



Lymm High School



YEAR 9 CHOICES 2017

Lymm High School, Oughtrington Lane, Lymm, Cheshire, WA13 0RB

www.lymmhigh.org.uk



Edge Hill
University





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A message from the Deputy Headteacher

This is a very exciting time for your son or daughter. I hope that you found the Year 9 Parents Evening that took place on Wednesday 7th December useful in understanding the progress your son/daughter is making. 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, 16th – 20th January. 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.

Our Choices Evening is on Thursday 26th January. We hope that you will be able to enhance the information you already have, to enable you and your child to make well informed decisions for their 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 Jennings, our Head of Sixth Form, will be available at the evening if you have questions related to the transition from GCSE to post-16.

The choices 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. 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.

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; The Life Programme: our personal, social and health education offer which includes religious education. Staff representing all subjects will 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. However, we also ask that your child lists three reserve subjects in order of preference. These must be seriously considered and valid option choices. **We cannot guarantee your son or daughter all of their first four choices due to potential timetabling constraints.**

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 Mrs. Worrall, head of Year 9, by Thursday 2nd February. We will then write to you following the finalisation of courses in the early summer term.

Jayne O'Grady

Ms. J O'Grady
Deputy Head teacher



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 some elements of controlled assessment and controlled tasks. Details of how each course is assessed is given in the individual subject information. GCSEs have been reformed. These new GCSEs are graded from 1-9: with 1 as the lowest and 9 the highest grade. All external exams will now 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.

VOCATIONAL COURSES

We offer BTEC, and Technical Awards. In vocational courses such as these 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 strongly that they follow subjects leading to an English Baccalaureate: a languages and humanities subject alongside their science, English and maths. However, we recognise that isn't the best choice for everyone. 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 non-fiction texts from the 19th, 20th and 21st centuries.

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.

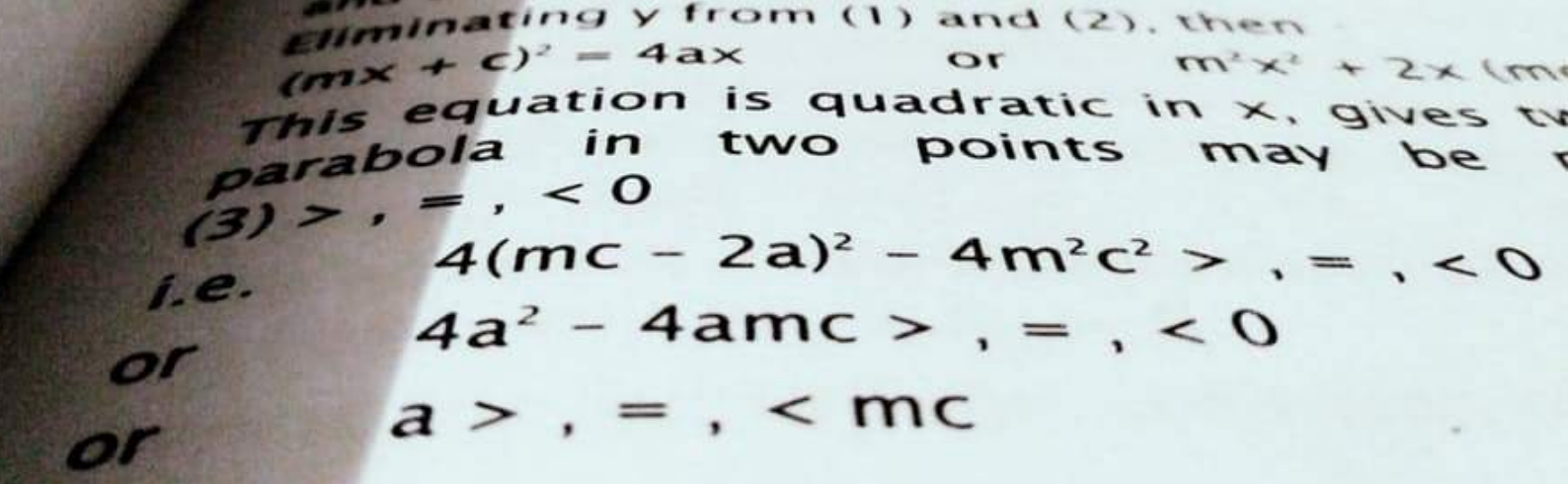
Possible careers: journalism, law, politics, marketing, media, management, consultancy and teaching.

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. J Mullin, Mrs. C Ramsbottom (Acting Heads 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 J Mullin

[\(jmullin@lymmhigh.org.uk\)](mailto:jmullin@lymmhigh.org.uk)

Mrs C Ramsbottom

[\(cramsbottom@lymmhigh.org.uk\)](mailto:cramsbottom@lymmhigh.org.uk)

Science

GCSE Combined Science (Trilogy) Year 10 and Year 11: Dr F Dodds (Head of Science)

Examining Body: AQA

Assessment:

All units will be assessed at the end of year 11. Questions will be a selection of multiple choice, structures, closed short answer and open response.

There will be 6 examinations, each lasting 1 hour and 15 minutes:

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

Course outline:

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

- Biology - cell biology; organ systems and health; infection and response; respiration and photosynthesis; homeostasis and response; inheritance, variation and evolution; and ecology.
- Chemistry - Atomic structure and the periodic table; bonding, structure, and the properties of matter ; quantitative chemistry; chemical changes; energy changes; rate and extent of chemical change; organic chemistry; chemical analysis; chemistry of the atmosphere; and using resources.
- Physics - Energy ; electricity; particle model of matter; atomic structure; forces; waves; magnetism and electromagnetism.

Students will also be required to develop their

scientific enquiry skills in order to become scientifically literate so that they can questions the world around them 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 course. Papers will also have a greater emphasis on mathematical skills and analysis of experimental results.

Prior Knowledge and Experience:

This course builds on the knowledge and skills developed in key stage 3 science and follows on from GCSE material that students will have studied in year 9. For foundation tier science papers, students are expected to be competent in key stage 3 mathematics; 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.

Possible Careers: Medicine, dentistry, veterinary science, law, astrophysics, weather forecaster, environmental chemist, dietician, research scientist, consultancy – just to name a few.

Other information:

All students will study aspects of biology, chemistry and physics throughout the 2 years and this route leads to 2 GCSEs in science.

Contact: Dr F Dodds

(fdodds@lymmhigh.org.uk)



Physical Education

At Key Stage 4 all students will follow a programme of core PE. 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.





The Life Programme

All students will continue to follow a non-examined course in Personal, Social, Health and Economic education (PSHE) through The Life Programme. 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
- Work-related learning
- British values, equality issues, living in a democratic society and the rule of law
- Personal finance
- Safety
- Careers education

Students in year 10 and 11 study religious studies as part of the Life Programme. These lessons will look at a range of different issues drawing on ethics, philosophy, human rights and equality issues. They will examine these from a faith and non-faith perspective. Please note, students will not gain a qualification in RS as part of this.

If students wish to follow a course of study leading to a GCSE in religious studies they can do so through opting to take a GCSE in religious education as part of the choices process.





Further Choices

Students must choose as a minimum:

History or/ geography or/ computing or / a language or/ a separate science as one of their four choices from this section.

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



Geography

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 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: Mrs Douglas (Head of History)

Examining body: Edexcel

Assessment:

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

- 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 Elizabethan 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.

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: Mrs. Douglas

(ndouglas@lymmhigh.org)

Religious Studies

GCSE religious studies: Mrs G Wrigley (Head of Religious Studies)

Examining body: Edexcel religious studies B full course

Assessment:

Students sit two examinations in this subject. One exam entitled religion and ethics through Christianity, the other religion, peace and conflict through Islam. Each examination lasts 1 hour and 45 minutes and is equally weighted, contributing 50% each to the final grade.

Course outline:

Under the umbrella term 'GCSE Religious Studies' students will be able to reflect on the way religious views, particularly that of Christianity and Islam, affect how people deal with issues within society, alongside exploring other religion's core beliefs and a number of topical issues.

Throughout the two year course, students will consider what each religions' core beliefs are and how they are expressed throughout a theist's life. For example, students will consider beliefs around the nature of salvation and Christian eschatology within area one and concepts such as Risalah (the prophets) and the six beliefs within area two which focuses on Islam.

Alongside these foundations within the GCSE, students will have the opportunity to reflect critically on a number of issues such as 'gender, prejudice, and discrimination', 'abortion', 'euthanasia', 'crime', 'justice', 'forgiveness', and attitudes towards just war and pacifism. Each of which are either considered through Christianity or through Islam.



Prior knowledge and experience:

Students don't have to be religious to enjoy studying this course, as long as they enjoy an enquiry based approach to learning.

The following skills will be helpful:

- An ability to express ideas vocally and in 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, ethics and religion, theology. Degrees in theology, law, politics, 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.

Contact: Mrs G Wrigley

(gwrigley@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 language, 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: Miss J Oakes

Examining body: AQA

Assessment:

Unit 1: Critical Appreciation of Dance (20% 50 Marks) Written paper – 1 hour

Unit 2: Set Dance (20% 30 Marks) Practical Examination of a solo performance (1 – 1.5 mins)

Unit 3: Performance in a duo/group dance (20% 30 Marks) Controlled Assessment (3 – 3.5 mins)

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. The course is suitable for those who have experience in dance technique and performance.

Contact: Miss J Oakes

(joakes@lymmhigh.org.uk)

Drama

GCSE drama: Mrs R Richards (Head of drama)

Examining body: AQA

Assessment:

The course is organised into practical assessments and written coursework which support the practical element. There is also a 1 hour 45 minute written examination paper.

- **Component 1 (40%) Knowledge and Understanding of drama and theatre.** Students will study a set text which will be taken from a prescribed list of six 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 45 minute written examination.
- **Component 2 (40%) Devising drama (practical).** Students will create and devise an original piece of drama which will be examined by their teachers and moderated by AQA. Students are also required to complete a written log of the process of their developing performance piece.
- **Component 3 (20%) Texts in Practice.** 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.

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)



Music

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 J Gornall (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 J Gornall

(jgornall)@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.

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

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



BTEC Sport

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, training for personal fitness, and leading sports activities. 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 Year 10 and Year 11: Mr P Flynn (Head of Biology)

Examining body: AQA

Assessment:

All units will be assessed at the end of year 11. Questions will be a selection of multiple choice, structures, closed short answer and open response.

There will be 2 examinations, each worth 50% and lasting 1 hour and 45 minutes:

- Biology paper 1
- Biology paper 2

Course outline:

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

- cell biology;
- organ systems and health;
- infection and response;
- respiration and photosynthesis;
- homeostasis and response;
- inheritance, variation and evolution;
- ecology.

Students will also be required to develop their scientific enquiry skills in order to become scientifically literate so that they can questions the world around them 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 course. Papers will also have a greater emphasis on mathematical skills and analysis of experimental results.

Prior Knowledge and Experience:

This course builds on the knowledge and skills developed in key stage 3 science and follows on from GCSE material that students will have studied in year 9. In order to thrive on this course students must demonstrate an enjoyment of all 3 sciences and should have been working at a level 6 or 7 at key stage 3. For foundation tier science papers, students are expected to be competent in key stage 3 mathematics; for higher tier papers, students are expected to be competent in foundation tier GCSE mathematics.

Future Pathways:

Qualifications: A level in biology.

Possible Careers: Medicine, dentistry, veterinary science, nursing, biomedical science, physiotherapy, radiography, dietician, research scientist, consultancy – just to name a few.

Other information:

All students will study aspects of biology, chemistry and physics throughout the 2 years and this route leads to 3 separate GCSEs in science: one for biology, one for physics and one for chemistry. This route is perfect for students who are keen scientists and want to study the sciences in greater depth. It lays a solid foundation for studying A level science or a career in an analytical or science-related field.

Contact: Mr P Flynn

(pflynn@lymmhigh.org.uk)



Chemistry

GCSE Chemistry: Miss J Kennerley (Head of Chemistry)

Examining body: AQA

Assessment:

All units will be assessed at the end of year 11. Questions will be a selection of multiple choice, structures, closed short answer and open response.

There will be 2 examinations, each worth 50% and lasting 1 hour and 45 minutes:

- Chemistry paper 1
- Chemistry paper 2

Course outline:

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

- Atomic structure and the periodic table;
- bonding, structure, and the properties of matter;
- quantitative chemistry;
- chemical changes;

- energy changes;
- rate and extent of chemical change;
- organic chemistry; chemical analysis;
- chemistry of the atmosphere;
- using resources

Students will also be required to develop their scientific enquiry skills in order to become scientifically literate so that they can questions the world around them 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 course. Papers will also have a greater emphasis on mathematical skills and analysis of experimental results.



Prior Knowledge and Experience:

This course builds on the knowledge and skills developed in key stage 3 science and follows on from GCSE material that students will have studied in year 9. In order to thrive on this course students must demonstrate an enjoyment of all 3 sciences and should have been working at a level 6 or 7 at key stage 3. For foundation tier science papers, students are expected to be competent in key stage 3 mathematics; for higher tier papers, students are expected to be competent in foundation tier GCSE mathematics.

Future Pathways:

Qualifications: **A level in chemistry.**

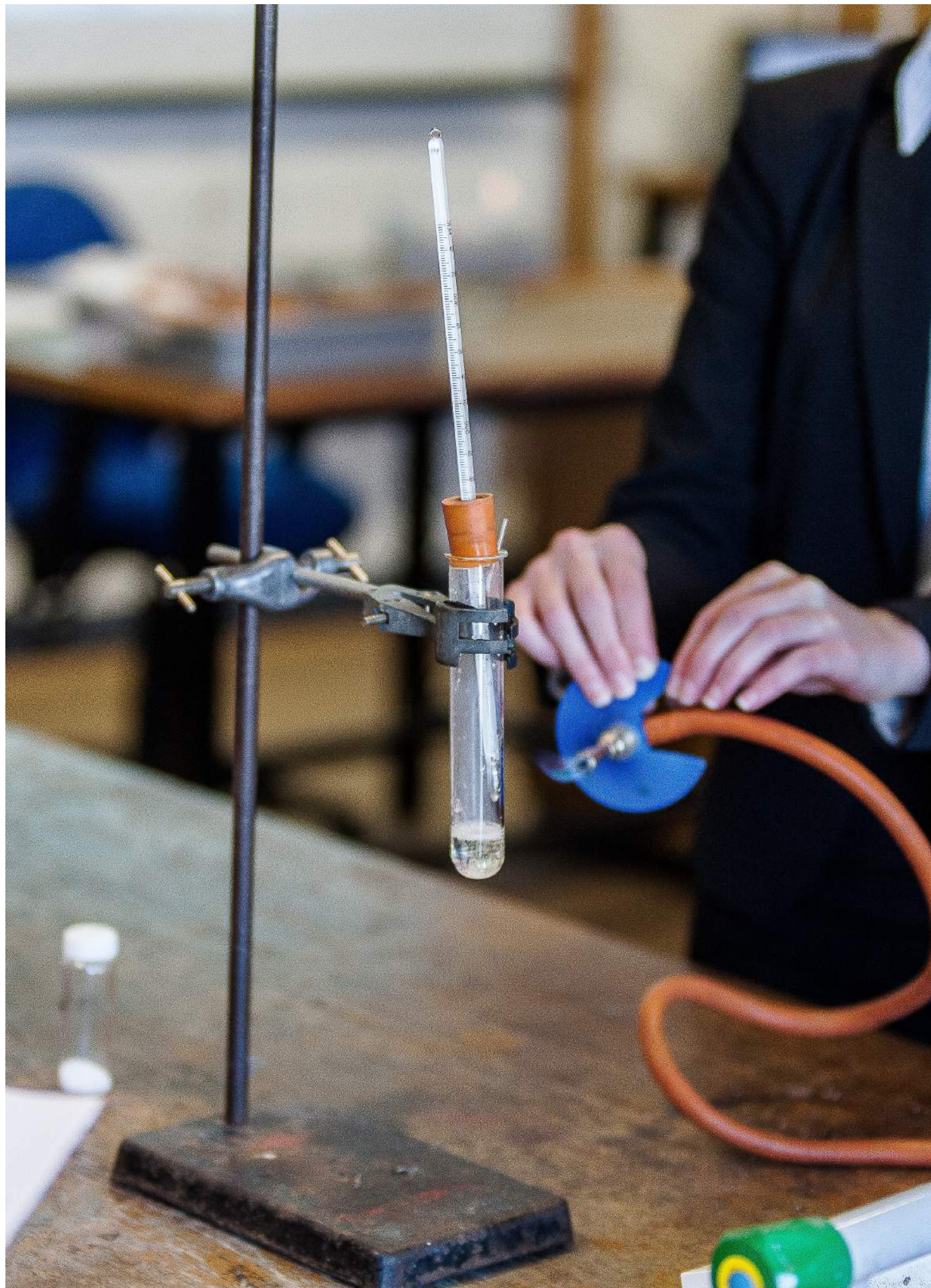
Possible Careers: Medicine, dentistry, veterinary science, pharmacy, chemical engineering, analytical chemist, research scientist, environmental chemistry, law or consultancy – just to name a few.

Other information:

All students will study aspects of biology, chemistry and physics throughout the 2 years and this route leads to 3 separate GCSEs in science: one for biology, one for physics and one for chemistry. This route is perfect for students who are keen scientists and want to study the sciences in greater depth. It lays a solid foundation for studying A level science or a career in an analytical or science-related field.

Contact: Miss J Kennerley

(jkennerley@lymmhigh.org.uk)



Physics

GCSE Physics: Mr S Barton (Head of Physics)

Examining body: AQA

Assessment:

All units will be assessed at the end of year 11. Questions will be a selection of multiple choice, structures, closed short answer and open response.

There will be 2 examinations, each worth 50% and lasting 1 hour and 45 minutes:

- Physics paper 1
- Physics paper 2

Course outline:

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

- Energy;
- electricity;
- particle model of matter;
- atomic structure;
- forces;
- waves;
- magnetism and electromagnetism

Students will also be required to develop their scientific enquiry skills in order to become scientifically literate so that they can question the world around them 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 course. Papers will also have a greater emphasis on mathematical skills and analysis of experimental results.

Prior Knowledge and Experience:

This course builds on the knowledge and skills developed in key stage 3 science and follows on from GCSE material that students will have studied in year 9. In order to thrive on this course students must demonstrate an enjoyment of all 3 sciences and should have been working at a level 6 or 7 at key stage 3. For foundation tier science papers, students are expected to be competent in key stage 3 mathematics; for higher tier papers, students are expected to be competent in foundation tier GCSE mathematics.

Future Pathways:

Qualifications: A level in physics.

Possible Careers: Mechanical, civil or electrical engineering, satellite engineer, astrophysics, law, renewable energy manager, computer science, consultancy – just to name a few.

Other information:

All students will study aspects of biology, chemistry and physics throughout the 2 years and this route leads to 3 separate GCSEs in science: one for biology, one for physics and one for chemistry. This route is perfect for students who are keen scientists and want to study the sciences in greater depth. It lays a solid foundation for studying A level science or a career in an analytical or science-related field.

Contact: Mr S Barton

(sbarton@lymmhigh.org.uk)

Business Studies

GCSE Business Studies; Mrs K Hill (Head of Business Studies and Economics)

Examining body: Edexcel

Assessment:

Theme 1: Investigating small business

Written examination: 1 hour and 30 minutes

50% of the qualification, 90 marks

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

Theme 2: Building a business

Written examination: 1 hour and 30 minutes,

50% of the qualification, 90 marks

Content overview

- Topic 2.1 Growing the business
- Topic 2.2 Making marketing decisions
- Topic 2.3 Making operational decisions
- Topic 2.4 Making financial decisions
- Topic 2.5 Making human resource decisions

Course outline:

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

In this theme, students will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK.

Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

Students must understand how these interdependencies and relationships underpin business decisions.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows.

In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK.

Global contexts relate to non-UK or transnational businesses.

Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates.

Students must understand how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions.

Prior knowledge & 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 work 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 & BTEC business, A level economics.

Possible Careers: Accountancy, law, marketing, sports management or the leisure and tourism industry, teaching.

Other information:

Programmes including 'The Apprentice' and 'Dragon's Den' will give some insight into business related topics and highlight skills that may be learnt.

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



Cambridge National Certificate in Information Technology

Mr Hope and Mr Tootle (acting heads of computing and ICT)

A qualification in Information Technology opens up an incredible world of opportunities for work, not only within the technology industry but also in supporting roles within other industries.

IT students will develop technical skills and knowledge. They will demonstrate talents such as the ability to communicate clearly at all levels, to plan and to manage a project.

ICT skills are essential for success in employment and higher education and are among the fundamental transferable skills required by employers.

The qualification is split into four units. Units 1 and 2 are mandatory with two optional units being selected from a list.

Mandatory units

Unit 1: Understanding computer systems

OCR set and marked written paper 1 hour – 60 marks (60 UMS), Learners answer all questions

Unit 2: Using ICT to create business solutions

Centre assessed tasks, OCR moderated, approximately 10 hours – 60 marks (60 UMS)

Optional units

All optional units are centre assessed tasks carried out over 10hrs.

Examples include:

- Creating an interactive product using multimedia components
- Creating digital images
- Creating dynamic products using sound and vision

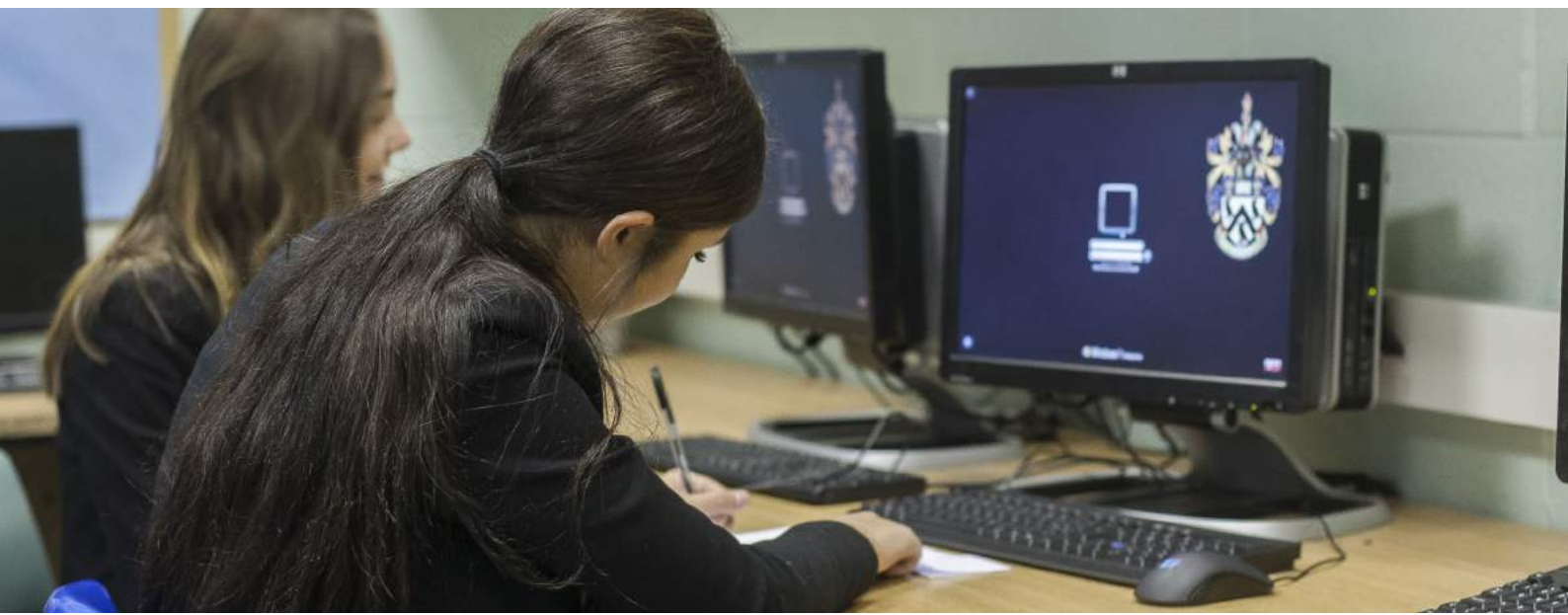
You can read more about the qualification on the OCR website

<http://www.ocr.org.uk/qualifications/cambridge-nationals-ict-level-1-2-j800-j810-j820/>

Contact: Mr Hope and Mr Tootle

(dhope@lymmhigh.org.uk)

(ttootle@lymmhigh.org)



Computing

GCSE in Computing: Mr Hope and Mr Tootle (acting heads of computing and ICT)

OCR GCSE Computer Science

A qualification in Computer Science opens up an incredible world of opportunities for work within the fast paced digital economy. Computer Science is one of the highest paid graduate roles.

Computer Science students will learn about computational thinking and how to describe solutions in terms of efficient algorithms. Students will learn to code and implement these algorithms in Python.

By the end of the course students will be able to:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- Think creatively, innovatively, analytically, logically and critically
- Understand the components that make up digital systems, and how they communicate with one another and with other systems
- Understand the impacts of digital technology to the individual and to wider society
- Apply mathematical skills relevant to computer science

The course is supported with online resources

from Cambridge Elevate.

The qualification is split into three parts. Computing 1 and 2 are tested by external examination in Year 11 and Unit 3 is a non-examined assessment undertaken in class:

Computing 1: 40% Computer systems 1 hour and 30 minutes written paper

Computing 2: 40% Computational thinking, algorithms and programming 1 hour and 30 minutes written paper

Programming project: 20% Non-Exam Assessment (NEA)

You can read more about the qualification here:

<http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/>

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. In order to thrive on this course students need to be strong mathematically, working at level 6 or level 7 consistently in KS3 maths.

Contact: Mr Hope and Mr Tootle

(dhope@lymmhigh.org.uk)

(ttootle@lymmhigh.org)

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%), which is an hour long and taken in Year 10.

Course Outline:

There are two compulsory core units. The first is Unit 1; Human Lifespan Development. This is assessed by an external exam. 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? Unit 2; Health and Social Care Values is internally assessed and like the other two internally assessed units is worth 25% of the marks. You will learn about what ensures that good practice is applied to support individuals who use Health and Social Care services and their importance to work in the sector. You will apply these values through a range of assignments investigating values such as safeguarding, confidentiality and dignity.

Students will also study the following optional units. Unit 6; The Impact of Nutrition on Health and Wellbeing. You will learn about the effects of what you eat, health and wellbeing. This unit extends your understanding of how important a balanced diet is to good health. The final unit to be

studied is Unit 3; Effective communication in Health and Social Care. You will understand barriers to communication within Health and Social Care settings and how they may be overcome. You will investigate what makes effective communication through a range of techniques from body language to British Sign Language and Makaton.

Prior knowledge and experience

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

Future pathways

Qualifications: BTEC level 3 Health and Social Care

Possible careers: A wide range of Health and Social Care roles including Social work, child care, nursing, occupational therapy, physiotherapy and dieticians.

Other information

This is a BTEC course so a large part of your learning is assessed as you progress through the course rather than by final examination, internally assessed assignments give you the opportunity to explore a range of topics in a vocational context.

Contact Miss D Bowdery

(DBowdery@lymmhigh.org.uk)

Media Studies

GCSE Media Studies: Miss L Hinchcliffe (Head of Media)

Examining body: Eduqas

Assessment:

Component 1: Exploring Media Language and Representation

Written examination: 1 hour 30 minutes, 30% of qualification

This component assesses media language and representation. It covers all of the following media forms: newspapers, radio news/current affairs programmes, advertising, video games, magazines and music videos. Learners will be assessed on three of these forms.

Component 2: Understanding Media Forms and Products

Written examination: 1 hour 30 minutes, 40% of qualification

This component assesses media language, representation, media industries, audiences, focusing on the study of TV Genre and Film Marketing.

Component 3: Creating Media Products

Non-exam assessment, 30% of qualification

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

Course outline:

The media play a central role in contemporary society and culture. They shape our perceptions of the world through the representations, viewpoints and messages they offer. The media have real relevance and importance in our lives today, providing us

with ways to communicate, with forms of cultural expression and the ability to participate in key aspects of society. The economic importance of the media is also unquestionable. The media industries employ large numbers of people worldwide and operate as commercial industries on a global scale. 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. Controlled assessment will provide students with practical and creative skills through opportunities for personal engagement and creativity and understand how to use media concepts to analyse their work.

Prior knowledge and experience:

The course has a mix of theory and practical production work. An aptitude for written communication and demonstrating strong analytical thinking is essential. Artistic capabilities are not essential, but design and creative programmes, such as Photoshop, will be used regularly. A genuine interest in the media is something that we ask our students to have and develop.

Other information:

Please see eduqas.co.uk/qualifications/media-studies

Contact: Miss L Hinchcliffe

(lhinchcliffe@lymmhigh.org.uk)



Psychology

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

Examining body: AQA

Assessment:

Unit 1: Cognition and Behaviour: external written examination (1 hour and 45 minutes) covering memory, perception, development and research methods. 50% of the GCSE.

Unit 2: Social context and behaviour: External written examination (1 hour and 45 minutes) covering social influence, language, thought and communication, brain and neuropsychology and psychological problems.

Course outline:

Psychology is 'the science of mind and behaviour'. Psychologists find reasons why we behave in certain ways and psychology 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)

Course Leader: Miss S Tomczyk (Head of Visual Arts)

Examining body: AQA

Assessment:

The GCSE course comprises of the following elements:

- Portfolio of work (60%)
- 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

make visits to galleries and they will explore a wide range of artists to inspire and broaden their knowledge within the field of art and design.

Prior Knowledge and experience:

If you are creative and have an enthusiasm for art and design, this course will give you the opportunity to develop these skills further.

Further pathways:

Qualifications: A Level visual arts based subjects including photography. BTEC Level 3 art and photography courses.

Career Opportunities: Successful A Level or BTEC Level 3 portfolios allow many students to move straight onto an art based degree or foundation course, 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

Course Leader: Miss S Tomczyk (Head of Visual Arts)

Examining body: AQA

Assessment:

The GCSE course comprises of the following elements:

- Portfolio of work (60%)
- 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:

If you are creative and have an enthusiasm for fashion or interior design, this course will give you the opportunity to develop these skills further.

Further pathways:

Qualifications: A Level visual arts based subjects and BTEC Level 3 fashion.

Career Opportunities: Successful A Level or BTEC Level 3 portfolios allow many students to move straight onto a fashion or textiles degree or even a foundation year. This would provide them the opportunity to develop a career within the fashion or textiles industry.

Contact: Miss S Tomczyk

(stomczyk@lymmhigh.org.uk)



Photography

Course Leader: Miss S Tomczyk (Head of Visual Arts)

Examining body: AQA

Assessment:

The GCSE course comprises of the following elements:

- Portfolio of work (60%)
- Externally set project (40%)

Course Outline:

Candidates 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.

They will explore relevant images, artefacts 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 the students 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:

If you are creative and have an enthusiasm for photography, this course will give you the opportunity to develop these skills further.

Further pathways:

Qualifications: A Level Visual Arts based subjects, including Photography. BTEC Level 3 Art courses.

Career Opportunities: Successful A Level or BTEC Level 3 portfolios allow many students to move straight onto an art based degree or a foundation year. This would provide them the opportunity to develop a career within the photography, media and art and design industry.

Contact: Miss S Tomczyk

(stomczyk@lymmhigh.org.uk)



Food Preparation and Nutrition

GCSE Food Preparation and Nutrition: Miss C. Deane (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.

Learners will be assessed in two practical tasks, set by the examination board and marked by their tutor.

Prior knowledge and experience:

An interest in cooking and 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: Miss C. Deane
(cdeane@lymmhigh.org.uk)



Design and Technology

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

Examining body: AQA

Assessment:

The GCSE course comprises of the following elements:-

- Non exam assessment (NEA) design and make task (50%)
- 2 hour written exam (50%)

Course outline:

This new qualification is modern and relevant, so students can learn about contemporary technologies, materials and processes, as well as established practices.

This new GCSE places greater emphasis on understanding and applying iterative design processes. Students will use their creativity and imagination to design and make prototypes that solve real and relevant problems.

Students will develop skills in core technical principles, specialist technical principles and designing and making principles. The practical portfolio will be supported by academic theory.

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 design project and portfolio of work.

Prior knowledge and experience:

This course is designed for enthusiastic students who have a passion for design and technology.

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 (Head of subject)

emellor@lymmhigh.org.uk

Mrs R Doherty (Head of faculty)

rdoherty@lymmhigh.org.uk

Material Technology

Technical Award: Material Technology: Mrs E Mellor (Head of Design Technology)

Examining body: AQA

Assessment:

The course comprises the following elements:-

- **Unit 1 skills demonstration:** 30% internally assessed. Learners undertake a number of mini projects that will allow them to be assessed against 12 practical skills.
- **Unit 2 extended making project:** 30% internally assessed. Learners will undertake an extended making project.
- **Unit 3 fundamentals of material technology:** 40% externally assessed. 1 hour 30 minutes written exam.

Course outline:

This new practical Level 1/2 Technical Award in Materials Technology, provides students with the opportunity to develop skills in making high quality products using woods, metal and polymers (plastics).

Students will be expected to make a range of products, prototypes and samples, applying technical and practical expertise to ensure that the product is fit for purpose. They will have the opportunity to use traditional skills and modern technologies.

Students will be guided through their design project and portfolio of work.

Prior knowledge and experience:

This course is designed for enthusiastic students who want to specialise in materials technology.

Future pathways:

Qualifications: A Level product design.

16+ Apprenticeships

Level 3 vocational courses

Possible careers:

Product designer, engineer, architect, builder, joiner, labourer, painter.

Other information:

This is a 60% practical course aimed at developing the skills and techniques required to produce quality made products.

Contact:

Mrs E Mellor (Head of subject)

emellor@lymmhigh.org.uk

Mrs R Doherty (Head of faculty)

rdoherty@lymmhigh.org.uk



Contact Information

Ms J O'Grady (Deputy Headteacher)
jogrady@lymmhigh.org.uk

Mrs C Worrall (Head of Year , Year 9)
cworrall@lymmhigh.org.uk

Year 9 Tutors

9AL Mrs B Griffiths & Miss J Ball
(bgriffiths@lymmhigh.org.uk)
(jball@lymmhigh.org.uk)

9AH Mrs K Saunders
(ksaunders@lymmhigh.org.uk)

9DL Miss H Walsh & Mr P Hadland
(hwalsh@lymmhigh.org.uk)
(phadland@lymmhigh.org.uk)

9DH Mrs L Parker & Mrs L Gordon
(lparker@lymmhigh.org.uk)
(lgordon@lymmhigh.org.uk)

9ML Mr S Barton
(sbarton@lymmhigh.org.uk)

9MH Mr B Wilde
(bwilde@lymmhigh.org.uk)

9TL Mr J Brownley
(jbrownley@lymmhigh.org.uk)

9TH Ms L Brighouse
(lbrighouse@lymmhigh.org.uk)

9WL Mrs K White & Miss G Ward
(kwhite@lymmhigh.org.uk)
(gward@lymmhigh.org.uk)

9WH Mr s L Humphries
(lhumphrise@lymmhigh.org.uk)

Key Dates

W/C 16th January - Year 9 Choices
Assemblies

Monday 16th January - Choices booklet
given to students

W/C 16th January - Choices guidance
interviews for students

Thursday 26th January - Choices Evening

Thursday 2nd February- Signed choices
form to be returned to Mrs Worrall



Lymm High School

YEAR 9 CHOICES

Student's Name:.....

Student's Form Group:

Student Signature:

Parent Signature:

Staff Signature:

COMPULSORY SUBJECTS

Students will study 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.
- Science (This is a double option leading to either two GCSEs - 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, religious and health education through the Life Programme.

FURTHER CHOICES

You must choose one subject from this list

Geography, French, German, Computing, Spanish, History,
Separate Science.

My choice is:

Please choose a further **three** subjects from this box.

Geography	Business Studies
History	Health & Social Care
French	Religious Studies
Spanish	Computing
German	Media Studies
Dance	Psychology
Drama	Art
Music	Fashion and Textiles
Music Technology	Photography
GCSE Physical Education	Food preparation & Nutrition
BTEC Sport	Certificate in IT
Separate Science	Technical Award in Material Technology
Design Technology	

My three choices in order of preference are:

First Choice:

Second Choice:.....

Third Choice:.....

My three reserve choices in order of preference are:

First Choice:

Second Choice:

Third Choice:.....

Please return completed forms to your form tutor by February 2nd 2017