



LYMM  
HIGH SCHOOL

EST 1601

**GCSE Choices 2021-23**

# Key Contacts & Dates

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## KEY DATES

Monday 10th January 2022	Year 9 Choices Assemblies ( <i>for students</i> )
Thursday 20th January 2022	Year 9 Choices Evening
Thursday 10th February 2022	Year 9 Parents' Evening
7th February - 17th February 2022	Year 9 Choices meetings with a member of SLT (for students)
Friday 18th February 2022	Choices Deadline. Please return your completed form to your Form Tutor.

Mrs Baldwin, Mrs Crowder and your child's Form Tutor will be glad to discuss any queries regarding GCSE subject choices. Final selection of options needs to be completed by: **Friday 18th February 2022**

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# Introduction

This is a very exciting time for your son or daughter. After Christmas, your child will be receiving information about Key Stage 4 subjects during a full week of Year 9 Choices assemblies.

There will be many opportunities to discuss any questions or queries with staff during Choices Evening on 20th January, and Parents' Evening on 10th February.

We hope that this guidance will complement the information you already have and enable you and your child to make well-informed decisions for their option choices in Year 10 and 11: choices that will form the basis of further study or training at Key Stage 5.

The Year 9 Choices evening has two components: a brief presentation in the Hall where the 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 are in the table below.

It is essential that your child selects subjects that will enable them to fully develop and enhance the skills necessary to progress to university, employment and ultimately achieve lifelong success in whatever they choose to do.

The majority of Year 9 students will choose four subjects from the list provided. This is in addition to the compulsory subjects of GCSE Mathematics, GCSE English (Literature in Year 10, Language in Year 11), and GCSE Combined Science (this is the equivalent to two GCSEs). It is vital that your child selects subjects that they are passionate about and that they enjoy doing, or in the case of new subjects, that the content inspires and motivates them. You and your child can be fully assured that the diverse range and variety of extra-curricular and learning opportunities will continue to be available.

In addition to the core subjects, every student in Key Stage 4 will also participate in Physical Education and Life Programme lessons. The latter is a

course that covers Personal, Social, Health and Economic education (PSHE).

The Choices 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.

Yours faithfully,



Mrs C McGahey

**Associate Assistant Headteacher**

TIME	GROUP	VENUE	CONTENT
6.00 - 6.30pm	Student Surnames A—J	Main School Hall	Presentation from Senior Leadership Team
6.30 - 7.15pm	Student Surnames A—J	Sports Hall	Subject 'Market Place'
6.30 - 7.00pm	Student Surnames K—Z	Main School Hall	Presentation from Senior Leadership Team
7.00 - 7.45pm	Student Surnames K—Z	Sports Hall	Subject 'Market Place'

# Assessment & Qualifications

## OVERVIEW

**Most of the 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 QUALIFICATIONS

GCSEs (General Certificates of Secondary Education) are the main qualifications taken by 14–16-year-olds in England. GCSEs are assessed mainly by written, end-of-course examinations, although in some subjects there are also some elements of controlled assessment and controlled tasks. Details of the assessment format and requirements for each course are provided in the individual subject information pages.

In 2017, the new 'reformed' GCSEs were sat in English and Maths, and by 2019 all of our other GCSE qualifications had also moved over to the new specifications. At this time, these new GCSEs were graded using a new structure; instead of the old A\*–G grading system, the new 9–1 grades were introduced.

- A grade 9 is the highest grade and represents the top of the old A\* grade
- A grade 7 is aligned with the old A grade
- A grade 4 is aligned with the old C grade

Our staff have responded extremely well to these changes and our 2019 GCSE results were the best the school has ever seen, placing us in the top few percent of non-selective schools in the country. Your child will sit regular assessments and internal exams to ensure they are fully prepared and confident to sit their exams at the end of Year 11.

## VOCATIONAL QUALIFICATIONS

We also offer BTEC and Cambridge National courses. In vocational courses such as these, students' progress is continually assessed throughout the two years of study by regular controlled assignments, which are teacher assessed, and then moderated. There is also an externally assessed element in these courses, which in some subjects can be taken during Year 10. Specific course details are outlined in this booklet on the subsequent subject pages.

GCSE and vocational subjects can:

- Determine post-16 options and the subjects/areas/level you can study (Sixth Form, college, apprenticeship)
- Determine eligibility for a university course and can affect the university you apply to for that course
- Affect the career you end up doing, for example an engineering course such as chemical engineering usually requires A' levels or equivalent in Chemistry and Maths, which in turn means you'll need good GCSE grades in Science and Maths.

# Progression To Sixth Form

In 2015, the government raised the 'participation age' for students to their 18th birthday. This meant that students were required to remain in further education or training for 2 additional years after finishing their GCSE studies. The idea was to try to reduce the proportion of young people who were termed as 'NEET' – Not in Education, Employment or Training between the ages of 16 and 18.

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 be training, an apprenticeship or further education. This could be full-time or part-time.

All of our KS4 courses lead to qualifications that are both recognised, and valued, by Sixth Form schools and colleges, universities and employers. We have included no 'soft options' that might help the school's position in performance tables, but would not benefit individual students.

It is important to bear in mind that the option choices your son or daughter make now may impact on their post-16 pathways. 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).

The Russell Group Informed Choices website is a good place to research appropriate A' level subject choices in light of potential university courses. Although it may seem a little early to be looking this far ahead, it is always sensible to ensure choices made now will not hinder students' options at a later date.

<https://www.informedchoices.ac.uk/>



# English Baccalaureate

In 2011, the Government introduced something called the English Baccalaureate (or 'EBacc') in an attempt to promote a broad range of academic subjects as a means of keeping students' options open for further study and future careers. The EBacc is not a qualification in itself, but a suite of the following subjects:

- GCSE English Language and Literature
- GCSE Mathematics
- GCSE Science (at least two)
- GCSE History or Geography
- GCSE in a Modern or Ancient Language

Since all students have to take English, Maths and at least two Science GCSEs anyway, the relevance as far as choices are concerned is that students wanting to take the EBacc need to choose either History or Geography and a language at GCSE level as two of their four option choices.

Whilst we do not make the EBacc compulsory we firmly believe it has some value and it is something that parents and students should seriously consider. As you can see from the next section, we especially believe that there are strong reasons for studying languages up to GCSE.

Although they rarely say so explicitly, there is some evidence that some universities do like EBacc subjects

when looking at GCSE performance. The EBacc subjects are also the A' level subjects that, traditionally, are most valued by the top universities and this is worth bearing in mind, particularly for more academically able students.

The Government certainly believes the EBacc is important and are trying very hard to increase the numbers of students taking it. This may well mean that it takes on greater value in the future.

Regardless of the EBacc, our aim at Key Stage 4 is to continue to offer a broad and balanced suite of qualifications which best meet the needs of all our students. Your son or daughter will be offered advice and guidance as to the most suitable range of choices for them and, in the end, it will be down to you and them to decide what is best.

## WHY STUDY A LANGUAGE AT GCSE?

All students are welcome to choose continued study of one of our three languages and we do urge you to consider taking one.

The cognitive benefits of learning a language other than English are clear; according to research, speakers of more than one language have improved memory, problem-solving skills listening skills, multi-tasking

ability and critical thinking skills.

Today's world is increasingly diverse and interconnected, with many businesses and careers operating on very much a global scale –speaking another language can open doors and offer opportunities not afforded to those who are monolingual.

Learning a language at GCSE also helps students understand about other people, cultures and countries and will always be useful, whatever you choose to do later in life. Being able to speak another language means you will stand out in the workplace, and can enhance your opportunities in business, finance, government, law, medicine, technology, the military, industry, marketing and many other areas.

At Lymm, we offer GCSEs in French, German and Spanish and these are tiered (Higher and Foundation) in a similar way to GCSE Maths.

We also offer language exchanges with schools and families in France, Spain and Germany. These are a fantastic way to improve language skills, meet new people and gain confidence in a chosen language.

If you have any questions about choosing a language at GCSE, please speak to your subject teacher or Mrs K Baldwin, Head of Modern Foreign Languages.

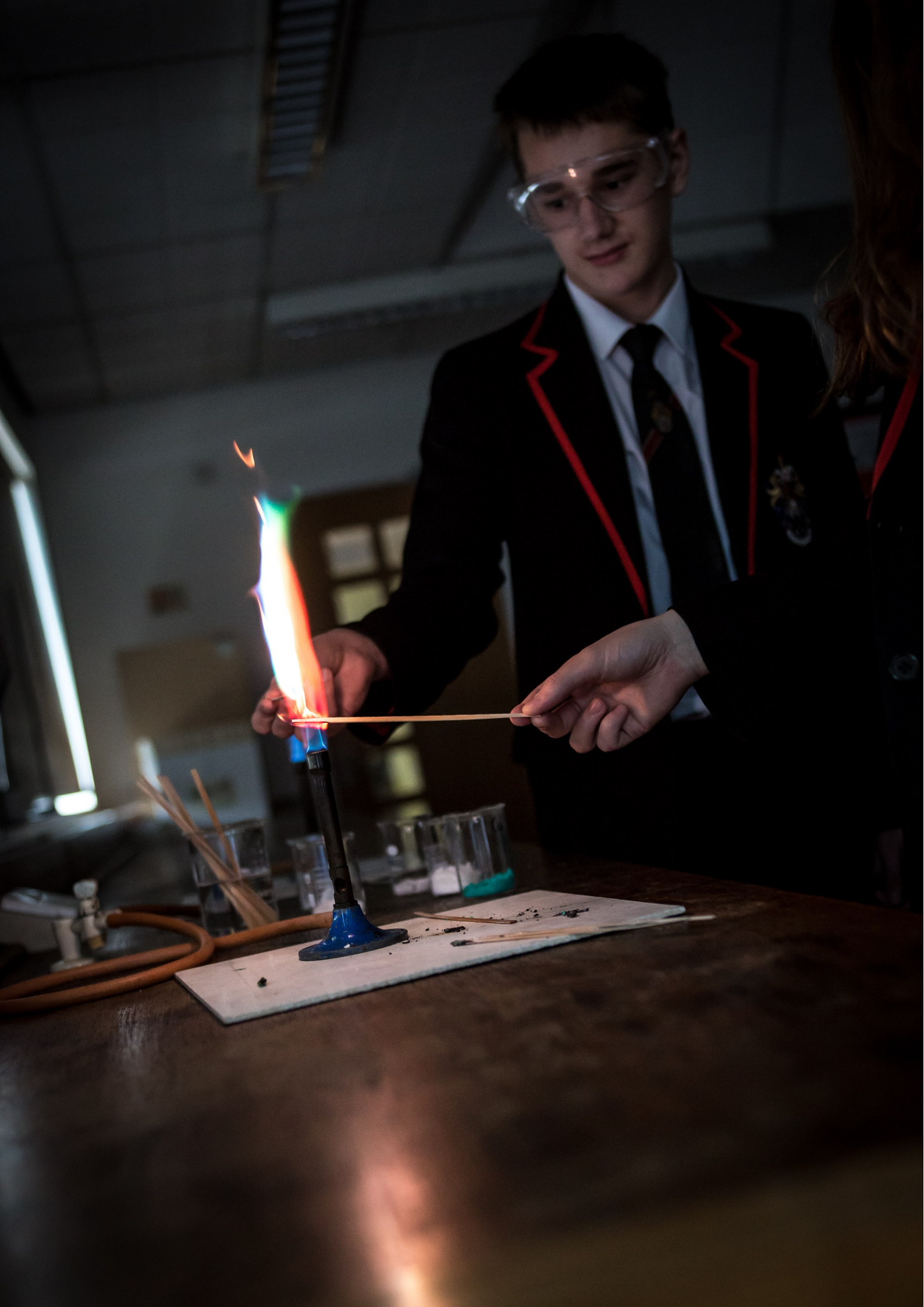


# Compulsory Subjects

For further information about  
our curriculum and to see the full  
range of subjects on offer, visit  
our website at  
[www.lymmhigh.org.uk](http://www.lymmhigh.org.uk)







# English Language / English Literature

## OVERVIEW

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.

### Mrs C Hartley

Head of English  
chartley@lymmhigh.org.uk

## GCSE English Literature/ English Language

### Exam Body: AQA

All students follow the AQA specifications for English Literature and English Language. Additional information on examination requirements are 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 Turner if you wish.

### Course Outline

In Year 10, students study English Literature. This 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. 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.

### Assessment

100% Written Exam

#### Literature

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

Paper 2: Modern prose or drama text, AQA Anthology and an Unseen Poetry (60%)

#### Language

Paper 1: Explorations in creative reading and writing (50%)

Paper 2: Writers' viewpoints and perspectives (50%)

NEA Spoken Language

### 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.

# Mathematics

## OVERVIEW

Studying Mathematics at GCSE develops excellent problem-solving skills. These skills, as well as being highly satisfying in their own right, are highly valued by employers as well as being key building blocks for the study of many other subjects.

### Mrs K Beswick

Head of Mathematics

kbeswick@lymmhigh.org.uk

## GCSE Mathematics

**Exam Body:** AQA

### Course Outline

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.

## Assessment

100% Written Exam

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)

## 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.



# Science

## OVERVIEW

Science is a core subject of the curriculum and is taught as three separate subjects: Biology, Chemistry and Physics.

Students will be encouraged to look at Science in a broad and enquiring way so that they may achieve a rounded and complete understanding of the subject. From here a large number opt for Science subjects at A Level.

**Dr F Dodds**

Head of Science

fdodds@lymmhigh.org.uk

## GCSE Combined Science (Trilogy) Year 10 and Year 11

**Exam Body:** AQA

### 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 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.

## Assessment

All units will be assessed at the end of Year 11. Questions will be a selection of multiple choice, structured, closed short answer and open response. Students will gain two GCSEs in Science.

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

## 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 two years and this route leads to two GCSEs in science.

For students who are especially committed to Science, they may want to consider opting for Separate Science as one of their four option choices.

This would lead to three GCSEs, in Biology, Chemistry and Physics (see page 44 for more details)

# Physical Education

## OVERVIEW

At Key Stage 4 all students will follow a programme of core PE. Students will also be able to study GCSE PE as part of the choices process.

Please see PE in the Further Choices section for further information.

### Mr J Hampton

Head of PE

jhampton@lymmhigh.org.uk



# The Life Programme

## OVERVIEW

All students will continue to follow a non-examined course in Personal, Social, Health and Economic education (PSHE) through The Life Programme.

### Ms T Taylor

Assistant Headteacher (Temporary)

Head of Life Programme

ttaylor@lymmhigh.org.uk

## Course Outline

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

## Other Information

Students in Year 10 and 11 study Religion, Philosophy & Ethics (RPE) as part of the Life Programme. These lessons will cover a range of different topics 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 RPE as part of this.**

If students wish to follow an accredited course of study leading to a GCSE they can do so by opting to take a GCSE in Religious Studies as part of the Choices process.

# Further Choices

**Students must choose as a minimum:**

History, Geography, Computer Science, a language or 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.**







# Art

## OVERVIEW

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

### Mrs V Collins

Head of Art  
vcollins@lymmhigh.org.uk

## GCSE Art

**Exam Body:** AQA

### Course Outline

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.

### Assessment

The GCSE course comprises of the following elements:

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

## 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.

## Future 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.

# Design Technology

## OVERVIEW

Design and Technology is a practical and valuable subject which involves the study of polymers, metals, timbers, electronics and textiles as well as the development of drawing and designing skills.

At its core is creativity and imagination. Students learn to design and make products and systems that solve genuine, relevant problems within different contexts. These are all skills that are directly transferable to other subject areas but cannot be as effectively developed in those areas.

### Mr T Beardsall

Head of Design Technology  
tbeardsall@lymmhigh.org.uk

## GCSE Design and Technology

**Exam Body:** AQA

### Course Outline

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

This 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.

### Assessment

The GCSE course comprises of the following elements:

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

## Prior Knowledge and Experience

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

### Future Pathways

*Qualifications:* A' level 3D 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.

# Fashion & Textiles

## OVERVIEW

The Fashion/Textiles course is an exciting insight into the world of fashion and textiles. It has been designed to encourage students to design and make products in textiles with creativity and originality, using a range of materials and techniques.

It allows full credit to be given to candidates who undertake innovative, creative and professional work.

### Mrs V Collins

Head of Art

[vcollins@lymmhigh.org.uk](mailto:vcollins@lymmhigh.org.uk)

## GCSE Fashion and Textiles

**Exam Body:** AQA

### Course Outline

This is a course which explores art through fashion and textiles. Students will have the opportunity to design and make quality textile 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.

### Assessment

The GCSE course comprises of the following elements:

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

## 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.

### Future 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.

# Hospitality and Catering

## OVERVIEW

This course is designed to give students an opportunity to develop their knowledge, understanding and skills required to cook and apply the principles of nutrition and healthy eating. The course will concentrate on the main areas of menu planning, food preparation and nutrition, which are all valuable life skills.

Students will explore the hospitality and catering industry and understand how it functions. They will investigate different sectors and roles within the industry.

### Mrs C Deane

Head of Food Technology  
cdeane@lymmhigh.org.uk

## Level 1/2 Hospitality and Catering Award

Exam Body: WJEC

### Course Outline

The qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training. This approach also enables students to learn in such a way that they develop:

- Skills required for independent learning and development
- A range of generic and transferable skills
- The ability to solve problems
- The skills of project-based research, development and presentation
- The fundamental ability to work alongside other professionals, in a professional environment

### Assessment

Students complete two units in this subject. Successful completion of this qualification could support entry to qualifications that develop specific skills for work in hospitality, catering and food areas.

*Unit 1:* The Hospitality and Catering Industry. This unit is externally assessed using an on screen, e-assessment. Learners are then awarded Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction.

*Unit 2:* Hospitality and Catering in Action. Internal Assessment to be completed in year 2 of the course. Learners are then awarded Level 1

Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction.

### Prior Knowledge and Experience

An interest in cooking and love of food. An open mind and a willingness to try new foods.

### Future Pathways

Where Level 1/2 Award in Hospitality and Catering is achieved together with other relevant Level qualifications, such as GCSEs in English and Mathematics and Science, learners may be able to access Level 3 qualifications relevant to the hospitality and catering sector, such as:

- BTEC Level 3 Subsidiary Diploma in Hospitality and Catering
- Degrees in Food and Food Science, Nutrition, Teaching
- Level 3 Food, Science and Nutrition (certificate and diploma)
- Level 3 NVQ Diploma in Advanced Professional Cookery
- Level 3 Advanced Diploma in Food Preparation and Cookery Supervision. The course provides progression opportunities, both directly into employment or to further study.

### Other Information

Students will have the opportunity to gain certification in food safety. Students will need to purchase a set of chef whites which can be ordered through the school shop.

# Photography

## OVERVIEW

Photography is increasingly popular as a GCSE choice. It encourages the exploration of photography as an artistic medium. It combines well with more traditional subjects, providing an outlet for creativity.

Photography can be a useful addition to a student's portfolio of qualifications and can also help to secure admission to Art College or university.

### Mrs V Collins

Head of Photography  
vcollins@lymmhigh.org.uk

## GCSE Photography

**Exam Body:** AQA

### 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.

### Assessment

The GCSE course comprises of the following elements:

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

## 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.

# Geography

## OVERVIEW

**Geography is the study of the earth's landscapes, peoples, places and environments. It is, quite simply, about the world in which we live.**

### **Mrs J Ewing**

Head of Geography  
jewling@lymmhigh.org.uk

## **GCSE Geography**

**Exam Body:** AQA

### **Course Outline**

This course offers 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 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.

### **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

## **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.

# History

## OVERVIEW

A GCSE in History enables students to develop and extend their knowledge of key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience.

### Miss F Sykes

Head of History

fsykes@lymmhigh.org.uk

## GCSE History

**Exam Body:** Edexcel

### Course Outline

Students will also engage in historical enquiry to develop as independent learners and as critical and reflective thinkers. Alongside this, students will develop the ability to ask relevant questions about the past and to investigate issues critically.

The course is comprised of both breadth and depth topics on a wide range of historical topics including the significance of Elizabeth I as our first female monarch, the rise of Adolf Hitler as leader of Germany in the 20th century, the history of capital punishment and the development of nuclear weapons throughout the Cold War.

### Assessment

100% external exam. This course is assessed at the end of Year 11.

- Examined unit 1 (30%): Crime and Punishment in Britain c1000 to present day. Depth study—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).

### Future Pathways

*Qualifications:* A' level History. One of many degrees in subjects such as History, Politics, Archaeology, Law, International Relations, International Studies and American Studies.

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



# Religious Studies

## OVERVIEW

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.

### Dr W Sharkey

Head of Religion, Philosophy & Ethics  
wsharkey@lymmhigh.org.uk

## GCSE Religious Studies

**Exam Body:** Edexcel

### Course Outline

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.

### Assessment

The GCSE course comprises of the following elements:-

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

2-hour written exam (50%)

## 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 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 Religion, Philosophy and Ethics. Degrees in Theology, Law, Politics and Journalism.

*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.

# Languages (French, German & Spanish)

## OVERVIEW

Our experienced teachers will help students build on KS3 content to cover a broad range of topics including: family and friends, the digital world including social networks and new technology, holidays, life at home and school, future plans and career choices. Students will also have the chance to participate in a trip to the country of your chosen language as part of an exchange or cultural visit.

### Mrs K Baldwin

Head of Languages  
kbaldwin@lymmhigh.org.uk

## GCSE Languages

**Exam Body:** AQA

### Which language should you choose?

We would love to see as many students as possible continuing with both their languages (either French & German or French & Spanish) and each year we do have a number of 'dual linguists' who achieve very well.

Two languages can often be easier than one, given that the skills required are the same and therefore as you become more competent in one, it inevitably transfers to the other. However, we appreciate that for most students, one language will be the best option.

Students might feel more confident in French as they've studied this for a year longer than Spanish or German, but we want to reassure students that having followed a more intensive course in their 2nd language, they are equally well-equipped to achieve well in German or Spanish providing they work hard!

We encourage students therefore, to consider which they enjoy, find most stimulating and are prepared to work hard at, and ask their teacher any questions they may have.

### Assessment

There is no coursework in GCSE French, German or Spanish. There are 2 tiers of exam: Foundation and Higher. In the Higher tier, students can be awarded grades 9–4, at Foundation tier grades 5–1 are possible.

Students will complete 4 exams:

A speaking exam worth 25% of the overall mark. Students will be asked to complete a role play, photocard and general conversation. The examination lasts 10–12 minutes.

A listening exam worth 25% of the overall mark. Students will answer comprehension-style questions in the foreign language and in English based on what they hear.

A reading exam worth 25% of the overall mark. Students will answer comprehension-style questions in the foreign language and in English based on what they read. There is also a translation from the foreign language into English.

A writing exam worth 25% of overall mark. Students will describe a photograph, complete 90- and 150-word written tasks and need to translate.

### Prior Knowledge and Experience:

At GCSE, you will build on vocabulary and grammar studied in KS3. You must have studied your chosen language during KS3 in order to take it at GCSE.

### Future Pathways

*Qualifications:* A' level French, German and Spanish.

*Possible careers:* Teaching, translation, interpreting and tourism, business and many more.

# Dance

## OVERVIEW

GCSE Dance will help the performer to gain an understanding and appreciation of dance, through the study of choreography, performance, evaluation and appreciation. It will also help to develop life skills such as critical and creative thinking, the ability to co-operate with others and decision making.

### Miss J Finnegan

Teacher of Dance

jfinnigan@lymmhigh.org.uk

## GCSE Dance

**Exam Body:** AQA

### 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.

### 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)

## 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 coordinator 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.

# Drama

## OVERVIEW

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.

**Mrs R Richards**

Head of Drama

[rrichards@lymmhigh.org.uk](mailto:rrichards@lymmhigh.org.uk)

## GCSE Drama

**Exam Body:** AQA

### Course Outline

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.

### 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.

### 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. There is an expectation for students on this course to contribute to the extra-curricular programme and to participate in organised theatre trips.

# Music

## OVERVIEW

Music is an optional subject for those students wishing to study it at GCSE level. Here the focus is divided between Performing, Composing and Listening.

GCSE Music is available to all students who have a passion for the subject, regardless of their practical ability level.

### Mr D Starkey

Head of Music

dstarkey@lymmhigh.org.uk

## GCSE Music

**Exam Body:** Edexcel

### 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.

### 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.

## 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 and we would strongly encourage this to support the learning in the classroom.

# Music Technology

## OVERVIEW

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.

### Mr J Gornall

Teacher of Music

jgornall@lymmhigh.org.uk

## BTEC Level 2 First Award in Music with Music Technology

**Exam Body:** Edexcel

### Course Outline

There is a strong focus upon music technology, learning 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.

### 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.

## 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 their 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.



# Separate Science

## OVERVIEW

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
- 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

### Physics

- energy
- electricity
- particle model of matter
- atomic structure
- forces
- waves
- magnetism and electromagnetism
- Space

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.

**Exam Body:** AQA

## Assessment

Questions will be a selection of multiple choice, structured, closed short answer and open response.

There will be two examinations for each subject at the end of Year 11, each worth 50% of the grade for that subject and lasting 1 hour and 45 minutes:

Biology paper 1 and biology paper 2

Chemistry paper 1 and chemistry paper 2

Physics paper 1 and physics paper 2

*By opting for Separate Science students will receive three separate GCSEs in Biology, Chemistry and Physics.*

## 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 three sciences and have gold or platinum level end-of-year predictions in Key Stage 3 Science. 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 Biology, A' level Chemistry, A' level Physics.

*Possible Careers:* Medicine, dentistry, veterinary science, nursing, biomedical science, physiotherapy, radiography, dietician, pharmacy, analytical chemist, environmental chemistry, engineering, architecture, finance, research scientist, law, consultancy – just to name a few.

## Other Information:

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

### Mr P Flynn

Head of Biology  
pflynn@lymmhigh.org.uk

### Mr S Barton

Head of Physics  
sbarton@lymmhigh.org.uk

### Mrs A Cormack

Head of Chemistry  
acormack@lymmhigh.org.uk



# Business Studies

## OVERVIEW

Both themes concentrate 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 theme 1, 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.

In theme 2, global contexts relate to non-UK or transnational businesses.

Students 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 develop an understanding about how these interdependencies and relationships underpin business decisions.

### Mrs K Hill

Head of Business Studies  
khill@lymmhigh.org.uk

## GCSE Business Studies

**Exam 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

### 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 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. Students use a Pocket revision guide from Daydream education that can be purchased from the school shop for the cost of £2.

# BTEC Tech Awards Digital Information Technology

## OVERVIEW

**The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is ideal for you if you are a pre-16 student working at level 1 or level 2 and would like to find out more about the IT industry. The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The UK has positioned itself to be the 'Digital capital of Europe' as it continues to invest billions every year in digital skills and commerce. The modern world expects digital skills to be as important as English and Maths. Having both technical skills and business understanding is the key to success.**

### BTEC Tech Awards Digital Information Technology

**Exam Body:** Pearson

### Course Outline

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills, such as user interface (UI) design and development and learn how to develop a project plan for your own UI designs.

Everyone taking this qualification will study three components, covering the following content areas: User Interface and User Experience (UI/UX), are design elements that are intertwined and are critical aspects of any software, app, or website. Understanding how UI and UX is planned and developed can introduce you to concepts of human/computer interactions (HCI), human psychology, and marketing and design principles.

You will develop an understanding of UI UX and IT project management, which is often implemented to introduce technological improvements by rolling out change projects.

Understanding how projects are structured is of vital importance. This qualification will enable you to use project-planning tools, models and techniques within a digital context.

Cloud Computing is an important computing concept to grasp in today's web based connected world. You will understand how computers are networked online and use web-based services to improve data security and manage the costs of handling large volumes of data.

### Assessment

The three components titles are:

*Component 1:* Exploring User Interface Design Principles and Project Planning Techniques (Year 10 & 11) - Learners will develop their understanding of what makes an effective user interface and how to effectively manage a project. They will use this understanding to plan, design and create a user interface.

*Component 2:* Collecting, Presenting and Interpreting Data (Year 10) - Learners will understand the characteristics of data and information and how they help organisations in decision making. They will use data manipulation methods to create a dashboard to present and draw conclusions from information.

*Component 3:* Effective Digital Working Practices (Year 10 & 11) - Learners will explore how organisations use digital systems and the wider implications associated with their use.

Components 1 and 2 are assessed through non-exam internal assessment. There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification.

Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and

related to a real-life situation. This will be completed in either January/February or May/June of year 11.

### Further Pathways

Once you have completed the qualification, you will have developed a practical understanding of the digital sector. You will have built useful skills, which are not generally covered in GCSE courses, and you will have developed a good understanding of whether the IT sector is for you, and if so, which part of it you might want to study further. If you decide to go on to further study of the IT sector, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

### Other Information

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

### Mrs J Turner

Head of Computing and ICT  
jturner@lymmhigh.org.uk

# Computer Science

## OVERVIEW

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.

### Mrs J Turner

Head of Computing and ICT  
jturner@lymmhigh.org.uk

## GCSE Computer Science

**Exam Body:** OCR

### Course Outline

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.

## Assessment

The qualification is split into two parts and are tested by external examination in Year 11.

*J277/01:* Computer systems: 50% Computer systems, 1 hour and 30 minutes written paper

*J277/02:* Computational thinking, algorithms and Programming: 50% Computational thinking, algorithms and programming, 1 hour and 30 minutes written paper

## 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.

This course is ideal for those students who are interested in the internal components of a computer system and are seeking a future computing career. In order to thrive on this course students need to be strong mathematically so would need to have gold or platinum level end-of-year predictions in Key Stage 3 Mathematics.

# BTEC Health & Social Care

## OVERVIEW

The BTEC Technical Award in Health and Social Care gives students an introduction to the health and social care sectors. It has been designed to give students the knowledge and understanding of the different settings that people might access, as well as knowledge of development and well-being at different lifestages, needed for working with a variety of people at all age ranges.

### Mrs H Harrison

Head of Health & Social Care  
hharrison@lymmhigh.org.uk

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

**Exam Body:** Edexcel

### Course Outline

*Component 1 - Human Lifespan Development.* This component explores how we grow and develop through the different life stages, events that happen throughout these life stages and how we cope with them. This component is assessed through 2 pieces of written coursework.

*Component 2 - Health and Social Care Services and Values.* This component investigates the different services that are available to us in health and social care, the barriers that prevent us accessing the correct services for specific conditions and the values needed to provide quality health and social care. This component is assessed through 2 pieces of written coursework.

*Component 3 - Health and Well Being.* This component examines factors which are indicators for health. It allows us to identify factors that could have a positive or negative effect on growth and development and use this knowledge to produce health improvement plans for individuals. This component is assessed through 1 external exam, with the opportunity to resit if necessary.

### Assessment:

The course comprises of three components, two internally assessed through coursework (60%) and one externally assessed through an exam (40%). The exam is taken in January of Y11 to allow time for a resit in the summer if necessary.

### Prior Knowledge and Experience

There is no prior knowledge required to take this course, however it is a vocational course where knowledge gained will help towards pursuing further education, employment or training schemes in professions within the health and social care industry. An interest in this area and a passion to understand growth and development will be significantly beneficial to learners.

### Further Pathways

*Qualification;* Btec Level 3 in Health and Social Care. Other related subjects such as child care, social work or education.

*Possible Careers;* A wide range of health and social care careers are available including, but not limited to, social worker, child care, midwife, nurse, occupational therapist, physiotherapist, caring assistant, dietician.

### Other Information

This BTEC qualification is largely assessed through coursework and allows you to see progress as you advance throughout the course. This does mean that you must meet deadlines for coursework to achieve expectations.

# Media Studies

## OVERVIEW

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.

### Miss M Lorenzelli

Head of Media  
mlorenzelli@lymmhigh.org.uk

## GCSE Media Studies

**Exam Body:** Eduqas

### Course Outline

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.

The 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.

### 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.

### 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](https://www.eduqas.co.uk/qualifications/media-studies)

# Psychology

## OVERVIEW

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.

### Mrs J Edge

Teacher of Psychology  
jedge@lymmhigh.org.uk

## GCSE Psychology

**Exam Body:** AQA

### Course Outline

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.

### Assessment:

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

*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 (50%)

### Prior Knowledge and Experience

No prior knowledge of the subject is required, but strong numerical skills and an aptitude for written communication, demonstrating strong analytical and thinking, will be essential. Students will also need to be able to demonstrate an enjoyment of, and aptitude for, all three sciences. Therefore, students wanting to opt for this subject will need to be predicted to achieve Gold or Platinum levels by the end of the year in Key Stage 3 Maths and Science.

## Further 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 and Civil Service.

## Other Information

Please see [www.aqa.co.uk](http://www.aqa.co.uk) for further details.



# Physical Education

## OVERVIEW

This subject offers an exciting opportunity to learn about the human body in a sporting context. Students studying this course combine practical performance with theoretical knowledge to gain an in-depth understanding of human movement. This knowledge is then applied both in the classroom and on the playing field in order to refine and develop their performance in all practical areas.

### Mr J Hampton

Head of Physical Education  
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## GCSE Physical Education

**Exam Body:** Edexcel

### 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

### Assessment

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

*Personal Experience Programme (10%)*

*Written exam (60%)* Two papers (scientific and social) taken in the summer of Year 11.

### Prior Knowledge and Experience:

Students should be involved in sport on a regular basis through extra-curricular clubs, school sport, or local club sport.

## 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 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.

**Please note: GCSE PE cannot be taken in conjunction with BTEC Sport.**



## Individual Activities

- Amateur Boxing
- Athletics
- Badminton
- Canoeing
- Cycling
- Dance
- Diving
- Platform Diving
- Figure Skating
- Golf
- Gymnastics
- Equestrian
- Kayaking
- Rock Climbing
- Sailing
- Sculling
- Skiing
- Snowboarding
- Squash
- Swimming
- Table Tennis
- Tennis
- Trampolining
- Windsurfing

## Team Activities

- Acrobatic Gymnastics
- Association Football
- Badminton
- Basketball
- Camogie
- Cricket
- Dance
- Figure Skating
- Futsal
- Gaelic Football
- Handball
- Hockey
- Ice Hockey
- Inline Roller Hockey
- Lacrosse
- Netball
- Rowing
- Rugby
- Sailing
- Sculling
- Squash
- Table Tennis
- Tennis
- Volleyball
- Water Polo

## Specialist Activities

- Blind Cricket
- Goalball
- Powerchair Football
- Table Cricket
- Wheelchair Basketball
- Wheelchair Rugby



# Notes

# Notes



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