



# OPTIONS BOOKLET

LYNCH HILL ENTERPRISE ACADEMY





Dear Year 9 Students

At the end of this summer term, you will have successfully completed the first three years of your secondary school career. From September 2025, you will be studying a variety of courses leading to GCSE examinations at the end of Year 11. Until now, you have not had any choice about the subjects you are studying; however, in Years 10 & 11 you will follow a compulsory core curriculum together with a number of subjects you will have chosen from a range of options.

We have designed this Year 10/11 Curriculum Guide to help you and your parents discuss your options, and to enable you to make your final choice with confidence. To help you gain an idea of what is involved, you should read all the information that departments have provided about both compulsory subjects and optional courses.

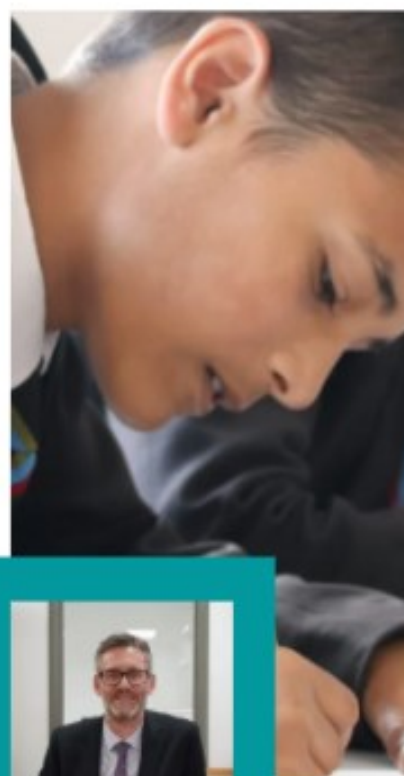
During the next few weeks, you should think carefully about your choices. You will have the opportunity to talk through your options with your subject teachers. You can also visit web sites to find out information about possible careers and the qualifications you might need. You will also have an individual meeting with a member of the Senior Team, your Head of Year or Form Tutor to finalise your selection.

We try very hard to accommodate everyone's choices of optional subjects. Occasionally we are not able to run a particular course, perhaps because only a very small number of students have chosen that subject or because of timetable restraints. If this happens you will be told as soon as possible, and we will discuss the best alternative for you. We might think that the choice of subjects you have made is not in your best interests, and we may therefore want to suggest a different set of options to you. If, later, you change your mind about a subject you have chosen, you should talk to your form tutor or to your Head of Year, who will advise you what to do.

Please remember that we are here to help and support you through this process.

Yours sincerely

Mr C Thomas







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## Key Dates

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- **Parents Evening**  
Thursday 6th March 2025
- **Options Evening**  
Thursday 13th March 2025
- **Deadline to submit options**  
Tuesday 1st April 2025
- All option forms can be found on our website:  
[lhea.org.uk/curriculum/options](https://lhea.org.uk/curriculum/options)

# USEFUL INFORMATION

LYNCH HILL ENTERPRISE ACADEMY

## Careers

Lynch Hill Enterprise Academy, as our name indicates, is fully committed to ensuring that all our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and productive adults who achieve their full potential. We aim to do this through our Careers, Enterprise and Employability Skills programme. Our programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and that they are supported during the decision-making process.

We recognise the importance of students developing strong interpersonal and communication skills, including that of oracy, as these are vital skills for entering the workforce. We also aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by their social situation. We promote the right of students to choose from a range of pathways. Year 11s choose to continue their education at another school, Further Education college, specialist provider, or move in to an apprenticeship. Our students progress from Lynch Hill Enterprise Academy to a range of destinations; we work to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We seek to inform parents of current labour market information and to provide them with knowledge of the choices available to their children.

## Examination Boards

Assessment and Qualifications Alliance (AQA): [www.aqa.org.uk](http://www.aqa.org.uk)

Pearson Edexcel (EDEXCEL): <https://qualifications.pearson.com>

Oxford, Cambridge and RSA Exams (OCR): <https://www.ocr.org.uk/>

WJEC / Eduqas (WJEC): <https://www.eduqas.co.uk/home/about-us/>

NCFE: <https://www.ncfe.org.uk/>



The Key Stage 4 curriculum is made up of core and option subjects. All students will follow the **Core Curriculum** plus three **Option Choices**.

CORE (Hours per fortnight)
English Language and Literature (9hrs)
Mathematics (8hrs)
Science (9hrs) <i>Double Award or Separate Sciences</i>
Religious Studies (4hrs)
Physical Education ( <i>Core: <b>Non Examined</b></i> )
PSHCE ( <i><b>Non-examined</b> programme of study</i> )

#### Options Overview:

Core subjects are compulsory at KS4 (years 10 and 11).

The core subjects you must study and take GCSE exams in are:

English Language  
English Literature  
Maths  
Science  
Religious Studies

PE (Physical Education) and a programme of PSHCE (Personal, Social, Health and Citizenship Education) are also taught throughout years 10 and 11.

OPTIONS (6 hours per fortnight)
Art & Design
Business Studies
Computer Science
Design & Technology
Drama
Food Preparation and Nutrition
French
Geography
Graphic Design
Health & Social Care
History
Creative iMedia
Sociology
Sports Studies

Full details of each subject are contained in this brochure with clear guidance about how to choose optional subjects.

#### Options Subjects

Students in year 9 choose up to 3 options subjects and a reserve subject, depending on which pathway the school has deemed most suitable for students.

#### Aspire Pathway (academic)

The Aspire pathway is the most academic pathway we offer at Lynch Hill Enterprise Academy. This pathway is best suited to students who aim to complete A-levels and ultimately go to university.

The Aspire Pathway also gives students an opportunity to complete the Ebacc (the English Baccalaureate) which is a key performance indicator that recognises students' achievements in five academic subjects from the list below.

English Language and/or Literature  
Mathematics  
Science (Including Computer Science)  
French (or another language)

#### The Achieve Pathway:

This pathway is designed to enable students to select a range of options that are a mixture of both academic and more vocational qualifications. Students will be able to still opt for academic subjects that qualify for the Ebacc and go on to pursue A-levels and University courses, but if they prefer, they can select a more varied range.

The vocational qualifications on offer are equivalent to GCSE courses and should not be viewed as easier or less important options. Vocational courses enable students to acquire skills which are related to a specific trade, occupation or vocation. They often require a significant amount of course-work, which must be completed to a high standard and in a timely manner to ensure a good final grade.



### **The Succeed Pathway:**

This pathway is targeted at a specific group of students who will fulfil their potential by accessing a smaller range of subjects.

Students will therefore either follow:

#### **Succeed 1:**

This pathway consists of a functional skills course in maths and English which is designed to not only support their GCSEs in those core subjects, but to also give them the opportunity to attain a qualification that will help them apply for suitable post-16 qualifications after year 11, and two further GCSE options

#### **Succeed 2:**

This pathway consists of a functional skills course in maths and English which is designed to not only support their GCSEs in those core subjects, but to also give them the opportunity to attain a qualification that will help them apply for suitable post-16 qualifications after year 11.

Students will also complete an ASDAN qualification, this qualification is designed to develop a range of skills, including working with others. There are lots of practical activities and tasks that develop the skills required for adulthood, such as planning, budgeting, communication and conflict resolution.

Students will also be able to choose 1 option subject from the Succeed pathway option choices.

### **How to make your choices?**

When considering what choices to make in the optional part of the curriculum, students should think about the following questions:

What am I good at?  
 What do I enjoy?  
 What are my aspirations and expectations?  
 Am I making choices for the right reasons?  
 Have I gathered all of the advice and guidance before making decisions?  
 Choosing the right and most appropriate subjects is essential if students are to achieve their full potential and it is vitally important to us that students make informed choices with support and guidance from parents and teachers.

In order to make successful option choices please read through the following suggested timeline.

#### **Step 1: 27<sup>th</sup> February onwards**

Read through the options booklet and discuss option choices with parents.

#### **Step 2: 6<sup>th</sup> March – Parents' Evening and 13<sup>th</sup> of March – Options Evening**

Attend the year 9 parents' evening and the year 9 options evening and discuss possible choices with subject teachers.

#### **Step 3: 25<sup>th</sup> or 27<sup>th</sup> of March one to one interview in school.**

A member of the Senior Leadership Team, Form Tutors or the Head of Year will have a one-to-one meeting with students to discuss option choices. Final choices will be decided and students will complete an options online form in school with the support of school staff.

You will also be asked to select a reserve choice. This will only be used if we cannot offer one of your original choices.

### **The KS4 Curriculum (fortnightly)**

9 periods of English and Combined or Triple Science  
 8 periods of Maths.  
 4 periods of Religious Studies.  
 2 periods of PE.  
 6 periods of each option subject.  
 PSHCE (delivered in form time; 30 minutes per week)





# OPTIONS PATHWAYS

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Pathway:	Aspire ( <u>Academic</u> )
Select 2 options	History Geography French Computer Science Business Studies Sociology
Select 1 option	Creative Imedia# Drama Art and Design Graphic Design Sports Studies Health & Social Care Design and Technology Food Technology History Geography French Computer Science Business Studies Sociology
	# Cannot select with Computer Science

Pathway:	Achieve (academic and vocational)
Select 1 option	History Geography French Computer Science Business Studies Sociology
Select 2 options	Creative Imedia # Sports Studies Health & Social Care Design and Technology* Food Technology* Art and Design* Graphic Design* Sociology History Geography French Computer Science Business Studies Drama
	# Cannot select with Computer Science
	* Can only pick one of these subjects

Pathway:	Succeed 1
	Functional Skills
Select 2 option	Geography Art and Design* Graphic Design* Sports Studies Sociology Health & Social Care Design and Technology* Food Technology* Creative Imedia Business Studies Drama

Pathway:	Succeed 2
	Functional Skills <u>Asdan</u>
Select 1 option	Geography Art and Design Graphic Design Sports Studies Sociology Health & Social Care Design and Technology Food Technology Creative Imedia Business Studies Drama

# SUMMARY OF COURSES

LYNCH HILL ENTERPRISE ACADEMY

SUBJECT	QUALIFICATION	EXAM BOARD	GRADE
Art & Design	GCSE	AQA	9-1
Business Studies	GCSE	Edexcel	9-1
Computer Science	GCSE	OCR	9-1
Creative iMedia	OCR	Level 1 / 2	Pass/Merit/ Distinction
Design & Technology	GCSE	AQA	9-1
Drama	GCSE	AQA	9-1
English Language	GCSE	AQA	9-1
English Literature	GCSE	AQA	9-1
Food Preparation and Nutrition	GCSE	WJEC / Eduqas	9-1
French	GCSE	AQA	9-1
Geography	GCSE	AQA	9-1
Graphic Design	V-Certificate L2	NCFE Level 2	Pass/Merit/ Distinction
Health & Social Care	BTEC L12	Edexcel	Pass/Merit/ Distinction/ Distinction*
History	GCSE	Edexcel	9-1
Mathematics	GCSE	Edexcel	9-1
Sports Studies	OCR National Cert.	OCR	Pass/Merit/ Distinction
Religious Studies (RS)	GCSE	WJEC	9-1
Sociology	GCSE	AQA	9-1
Combined Science	GCSE	AQA	9-1
Triple Science Biology Chemistry Physics	GCSE GCSE GCSE	AQA AQA AQA	9-1 9-1 9-1



# CORE SUBJECTS

LYNCH HILL ENTERPRISE ACADEMY



# GCSE – ENGLISH LANGUAGE AND ENGLISH LITERATURE (AQA)

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## GRADES

English Language: 1 GCSE, Grades 9 - 1 (9 Highest, 1 Lowest).

English Language: 1 GCSE, Grades 9 - 1 (9 Highest, 1 Lowest).

## ASSESSMENT

### GCSE English Language

**Paper 1** 'Creative Reading and Writing' (Section A: Reading; Section B: Writing).

**Written Exam: 1 hour 45 minutes (80marks).**

**Paper 2** 'Writers' Viewpoints and Perspectives' (Section A: Reading; Section B: Writing).

**Written Exam: 1 hour 45 minutes (80 marks).**

### GCSE English Literature

**Paper 1** 'Shakespeare and the 19th century novel'.

**Written Exam: 1 hour 45 minutes. (64 marks).**

**Paper 2** 'Modern Texts and Poetry'.

**Written Exam: 2 hours 15 minutes. (96 marks)**

## ORAL ASSESSMENT

'AQA Spoken Language Endorsement'. This **does not** count towards final GCSE grade, but students must complete this aspect of the course.

## REQUIRED READING

Teaching groups prepared to read: *Shakespeare's: Macbeth*, *Stevenson's Jekyll & Hyde* and *Priestley's An Inspector Calls*. This is in **addition** to the published AQA Anthology: 'Power and Conflict' cluster.

## PROGRESSION PAHWAYS

A Level English and English Literature.

A **pass** in English Language is compulsory for an Apprenticeship and other Post 16 routes.

## CAREERS

Various career options including Teaching, Journalism, the Arts and the Public Sector Services.

## COURSE INFORMATION

All students will study a wide range of texts, extracts (literary and non-fiction) across time periods. They will be inspired as writers and learn more about how to match their own language choices to the demands of audience, context and purpose. Assignments will integrate the four skills of listening, speaking, reading and writing.

## SUPPORT FOR STUDENTS

- *English in the Hall* Masterclasses and group teaching sessions.
- *Setting tasks and assessments in the style of AQA exam questions.*
- *Providing regular assessments with detailed assessment support and feedback.*
- *Wider reading lists, English enrichment days and trips.*

# GCSE MATHEMATICS (EDEXCEL)

LYNCH HILL ENTERPRISE ACADEMY

**GRADES** 1 GCSE, Grades 9 - 1, (Highest, 1 Lowest) (*Foundation tier: 5 - 1, Higher tier: 9 - 4*)

**ASSESSMENT** 3 equally weighed written exams for each tier.  
A student must take all 3 papers at the same tier.  
Each paper is 1 hour and 30 minutes long.  
Each paper is allocated a total of 80 marks.  
Paper 1 is a NON Calculator paper.  
Papers 2 and 3 are Calculator papers.

**REQUIRED READING** MyMaths, Maths Genie, Crobett Maths ActiveLearn, and GCSEPod.

**PROGRESSION PAHWAYS** Employment, A Level, Degree and Research.

**CAREERS** Medicine, Engineering, Architecture, Business Accountancy, Science, Banking, Computing, Marketing, Teaching, Pharmacy, Psychology.

## **COURSE INFORMATION**

Mathematics is a universal language. It is a way of communicating, being able to describe, to illustrate, to interpret to predict and to explain. It is a creative subject in which pupils have the chance to explore for themselves, and create beautiful and elegant objects, patterns and arguments. It develops the essential numerical skills that enable students to understand and interact with the modern world, the ability to think in abstract ways and solve problems.

Almost all jobs and careers require a Mathematics GCSE. The key to success in the subject is small amounts of regular practice of Mathematics. Students who make good progress are those who invest very good effort in completing both their classwork and homework promptly and sufficiently. Students who make excellent progress are those who invest extra time and effort in their independent study outside school (for example 'MyMaths'), and also seek extra support with any topics they might find challenging,

The content covered in the GCSE curriculum mainly comprises: Number, Algebra, Ratio and Proportion, Rates of change, Geometry and Measures, Probability and Statistics.

The key skills out GCSE curriculum targets are: Interpreting, Representing, Applying, Evaluating, Calculating, Analysing, collaborating, Communicating, Reflecting and Problem solving.





## COMBINED SCIENCE (AQA) Trilogy

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<b><u>GRADES</u></b>	2 GCSEs, Grades 9-9 to 1-1 (1-1 being lowest)
<b><u>ASSESSMENT</u></b>	<ul style="list-style-type: none"> <li>-6 written exams each 1 hour 15 minutes, each contributing to 16.7% of your GCSE</li> <li>-Question types include:- multiple choice, short-structured answers and extended written responses.</li> <li>-Required practical's (assessed in the written exam).</li> <li>-No Coursework</li> <li>-100% examination</li> </ul>
<b><u>RECOMMENDED READING</u></b>	CGP & OUP Science Revision Guides, free use of digital books (Kerboodle), online resources (BBC bitesize, free science lessons) , GCSEpod, school website and e focus science.
<b><u>PROGRESSION PATHWAYS</u></b>	A-level Biology , Chemistry , Physics, Psychology and science apprenticeships
<b><u>CAREERS</u></b>	Engineering, Medicine, Pharmacy , Astronomy , Forensics, Scientific Research, Lawyer, STEM



## GCSE - TRIPLE SCIENCE (AQA): PHYSICS, CHEMISTRY AND BIOLOGY

LYNCH HILL ENTERPRISE ACADEMY

<b><u>GRADES</u></b>	3 GCSEs, Grades 9 - 1, (9 Highest, 1 Lowest)
<b><u>ASSESSMENT</u></b>	<ul style="list-style-type: none"> <li>-No coursework</li> <li>-100% examination</li> <li>-2 exams per subject each worth 50% of the final grade, (total of 6 exams)</li> <li>Required practical's (assessed in the written exam).</li> </ul>
<b><u>ENTRY REQUIREMENTS</u></b>	<p><b>At the discretion of the science department.</b></p> <p>Those students demonstrating a particular aptitude for the subject will be given the opportunity to pursue the triple science course during years 10 &amp; 11.</p>
<b><u>RECOMMENDED READING</u></b>	CGP & OUP Science Revision Guides, free use of digital books (kerboodle), online resources (BBC bitesize, free Science lessons), GCSEpod, school website and e focus science.
<b><u>PROGRESSION PATHWAYS</u></b>	By taking sciences separately at GCSE level you will cover content and find that you are better prepared if you want to study science further (A-levels). Pupils who take separate GCSE science are also more likely to perform better in A-level science:- Biology, Chemistry, Physics and Psychology.
<b><u>CAREERS</u></b>	Engineering, Medicine, Pharmacy , Astronomy , Forensics, Scientific Research, Lawyer, STEM roles



### **GRADES**

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

### **ASSESSMENT**

Section A: The study of religions: beliefs, teachings and practices in Christianity and Islam

Section B: Thematic studies: religious, philosophical and ethical studies:

Religious, philosophical and ethical studies themes:

Theme A: Relationships and families

Theme B: Religion and life.

Theme D: Religion, peace and conflict. Theme E: Religion, crime and punishment.

Written exam: 1 hour 45 minutes

### **RECOMMENDED READING**

GCSE Religious Studies for AQA A: Christianity

GCSE religious Studies for AQA A: Islam

### **PROGRESSION PATHWAYS**

A good grade at GCSE will help you progress to an AS or A level in Religious Studies. Religious Studies is a lively and stimulating GCSE subject that provides a great opportunity to engage with current issues, developing social cultural, political and historical awareness. It encourages philosophical thought and decision making skills, enabling students to discuss and analyse topics they encounter in society and through the media. RS helps students to develop an understanding of their own values and beliefs, gaining a greater sense of their own identity, learning how to respect the rights and responsibilities of others. The study of religion helps students to learn how to think critically, listen empathetically, speak thoughtfully, and write clearly – all skills that will be of great use no matter what you go on to do in life.

### **CAREERS**

A GCSE in RS is a stepping stone to a wide range of future opportunities. The skills you develop will support you in further studies and employment. Furthermore, as you enter the world of work, you will be expected to work alongside people with different beliefs. RS will teach the skills and understanding needed to work with people of all faiths and cultures. These skills are vitally important in all careers especially professions such as the police, retail, teaching, the law, the caring professions and the armed forces, in fact any profession that brings you into contact with other people.

# OPTION SUBJECTS

LYNCH HILL ENTERPRISE ACADEMY

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### **GRADES**

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

### **ASSESSMENT**

Exams: Component 2: Externally Set Task—10 hour exam (40% Weighting)

Controlled Assessment: Component 1—Portfolio of Work (60% Weighting)

### **RECOMMENDED READING**

Students will be issued with relevant reading lists and a student study guide

### **PROGRESSION PATHWAYS**

A Level Art and Design

### **CAREERS**

Animation, Fashion Design, Fine Art, Graphic Design, Illustration, Interior Design, Textile Design, Film, Product design, 2D & 3D Crafts, Art & Design Teaching, Art & Design, Lecturing, Jewellery Design, Furniture Design, Community Art, Architecture, Art Therapy, Window Design, Photography.

### **Course Information**

*This is a broad course exploring practical and critical contextual work through a range of 2D and 3D processes, new media and techniques. It is a course where students can work in appropriate art, craft and design materials and processes. Students will produce practical and contextual work associated with two or more of the following endorsements:*

- Applied
- Fine Art
- Graphic communication
- Textile Design
- Three-Dimensional Design
- Photography (landscape, still-life, reportage, experimental imagery).





**GRADES**

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

**ASSESSMENT**

Pearson Edexcel Level 1/Level 2 GCSE in Business.

Business consists of two externally-examined papers; students must complete all assessment in May/June in any single year.

**Theme 1- Investigating Small Businesses**

This concentrates on the key business concepts. Issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts of setting up a business.

**Theme 2- Building a Business**

This examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business. With the emphasis on aspects of Marketing Operations Finance and Human Resources.

Written Examination: 2 exams, each 1 hour and 45 minutes. Each section is 50% of the qualification

**RECOMMENDED READING**

Newspapers to keep up to date with current affairs. Watch Business programmes and listen to the news daily as this will help to apply knowledge to everyday issues on Law, Finance and Economic affairs.

**PROGRESSION PATHWAYS**

It will enable students to progress to A level and Btec courses at higher level. Business is a very popular option, Business and Finance are very popular courses in universities and GCSE Business knowledge will prepare the students for further education.



**GRADES**

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

**ASSESSMENT**

<b>Unit</b>	<b>Topic</b>	<b>Assessment Type</b>	<b>% of Final Grade</b>
Computer Systems	Systems architecture Memory Storage Networks System security Systems software Ethical, legal, cultural and environmental concerns	External Examination  1 hour 30 minutes written exam	50
Computational Thinking, Algorithms and Programming	Algorithms Programming techniques Producing robust programs Computational logic Translators and facilities of languages Data representation	External Examination  1 hour 30 minutes written exam	50
Programming Project	Programming project including elements of analysis, design development and testing.	Controlled assessment 20 hours  Does not count towards grade but is a formal requirement	0

**ENTRY REQUIREMENTS**

The course is by nature highly academic and will develop critical thinking, analysis and problem-solving skills through the study of computer programming. It will be an interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. This is a highly academic GCSE and suitable for those students with a real enthusiasm for Computer science. **This subject has an entry requirement of a target grade 6 in Maths.**

**RECOMMENDED READING**

Textbook written by P. M. Heathcote and S. Robson. OCR GCSE (9-1) Computer Science. ISBN: 978-1910523087

New GCSE Computer Science OCR Complete Revision & Practice - Grade 9-1 (CGP)

**PROGRESSION PATHWAYS/  
CAREERS**

The course provides excellent preparation for higher study and employment in the field of Computer Science. The increasing importance of information technologies means there will be a growing demand for professionals who are qualified in this area. Learners who have taken a GCSE in Computing and who then progress to study the subject at A Level or university will have an advantage over their peers who are picking up the subject at these levels.

**COURSE INFORMATION**

The course will give learners a real, in-depth understanding of how computer technology works. The course will give you an insight into what goes on 'behind the scenes', including computer programming, which many learners find absorbing.



**GRADES**

Level 2: Pass/Merit/Distinction/Distinction\*

**ASSESSMENT**

RO93 Creative iMedia in the media industry (written exam)

Topics include: The media industry, factors influencing product design, pre-production planning and distribution considerations.

RO94 Visual identity and digital graphics (centre assessed task)

Topics include: Developing visual identity, plan digital graphics for products and developing digital graphics.

RO95 Characters and comics (centre assessed task)

Topics include: Plan, create and review characters and comics

**WHY STUDY THIS COURSE**

Why study Creative iMedia?

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy.

Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce.

**PROGRESSION PATHWAYS**

There are a number of specialist graphic design job roles such as: Graphic Designer, Illustrator, Web Designer, Packaging Designer, Product / Brand Manager, Typographer.

**Course Information**

The course has a variety of units, which includes centre assessed tasks and a written exam.

Students are challenged in each unit they study, as they are required to research, learn and develop new skills.

This qualification will encourage independence, creativity and awareness of the digital media sector.

Exam Board and Syllabus: OCR, Cambridge National certificate in Creative iMedia. Course code: J834

More information can be found on the OCR website:

Cambridge Nationals - Creative iMedia Level 1/2 - J834



**GRADES**

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

**ASSESSMENT**

Assessment is based on an exam and controlled coursework against the following areas: — -

- Core technical principles
- Specialist technical principles
- Designing and making principles

Exam	Non-exam assessment (NEA)
<b>How it's assessed</b>  Duration: 2 hours  100 marks  50% of GCSE	<b>How it's assessed</b>  Duration: 30-35 hours approx.  100 marks  50% of GCSE

**RECOMMENDED READING**

GCSE AQA - Design and Technology - for the Grade 9-1 course

**PROGRESSION PATHWAYS**

A Level Product Design, BSc Product Design, BEng

**CAREERS**

Interior designer, Graphics designer, Architect, Industrial designer, Product designer, fashion Designer

**Course Information**

You will focus on creatively solving problems to meet every day needs using a range of materials, (primarily wood based, metals and plastics), to produce high quality products. Throughout the course, you will combine theory and practice to investigate, design and develop solutions to design problems, which you will then manufacture.

You will use a range of graphic techniques including use of computer software as well as manufacturing processes that use CAM, such as 3D printing and laser cutting, as well as traditional methods.

In addition to the practical application of learning principles, you will also follow a common theory unit that will cover core technical principles including understanding relating to:

- Papers and boards
- Timber based materials
- Metal based materials
- Polymers
- Textile based materials





## GRADES

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

## ASSESSMENT

The Edexcel GCSE Drama syllabus is broken down into three separate components:

**Component 1:** Devising Drama. (40% internal assessment)

There are three areas of focus. 1) Creating and developing a devised piece from stimuli. 2) Group performance/design realisation of the devised piece. 3) Analysing and evaluating the creative process and group devised performance.

**Component 2:** Performance from Text (20% external assessment)

There are two areas of focus. 1) Interpreting and exploring two key extracts from a chosen performance text. 2) Performing or realising a design of two key extracts from this text.

**Component 3:** Theatre makers in practice (40% written exam)

There are two areas of focus. 1. Study of one complete performance text. 2. A live theatre evaluation.

## RECOMMENDED READING

DNA by Dennis Kelly.

An Actor Prepares – Konstantin Stanislavski

Devising Theatre-Alison Oddey.

## PROGRESSION PATHWAYS

Drama offers students a chance to develop key transferable skills such as confidence, communication skills and leadership. Progression pathways include;

Acting, Banking, Business, Journalism, Medicine, Teaching and Law.

All employers and university tutors are seeking individuals that can present with eloquence and confidence, drama can help students in developing these skills.

## SUBJECT OVERVIEW

**Component 1:** Devising Drama. (40% internal assessment)

This component deals with devising, which is an exciting and challenging opportunity to work collaboratively with others to explore a range of stimuli in order to create an original performance piece. Devising is essential for the development of new theatre and performance; it allows for personal development and exploration.

**Component 2:** Performance from Text (20% external assessment)

This component deals with developing knowledge, understanding and skills in exploring and performing from a performance text. Students will interpret this text and rehearse and refine two key extracts, leading to a final performance. They will demonstrate and use a wide range of acting and/or design skills to communicate their interpretation in performance.

**Component 3:** Theatre makers in practice (40% written exam)

This component focuses on the work of theatre makers and the theatrical choices that are made by crucial members of the creative and production team in order to communicate ideas to an audience. As theatre makers, students will develop their knowledge and understanding of the ways in which drama can create meaning for an audience through performance. Students will also analyse and evaluate their experience of a live theatre performance as informed members of the audience.





## GRADES

1 GCSE, Grades 9-1, (9 Highest, 1 lowest)

## ASSESSMENT

There are **two** assessment components:

**Component 1:** Principles of Food Preparation and Nutrition

**Written examination** (50% of the qualification)

**Component 2:**

**Two non-examination assessments** (NEAs). In total, both NEAs are 50% of the qualification.

**Assessment 1:** The Food Investigation Assessment (15% of the qualification)

**Assessment 2:** The Food Preparation and Assessment (35% of the qualification)

Both NEAs are done in year 11 and the written examination is completed in the summer term of year 11.

## RECOMMENDED READING

WJEC Eduqas GCSE Food Preparation & Nutrition- Helen Buckland & Jacqui Keepin  
CGP GCSE Food Preparation and Nutrition for WJEC Eduqas (Grade 9-1) New Exam Practice Workbook

CGP GCSE Food Preparation for WJEC Eduqas (Grade 9-1) The Revision Guide

## PROGRESSION PATHWAYS

An excellent basis for progression to related courses in Higher Education including Food Science and Nutrition related degrees. It is a good platform for a wide range of careers in

## CAREERS

Food Preparation and Nutrition can lead to a number of careers not just those directly linked with the food industry. It can also help to support applications to a wide range of further education courses such as Food Science, Product Development, Food and Nutrition, Sports Science, Midwifery and Nursing, Medicine, Dietetics, Catering and Hospitality, Food Journalism and PR, Food Styling and photography, Food Retail



## Course Information

Food Preparation and Nutrition is an exciting and creative course which is designed to give students the knowledge, understanding of the science of nutrition and skills required to cook confidently and apply the principles of food science, nutrition and healthy eating. Students will also learn about the British and International culinary traditions, food security and food safety. Alongside learning cooking skills, you will also focus on time management, teamwork, creative thinking and problem solving.



## GRADES

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

Foundation: Grades 1-5, Higher: Grades 4-9

Students will be entered for all 4 papers at the same tier

## ASSESSMENT

All linear examinations, with the examinations taken at the end of year 11.

Paper 1: Listening 25% (Foundation— 35 minutes, Higher—45 minutes)

Paper 2: Speaking 25% (Examinations conducted by class teacher but marked externally.

Foundation— 7-9 minutes plus preparation time, Higher—10-12 minutes plus preparation time.)

Paper 3: Reading 25% (Foundation—45 minutes, Higher—1 hour)

Paper 4: Writing 25% (Foundation—1 hour, Higher—1 hour 15 minutes)

## RECOMMENDED READING

French magazines, online newspapers and language-learning websites

## PROGRESSION PATHWAYS

Some universities and employers ask for a Modern Language GCSE as part of their admission requirements as it demonstrates academic ability and communication skills.

## CAREERS

The ability to speak another language is desired in many careers, often boosting wages and opportunities and opens up a number of jobs, including (but not limited to):

Interpreter, translator, teacher, broadcaster, banker, journalist, travel agent, doctor, nurse, lawyer, pilot, engineer, scientist, politician

## Course Information

*Learning a foreign language is a highly beneficial skill. As well as helping you abroad, it helps improve memory, communication and grammar skills. You will learn about the French culture as well as the language and build invaluable skills for your future career.*

*The AQA GCSE covers the following Themes within the course:*

### **Theme 1: People and Lifestyle**

#### **Identity & relationships with others. Healthy Lifestyles, Education & Work**

*Topics: Me, my family and friends, Technology in everyday life, Free-time activities, Customs and festivals*

### **Theme 2: Popular Culture**

#### **Free time, customs, festivals and celebrations, celebrity culture.**

*Topics: Home, town, neighbourhood and region, Social issues, Global issues, Travel and tourism*

### **Theme 3: Communication and the world around us**

#### **Travel and tourism, Media and Technology, the environment and where people live**

*Topics: My studies, Life at school/college, Education post-16, Jobs, career choices and ambitions*

**GRADES**

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

**ASSESSMENT**

At the end of Year 11 you will take three exams.

Living with the Physical Environment: The first exam is worth 35% of your overall grade and is based on 'Physical Geography'.

Challenges in the Human Environment: The second exam is worth 35% of your overall grade and is based on 'Human Geography'.

Geographical applications and Geographical skills: You will also complete an exam based on your fieldwork investigations and geographical skills which is worth 30% of your overall grade.

**RECOMMENDED READING**

Ross et al, AQA GCSE Geography (Oxford Press)

Wideworld e-magazine (subscription can be bought from Hodder Education) The website of National Geographic — <http://www.nationalgeographic.com/>

<http://www.Acegeography.com>

**PROGRESSION PATHWAYS**

If you want to study geography at university, you'll need to study it at A-level. Geography A-level is also required from some environmental science and planning courses. According to the Russell Group, geography A-level is useful (that means it's a good idea to study it!) for courses in: archaeology, civil engineering, geology and sociology. A GCSE or A-level in Geography could also be useful for apprenticeships in surveying, horticulture, agriculture, land based engineering or BTECs in environmental sustainability or environmental

**CAREERS**

According to the Royal Geographical Society, geography graduates have some of the highest rates of graduate employment. Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and business world

**Course Information**

*You have already developed a range of relevant skills and knowledge from your study of geography. These will be of great help in GCSE geography, but the course will take you further. It will introduce you to new skills and new places and new ideas. You will also be able to apply what you are learning and understand more about how people's decisions shape the world we live in. Did you know Geography has one of the highest rates of graduate employment? It is highly valued by employers because of the highly relevant, transferable skills and knowledge you will gain about the planet and those that live on and interact with it.*

*As part of the Geography course, students are required to undertake fieldwork investigations, which form an essential component of Paper 3. These trips provide valuable hands-on experience and the opportunity to apply classroom learning to real-world geographical studies. Fieldwork improves exam performance by strengthening students' ability to interpret and justify findings, a key component of Paper 3 assessment. Please note that fieldwork trips are **compulsory** and may incur an additional cost to cover transport and resources.*



## GRADES

NCFE Level 1/2 Technical Award in Graphic Design

Level 2: Pass/Merit/Distinction/Distinction\*

## ASSESSMENT

Assessments	Assessment time	% weighting	Raw marks	Scaling factor	Scaled marks*	Assessment conditions	Marking
NEA	17 hours 30 minutes (plus 2 hours preparation and research time)	60%	120	1.000	120	Supervised	Internal, with external moderation
EA	1 hour 30 minutes	40%	80	1.000	80	Invigilated	External
<b>Assessment total</b>	<b>19 hours</b> (plus 2 hours preparation and research time)	<b>100%</b>			200		

## RECOMMENDED READING

'Interaction of Color' by Josef Albers.

'Designing Brand Identity' by Alina Wheeler.

'Grid systems in graphic design' by Josef Müller-Brockmann.

'Logo Modernism' by Jens Müller.

'Thinking with Type' by Ellen Lupton.

## PROGRESSION PATHWAYS

There are a number of specialist graphic design job roles such as: Graphic Designer, Illustrator, Web Designer, Packaging Designer, Product / Brand Manager, Typographer.

## Course Information

Graphic design is a form of visual communication. It is the process by which visual information is given form and structure to communicate a message. Being a graphic designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication or a website.





# HEALTH & SOCIAL CARE (BTEC)

LYNCH HILL ENTERPRISE ACADEMY

## GRADES

Level 1 / 2—{Pass/Merit/Distinction/Distinction\*}

## ASSESSMENT

Learners are required to complete and achieve all three components in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care				
Component number	Component title	GLH	Level	How assessed
1	Human Lifespan Development	36	1/2	Internal
2	Health and Social Care Services and Values	36	1/2	Internal
3	Health and Wellbeing	48	1/2	External Synoptic

## RECOMMENDED READING

To learn more about the topics covered in this qualification, please look through pages 10 & 11 in this specification:

<https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/health-and-social-care/2017/specification-and-sample-assessments/tech-award-HSC-spec.pdf>

## PROGRESSION PATHWAYS

Learners who achieve a Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

## Course Information

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practise applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

This Award complements the learning in GCSE programmes such as GCSE English. It will complement the more theoretical aspects covered by GCSE Biology or GCSE Psychology by allowing you to apply your knowledge and skills practically in a vocational context.

# GCSE - HISTORY (EDEXCEL)

LYNCH HILL ENTERPRISE ACADEMY

## GRADES

1 GCSE, Grades 9 - 1, (9 Highest, 1 Lowest)

## ASSESSMENT

All linear examinations, with the examinations taken at the end of year 11.

Paper 1 (30%) = Crime and punishment in Britain, c1000–present and Whitechapel, c1870-c1900: crime, policing and the inner city. 1 hour 15 minutes

Paper 2 (40%) = Anglo-Saxon and Norman England, c1060–88, Superpower relations and the Cold War, 1941–91. 1 hour 45 minutes

Paper 3 (30%) = Weimar and Nazi Germany, 1918–39. 1 hour 20 minutes

There is no controlled assessment (coursework) in GCSE History.

## RECOMMENDED READING

Rees, L, The Nazis: A Warning from History (also DVD). Gaddis, J,L, The Cold War.

Bircher, R Anglo-Saxon and Norman England, c1060-1088

Sharkey, T, Crime and Punishment Through Time, C1000-Present

## PROGRESSION PATHWAYS

If you want to study history at university or, in some cases, American Studies at university, you'll need to take it at A-level.

You won't need it for other specific courses but the Russell Group recommends History as an excellent subject for keeping your options open when choosing a degree. It can be especially useful for courses that include elements of history and essay writing like: Archaeology, Economics, Classical Studies, Modern Languages, English, History of Art, Law, Politics, Teaching and Religious Studies.

History GCSE or A-level can also be useful for vocational courses or school leaver jobs in journalism, administration, marketing or law.

## CAREERS

With your analytical, writing, debating and detective skills, you'll be primed for a huge range of careers in law, politics, the public sector, business, marketing, journalism, economics, teaching, academia, insurance, social research, archaeology and curation (museums, galleries, archives and libraries).

## Course Information

What is GCSE History all about?

GCSE History will enable you to study some of the most significant and exciting events in British, European, and World history. Your studies will develop your ability to analyse and evaluate the significance of past events, and develop your understanding of key historical concepts such as cause and consequence. History develops skills in debating, analysing, justifying, and reading between the lines: skills that are highly prized by universities and employers alike. Studying history gives you the power to ask questions of the past, in order to understand the world we live in today.



# GCSE - CAMBRIDGE NATIONAL CERT - SPORTS STUDIES (OCR)

LYNCH HILL ENTERPRISE ACADEMY

## GRADES

Pass, Merit, Distinction and Distinction\*

## COURSE INTRODUCTION

This qualification is vocational based linked to working in the sports sector as well as encompassing theoretical PE knowledge. Students will learn about how sports is funded, role models and ethical issues, sport and the media as well as find out information and appreciate the importance of sport locally and nationally.

## ASSESSMENT

Students will have a written exam paper on Contemporary Issues in Sport, which is a 1 hour paper out of 60 marks. This paper has a mix of multiple choice questions, short answer questions and an 8 mark extended answer question.

Students will then have 3 assignment tasks to complete on:

- Developing Sports Skills
- Sports Leadership
- Sport in the Media.

These are a mix of written tasks, practical tasks and presentations. Each of these are assessed by LHEA staff and OCR moderators.

## PROGRESSION PATHWAYS

Students will gain a wide range of theoretical knowledge as well as practical based tasks. Studying OCR Cambridge National Certificate will give students everything they need to move on in their education to further and higher educational institutes, employment or further training. Students will have the opportunity to develop a wide-ranging set of key skills, including communication using appropriate language, dealing with situations under pressure, making split second decisions, interpreting data and analysing and evaluating performance.

## CAREERS

Physical education and Sport Studies lends itself to many career paths from teacher, sports scientist, physiotherapist, sports management, coaching and nutritionist.





**GRADES**

Pass or not pass. Bronze (6 credits), Silver (12 credits), or Gold (18 credits)

Students are expected to achieve the Bronze Award by the end of Year 10, and the Silver by the end of Year 11. Those who wish to challenge themselves should be able to achieve the Gold over the two years.

**ASSESSMENT**

The programme is split in to 12 modules and a Combined Studies module. There are 4 shorter activities to complete one credit, or a larger activity which can be awarded one credit.

The modules are Communication, Community, Sport & Leisure, Independent Living, Environment, Number, Health & Wellbeing, The World of Work, Science/Technology, The Wider World, Expressive Arts, and Beliefs and Values.

In addition, pupils are expected to develop six skills whilst completing the modules: Ability to learn, Teamwork, Problem Solving, IT, Literacy and Numeracy.

Pupils can assist in planning which modules are completed, and there are a number of practical activities and visits to support the learning. In addition, pupils are expected to have a better understanding of the world around them by studying the news, politics, and the world around them.

**Recommended Reading**

Pupils are encouraged to keep up to date with local, national and international news stories, either through newspapers, online, television or radio.

**Progression Pathways**

ASDAN qualifications are recognised in colleges and by employers and demonstrate that pupils have developed transferrable skills that help them to learn and work more effectively.

**Careers**

Developing communication, literacy and numeracy skills are useful in all career choices, and one module expressly looks at progression after school to college, employment or further training.

**Course information**

The ASDAN course is a very hands on course designed to develop a range of skills, including working with others. There are lots of practical activities and tasks that develop the skills required for adulthood, such as planning, budgeting, communication and conflict resolution.

Pupils have a say in how the programme evolves, so if there are particular interests or skills that the pupils have, they can suggest activities or modules.

The assessment is all portfolio based, there are no exams. Pupils are required to complete all work, and if it is not completed in the allocated time, to complete the work in their own time.

# ENGLISH FUNCTIONAL SKILLS

LYNCH HILL ENTERPRISE ACADEMY

## GRADES

Functional skills level 1

Functional skills level 2

This qualification is graded pass/fail

## COURSE INFORMATION

The Pearson Edexcel Functional Skills Qualification in English at Level 1 and 2 are for learners to develop understanding and skills in English.

The qualifications give learners the opportunity to:

- gain a qualification for work, study and life
- Demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English
- Apply these skills effectively to a range of purposes in the workplace and in other real life situations.

## ASSESSMENT

Level 1: Functional understanding of English in familiar contexts.

Level 2: Competence in using English in a variety of professional and academic settings.

- O Reading: Understanding and interpreting written texts.
- O Writing: Communicating effectively in different formats.

## PROGRESSION PATHWAYS

Functional Skills are recognised GCSE alternative qualifications, with a Functional Skills Level 2 course being equivalent to a GCSE grade 4.

A pass in level 2 Functional Skills is compulsory for an apprenticeship and other post 16 routes.

## CAREERS

Eligibility for apprenticeships, collage and job roles requiring functional English skills.

## ORAL ASSESSMENT

**Speaking and listening exam** – internally set and assessed  
Engaging in discussions, presentations, and group interactions.

## SUPPORT FOR STUDENTS

Setting tasks and assessments in the style of Pearson functional skills.  
Providing regular feedback with detailed assessment support and feedback.  
English enrichment days and trips.



## FUNCTIONAL SKILLS MATHS

LYNCH HILL ENTERPRISE ACADEMY

### **GRADES**

Level 1 being equivalent to a GCSE grade D-G (1-3) and Level 2 being equivalent to a GCSE grade C/4

### **COURSE INFORMATION**

A key aim for Functional Skills in maths is that students gain confidence, fluency and a positive attitude toward maths.

Student will focus on 3 key areas of maths:

- numbers and the number system
- common measures, shape and space
- information and data

and subsequently be able to demonstrate a sound grasp of mathematical knowledge and skills and solve mathematical problems.

### **ASSESSMENT**

For entry-level 1, 2 and 3 qualifications, papers are assessed internally.

Functional skill Level 1 and 2 are external exams, with a calculator and non-calculator section

Functional Skills Maths Level 1 is equivalent to a grade 2-3 (E-D) at GCSE.

Functional Skills Level 2 is equivalent to a pass at GCSE (level 4 or grade C).

### **REQUIRED READING**

use the following websites [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk)

[www.corbettmaths.com](http://www.corbettmaths.com) , [www.passfunctionalskills.co.uk](http://www.passfunctionalskills.co.uk)

### **PURPOSE**

Functional Skills qualifications provide:

reliable evidence of a student's achievements against demanding content that is relevant to the workplace.

assessment of their mathematical knowledge as well as their ability to apply this in different contexts

a foundation for:

- progression into employment
- progression into further technical education
- developing skills for everyday life

Functional Skills enables students to develop behaviours such as persistence and logical thinking as they apply their newly acquired mathematical skills.

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Which subjects do I like?

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Which subjects am I good at?

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Do I need a particular subject for a further or higher education course/career I have in mind?

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Which subjects do I know enough about to make a good choice?

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Which subject so I need to find out more about?

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Have I discussed my choice(s) with my parents/carers?

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### Additional Support

More information to support you and your child can also be found via the links below:

[Parent zone: Choices at 14](http://www.careerpilot.org.uk/parent-zone/choices-at-14) [www.careerpilot.org.uk/parent-zone/choices-at-14](http://www.careerpilot.org.uk/parent-zone/choices-at-14)

Take the Buzz quiz to [see your potential career areas](http://icould.com) [icould.com](http://icould.com)

[Find details about different careers](http://nationalcareers.service.gov.uk/explore-careers) [nationalcareers.service.gov.uk/explore-careers](http://nationalcareers.service.gov.uk/explore-careers)

[Compare different jobs](http://www.lmiforall.org.uk) [www.lmiforall.org.uk](http://www.lmiforall.org.uk)

If you are [looking for an apprenticeship](#) after GCSEs

[Find university courses and entry requirements](http://www.whatuni.com/degrees/courses/) [www.whatuni.com/degrees/courses/](http://www.whatuni.com/degrees/courses/)

[Careers quiz](http://sacu-student.com) [sacu-student.com](http://sacu-student.com)

[Careers Map](http://careormap.co.uk) [careormap.co.uk](http://careormap.co.uk)

[Creative Skills Set](http://www.screenskills.com) [www.screenskills.com](http://www.screenskills.com)

