This course equips students with the knowledge and skills to deal with a range of issues they face as they grow up. It covers:

- Drugs and alcohol education
- Emotional health and well being
- Sex and relationship education (SRE)
- Nutrition and physical activity
- Personal finance
- Safety
- Careers education
- Work-related learning

Further Choices

Students must choose as a minimum:

- History or
- Geography or
- Computing or
- a language

as one of their four choices from this section.

They may choose more than one of these courses if they so wish.

GCSE Geography: Mr Harman (Head of Geography)

Examining body: AQA

Assessment:

100% external exam. This course is assessed in the Summer of Year 11.

- Examined unit 1 (35%): Living with the physical environment
- Examined unit 2 (35%): Challenges in the human environment
- Examined unit 3 (30%): Geographical applications

Course outline:

This exciting and relevant course studies geography in a balanced framework of physical and human themes and investigates the link between them. Students will travel the world from the classroom, exploring case studies in the United Kingdom (UK), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include natural hazards, climate change, poverty, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society by considering different viewpoints, values and attitudes.

Prior knowledge and experience:

Students should have an interest in the subject and enthusiasm to learn new topics.

Future pathways:

Qualifications: A Levels such as geography, geology, politics, and other subjects within Earth Sciences and Humanities.

Possible careers: There are many careers that people who study geography can follow. Examples include: conservation worker, architect, weather forecaster, earth scientist, coastal engineer, social worker, marketing, teacher, university lecturer, banker, lawyer, insurance, military GIS specialist, aerial surveyor, diplomat, aid worker, armed forces, town planner, surveyor, travel agent and TV researcher.

Contact: Mr T Harman (tharman@lymmhigh.org.uk)

History

GCSE History: Miss Ward (Head of History)

Examining body: Edexcel

Assessment:

100% external exam. This course is assessed in the Summer of Year 11. (Summer 2016)

- Examined unit 1 (30%): Crime and Punishment in Britain c1000 – Whitechapel 1870-1900
- Examined unit 2 (40%): British Depth Study (Early Elizabethan England: 1558-88) and Period Study (Superpower relations – Cold War: 1941-91)
- Examined unit 3 (30%): Modern Depth Study (Weimar and Nazi Germany: 1918-39)

Course outline:

This exciting World History course will enable students to develop an understanding of some of the events, people and developments that shaped Britain and the world from C1000-twentieth century.

Students will explore topics such as the crime and punishment in Britain, early Elizabeth England, The Cold War and Weimar and Nazi Germany. Students will consider how key individuals such as Queen Elizabeth I, JFK, Stalin and Hitler have affected the course of history and will also assess the significance of developments such as the nuclear weapons race.

Prior knowledge and experience:

Students should have an interest in the subject and enthusiasm to learn new topics. Students will need at least a 6a in English and History at Key Stage 3.

Future pathways:

Qualifications: A Levels such as History, Politics, and Law. One of many degrees in subjects such as History, Politics, Archaeology, Law, International Relations, International Studies, American Studies, P.P.E. (Politics, Philosophy and Economics) and many more.

Possible careers: There are many careers that people who study history can follow. Examples include: lawyer, teacher, journalist, entrepreneur, historian, librarian, TV researcher.

Contact: Miss N Ward (nward@lymmhigh.org.uk)

Languages (French, German and Spanish)

GCSE Languages: Mr S Cummins (Head of Modern Foreign Languages)

Examining body: AQA

Assessment:

This new linear course assesses all four skills in an end of course examination: Reading, Listening, Speaking and Writing (4 X 25%).

Course outline:

Our experienced teaching team will help students to build on Key Stage 3 content to cover a broad range of topics including: education, the environment, free time and holidays. A number of core skills will also be needed for success in examinations: comprehension of written and spoken French, short translation and demonstrating the accurate use of a variety of structure, vocabulary and tense.

Prior knowledge and experience:

We are delighted that students may choose two modern foreign languages at GCSE; these must be the languages students have been studying at Key Stage 3 and we would be delighted to have lots of our outstanding dual-linguists continue their studies in Year 10.

Future pathways:

Qualifications: A Level (all languages)

Possible careers: Excellent language skills are currently very much in demand, offering a vast range of opportunities in a number of careers: finance and banking, business, manufacturing, retail, teaching, engineering, marketing, government, law, translation, interpreting and tourism. Many universities are also using GCSE languages as an extra indicator when considering making offers.

Contact: Mr S Cummins (scummins@lymmhigh.org.uk)



Dance

GCSE Dance: Mrs A Graham (Head of Dance)

Examining body: AQA

Assessment:

The examination consists of two components:

- **Component 1: Performance and Choreography.** This consists of three performance pieces, a solo, a duet and a group piece. (60%)
- **Component 2: Dance appreciation.** A written exam focussing on the critical appreciation of professional works. (40%)

Course outline:

Throughout the course, students will develop their skills as a performer, a choreographer, and a dance critic. The majority of the course will be practical choreography, technique and performance. Students will choreograph their own dances and perform on their own as well as in a group.

The majority of the course uses contemporary dance techniques, although there are some opportunities for students to use other styles of dance within their choreography. Students will have many opportunities to take part in dance workshops led by guest teachers and dance practitioners, as well as experience live performances by professional dance companies.

Prior knowledge and experience:

Students should attend a dance school or club outside or inside school and have some performance/choreography experience. Students will have many opportunities to perform within a Lymm High School Dance Club and other performing arts projects. It is a physically demanding course that will require lots of energy and commitment, especially to lunchtime and after school rehearsals.

Future pathways:

Qualifications: A Level Dance and/or BTEC Performing Arts (Level 3).

Possible careers: Professional performer, choreographer, community dance practitioner, dance teacher, arts officer, dance photographer, dance journalist, dance movement therapist, dance press and public relations specialist, dance project co-ordinator or administrator, dance company manager, dance education specialist, yoga/pilates instructor, youth worker, set/lighting/costume designer.

Other information:

Students will have to perform as part of their assessment so they must ensure that they enjoy performing. If they have never seen a live dance performance, they should try to see at least one before they begin the course. Of the two dance options, this course runs on three lessons per week, rather than the two in BTEC Dance. This course is for those who have more experience in dance technique and performance.

Contact: Miss J Oakes (joakes@lymmhigh.org.uk)



BTEC First Award in Dance: Mrs A Graham (Head of Dance)

Examining body: Edexcel

Assessment:

There is a range of different assessments that take place over the two years – practical workshop based tasks to record development, log books, visual presentations, a letter of application and live performances. Students will study three units over two years. One unit is externally assessed.

Course outline:

This course is for students who are passionate about performing dance and are keen to develop their dance technique and expressive skills, as well as working as part of a group to choreograph a dance performance. Written coursework supports the development of skills, but the main focus of the course is choreography and performance.

Unit 1 Individual Showcase: Within this unit students will understand and develop knowledge surrounding the application and audition process of the dance industry. Students will prepare a letter, presentation, choreograph and perform two audition performances which will be externally assessed.

Unit 2 Preparation, Performance and Production: Within this unit students will learn how to develop a performance piece as a member of a fictional performance company. Students will work alongside group members creating and ultimately performing a dance performance piece. The piece can be based on existing professional work, or a stimulus of their choice.

Unit 4 Dance Skills: Within this unit students will develop their technical and expressive dance skills through two dance styles, and develop their knowledge and understanding of the rehearsal process to bring about improvement, culminating in an assessed live performance.

Prior knowledge and experience:

Students should be enthusiastic, passionate and knowledgeable about dance. They must also have some performance experience or have the confidence to present in front of an audience.

Future pathways:

Qualification: A Level Dance and BTEC Performing Arts (Level 3).

Possible Careers: This is a vocational course designed to educate students about some aspects of the dance industry and prepare them for careers within that industry such as: dance performer, choreographer, freelance community dance artist, dance company administrator, dance teacher, dance magazine journalist.

Other information:

This course will be delivered as an option within 2 core PE lessons per week over two years and will be delivered by the dance teacher in Performing Arts. It is a physically demanding course that will require lots of energy and commitment, especially to lunchtime and after school rehearsals. Please note that we will be running taster sessions for those interested in the course in February 2016.

Contact: Miss J Oakes (joakes@lymmhigh.org.uk)

Drama

GCSE Drama: Mrs R Richards (Head of Drama)

Examining body: Edexcel

Assessment:

The course is organised into practical assessments and written coursework which support the practical element. There is also a 1 hour 30 minute written examination paper.

- Component 1 (40%) The Devising Process. Students will devise a performance based on a stimulus of their own choice which they will perform in small groups. This process is recorded in a written portfolio and submitted in addition to the practical element. This unit is assessed internally.
- Component 2 (20%) Text for Performance. Students will explore and interpret a play text and will rehearse and perform two extracts from it. This could take the form of a monologue, duologue or a small group performance. This component is externally assessed by a visiting examiner.
- Component 3 (40%) Theatre Makers in Practice. Students will study a set text which will be taken from a prescribed list of eight plays. Initially, the play will be explored practically with students exploring different ways to stage the text. The students will answer an exam question based on their practical exploration of the play and will also write a response to a piece of live theatre that they have seen during the course. The assessment for this unit takes the form of a 1 hour 30 minute written examination.

Course outline:

GCSE Drama both develops students' understanding and knowledge of the art form, whilst also developing students' personal and social skills. It requires students to work creatively both as individuals and as part of a team. Students will be taught the discipline of performance and presentation skills which are essential, transferable qualities regardless of future career aspirations.

The course is highly practical. Lessons will develop students' understanding of theatre style and genre; they will also study published plays and contemporary theatre companies' approaches to theatre making. Students will be recognised for how they develop ideas (the process) and also how they perform (the product). There are key performance projects that take place during the course, helping to develop confidence whilst also allowing students opportunities to explore new techniques and fresh ideas. It is a course that allows students time to develop their passion for performance and how to engage and communicate with the world around them. It is a demanding but extremely rewarding subject that supports a great range of other subjects.

Prior knowledge and experience:

Students should have an interest in theatre and performance. Students should be excited about furthering their knowledge and interest gained at key stage 3.

Future pathways:

Qualifications: A level Theatre Studies, A Level Performance Studies. Students will develop a range of transferable skills in Drama and this links superbly with other subjects at A Level such as English, History and Social Sciences.

Possible Careers: The course can be used to access careers in the Arts (performance, technical, media, publishing, education, drama therapy etc). It is also considered as extremely valuable in developing the skills needed in many creative jobs such as communication skills, team work, creative thinking, analysis and evaluation, and presentation skills.

Other information:

Students are encouraged to work under their own initiative and organise rehearsals in their own time in order to excel. They are also encouraged to contribute to the extra-curricular programme and to participate in organised theatre trips.

Contact: Mrs R Richards (rrichards@lymmhigh.org.uk)



Expressive Arts

GCSE Expressive Arts: Mr M Hardacre (Head of Performing Arts)

This GCSE can only be opted for by those who have already opted for either Drama GCSE, Music GCSE, BTEC Music or Dance GCSE. This course is being offered to anyone who really wants to challenge and push themselves in the Performing Arts area. This course would be delivered in enrichment time, starting in Year 9 and finishing in Year 10. Therefore students would finish their GCSE's with an extra GCSE in Expressive Arts. Students must be aware that this is an additional extra and not one of their four options.

Assessment:

Students are assessed for their skills in combining two art forms to make a final product, whether it be a song, a dance or a piece of drama. For example, students could be assessed for their creative writing (a song, a script) before then performing it. They may make the music that underscores their dramatic performance. It is all about how they craft two art forms together. Performance skills are crucial, as is the ability to record their process in the form of a logbook.

Course outline:

There are three units, all culminating in a final performance. Students start with a theme, given by the exam board, they then work on developing their chosen art forms, inspired by the theme as a starting point. The first unit will be delivered in the summer term of 2016 (when students are in Year 9). They will then take the other two units in Year 10, securing a GCSE at the end of Year 10. It is an exciting and challenging GCSE which should be chosen by students who love their subject and are ambitious to secure more GCSEs than others.

Prior knowledge:

Students must be dedicated to the performing arts, whether it be dance, drama, music, film or creative writing. They must be willing to work in their own time to secure the GCSE. Students must be good in recording what they have done in lessons and being able to highlight their creative process on paper.

Future pathways:

The Expressive Arts GCSE supports a wide range of future pathways in the arts. Due to the nature of the course, students can choose to focus on a certain artistic area (music, dance, drama, creative writing etc) so many different skills will be developed leading to A level courses at Sixth Form. The important thing to think about here, is that by taking this additional course, you will have an extra GCSE than many other students applying to Sixth Form and University. This will show how willing, hardworking and creative you are – an extra plus for your interview.

Other information

Please See Mr Hardacre if you require any further information. You can only opt if you have already chosen one of the performing arts subjects as one of your four options.

Contact: Mr M Hardacre (mhardacre@lymmhigh.org.uk)

GCSE Music: Mr D Starkey (Head of Music)

Examining body: Edexcel

Assessment:

Performing: (30%) culminating in a controlled assessment recording of one solo piece and one piece as part of an ensemble.

Composing: (30%) controlled coursework assessment, culminating in two original compositions.

Listening: (40%) examination based on the set pieces of music studied throughout the course. This consists of several short answer responses to listening and one longer, extended response question.

Course outline:

During this course students will learn how to improve their performing skills on their specialist instrument(s) including voice. Students will gain an insight into composing music from the initial ideas to the finished product and produce recordings of both their performances and finished compositions. Students will study a variety of music: instrumental music 1700-1820, vocal music, music for stage and screen, and fusions. Students will learn how to analyse the pieces they study, and will have opportunities to use music technology for recording and scoring their compositions.

Prior knowledge and experience:

Some formal experience as a performer on an instrument or voice is essential. Students should also be open to listening to music in a wide variety of styles.

Future pathways:

Qualifications: A Level Music and/or Music Technology. A Level Performance Studies.

Possible careers: GCSE Music and subsequent study of the subject can lead to a variety of careers in music, sound production, teaching, music as therapy, publishing or associated media careers. It will improve confidence in front of an audience. It will also enhance aural perception and listening skills and give life-long enjoyment!

Other information:

This course is for those who enjoy performing music and are learning an instrument, having singing lessons or play with a group or band. Students might also enjoy creating songs or computer generated music for which this course can provide a formal outlet. There are many opportunities for students to participate in instrumental or vocal ensembles in an extra-curricular capacity to support the learning in the classroom.

Contact: Mr D Starkey (dstarkey@lymmhigh.org.uk)

Music Technology

BTEC Level 2 First Award in Music with Music Technology: Mr B Shooter (Teacher of Music Technology)

Examining body: Edexcel

Assessment:

There is a range of different assessments that take place over the two years – practical music production (both in creating music and in recording music), written tasks, presentations, observations and interviews. Students will study four units over the two years. One unit is an externally assessed exam.

Course outline:

This course is for those students who have both a passion for music production, creation of popular music and an interest in the music industry. There is a strong focus upon music technology – how to record, sequence and work with sound. Students will use Apple Macs and the Logic programme to develop music recordings and compositions. There will be different challenges over the two years – students will run music events and be in charge of all management and technical aspects of the event, whether it be a concert, gig or live recording. Students will learn about the music industry and how it works – the roles people play and the impact they have on taking music from idea, to a recording, to final concert.

Prior knowledge and experience:

Students should be enthusiastic, passionate and knowledgeable about music. Students need to have some musical skill - this can include voice.

Future pathways:

Qualifications: A Level Music Technology, A level Music, A Level Performance Studies.

Possible careers: BTEC music is a vocational course designed to explore the music industry – it can therefore lead to a variety of careers in music, sound production and teaching. It will also provide students with ICT skills that can lead to careers where computing skills are essential.

Other information:

If writing, playing and performing is of interest to students, then Music GCSE is for them. If students' interest is in music playing, recording and editing with a real interest in the industry, then BTEC Music is for them. Speak to a member of the music department for clarification about the two options.

Contact: Mr B Shooter (bshooter@lymmhigh.org.uk)



Physical Education

GCSE Physical Education: Mr J Hampton (Head of Physical Education)

Examining body: Edexcel

Assessment:

30% practical assessment. Practical performance in three activities from a set list: this can be only in the role of performer.

10% Analysis of performance. 60% written exam – two papers – scientific and social (summer Year 11).

Course outline:

In this course, students will develop their knowledge and understanding of the following components:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Practical Performance - individual and team activities

Prior knowledge and experience:

Students should be involved in sport on a regular basis through extra-curricular clubs, school sport, or local club sport (sports on the Edexcel list).

Future pathways:

Qualifications: A Level PE, BTEC (National) Sport Development and Coaching.

Possible careers: Sports coaching, sports development, teaching, nutrition, physiotherapy, sports medicine, sports science, leisure industry and sports psychology.

Other information:

Lesson time will be predominantly used to develop theoretical understanding of the course. Practical involvement in school extra-curricular is a basic expectation of students undertaking this course. The list below contains the permitted team and individual activities that students must select from. Students must select:

- one team activity
- one individual activity
- one activity of their choice, either a team or individual activity.

Students must participate in three separate activities. Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure.

Physical Education

Team Activities	Specialist Activities	Individual Activities
Association Football	Blind Cricket	Amateur Boxing
Badminton	Goal Ball	Athletics
Basketball	Powerchair Football	Badminton
Camogie	Table Cricket	Canoeing
Cricket	Wheelchair Basketball	Cycling
Dance	Wheelchair Rugby	Dance
Gaelic Football		Diving Platform Diving
Handball		Golf
Hockey		Gymnastics
Lacrosse		Equestrian
Netball		Kayaking
Rowing		Rock Climbing
Rugby		Rowing
Squash		Sculling
Table Tennis		Skiing
Tennis		Snowboarding
Volleyball		Squash
		Swimming

Contact: Mr J Hampton (jhampton@lymmhigh.org.uk)



BTEC Level 1/2 First Award in Sport: Mr J Hampton (Head of Physical Education)

Examining body: Edexcel

Assessment:

Ongoing assessment over two years. Assessment will be through written tasks, presentations, observations and interviews. One of the core units will be externally assessed through an onscreen examination.

Course outline:

Students will complete four units over two years. The units studied are fitness for sport and exercise (externally assessed), practical sports performance, the mind and sports performance, and the sports performer in action. Delivery of the course will be a balance of both theory and practical.

Prior knowledge and experience:

Students should be enthusiastic, passionate and knowledgeable about sport.

Future pathways:

Qualifications: A Level PE, BTEC (National) Sport.

Possible careers: Sports coaching, sports development, teaching, nutrition, physiotherapy, sports medicine, sports science, leisure industry and sports psychology.

Other information:

Three lessons per week: one theory lesson and one double practical lesson. This qualification is the equivalent to one GCSE. This qualification aims to give learners the knowledge, understanding and skills that they need to prepare for employment or further study.

Contact: Mr J Hampton (jhampton@lymmhigh.org.uk)



Biology

GCSE Biology: Mr P Flynn (Head of Biology)

Examining body: AQA

Assessment:

- 3 x written papers, Summer Year 11 (25% each)
- 1 x Controlled Assessment of Investigative Skills (25%)

Course outline:

In this course students study living things. This includes:

- how to keep our bodies healthy
- how animals and plants are adapted to their environments and how they respond to changes
- investigate feeding, respiration, excretion, reproduction and inheritance
- how humans affect their environment

Students will also be required to develop their scientific enquiry skills in order to become scientifically literate so they can question and engage in debate on the evidence used in decision making.

Prior knowledge and experience:

Enjoyment of all 3 sciences, Level 6 or 7 in Key Stage 3 Science.

Future pathways:

Qualifications: A Level Biology, BTEC (National Diploma) Health Studies.

Possible careers: Doctor, Nurse, Biomedical Scientist, Dietician, Physiotherapist, Radiographer, Teacher, Veterinarian.

Other information:

All students study aspects of Biology, Chemistry and Physics, but by opting for separate sciences (students must study all three) students have the opportunity to study the sciences in greater depth. This is the route for keen scientists and students who envisage a scientific or analytic career.

Contact: Mr P Flynn (pflynn@lymmhigh.org.uk)

GCSE Chemistry: Mrs J Kennerley (Head of Chemistry)

Examining body: AQA

Assessment:

- 3 x Written papers, Summer Year 11 (25% each)
- 1 x Controlled Assessment of Investigative Skills (25%)

Course outline:

Students will have the opportunity to gain a good understanding of:

- the nature of substances and how they react together
- how our knowledge of chemistry is used in business and industry
- how our use of raw materials can affect the local and global environment

Students will also be required to develop their scientific enquiry skills in order to become scientifically literate so they can question and engage in debate on the evidence used in decision making.

Prior knowledge and experience:

Enjoyment of all three Sciences and Level 6 or 7 in Key Stage 3 Science.

Future pathways:

Qualifications: A Level in Chemistry.

Possible careers: Pharmacist, Doctor, Dentist, Veterinarian, Chemical Engineer, Environmental Chemist, Research Chemist.

Other information:

All students study aspects of Biology, Chemistry and Physics, but by opting for separate sciences (students must study all three) students have the opportunity to study the sciences in greater depth. This is the route for keen scientists and students who envisage a scientific or analytical future career.

Contact: Mrs J Kennerley (jkennerley@lymmhigh.org.uk)

Physics

GCSE Physics: Mr S Barton (Head of Physics)

Examining body: AQA

Assessment:

- 3 x written papers, Summer Year 11 (25% each)
- 1 x Controlled Assessment of Investigative Skills (25%)

Course outline:

Students will have the opportunity to gain a good understanding of energy in all its many forms. This includes:

- how we generate and use electrical energy and how we might meet our future energy needs minimising damage to the environment
- how we use electromagnetic waves for communication and to inform our understanding of the universe
- how we can analyse the effects of forces on motion and apply our understanding in areas such as car safety
- how we apply our understanding of atoms in areas such as nuclear power and medicine

Students will also be required to develop their scientific enquiry skills in order to become scientifically literate, so they can question and engage in debate on the evidence used in decision making.

Prior knowledge and experience:

Enjoyment of all three Sciences, Level 6 or 7 in Key Stage 3 Science.

Future pathways:

Qualifications: A Level in Physics.

Possible careers: Mechanical Engineer, Doctor, Dentist, Satellite Engineer, Solicitor, Astrophysicist, Weather Forecaster, Renewable Energy Manager, Sound Engineer.

Other information:

All students study aspects of Biology, Chemistry and Physics, but by opting for separate sciences (students must study all three) students have the opportunity to study the sciences in greater depth. This is the route for keen scientists and students who envisage a scientific or analytic career.

Contact: Mr S Barton (sbarton@lymmhigh.org.uk)

GCSE Business Studies: Mrs K Hill (Head of Business Studies)

Examining body: Edexcel

Assessment:

- Unit 1: Introduction to Small Business Examination (Summer Year 11 – 25%)
- Unit 2: Investigating Small Business Controlled Assessment (Year 11 – 25%)
- Unit 3: Building a Business Examination (Summer Year 11 – 50%)

Course outline:

Students will be introduced to the world of small businesses and will look at what makes someone a successful business person. Budding entrepreneurs can find out how to spot an opportunity, develop an idea and turn that into a successful business, covering the key issues and skills involved in enterprise, understand how to make a business effective and manage money. Students will also see how the world around them affects small businesses and all the people involved. Students will have the opportunity to visit a business, such as Chester Zoo, allowing them to see how the organisation is run and how their recruitment and selection process is organised.

For Unit 1 students will take a written examination paper with multiple choice and objective test questions based on the unit. For Unit 2 students will be given a controlled assessment task to complete. The tasks will be based on what they have studied in Unit 1. For Unit 3 students will sit another written examination paper. The questions will be a mixture of multiple-choice, data response, short-answer, extended-writing and scenario-based questions.

Prior knowledge and experience:

It is unlikely that students will have studied business before taking this course, but that does not matter. There are no specific requirements that students must have but they should enjoy communicating and explaining their ideas; thinking creatively and making decisions; working with numbers to solve business problems; learning about the world of business through research and investigation, as well as practical tasks. Students might have an interest in business, and want to start their own business one day. Students should have an enquiring mind and be interested in learning about the world around them, how businesses are set up, and what it is that makes someone a great entrepreneur.

Future pathways:

Qualifications: A Level Business Studies and Economics and BTEC and NVQ courses.

Possible careers: Business-related professions such as accountancy, law, marketing, sports management or the leisure and tourism industry.

Other information:

Programmes like 'The Apprentice' and 'Dragon's Den' will give students a good insight into business-related topics and show skills they may learn.

Contact: Mrs K Hill (khill@lymmhigh.org.uk), Mrs J Edge (jedge@lymmhigh.org.uk)

Certificate of Digital Applications

Certificate of Digital Applications (CiDA): Mr M McAteer (Head of Computing & ICT)
Examining body: Edexcel

Assessment:

Unit 1: Developing Web Products (Mandatory) - 25%

Students must complete this externally assessed unit - 2.5 hour practical computer based assessment.

Optional Units - Pupils must complete one of the three internally assessed optional units - 75%

- Unit 2: Creative Multimedia (Optional - 90 Guided Learning Hours)
- Unit 3: Artwork and Imaging (Optional - 90 Guided Learning Hours)
- Unit 4: Game Making (Optional - 90 Guided Learning Hours)

Course outline:

Unit 1: Acting as a starting point for the qualification, this mandatory unit gives students the knowledge and skills they need to produce attention-grabbing and interactive web products using web authoring software, multimedia assets and navigation features. The assessment is a practical computer-based examination to develop a prototype website.

Unit 2: This optional unit gives students the skills to use the tools and techniques provided by multimedia authoring software to design and create effective multimedia products. Students will develop their ability to plan, design, build and test interactive products through their work on a major project. Students will exhibit their work through a portfolio to showcase their achievements.

Unit 3: This optional unit gives students the skills to use artwork and imaging software to design and create effective graphic products. Students will use their ability to plan, design, build and test interactive products through their work on a major project. Students will exhibit their work through an E-Portfolio to showcase their achievements.

Unit 4: This optional unit gives the student opportunities to find out about different types of computer games, investigate what makes a game successful and learn how to plan, design and create great games. Students will demonstrate their knowledge and understanding of the content through how well they perform the tasks in the project brief.

Why choose CiDA?

This course promotes the creative use of digital applications enabling students to become active producers of digital content. Students who enjoy using digital products will enjoy this qualification. The project-based nature of this qualification allows students to progress at their own speed and showcase their talents.

Contact: Mr M McAteer (mmcateer@lymmhigh.org.uk)

GCSE in Computing: Mr M McAteer (Head of Computing and ICT)

Examining body: TBC

Course outline:

Schools are currently awaiting ratification of the new specification for Computing GCSE courses. We expect the GCSE course to involve the programming and development of ICT. Students will also develop understanding and knowledge of how computing technicals works.

We will inform students and parents of the specification and examining body as soon as possible.

Prior knowledge and experience:

This is a course that has real relevance in our modern world. While students will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works. Topics covered include App development, programming and data representation. This course is ideal for those students who are interested in programming and are seeking a future computing/ programming career. Students who are good at Mathematics will find GCSE Computing a good choice.

Contact: Mr M McAteer (mmcateer@lymmhigh.org.uk)



BTEC Health & Social Care

BTEC First Award Level 1 or Level 2 in Health and Social Care

Examining body: Edexcel

Assessment:

The course comprises of three internally assessed units (75%) and a written Exam (25%).

Course outline:

There are two compulsory core units: 1. Human Lifespan Development. This is assessed by an external exam and is worth 25% of the overall assessment. Topics you will look at include: How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships and life events affect your growth and development? This unit provides you with the opportunity to explore how we grow and develop throughout our lives and to investigate the factors that affect this growth and development. You will go on to consider how these factors are interrelated. 2. Health and Social Care Values. This is internally assessed and is also worth 25% of the marks. You will learn about: What is good practice in health and social care? What ensures that good practice is applied to support individuals who use health and social care services? In this unit you will gain an understanding of how these care values are applied in health and social care settings, and their importance to work in the sector. You will apply these values in practice.

Students will also study the following unit: The Impact of Nutrition on Health and Wellbeing. This unit is internally assessed and is also worth 25% of the marks. You will learn about: The effects of what you eat, health and wellbeing. This unit provides you with some answers and extends your understanding of how important a balanced diet is to your health. In this unit you will explore what is meant by a balanced diet and its effects on the body, for example in raising immunity to infection and improving concentration. You will also explore what is meant by an unbalanced diet and how this may lead to various types of ill health. Students will also study one further unit.

Prior knowledge and experience:

Students should have an interest in people and learning about how people may need care and support at different stages and points in their lives.

Future pathways:

Qualifications: BTEC Level 3 qualification in Health and Social Care.

Possible careers: The social care sector, child care, a wide range of health and social care roles including nursing, social work, occupational therapy, physiotherapy and dieticians.

Other information:

This is a BTEC course so a large part of your learning is assessed as you go along through the course, rather than just by final examination.

Contact: Mrs H Ryles-Dean (hryles-dean@lymmhigh.org.uk)

GCSE Media Studies: Mrs J Edge (Head of Social Sciences)

Examining body: WJEC

Assessment:

Unit 1: External Examination (2 hours 15 minutes, 40%). Section A: Thinking about the Media - Investigating. Section B: Thinking about the Media – Planning.

Unit 2: Coursework – Controlled Assessment (60%). Three pieces of work from at least 2 different media. Two Textual Investigations (20%). One Media Production Piece consisting of research, planning, the production itself and an evaluation of the production (40%).

Course outline:

This is an exciting and innovative course that covers all areas of the media that affect our everyday lives, such as television, newspapers, radio, film, magazines and the internet. GCSE Media Studies is designed to enable students to develop investigative, critical thinking and decision-making skills through consideration of issues that are important, real and relevant to students and to the world in which they live. Students will develop their appreciation and critical understanding of the media and its role in their daily lives, develop their practical and creative skills through opportunities for personal engagement and creativity and understand how to use media concepts and ideas to analyse media productions in their various contexts.

Controlled assessments will provide students with the opportunity to show their analysis skills in great detail, investigating and then writing their findings about particular media texts, with a focus on genre, representations and narrative.

The course also involves an exciting production piece in which students will be able to build on their knowledge and understanding of media texts and produce one of their own. The production tasks are designed to suit a variety of students with a range of skills. The assignments and examination topics are built around the concepts of thinking about the media (involving investigating media texts and their various contexts) and creating for the media (involving planning, producing and presenting media texts).

Prior knowledge and experience:

The course is a mix of theory and practical design/production work. Computer skills would be beneficial, but are not a pre-requisite. Artistic capabilities are not essential either, but design programmes such as Photoshop will be used regularly. An aptitude for written communication and demonstrating strong analytical thinking is essential.

Media Studies

Future pathways:

Qualifications: There are clear links between this course and A Level study of Media and Film, as well as English Literature, English Language, Art and Design, Photography, Sociology, and Psychology.

Possible careers: Journalism, TV production, radio, web design, photography, marketing, publishing, politics, teaching, advertising, computer game designing, new media production and many more.

Other information:

Please see www.wjec.co.uk for further details.

Contact: Mrs J Edge (jedge@lymmhigh.org.uk), Miss L Hinchcliffe (lhinchcliffe@lymmhigh.org.uk)



GCSE Psychology: Mrs J Wagstaff (Head of Psychology and Sociology)

Examining body: AQA

Assessment:

Unit 1: External written examination (1 hour and 30 minutes, 50%) covering, non-verbal communication, personality, memory, stereotyping, prejudice and discrimination, research methods.

Unit 2: External written examination (1 hour and 30 minutes, 50%) covering, learning, social influence, sex and gender, aggression, research methods.

Course outline:

Psychology is 'the science of mind and behaviour'. Psychologists find reasons why we behave in certain ways and it can therefore help people to change their behaviour. The course will provide students with a sound understanding of the various methods and approaches in psychology at an introductory level. They will develop knowledge of methods and approaches through various topic areas representing the core areas of social, cognitive, developmental, biological and individual differences.

Prior knowledge and experience:

No prior knowledge of the subject is needed but an aptitude for written communication, demonstrating strong analytical and thinking is essential.

Future pathways:

Qualifications: There are clear links between this course and A Level study of Psychology, as well as courses such as BTEC Health and Social Care.

Possible careers: Social Work, Teaching, Law, Journalism, Human Resources, Childcare, Media Marketing, PR Civil Service.

Other information:

Please see www.aqa.co.uk for further details.

Contact: Mrs J Wagstaff (jwagstaff@lymmhigh.org.uk)

Art

GCSE Art: Miss S Tomczyk (Head of Visual Arts)

Examining body: AQA

Assessment:

The GCSE course comprises of a portfolio of work (60%) and an externally set project (40%).

Course outline:

Art and Design is a successful GCSE course concerned with the development of visual ideas through set projects. You will be encouraged to be creative and produce in depth imaginative responses in a variety of 2 and 3-dimensional media. You will be expected to demonstrate a wide range of drawing and making skills.

Students will record from direct observation and experience whilst developing their own personal response to a project or theme. Suggested areas of study may include: sculpture, printmaking, photography, painting, mixed media and drawing.

Students will be given the opportunity to visit galleries and explore a wide range of artists to inspire and broaden their knowledge within the field of Art and Design.

Prior knowledge and experience:

This course will give students the opportunity to further develop their creativity and enthusiasm for art and design.

Future pathways:

Qualifications: A Level visual arts based subjects, BTEC Level 3 Art and BTEC Level 3 Photography courses.

Possible careers: Successful A Level or BTEC Level 3 portfolios allow many students to move straight onto an art based degree, which would provide them the opportunity to develop a career within the art and design industry.

Contact: Miss S Tomczyk (stomczyk@lymmhigh.org.uk)



Fashion and Textiles

GCSE Fashion and Textiles: Miss S Tomczyk (Head of Visual Arts)

Examining body: AQA

Assessment:

The GCSE course comprises of a portfolio of work (60%) and an externally set project (40%).

Course outline:

This is a course which explores art through fashion and textiles. Students will have the opportunity to design and make quality textiles products, such as fashion garments and interior furnishings.

Research will be conducted through sketchbooks, visual records, collections and preparatory studies as part of themes and projects. Students will be encouraged to develop designs and final outcomes from their original drawings and studies.

The main focus of this course is practical work. Students will be given the opportunity to learn how to draft patterns and make fashionable products in a variety of different fabrics. Students will also become familiar with a variety of techniques to manipulate and decorate fabrics.

Prior knowledge and experience:

This course will give students the opportunity to develop their creativity and enthusiasm for fashion and textiles.

Future pathways:

Qualifications: A Level visual arts based subjects, BTEC Level 3 Fashion and BTEC Level 3 Photography courses.

Possible careers: Successful A Level or BTEC Level 3 portfolios allow many students to move straight onto a fashion or textiles degree, which would provide them the opportunity to develop a career within the fashion or textiles industry.

Contact: Miss S Tomczyk (stomczyk@lymmhigh.org.uk)



Photography

GCSE Photography: Miss S Tomczyk (Head of Visual Arts)

Examining body: AQA

Assessment:

The GCSE course comprises of a portfolio of work (60%) and an externally set project (40%).

Course outline:

Students will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies through set projects and themes.

Students will explore relevant images, artifacts and resources relating to lens-based and light-based media from both the past and present. Students will be expected to engage in both practical and critical activities which demonstrate their understanding of different styles, genres and traditions.

Students will record from direct observation and experience whilst developing their own personal response to a project or theme. Suggested areas of study may include:

- Portraiture
- Landscape photography (working from the built or natural environment)
- Still life photography, (working from natural or manufactured objects)
- Documentary photography, photo journalism, narrative photography, reportage
- Fine art photography, photographic installation
- Photography involving a moving image, (television, film and animation)
- New media practice such as computer manipulated photography and photographic projections

Students will be given the opportunity to make visits to galleries and they will explore a wide range of artists to inspire and broaden their knowledge within the field of photography.

Prior knowledge and experience:

Students who are creative and have an enthusiasm for photography will have the opportunity to develop these skills further.

Future pathways:

Qualifications: A Level visual arts based subjects, BTEC Level 3 Art and BTEC Level 3 Photography courses.

Possible careers: Successful A Level or BTEC Level 3 portfolios allow many students to move straight onto an art based degree, which would provide them with the opportunity to develop a career within the photography and art and design industry.

Contact: Miss S Tomczyk (stomczyk@lymmhigh.org.uk)

Food Preparation and Nutrition

GCSE Food Preparation and Nutrition: Mrs L McLeish (Head of Food Technology)

Examining body: WJEC

Assessment:

50% practical assessment – This consists of two practical assessments, both in Year 11.

Task 1: A food science investigation (15%)

Task 2: Create dishes from part of a menu (35%)

50% written exam - May/June Year 11

Course outline:

This course is designed to give students an opportunity to develop their knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It will concentrate on the main areas of menu planning, food preparation, nutrition, diet and the science of food which are all valuable life skills to acquire. In addition to these, students will explore where food comes from and a variety of food commodities. Students will be assessed in two practical tasks, set by the examination board and marked by their tutor.

Prior knowledge and experience:

Students should have an interest in cooking and a love of food.

Future pathways:

The course provides progression opportunities, both directly into employment or to further study.

Other information:

Students will also have the opportunity to gain a Chartered Institute of Environmental Health Certificate in Food Safety level 2. Students will need to purchase a set of chef whites which can be ordered through the school shop.

Contact: Mrs L McLeish (lmcleish@lymmhigh.org.uk)



Graphic Products

GCSE Graphic Products: Mrs E Mellor (Head of Design Technology)

Examining body: AQA

Assessment:

The GCSE course comprises of a controlled assessment (60%) and a written exam (40%).

Course outline:

Graphic Products is a highly successful GCSE course with a proven record of students achieving high A*-C pass rate. Through this course students will focus on design processes, commercial practice and graphic design, these topics are covered as modular units through practical activities and supported by academic theory. Projects will involve packaging design, modelling of hand held products and the producing of laser cut items. Students will be guided through their controlled assessment enabling them to produce 3D outcomes and a portfolio of work.

Although the emphasis will be on learning practical based activities, it must be stressed that this course has an exciting academic base with links to media, business and art.

Prior knowledge and experience:

Key Stage 3 projects and home learning tasks have provided students with the required prior knowledge to be successful on this course. Graphic Products is designed for enthusiastic students who have a passion for design and graphic communication with a view to pursuing a career in design or promotional product and marketing.

Future pathways:

Qualifications: A Level Product Design and any other design related courses such as media, marketing and product promotion.

Possible careers: Graphic designer, interior designer, architect, product designer, illustrator, jewellery designer, engineer.

Other information:

The course is an academic GCSE, although there are many aspects of the course which are practical and computer based.

Contact: Mrs E Mellor (emellor@lymmhigh.org.uk)

Product Design

GCSE Product Design: Mrs E Mellor (Head of Design Technology)

Examining body: AQA

Assessment:

The GCSE course comprises of a controlled assessment (60%) and a written exam (40%).

Course outline:

The GCSE Product Design course encourages the development of alternative problem solving skills. Students will extend their knowledge of the design industry and develop their practical skills. In Year 10 students will complete 3 modular projects; a practical portfolio will be supported by academic theory. You will research into material knowledge, circuit programming, and plastic forming. This course enables students to have a broad knowledge of all aspects of design which can be later specialised. Students will be guided through their controlled assessment project and portfolio of work.

Prior knowledge and experience:

Key Stage 3 projects and home learning tasks have provided students with the required prior knowledge to be successful on this course. Product Design is designed for enthusiastic students who have a passion for design technology and wish to pursue a career within the design industry.

Future pathways:

Qualifications: A Level Product Design. Any design related course such as resistant materials, graphic products and engineering.

Possible careers: Product designer, engineer, interior designer, architect, graphic designer, vehicle designer, jewellery designer.

Other information:

The course is an academic GCSE, although there are many aspects of the course which are practical and computer based.

Contact: Mrs E Mellor (emellor@lymmhigh.org.uk)

Construction

NCFE Craft – Construction: Mrs E Mellor (Head of Design Technology)

Examining body: NCFE Craft – Construction

Assessment:

Level 1: Certificate in Creative Studies: Internally assessed portfolio of evidence.

Level 2: Internally assessed portfolio of evidence.

External assessment.

Course outline:

Craft construction is a course suitable for students who want to develop their practical skills. The first year of the course is spent gaining a basic grounding in both the theory and practical aspects of the course. Basic carpentry and joinery skills are gained in the production of a variety of wood joints. Students also study health and safety in both the workshop and industry setting, and are introduced to the science, materials and construction techniques used in modern carpentry, joinery and furniture making. Students are assessed through a portfolio of work generated from assessment tasks.

Prior knowledge and experience:

Key Stage 3 projects and home learning tasks have provided students with the required prior knowledge to be successful on this course. Craft construction is designed for students who enjoy practical work and wish to pursue a career within the construction industry.

Future pathways:

Qualifications: 16 + Apprentices, Level 3 vocational courses.

Possible careers: Builder, painter, joiner, labourer.

Other information:

This course is 100% coursework therefore students will not have to sit a written exam. This is a practical course aimed at developing the skills and techniques required to produce quality made products.

Contact: Mrs E Mellor (emellor@lymmhigh.org.uk)



Contact Information

Ms J O'Grady (Deputy Headteacher)

jogrady@lymmhigh.org.uk

Mr M Thompson (Director of Learning, Year 9)

mthompson@lymmhigh.org.uk

Year 9 Tutors

9AL Mrs H Hurn/Mrs K White/Mrs S Hattrell

(hhurn@lymmhigh.org.uk) (kwhite@lymmhigh.org.uk) (shattrell@lymmhigh.org.uk)

9AH Mr T Harman

(tharman@lymmhigh.org.uk)

9DL Miss N Ward

(nward@lymmhigh.org.uk)

9DH Miss C Ord

(cord@lymmhigh.org.uk)

9ML Mr C Courtnage

(ccourtnage@lymmhigh.org.uk)

9MH Mr B Shooter /Mrs H Donlan

(bshooter@lymmhigh.org.uk) (hdonlan@lymmhigh.org.uk)

9TL Mrs E Durbin

(edurbin@lymmhigh.org.uk)

9TH Mrs C Phillips

(cphillips@lymmhigh.org.uk)

9WL Mrs E Carle

(ecarle@lymmhigh.org.uk)

9WH Mr A Forbes

(afortbes@lymmhigh.org.uk)

Key Dates

Thursday 7th January - Year 9 Parents Evening

W/C 11th January - Year 9 Choices Assemblies

Monday 11th January - Choices booklet given to students

W/C 18th January - Choices guidance interviews for students

Thursday 21st January - Choices Evening

Friday 29th January - Signed choices form to be returned to Mr M Thompson

COMPULSORY SUBJECTS

Students will follow the following compulsory courses during Key Stage 4:

- Mathematics - GCSE
- English - GCSE
- English Literature - GCSE
- Physical Education – non accredited: students will participate in two lessons of physical activity a week. Students may however choose to opt for a BTEC Dance course within their PE time.
- RE – It is an expectation that students will gain an accreditation in this subject.
- Science – this is a double option leading to either two GCSEs - Core Science and Additional Science. If students wish to follow a triple separate science course leading to GCSEs in Physics, Chemistry and Biology they will need to choose Separate Science as one of their choices.
- Students will also follow a programme of Pastoral, Social and Health Education through special Curriculum Plus lessons and days.

FURTHER CHOICES

Students are asked to choose **four** subjects altogether and list **three** reserve choices.

You must choose one subject from this box.

- Geography
- History
- Computing
- French
- German
- Spanish

*Please choose three subjects from this box.
(different from the choice in the first box)*

- Geography
- History
- French
- Spanish
- German
- GCSE Dance
- Drama
- Music
- Music Technology
- GCSE Physical Education
- BTEC Sport
- Separate Science
- Business Studies
- Health & Social Care
- Certificate of Digital Applications
- Computing
- Media Studies
- Psychology
- Art
- Fashion and Textiles
- Photography
- Food & Nutrition
- Graphic Products
- Product Design
- Construction

If you would like to choose BTEC Dance in your Core PE time, please tick this box.

Please list your **four** choices below (in order of preference)

1.
2.
3.
4.

Please list your **three** reserve choices below (in order of preference)

1.
2.
3.