



**YEAR 9 OPTIONS AND PARENTS' EVENING -
THURSDAY 20TH MARCH FROM 4:00PM
(PRESENTATION AT 5:00PM)**

OPTIONS

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OPTIONS INTRODUCTION

Introduction for Pupils

Believe it or not, this booklet is one of the most important you will ever read. For the first time in nine years of education, you get the chance to choose some of the subjects you study. It's an exciting time, but also a very important one, because the decisions you make could play a big part in your future progression.

For this reason, you should take your time and talk to people before you decide your options. Talk to your parents / carers; they will have made similar decisions of their own in the past and will be able to advise you. Talk to your teachers; they will tell you whether they think their subject is suitable for you, and they can answer any questions you might have. Talk to older pupils, who are already doing courses that you might be interested in; they will know exactly what each subject is like. Talk to your tutors too, who will be able to give you unbiased advice.

Introduction for Parents / Carers

This booklet is designed to help your child make the best choice of subjects to study at GCSE / Vocational level. For parents / carers this can be quite a confusing time. You will want to help your child / children make the right choices, but you may feel that you don't know enough to give them the right advice. Any member of staff will be more than willing to discuss your child's options. You may find it helpful to write down any questions / concerns you have and bring these to the Options Evening.

If after the Year 9 Options Evening you are still unsure about anything, please make an appointment for a one-to-one meeting with a senior member of staff from the academy to discuss things in more detail.

We hope you find this year's option booklet informative and useful to help you make the best choices with your child. Our aim is to ensure that we get the "right pupils onto the right courses". We hope that this booklet will help you to support these important decisions.

Deadline for completion

Options Choice Forms must be completed via the below link, no later than Friday 4th April 2025.

Options Interviews

Interviews with pupils will be arranged with the Senior Leadership Team once all options choices are collated.

If you have any questions about the options process, please email srawle@longfield.nalp.org.uk and include 'Year 9 Options' in the subject line.

GCSE CURRICULUM

GCSE's are a level 2 qualification.

All pupils must study a minimum of 8 GCSE / VOCATIONAL subjects until the end of Year 11 including two non-examinable subjects, physical education and life enrichment lessons (PSHCE).

The 8 subjects are shown below and make up the Progress 8 Measure.



- The Core Curriculum - **compulsory** (you have to do them by law)
- Options Choices – **chosen by you** but guided by government legislation. Every child will study 2 sciences and must choose one other facilitating subject.

The Core Curriculum includes those subjects that are compulsory for all pupils to study until they leave in Year 11.

- English Language (GCSE)
- English Literature (GCSE)
- Mathematics (GCSE)
- Science – combined award (GCSE)
- Core PE (Non-examinable)
- Life Enrichment (Non-examinable)

The English Baccalaureate (EBACC) Ambition

The government's ambition was to see 90% of pupils studying the full EBacc subject combination of maths, English, science, a humanities /modern foreign language and one other, at GCSE by 2025.

The previous government states:

- The EBacc is made up of the subjects which are considered essential to many degrees. These subjects can 'open lots of doors' and give you more job options / opportunities.
- Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school.
- A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides pupils with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. Sutton Trust research reveals that studying the EBacc can help improve a young person's performance in English and maths.

We therefore encourage all pupils with target grades of **6 or above** in English and maths to follow an English Baccalaureate pathway.

CURRICULUM OVERVIEW

All pupils will follow a curriculum covering 25 lessons a week and will complete the following lessons:

GCSE English Language / Literature
GCSE Mathematics
GCSE Combined Science
Core Physical Education
LIFE



Pupils will then opt for at least one of the following EBACC subjects:

GCSE History
GCSE Geography
GCSE Spanish
GCSE Computer Science

The full EBACC would comprise of core subjects, plus Spanish and one humanities subject, if targeted 6 or above, this would leave one other option of their choice.



Pupils will then choose an additional two option subjects which comprise of the remaining lessons in their timetable. The available subjects are detailed in the options form.

Those who choose not to follow the EBACC pathway would have two option choices.

Advice and guidance on how to choose your options can be found after the options section of this booklet.



CORE GCSE ENGLISH LANGUAGE - AQA

Curriculum

Year 10 and 11 you will follow the AQA English Language specification. It is a non-tiered linear course, which means all pupils sit the same exam and are graded on the GCSE 1-9 scale.

The specification enables pupils of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19th, 20th and 21st century. You will also develop your writing skills such as understanding how to write clearly, coherently and accurately – key skills needed to access higher education opportunities as well as future employment.

Assessment

At the end of Year 11, the examination takes the form of two equally balanced papers each lasting 1 hour and 45 minutes; both are worth 50% of the overall qualification. Within each paper, the assessment of reading and writing skills is equally weighted. The recently introduced reading sources on both papers act as stimulus for the writing tasks, providing you with a clear route through each paper.

Paper 1 - Explorations in Creative Reading and Writing. You will analyse how writers use narrative and descriptive techniques to engage the interest of readers. In Section A, you are expected to respond to questions on a writer's use of language and structure, as well as justifying your own opinions on the given text through an evaluation question. In Section B, you will choose from two questions and produce your own narrative or descriptive piece.

Paper 2 - Writers' Viewpoints and Perspectives. Reading skills are further developed as pupils explore how different writers present a similar topic over time, in two non-fiction unseen texts. In Section A, the questions focus on language analysis and comparison skills. In Section B, as on Paper 1, writing skills are assessed however, Paper 2 requires pupils to produce a non-fiction piece of their own which expresses a clear and developed point of view – e.g. a letter, newspaper article or speech.

Spoken Language Component

The aim of this assessment is to allow you to demonstrate your speaking and listening skills by:

- Giving a prepared spoken presentation in a formal context and on a specific topic.
- Responding appropriately to questions by engaging in discussion about a chosen topic.
- Using spoken Standard English.

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Advocate
- Speech and Language Therapist
- Administration
- Journalism

CORE GCSE ENGLISH LITERATURE - AQA

Curriculum

All Year 10 and 11 pupils follow the AQA English Literature specification, alongside English Language. It is a non-tiered linear course, which means all pupils sit the same exam and are graded on the GCSE 1-9 scale. The specification enables pupils of all abilities to develop the skills they need to read, understand and analyse a range of challenging literature texts from across time periods. In addition, you will explore the contexts within which these pieces were written and produce clear, coherent and accurate critical essays. Key skills needed to access higher education opportunities are developed and we aim to inspire an appreciation of wider reading and great works of literature.

Assessment

At the end of Year 11, the examination takes the form of two papers. Paper 1 lasting 1 hour and 45 minutes and Paper 2, 2 hours 15 minutes. The specification takes a skills-based approach that is consistent across text genres. This means the marking criteria is the same across both papers and all sections, so pupils are tested on the same skills throughout.

Paper 1 - Shakespeare and the 19th Century Novel. You will study Macbeth and A Christmas Carol; exploring characters, themes, the writers' concerns and the historical contexts within which each was written. At the end of Year 11, you will be assessed in a "closed book" exam (books cannot be taken into the exam itself) and through the use of one extract-based question on each text, you will be expected to respond on both the extract and the wider text – selecting key quotes and analysing these in the context of the writers' key ideas.

Paper 2 - Modern Texts and Poetry. You will study An Inspector Calls, a collection of "Power and Conflict" poems as well as preparing for the "Unseen Poetry" element of the course. Again, the key focus is the exploration of characters and themes in line with the writers' concerns and the historical contexts within which pieces were written. At the end of Year 11, as with Paper 1, assessment is based on a closed book exam. Section A requires you to write an essay on An Inspector Calls. Sections B (Power and Conflict poems) and C (unseen poems), assess your abilities to select key quotes, analyse these in the context of the writers' key ideas and to compare.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Publisher
- Author
- Actor
- Archivist

CORE GCSE MATHEMATICS - EDEXCEL

Curriculum

As one of the core subjects, you will follow courses in mathematics throughout the school, according to individual ability.

You will follow a GCSE linear course, which is assessed by three final examinations (with no coursework) at the end of Year 11. This is split into two tiers of entry; Higher (Grades 9 - 4) and Foundation (Grades 5 - 1).

The maths course at Years 10 and 11, builds on the mastery of key mathematical concepts acquired at Years 7 to 9.

The GCSE course is then taught with the same principles of teaching for understanding in all strands of Number, Ratio and Proportion, Algebra, Shape and Space and Statistics. There is a high focus on problem solving, reasoning and communicating mathematics to ensure you develop the skills you need to apply to the final examination questions.

Assessment

Edexcel GCSE Mathematics (9-1) is assessed in the following way:
Examination 100% (no coursework)

There are 2 tiers for GCSE Mathematics with the following grades available:

- Higher (Grades available: 9 to 5)
- Foundation (Grades available: 5 to 1)

Pupils start their GCSE course in Year 10 following the Edexcel linear specification.

The GCSE requires you to develop knowledge, skills and understanding of mathematical methods and concepts, including:

- Number
- Algebra
- Geometry
- Measures
- Statistics
- Probability

Using your knowledge and understanding, you will be expected to make connections between mathematical concepts and apply the functional elements of mathematics in everyday and real-life situations.

Throughout KS4, you will follow a flightpath designed to your own individual needs and to ensure you achieve your full potential. This culminates in the entry for either the Higher or Foundation GCSE examination at the end of Year 11.

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Accountant
- Teacher
- Engineer
- Forces

CORE COMBINED SCIENCE - AQA

Curriculum

Science underpins the most fundamental aspects of everyday life, and a sound understanding of scientific principles is essential in our rapidly advancing 21st century society. Many of the skills taught are transferable to other subjects and will support learning throughout the curriculum.

We believe that science has something to offer every pupil. That's why all pupils will study AQA GCSE Science Trilogy (combined) qualifications at Key Stage 4. This qualification is worth 2 GCSE's and suits pupils of all abilities and all aspirations.

Combined Science opens a wide range of opportunities for Post -16 Study including A-Levels, T-Levels and Vocational routes.

Biology:

Cell Biology; Organisation; Infection and Response; Bioenergetics; 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; The Rate and Extent of Chemical Change; Organic Chemistry; Chemical Analysis; Chemistry of the Atmosphere and Using Resources.

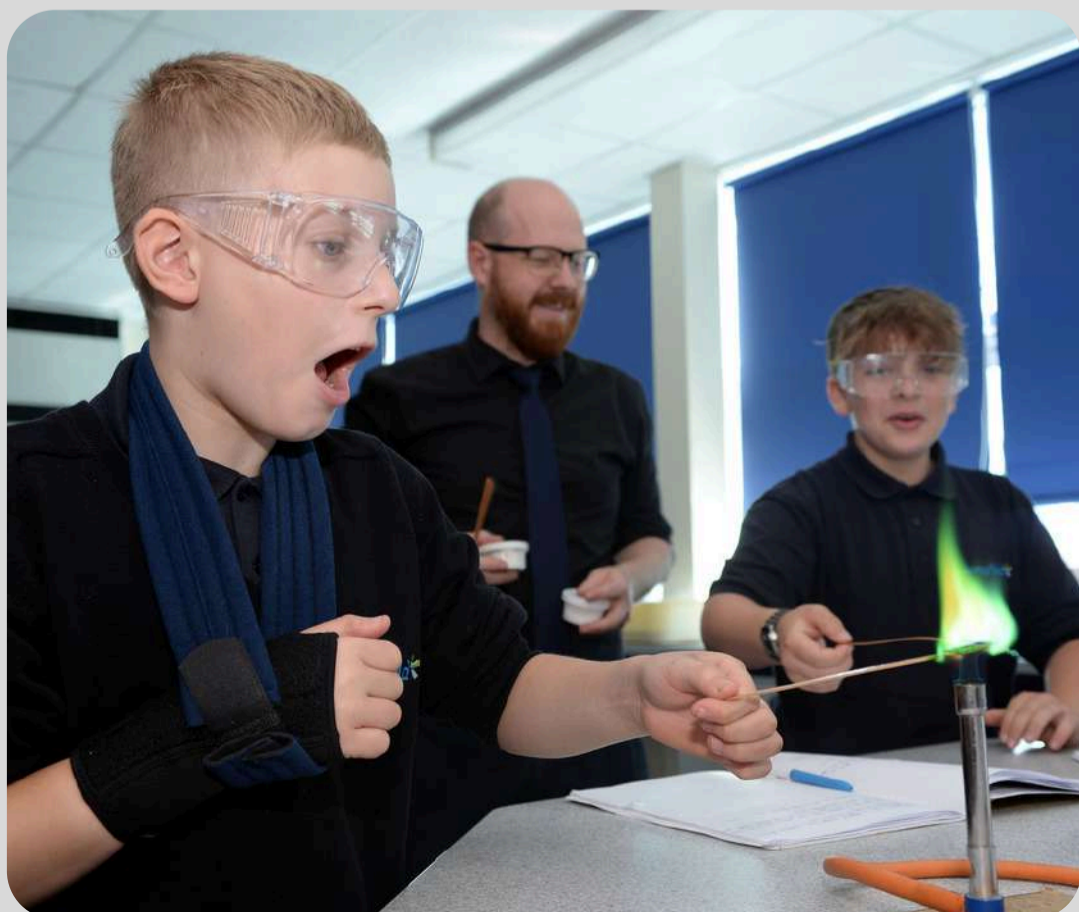
Physics:

Energy; Electricity; Particle Model of Matter; Atomic Structure; Forces; Waves; Magnetism and Electromagnetism.

Assessment

The Combined Science GCSE is examined by six 1 hour 15 min written exams, each of which is worth 16.7%. There are two exams on each subject Biology, Chemistry and Physics.

There are 21 required practicals that are delivered throughout the course. There will be questions relating to these practicals on the written exam papers.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Pharmacist
- Paramedic
- Animal Care
- Forensics

CORE CURRICULUM OFFER

Physical Education

Core PE aims to provide pupils with a wide range of sports and physical activities. This involves more individual sports like swimming, athletics and health related fitness alongside more traditional teams games such as netball, football and rugby.

The curriculum is designed to allow pupils to be life long participators in sport, and equip them with the skills and knowledge they will require to participate in sport well into their young adulthood and beyond.



Life Curriculum

Pupils will complete one lesson per week of Life Curriculum in Years 10 and 11 regardless of their other options. Pupils will learn about a range of topics drawn from the PSHE curriculum including but not limited to Sex and Relationships Education, Financial Education and Citizenship. The topics in Life Curriculum relate to pupils real experiences outside of school and many topics have direct links to contextual real world events in the news.

As well as fulfilling the statutory requirements for PSHE, pupils will also learn about moral and ethical issues and religious responses to them. This will enable pupils to construct and explain their own opinions on these issues. The aim of Life Curriculum is to prepare pupils for adult life in modern society. Through learning about others' views and developing their own, pupils will be prepared for the range of ideas they will encounter when they leave school.



OPTIONS

EBACC GCSE HISTORY - EDEXCEL

Curriculum

This is an exciting and engaging course that will provide pupils with the opportunity to gain a broad understanding of history. It will enable you to investigate past societies, people, events, changes and issues and to assess the use of a variety of evidence from documents to videos and museums. It will teach you to present findings and opinions with clarity and confidence whilst stimulating your general interest in studying other past societies.

Assessment

Paper 1: Medicine in Britain 1250-present day & The Surgery & Treatment on the Western Front (AO1, AO2 & AO3)

Paper 2: Early Elizabethan England 1558-1588 & Superpower relations and the Cold War 1941-91 (AO1 & AO2)

Paper 3: Weimar & Nazi Germany 1918-1939 (AO1, AO2, AO3 & AO4)

Pupils are assessed on the following:

AO1: Demonstrating their knowledge and understanding of the periods studied (worth 35%)

AO2: Analysis of second-order concepts e.g. causation, consequence, change, continuity & significance (worth 35%)

AO3: Analysis and evaluation of contemporary sources (worth 15%)

AO4: Analysis and evaluation of historical interpretations (worth 15%)

This subject is highly rewarding. Vital skills such as analysis, research, discussion, selecting and deploying evidence will be improved through the study of this course. The ability to read and study in depth is necessary for success in this subject. Pupils who opt for GCSE History will find this course both challenging and enjoyable.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Publisher
- Librarian
- Lawyer
- Research Analysis

EBACC GCSE GEOGRAPHY - AQA

Curriculum

Why study geography? There has never been a more important or relevant time to study geography. The subject allows you to develop your curiosity and apply this to current affairs and wider social contexts. With growing interest in issues such as climate change, migration, environmental degradation and social cohesion, geography is one of the most relevant courses you could choose to study.

Geography affords the opportunity to make positive global contributions to society and have spatial awareness of the world in which you live. Geography is a dynamic subject which is continuously evolving as society changes and will promote curiosity within you. Whatever your passion for the world, whether it is with physical landscapes, current affairs or concerns about inequality, geography will provide you with the knowledge and transferable skills which will reward you personally and advance you professionally.

As geographers develop a vast array of transferable skills, they are highly employable across a range of different careers. These include town planning, residential surveyor, secondary school teacher, sustainability consultant, international aid/development worker, engineer and many more.

Assessment

Geography is assessed in the following way:

Paper One: Living with the Physical Environment. This unit comprises Physical Landscapes in the UK, the Challenge of Natural Hazards, and the Living World. This exam contributes to 35% of final marks. The length of the exam is 1 hour 30 minutes.

Paper Two: Challenges in the Human Environment. This unit comprises Changing Economic World, Urban Issues and Challenges, and the Challenge of Resource Management. This exam contributes to 35% of final marks. The length of the exam is 1 hour 15 minutes.

Paper Three: Geographical Applications. This unit comprises the Issue Evaluation and Fieldwork. This exam contributes to 30% of final grade. The length of the exam is 1 hour 15 minutes.

Fieldwork: As part of paper three, pupils will be given the opportunity to partake in fieldwork and will visit both human and physical landscapes. During these educational visits, pupils will need to explore the two contrasting locations and apply geographical skills.

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Urban Development
- Environmental Management
- Land Surveyor
- Teacher

EBACC

GCSE SPANISH - AQA

Curriculum

The GCSE Spanish courses have been developed to enable you to communicate effectively using a foreign language and develop a greater awareness of another culture. There is a focus on using all four language skills (listening, speaking, reading and writing) in realistic situations. You will also develop key language learning skills which will allow you to pursue other languages much more easily in the future as well as enhancing your grammatical awareness in English. A GCSE Language can be an excellent addition to a CV and several careers; according to the DfE, it is one of the key skills that make young people more employable.

Assessment

You will be assessed on the following four skill areas:

- A listening exam at the end of Year 11 (worth 25%)
- A reading exam at the end of Year 11 (worth 25%)
- A speaking exam at the end of Year 11 (worth 25%)
- A writing exam at the end of Year 11 (worth 25%)

Theme One – Identity and Culture: This theme begins looking at relationships with friends and family in the modern world, before exploring our everyday use of modern technology and their benefits and dangers, as well as the use and overuse of mobile technology in our day-to-day lives. The course then delves into the topic of free time, tackling various grammatical tenses and rules before finishing the theme looking at customs and festivals of Spanish speaking countries.

Theme Two – Local, National, International and Global Areas of Interest: You will discuss your local area, describing homes and looking at the benefits and drawbacks of living in the countryside, teaching you to compare and contrast in a foreign language. In keeping with the current world events, theme 2 explores social issues such as health and charity work in tandem with global issues such as homelessness and helping others, and the environment. The theme finishes off on a lighter note where you will study the world of Tourism and Travel using the past tense.

Theme Three – Current and Future Studies and Employment: The final GCSE theme looks at life in school and college, discussing the good and bad of certain school aspects and using modal verbs before moving on to the world of work, including job applications in the target language, and the benefits of studying at university. At the end of the GCSE Spanish course, you will be assessed on four key skills: reading, listening, writing and speaking. Each exam is equally weighted at 25%.

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Translator
- Hospitality
- Foreign Affairs
- Travel and Tourism

EBACC GCSE COMPUTER SCIENCE - OCR

Curriculum

Computer science will inspire and equip you with the confidence to use skills that are relevant to programming, app development, web design, computer building, games making and the internal workings of a computer system.

Most jobs require computer-based skills and these skills will be required more and more over the coming years. Computer Science focuses on the building of a computer, how it works and creation of software using programming. There is a massive shortage of programmers across the globe and jobs are plentiful and with starting salaries in excess of £30,000.

Assessment

Pupils will complete two units. The exam board is looking at changing at least one of the exams to an online exam.

Unit One: Computer Systems (mandatory exam) (50%)

This unit focuses on the use of computers. We look at the internal workings of a computer system including the architecture, memory and storage, network connections and protocols. You will also study network security, system software and how technology impacts on our lives, including Artificial Intelligence (AI).

Unit Two: Computational Thinking, Algorithms and Programming (mandatory exam) (50%)

In this unit we focus on programming using Python 3. We look at algorithms (which are sets of instructions); Binary; Boolean logic; IDE's the Fundamentals of Programming; and you have the chance to produce a robust program which can be a game.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Programmer
- Games Designer
- Network Manager
- Software Designer
- Web Developer
- Computer Builder

GCSE PHYSICAL EDUCATION - AQA

Curriculum

Should you opt for GCSE PE, you will have 3 additional lessons of PE each week. These lessons will be predominantly theory-based however, practical lessons will be introduced where appropriate. You will attain your practical marks during core PE lessons.

Theory and practical lessons are taught in mixed classes. The scheme of work incorporates assessment opportunities which use the GCSE grading criteria. You may also be asked to attend some extracurricular activities for example, Rock Climbing. The syllabus is divided into 7 topics, each with its own assessment. The topics studied are as follows:

- Anatomy
- Physiology
- Physical Training
- Movement Analysis
- Sports Psychology
- Socio-Cultural Influences
- Health, Fitness and Well-being

The PE department is becoming well-resourced to support you with your theoretical understanding and you will be encouraged to expand your sporting knowledge through various forms of media. If you opt for this course, you should ideally be performing in your main sport at club level, outside of school, and be able to perform at a high level across at least 3 activities (1 must be a team sport and 1 must be an individual sporting activity).

Assessment

The department follows the AQA specification which assesses you on both practical ability and theoretical knowledge. 40% of the course is a practical controlled assessment and you will be assessed in one individual sport, one team sport and a third from either an individual or team sport.

If you are to achieve your true potential in your chosen area, it is expected that you will be working on these areas outside of school hours by attending clubs, training sessions and extracurricular clubs.

10% of your grade is achieved by completing a Performance Analysis Assessment; a controlled assessment based on practical analysis.

At the end of Year 11, you will sit two external exams for the theory element of the course which represents 60% of the overall GCSE grade.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Physiotherapist
- Teacher
- Fitness Instructor
- Forces

GCSE CAMBRIDGE NATIONAL IN SPORTS STUDIES - OCR

Curriculum

Should you opt for Sports Studies, you will have 3 additional lessons of PE each week. These lessons will be split into theory and practical lessons, usually a 3/2 split. However, this may vary throughout the course dependent on the classes needs. You will attain some of your practical marks during core PE lessons.

You will be taught in mixed classes, both in theory and practical lessons. The scheme of work incorporates assessment opportunities which use the Sports Studies grading criteria. You may also be asked to attend some extracurricular activities, for example Rock Climbing.

Assessment

The department follows the OCR Cambridge National Specification which assesses pupils on three units of work these consist of the following:

R184 Contemporary Issues in Sport: An external unit assessed through an exam.

R185 Performance and Leadership in Sports Activities: This unit contains 5 topics:

- Topic 1- Key Components of Performance: You will be assessed in two sporting activities of your choice
- Topic 2 - Applying Practice Methods to Support Improvement in a Sporting Activity
- Topic 3 - Organising and Planning a Sports Activity Session
- Topic 4 - Leading a Sports Activity Session
- Topic 5 - Reviewing Your Own Performance in Planning and Leading a Sports Activity Session.

R187 Increasing Awareness of Outdoor and Adventurous Activities: This unit contains 4 tasks.

- Topic 1 is finding provisions both locally and nationally for outdoor and adventurous activities
- Topic 2 is understanding the equipment and technology needed for outdoor and adventurous activities
- Topic 3 is planning for and participating in an outdoor and adventurous activity
- Topic 4 is evaluating your planning for an outdoor and adventurous activity.

The first unit, Contemporary Issues in Sport, is an externally examined unit and worth 40% of the overall grade. The Performance and Leadership in Sports Activities unit is also worth 40% of your overall grade. Sport and the Media unit is worth 20% of your overall grade. The overall grade is calculated on a points scheme based on the total over all 3 units.

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Journalist
- Sport Development
- Sports Coach
- Sports Official

OCR CAMBRIDGE NATIONAL IN HEALTH AND SOCIAL CARE - OCR

Curriculum

A Cambridge National in Health and Social Care will equip you with sound specialist knowledge and skills for everyday use. You will be challenged by an introduction to demanding material and skills which encourage independence and creativity and provide tasks that engage with the most taxing aspects of the National Curriculum. This includes Values of Care and the current legislation requirements, as well as the importance of softer skills such as communication skills which ensure an individual's right to independence and dignity.

You will learn about a wide variety of health care settings, developing a knowledge for the legalities and professionals involved in the delivery of care from birth to the elderly.

Assessment

The course consists of the following three units:

R032 Principles of Care in Health and Social Care Settings: Written paper OCR set and marked, 1 hour 15 minutes - 70 marks (worth 40%)

R033 Supporting Individuals Through Life Events: Centre assessed tasks OCR moderated. Assignment set in school which includes practical tasks (worth 30%)

R034: Creative and Therapeutic Activities: Centre assessed tasks OCR moderated. Assignment set in school which includes practical tasks (worth 30%)



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Social Worker
- Carer
- Childcare / Working with Children
- Midwife

GCSE RELIGIOUS EDUCATION - AQA

Curriculum

The GCSE in Religious Education covers two of the major world faiths and four contemporary ethical themes, ensuring you have a diverse choice of intriguing subjects to explore.

You will be challenged with questions about belief, values, meaning, purpose and truth, enabling you to develop your own attitudes towards religious issues. You will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture.

You will develop analytical and critical thinking skills; the ability to work with abstract ideas; leadership and research skills. All of these skills will help prepare you for further study.

The topics in each paper are: -

Paper One - Religion (Christian Beliefs and Practices & Islamic Beliefs and Practices)

Paper Two - Themes (Families & Relationships, Religion & Life, Crime & Punishment and Peace & Conflict)

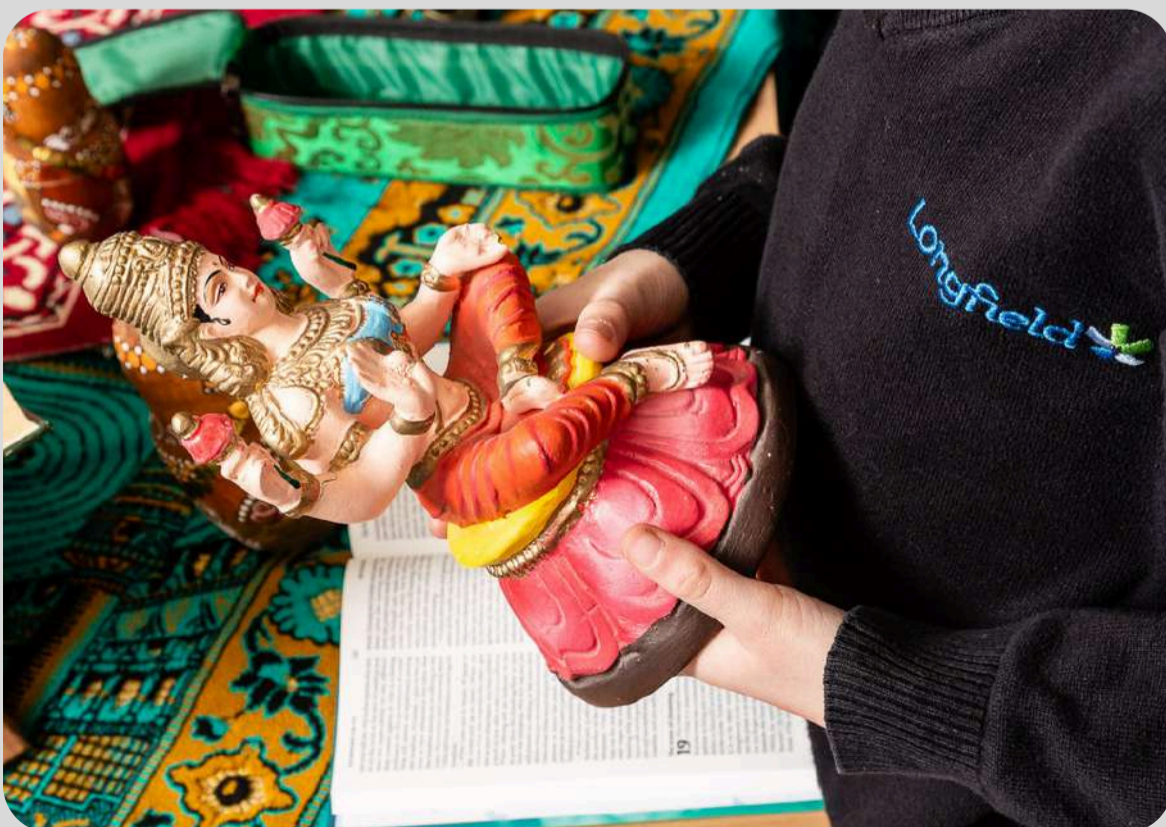
Assessment

Pupils will study AQA Specification B

Paper 1 – Religion (Christianity and Islam)

Paper 2 – Themes (Relationships, Life, Crime and War)

100% of a pupil's grade is determined by these exams.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Teacher
- Lecturer
- Human Relations
- Politics

GCSE STATISTICS - EDEXCEL

Curriculum

GCSE Statistics gives you the opportunity to broaden your knowledge and deepen your understanding in a key component of mathematics that is relevant to everyday life.

Statistics is about making decisions when there is uncertainty and is considered perhaps one of the most versatile areas of maths. With a focus on handling data and probability, it gives you the skills to collect, analyse, interpret and present data.

You will develop a core statistical grounding, as well as transferable skills and understanding that is applicable to a range of other subjects such as: Biology, Psychology, Geography, Business and Economics.

Statistics is a suitable course for pupils with an aptitude and passion for both mathematics and descriptive writing. The written element of statistics is significant; as well as representing data, you will need to be able to write extended passages and analyse data, describing in detail its significance to the world.

Assessment

Statistics consists of two calculator exams during the Year 11 exam season, each worth 50% of the final grade.

Questions will be a range of multiple choice, short answer, and a Statistical Enquiry Cycle (SEC) question.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Statistician
- Accountant
- Medical Researcher
- Scientist
- Research Psychology
- Marketing
- Weather Forecasting
- Biostatistician

GCSE SEPARATE SCIENCE (TRIPLE) - AQA

All three science specialisms – biology, chemistry and physics – are taught in units throughout years 10 and 11 in the core time. This will be covered during an option allocation alongside the other options.

At the end of the course you will be awarded with three separate qualifications, each equivalent to one GCSE certificate graded 1-9.

Combined science is considered an acceptable route into post-16 sciences. However, the 'triple' award will allow you to obtain grades in biology, chemistry and physics, respectively.

What does Triple Science cover?

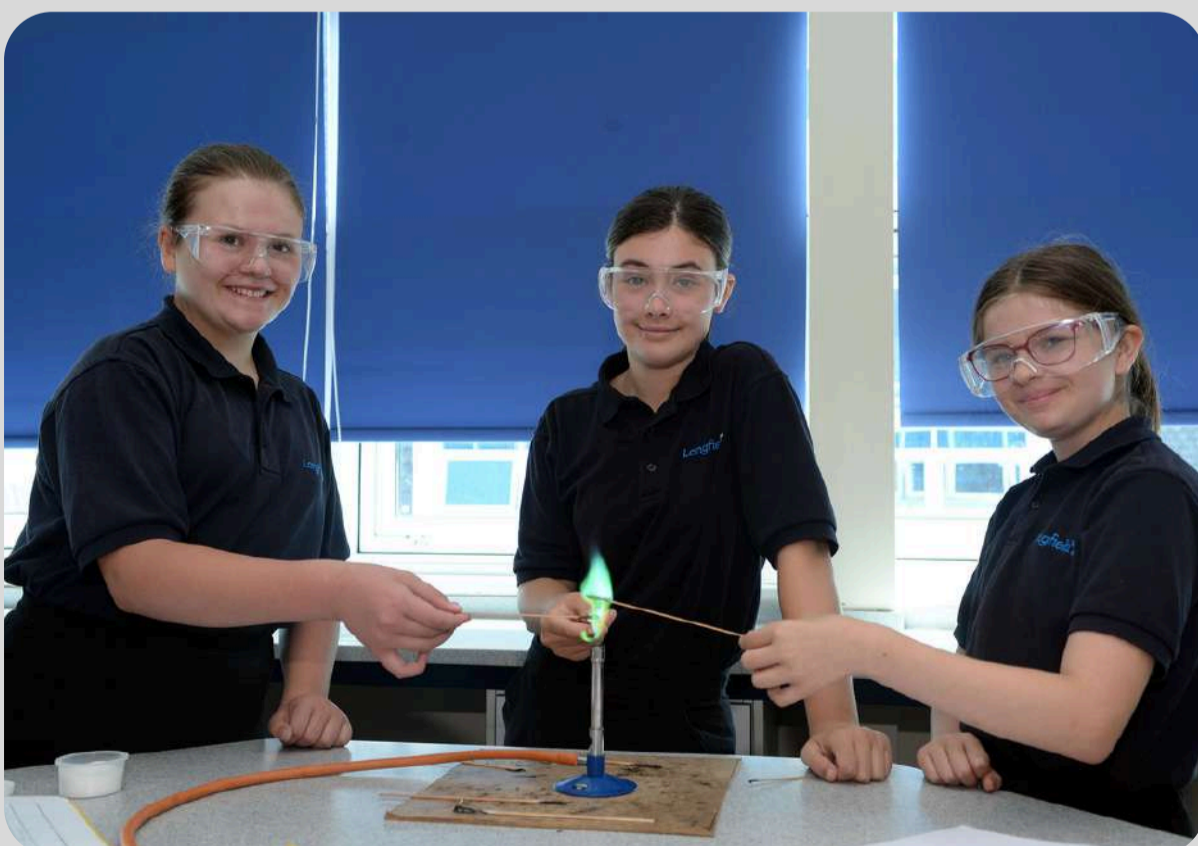
Triple science goes into more depth per single science. More subject material, particularly in the chemistry and physics units, means more maths. So, you need to take that into consideration when making your choice on which course to study.

Assessment

If you are taking both combined and triple sciences, you will sit a total of six papers, two per science.

Triple science exams are marked out of 100 and last 1 hour 45 minutes. Combined science exams are marked out of 70 and last 1 hour 15 minutes.

English and maths predicted grades will be taken into account due to the increased demand of literacy and numeracy within this course.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Doctor
- Vet
- Physiotherapist
- Surveyor
- Marine Biologist

PEARSONS BTEC LEVEL 2 TECH AWARD IN MUSIC PRACTICE

Curriculum

The course is for pupils working at level 2.

This course offers a practical introduction to life and work in the music industry. The qualification, which is 120 guided learning hours, is the same size and level as a GCSE. You will have the opportunity to develop knowledge and technical skills in a practical learning environment, developing key skills which range from rehearsing to experimenting with technology, equipment and instruments. You will also develop an understanding of the music industry.

The qualification covers the following content areas:

- **Exploring Music Products and Styles** - exploration of the techniques used in the creation of different musical products and investigation of the key features of different musical styles and genres
- **Music Skills Development** - development of two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further purpose statement – 603/7055/5 – Pearson BTEC Level 2 Technical Award in Music Practice – Version 2 improvement
- **Responding to a Music Brief** - developing and presenting music in response to a given music brief.

Assessment

The three components in the qualification:

- Components one and two are non-exam internal assessments. These are externally moderated
- Component three is an external synoptic assessment which provides the main synoptic assessment for the qualification.

The components focus on:

- The development of core knowledge and understanding of musical techniques used in a range of music styles, and how to respond to a music brief
- The development and application of skills such as practical and interpretative, musical rehearsal and performance through workshops and classes
- Reflective practice through the development of skills and techniques that allow learners to think about the development of their idea from the initial plan to the final musical product. Non-exam internal assessment is delivered through 'Pearson-set Assignments'.



Level 3 Qualifications:

- A Levels
- T Levels
- Vocational

Potential Careers:

- Sound Engineer
- Performer
- Stage Manager
- Radio Presenter
- Teacher

NCFE TECHNICAL AWARD IN CREATIVE DESIGN AND PRODUCTION

Curriculum

VCERT Creative Design and Production will empower you with industry-relevant skills and knowledge appropriate to a range of growing sectors in an increasingly technological world. You will gain awareness of real-world challenges and learn from wider influences on the design industry, including historical, social, cultural, environmental and economic factors.

From arts and crafts to postmodernism, our new Creative Design and Production VCERT will allow you to explore the history of design, whilst learning the key principles of design, materials and production to enable you to bring your creations to life. You will have the opportunity to apply technical and practical expertise to multiple design briefs.

This option allows you to study core technical principles, designing and making principles, and a broad range of design processes, materials, techniques and equipment.

This qualification will promote your understanding of:

- What influences a designer?
- Design Materials
- Manufacturing processes
- What a Design Brief is?
- Introduction to the design process
- Examining the design process
- Design Careers

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers

- Architect
- Joiner
- Carpenter
- Builder
- Mechanic
- Civil Engineer
- Interior Designer

Assessment

The qualification has two assessments externally set by NCFE: one non-exam assessment and one written examined assessment.

Assessment Breakdown	1 hour and 30 minutes examined assessment. 19 hours non examined assessment.	
Non – Examined Assessment	Weighting 60%	Externally set, internally marked, and externally moderated: Synoptic project starting September of Year 11
Examined Assessment	Weighting 40%	Externally set and externally marked: Written exam taken in June of Year 11
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L1M, L1D

GCSE ART, CRAFT AND DESIGN - AQA

Curriculum

You will produce practical and critical / contextual work in one or more areas including: drawing and painting, mixed media, sculpture, land art, installation, printmaking, lens-based and/or light-based media: film, television, animation, video and photography. You will be required to submit a substantial portfolio of coursework including evidence of research and practical outcomes. Fine Art can lead to jobs such as: Illustrator, Teacher, Art Therapist, Museum Curator, Exhibition Designer or Community Artist.

You must explore and create work associated with areas of study from at least two titles listed below:

Fine Art: for example, drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media, and land art.

Graphic Communication: for example, communication graphics, design for print, advertising and branding, illustration, package design, typography, interactive design, (including web, app, and game), multi-media, motion graphics, signage, and exhibition graphics.

Textile Design: for example, art textiles, fashion design and illustration, costume design, constructed textiles, printed, and dyed textiles, surface pattern, stitched and/or embellished textiles, soft furnishings and/or textiles for interiors, digital textiles, and installed textiles.

Three-dimensional Design: for example, architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, environmental/landscape garden design, exhibition design, three-dimensional digital design and designs for theatre, film, and television.

Photography: for example, portraiture, location photography, studio photography, experimental imagery, installation, documentary photography, photojournalism, moving image: film, video and animation, fashion photography.

Assessment

Pupils are assessed over two components:

Component One: Pupils will produce a coursework-based portfolio of work (worth 60% of grade).

Component Two: Pupils respond to a starting point from an external set assignment (worth 40% of grade).

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Artist
- Museum Curator
- Interior Designer
- Landscaping
- Fashion Design
- Marketing

GCSE PHOTOGRAPHY - AQA

Curriculum

You will produce practical and critical / contextual work in one or more areas including theme-based photography (portrait, landscape, still-life, and reportage), documentary photography, photojournalism, narrative photography, experimental imagery, photographic installation, new media practice, video, television, and film.

Photography is defined as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development, and production to create static or moving images. You will be required to work in one or more areas of photography, such as those listed below:

- Portraiture
- Location Photography
- Studio Photography
- Experimental Imagery
- Installation
- Documentary Photography
- Photojournalism
- Moving image: film, video, and animation
- Fashion Photography

You may explore overlapping areas and combinations of areas and will be required to submit a substantial portfolio of coursework including evidence of research and practical outcomes.

Photography can lead to jobs in: Photojournalism, Film and TV, Art Photography, Forensic Photography, Documentary Photography, Animation, Sport Photography or Teaching.

Assessment

You will be assessed over two components:

Component One: You will produce a coursework-based portfolio of work (worth 60% of grade).

Component Two: You will respond to a starting point from an external set assignment (worth 40% of grade).



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Photography
- Advertising
- Media
- Film Producer

NCFE TECHNICAL AWARD IN FOOD AND COOKERY

Curriculum

The Level 1/2 Technical Award in Food and Cookery is designed for pupils who want an introduction to food and cookery that includes a vocational and project-based element. The qualification will appeal to you if you wish to pursue a career in the food industry or progress onto further study. The Level 1 / 2 Technical Award in Food and Cookery complements GCSE qualifications. It is aimed at pupils who are interested in the food and hospitality sector or want to learn how to live a full and healthy lifestyle.

This qualification will promote your understanding of:

- Health and safety relating to food, nutrition and the cooking environment
- Legislation in the food industry
- Food provenance
- The main food groups, key nutrients and what is required for a balanced diet
- Factors that affect food choice
- Recipe development and how recipes may be adapted
- Applying practical cooking skills and techniques
- The importance of planning a menu and action planning
- Catering for people who have specific dietary requirements
- Evaluating completed dishes

Assessment

The qualification has two assessments externally set by NCFE: one non-exam assessment and one written examined assessment.

Assessment Breakdown	1 hour and 30 minutes examined assessment. 16 hours 30 minutes non-examined assessment.	
Non – Examined Assessment	Weighting 60%	Externally set, internally marked, and externally moderated: Synoptic project starting October of Year 11
Examined Assessment	Weighting 40%	Externally set and externally marked: Written exam taken in June of Year 11
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Chef
- Catering
- Restaurant Manager
- Food Critic
- Food Production
- Nutritionist

EDUQAS VOCATIONAL AWARD IN CONSTRUCTION AND THE BUILT ENVIRONMENT

Curriculum

The Vocational Award in Construction and the Built Environment is designed for pupils who want an introduction to the construction industry, specifically, tiling, joinery and electrical work. The qualification will appeal to you if you wish to pursue a career in the construction industry or progress onto further study. This course will allow pupils to experience hands on experience of the roles in the real world allowing them to make firm decisions about their future.

This qualification will promote your understanding of:

- The construction sector
- Introduction to electrical processes
- The life cycle
- Types of buildings and structures
- Introduction to tiling
- Construction careers
- Introduction to joinery
- Health and safety
- Technology and materials
- Sustainability
- Building structures and forms

Assessment

The qualification has two assessments externally set by Eduqas: one non-exam assessment and one written examined assessment.

Assessment Breakdown	1 hour and 30 minutes examined assessment. No time limit non examined assessment.	
Non – Examined Assessment	Weighting 60%	Externally set, internally marked, and externally moderated: NEA starting May of Year 10.
Examined Assessment	Weighting 40%	Externally set and externally marked: Written exam taken in June of Year 11
Total	100%	Overall qualification grades: L1P, L1M, L1D, L1D*, L2P, L2M, L2D, L2D*

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Decorator
- Electrician
- Plumber
- Tiler
- Joiner
- Builder

CAMBRIDGE NATIONAL IN CREATIVE IMEDIA OR GAMES MAKING - OCR

Curriculum

Cambridge National in Creative iMedia OR Games Making will inspire and equip you with the confidence to use skills that are relevant to the digital media sector and the wider industry.

Every company has an online presence and can flourish or fail due to this. Most jobs require computer-based skills and this requirement will continue to increase. i-Media focuses on the use of software and media promotion. This course is half business and half media product production. Pupils will learn graphics design, business media promotion and have a choice of producing a kiosk system or game.

Assessment

Pupils complete three units. One written examination and two controlled assessment units:

Unit R093: Creative i-Media in the Media Industry (mandatory exam - 40%)

On completion of this unit, you will understand about building a business and promoting it within the media industry. You will learn how to market digital media products including how they are planned, and the media codes used to convey meaning, create impact and engage audiences.

Topics include: The Media Industry; Actors Influencing Product Design; Pre-Production Planning and, Distribution Considerations.

Unit R094: Visual Identity and Digital Graphics (mandatory controlled assessment - 25%)

On completion of this unit, you will understand how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences.

Topics include: - Developing Visual Identity; Planning Digital Graphics for Products and Creating Visual Identity and Digital Graphics. You will use graphics tablets and digital software to create and combine stunning images.

Unit R097: Interactive Digital Media (Optional controlled assessment - 35%) or **Unit R099: Digital Games** (Optional controlled assessment - 35%)

On completion of either of these two units, you will understand how to plan, create and review interactive digital media products, either a Kiosk or a Game.

Topics include: Planning Interactive Digital Media; Creating Interactive Digital Media and Reviewing Interactive Digital Media.

For Kiosk: You will use microphones, video cameras and digital cameras to create interactive touch screen systems or websites for public use.

OR For Gaming: You will use games making software to create a live action multi-level game. You will need to play a range of games and use VR headsets to experience different types of games as part of your planning.

Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Photography
- Advertising
- Media
- Film Producer
- Business Marketing
- Games Designer
- Graphic Designer

GCSE Drama - AQA

Curriculum

Our GCSE Drama offers pupils the opportunity to explore drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Pupils will create, perform and respond to drama informed by their theoretical knowledge of drama and theatre.

The subject content details the knowledge, understanding and skills that pupils are expected to develop throughout the course of study.

The subject content for GCSE Drama is divided into three components:

1. Understanding drama
2. Devising drama
3. Texts in practice

Guidance is also provided on the theatrical skills pupils will need to work on. In the practical components, pupils may specialise in performing, lighting, sound, set, costume and/or puppets.

Assessment

Your GCSE Drama course is assessed through three separate blocks of learning called Components.

Component One: Understanding Drama 40% of final mark

In this component you will perform two separate extracts from a play chosen by your teacher. You can choose the skill you want to focus on including performance or an element of theatre design.

Component Two: Devising Drama 40% of final mark

In this component you will devise an original piece of theatre. You can choose the skill you want to focus on including performance or an element of theatre design.

Component Three: Text in Practice 20% of final mark. In this component you will sit a 1 hour 45-minute exam.



Level 3 Qualifications

- A Levels
- T Levels
- Vocational Courses
- Apprenticeships

Potential Careers:

- Actor
- Presenter
- Runner/Broadcasting
- Community Arts
- Theatre Director / Stage Manager

HEAD OF DEPARTMENT LIST

Should you have any queries regarding a subject, please contact the relevant Head of Department via email. Alternatively, please contact school reception on T: 01325 380815.

Head of English and Drama, Mrs Hodgson (Acting HoD)
nhodgson@longfield.nalp.org.uk

Head of Maths, Miss Rowlandson
lrowlandson@longfield.nalp.org.uk

Head of Science, Dr Quinn
cquinn@longfield.nalp.org.uk

Head of History, Mr Bland
jbland@longfield.nalp.org.uk

Head of Geography, Mrs McGregor
smcgregor@longfield.nalp.org.uk

Head of Spanish, Miss Chapman
schapman@longfield.nalp.org.uk

Head of P.E, Sports Studies and Health and Social Care, Mrs Lees
llee@longfield.nalp.org.uk

Head of LIFE / R.E, Mr Brown
abrown@longfield.nalp.org.uk

Head of Music, Mr Blount
mblount@longfield.nalp.org.uk

Head of DT & Food, Miss Leighton
mleighton@longfield.nalp.org.uk

Head of Art, and Photography, Mrs Megahy
lmegahy@longfield.nalp.org.uk

Head of i-Media and Computer Science, Mr Metcalfe
almetcalfe@longfield.nalp.org.uk

For a paper copy of this booklet, or to receive it in a different language, please contact school reception.

MAKING CHOICES - ADVICE AND GUIDANCE

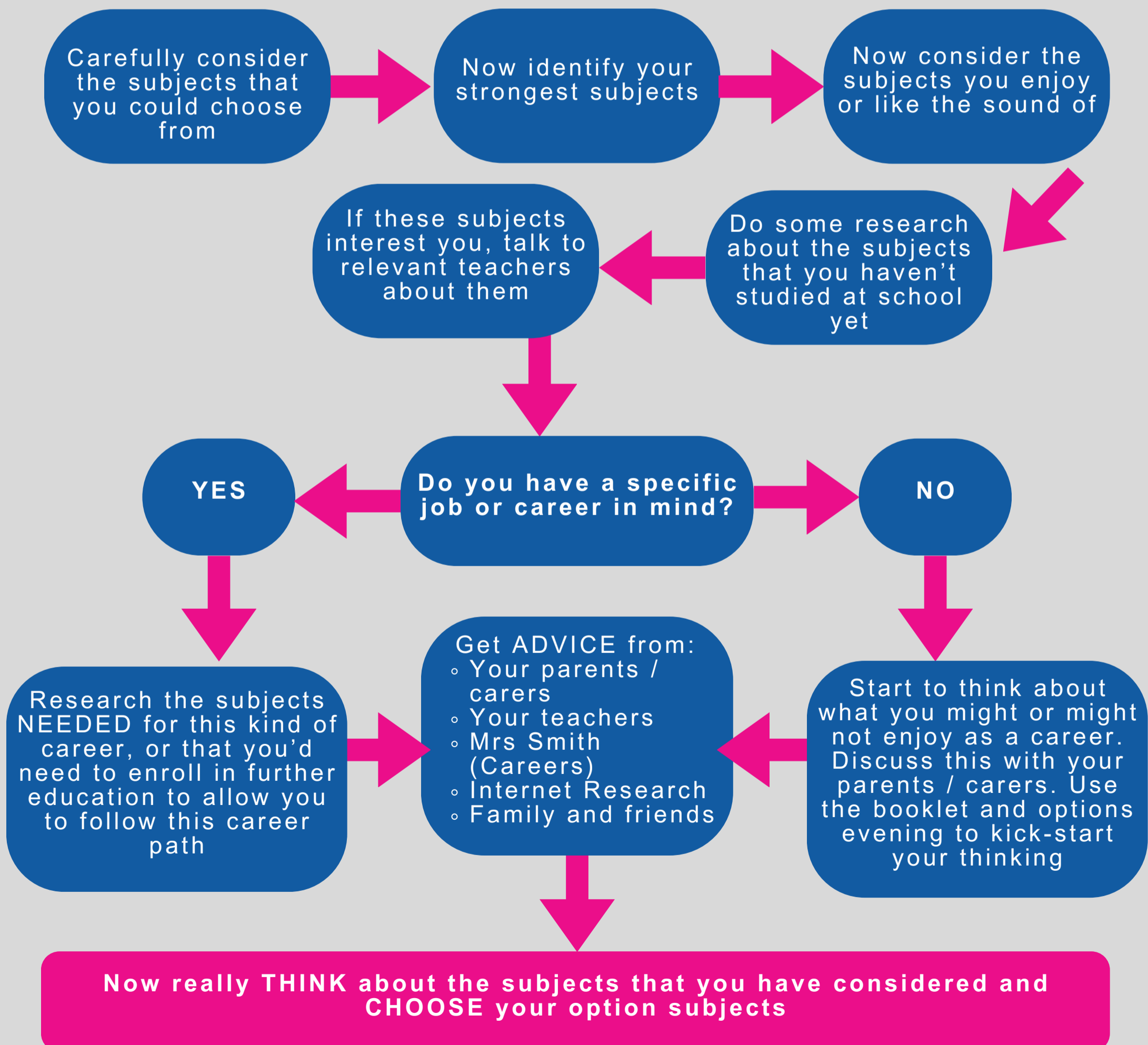
Successful Choices

Success cannot just be measured by grades, or choosing subjects which people think are the 'best'. Success for each individual pupil will include:

- Beating your goals
- Achieving your full potential
- Developing as a person
- Achieving a place on the post-16 courses that will lead to your chosen future career

Choosing Your Options Flow Chart

Below is a simple flow chart to help guide you through choosing your option subjects:



MAKING CHOICES - ADVICE AND GUIDANCE

Do's and Don'ts When Choosing Your Option Subjects

Making Choices – Advice for Pupils

1. **Take time** – Don't choose your courses straight away. Take time to consider your options and discuss these with the people who can advise you.
2. **Collect information and advice** – Do some research into the jobs you may be interested in when you leave education, and which qualifications and subjects you may need to study. You need to follow this up with conversations with your subject teachers to find out even more. Teachers, Tutors and even Year 10 or Year 11 pupils who are already studying the courses will be able to help you.
3. **Choose for yourself** - Do not be influenced by what your friends are choosing or by which teacher has taught you this year. Next year will be different and you will have your lessons in different teaching groups.
4. **Work Hard** - It is important that whatever options you choose to study in Year 10, you must show maturity and commitment by attending all current subjects, making sure you do your best during the rest of this year. You need to work hard in all your subjects now so that you make good progress when you start GCSE or VOCATIONAL courses.

Useful Careers Advice

Consider subjects you think you will be good at and will enjoy. You may wish to explore possible careers. However, a balanced range of subjects will ensure as many options as possible are open to you. Ask yourself:

- Which subjects interest me?
- Which subjects do I like and why do I like them?
- Which are my best subjects and how do I know?
- What do my teachers say my strengths are?
- Would I prefer a course with examinations or coursework?

Few employers expect specific GCSE passes with the exception of English, maths and science.

Your GCSE subject choices and the grades you achieve can affect your ability to study some subjects at sixth form, college or in an apprenticeship, so speak to the sixth form and/or college staff who will be there on options evening. It always helps to have your questions ready so that you know exactly what you want to discuss.

In some subjects like history and geography, it may be possible to study these at A Level without having first taken them at GCSE. However, this does not apply to all subjects, for example languages. To be sure, please check entry requirements with post-16 staff.

MAKING CHOICES - CAREERS WEBSITES AND USEFUL LINKS

Longfield Academy

We've been developing the careers section of our website to provide as much help as possible as you start to think about your life after education.

<https://careers.nalp.org.uk/longfield-careers-landing/>

National Careers Service

You can find information on job sectors and specific careers using the 'Career Tools' and then 'Job Profiles' on the National Careers Service website.

www.direct.gov.uk/NationalCareersService

Apprenticeships

An apprenticeship is where you are learning through hands on experience of a job and gaining a nationally recognised qualification. To find out more information and to view vacancies, register online at www.apprenticeships.org.uk

Post-16 Options

Choosing the correct options is the first 'Key Decision Point' most young people will face in their lives. The next "Key Decision Point" will be when they choose what type of education destination to move on to after Year 11.

Although this may seem a long way off, the best way to make sure you can do what you want in the future is to give it some thought now, and make sure the choices you make leave as many options open to you as possible. After Year 11 you will have four learning pathways.

<p>These are:</p> <ul style="list-style-type: none">◦ Sixth Form◦ College◦ Apprenticeship◦ Traineeship	<p>During the course of Year 11 you'll have to decide:</p> <ul style="list-style-type: none">◦ What do I want to do next?◦ Where and how can I achieve this?◦ What will be available?
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Entry Requirements for Local Colleges:

Queen Elizabeth Sixth Form College:

A minimum of 5 GCSE's at grade 4 or above including English language or maths. However, please be aware that other subjects may have additional entry requirements. For example, to study maths at A-Level, a grade 7 or above in maths is required.

Darlington College:

- Level 1 / 2, usually requires a minimum of 4 GCSE's at grade 2 or above, including English language and maths
- Level 3 courses require a minimum of 5 GCSE's at grade 4 or above including English language and/or maths
- T Level course require a minimum of 5 GCSE's at grade 5 or above including English language and Maths

Carmel College Sixth Form:

A minimum of 5 GCSEs grade 4 or above, including English language and maths, and any other subject-based grades as specified on their website.

Entry requirements can differ for each course and each college. Please use the college websites or speak with their application teams to find out the entry requirements for the courses / colleges you are interested in.

THINKING AHEAD... CONSIDERING UNIVERSITY

It may seem like a long time away, but if you are considering applying to a competitive university and especially a competitive course at a competitive university, it is important that you consider all the aspects of the entrance requirements, including the GCSE requirements.

The summary below gives an idea of the GCSE requirements that you might come across for certain degree courses. Remember that these are only examples. It is important to check university websites for detailed requirements before applying.

- Applicants to study medicine are usually required to have very good GCSE results in maths, science and English
- For a degree in English, universities often look for applicants to have a GCSE in a modern foreign language
- A grade 6+ in maths and sometimes science is often required for a degree in psychology or teacher training

Many courses at university level build on knowledge which you will gain whilst studying at Longfield Academy. Where this is the case, universities need to make sure that all the pupils they admit have prepared themselves in the best way to cope with their chosen course.

For this reason, some of the top university courses may require pupils to have studied a specific subject at A-level prior to entry, others may not.

If you are considering university or completing a degree course, make sure you research and explore entry requirements.

Visit the following helpful websites: -

- www.ucas.ac.uk
- www.russellgroup.org/InformedChoices-latest

What to do next -

You will need to complete the Year 9 Options Form by midnight on Friday 4th April 2025.

Click the link below to complete your online options form:

[Options Form - please click her to complete.](#)



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