Year 8 Options Information for Parents and Students 2020

“All students will enjoy a wide range of opportunities which will enrich understanding, nurture talent and encourage pride in academic excellence.” Mr M Mckeown
KEY STAFF

Headteacher ............................. Mr M McKeown
Assistant Headteacher ...................... Mr M Whitaker
Progress Leader Year 8 .................... Mrs K Capes
Pastoral Manager Year 8 ................. Mrs M Rayner

CONTENTS

GENERAL ITEMS
Choosing Subjects .................................. 1
Qualification Reform ................................ 2
What help is available? ............................ 3
Careers Education, Information, Advice and Guidance ...................... 4

SUBJECTS

Compulsory:
GCSE English Language & Literature ........................................... 5
GCSE Maths ............................................................................. 6
GCSE Science ........................................................................... 7
Physical Education ................................................................. 8
Religious Studies ..................................................................... 9

English Baccalaureate options:
GCSE History ........................................................................ 10
GCSE Geography ..................................................................... 11
GCSE Modern Foreign Languages ........................................... 12

Options:
GCSE Art and Design: Fine Art ................................................. 13
GCSE Art and Design: Photography and Lens Based Media ........ 14
GCSE Art and Design: Textiles .................................................. 15
GCSE Business Studies ............................................................ 16
GCSE Citizenship Studies ......................................................... 17
BTEC Dance ............................................................................. 18
Cambridge National Design & Technology: Child Development .... 19
GCSE Design & Technology: Electronics .................................. 20
GCSE Design & Technology: Graphics ..................................... 21
GCSE Design & Technology: Resistant Materials ..................... 22
GCSE Drama and BTEC Performing Arts ................................ 23
Cambridge National Digital Information Technology ............ 24
GCSE Media Studies ................................................................. 25
BTEC Music Practice ................................................................. 26
Cambridge National Physical Education: Sports Studies ............ 27
GCSE Sociology ....................................................................... 28
Some final thoughts ................................................................. 29
Key dates .................................................................................. 30
Choosing Subjects

This booklet is concerned with preparing our students, your sons and daughters, for the last stage of compulsory schooling leading up to GCSE and Vocational Qualifications. As students move out of Year 8 they are able to choose some of the subjects they will study from September and throughout Years 9, 10 and 11. The subjects they can choose are known as options. Every student is required to select two option subjects, chose between GCSE History or Geography and select the Modern Foreign Language which they wish to continue with into Year 9.

The National Curriculum and LCHS Pathways

We are required by the Education Reform Act of 1988 to ensure that all children study certain subjects. The study of English, Maths, Science, Physical Education and Religious Studies is therefore compulsory.

As a school we endeavour to provide the most appropriate academic curriculum whilst taking into account the needs of individual students. Our curriculum aims to ensure that students have the correct mix of core and option subjects which will facilitate success in the future.

The English Baccalaureate (EBacc)

Nationally, students will be in a position to choose a range of subjects that could lead to the award of the English Baccalaureate (EBacc). Any student who attains a GCSE ‘good’ or ‘standard’ pass in all of English, Mathematics, Science, a Modern Foreign Language and a Humanities subject (Geography or History) will achieve the English Baccalaureate (EBacc). In this sense, the EBacc is a performance measure which recognises students’ achievements across a core of selected GCSE subjects.

Your son/daughter will of course be able to select the EBacc route here at LCHS. The Government has made it clear that the EBacc is an early marker for students intent upon further study at University at some point in their future.
Qualification Reform

All GCSE subjects have been through a process of reform in recent times and your son’s / daughter’s cohort will study these reformed 9—1 GCSE qualifications.

New reformed GCSEs will be taught and examined in much the same way as the previous qualifications. The main changes to the courses are,

- Changes to course content.
- The removal of Controlled Assessment (previously called coursework) except in subjects where essential skills can not be tested in an examination.
- The qualifications will be linear and examinations will all be at the end of the course.
- Grades will be expressed as number on a scale of 9 (highest) to 1 (lowest).
- A grade 5 will be deemed as a ‘good pass’ and a grade 4 is a ‘standard pass.’

These reformed GCSEs have increased the number of examinations which students sit at the end of Year 11, but also there has been an increase in the amount of knowledge which students are required to learn for each course. In order to address this, we have taken the decision to reduce the number of option choices and therefore help students to be more successful and reduce the amount of pressure that can be associated with examinations.

Some subjects are vocational qualifications and therefore are graded at Level 1 and Level 2. A Level 1 Pass, Merit or Distinction is the equivalent of a new 3-1 grade. A level 2 Pass, Merit or Distinction will be the equivalent of a new grade 7-4 pass.

Grading the New GCSEs in 2017

![Image of grading structure](image-url)
What Help is Available?

This academic year is unprecedented in terms of the impact that the Coronavirus has had on school life. In the absence of an Options Evening, I have included the email address of every Head of Department so that you can ask any questions which you would have done on Options Evening. Equally you can contact Mrs Capes (kcapes@lchs.eu), Mrs Rayner (mrayner@lchs.eu) or Mr Whitaker (mwhitaker@lchs.eu) for more generic information about the options process.

The Options Form

This academic year, your options form will be sent via ParentMail. The form will be sent out electronically via ParentMail on w/b 4th May. Please fill this in and return it electronically via ParentMail by Friday 8th May. If you do not have access to ParentMail then you will receive a paper copy of the form through the post.

The decision making process for option subjects should involve advice from teachers, family members, form tutors and information from this booklet. If as a family you require some extra assistance with making these choices, please contact Mrs Capes (Progress Leader) or the specific Head of Department via their email addresses which can be found in the booklet.

Heads of Department and Mrs Capes (Progress Leader) will be available to contact via email on the week beginning 27th April for Options related questions.

As a school we always advise students and families to make decisions based on the strengths of the individual, the subjects which they enjoy and any future career aspirations. Some things which we can not guarantee, and therefore advise not make a part of the decision making process, is to be in the same class as a friend or to be taught by a specific teacher.

The final options form needs to be completed and returned electronically or by post by Friday 8th May.

Please note

Courses in all subjects will be timetabled provided there is sufficient student demand and staffing is available. Option choices will be confirmed in Term Six, however if there is any problem in providing students with their choices (including the reserve choice) then we will make contact with you directly.

It is important students are happy with their reserve choice as this could be used if subjects do not run or are oversubscribed.
Careers Education, Information, Advice and Guidance

Although a career may seem a distant prospect, in three years’ time Year 8s will be applying for further education courses such as A Levels, vocational qualifications and apprenticeships. The vast majority of LCHS students stay on in our Sixth Form, however some students do continue with their education at college or with an employer.

In order to support our students in making the transition from KS3 to KS4 we have various programs in place. These programs are designed to enhance their learning experience and support all students to make well informed realistic decisions about their futures.

Year 8

As part of the Options process our Year 8 students receive a two hour assembly from an external specialist to support our students with the decision making process. This assembly supports the work done by Heads of Subject offering subject specific assemblies. Further information is shared at our Options Evening to support the families of our Year 8 students.

Year 9

In Year 9 students start to take a closer look at work related learning and careers, with all students taking part in a Careers Day. During the Careers Day students get the opportunity to take part in various activities these include talks from industry professionals and presentations from local employers, higher and further education establishments, apprenticeship providers and the armed forces.

Year 10

In Year 10 students have the opportunity to undertake work experience week, whereby, those students that have elected to take part, spend a week on placement. Students are tasked with finding their own placements with our support and we encourage them to be proactive and professional, finding suitable and meaningful work experience placements.

Year 11

In Year 11 students participate in Interview Day the focus is on students being prepared for employment and further studies. Local business partners are invited into the school to form interview panels and each student is asked to attend a mock interview. This process includes preparing a CV, completing an application form and how to conduct yourself at an interview. During Year 11 all of our students are invited to meet with our Careers advisor Sini Thorpe who meets with students on a 1:1 basis, giving them the most up-to-date advice and guidance with regard to their future, further education or apprenticeship choices.
In Year 9 the aim of the curriculum is to introduce the students to the types of texts, skills and assessments they will face at the end of Year 11 in a creative, engaging way. The GCSE qualification is assessed entirely by two examinations at the end of Y11. Students will not be examined on a body of knowledge they have learned during the course of KS4, instead they will be assessed on how well they can utilise and showcase skills in reading and writing which they have acquired and mastered since they first began to read, write and communicate. What is most notable about the new GCSE is that they are closed book; students need to learn to remember quotations, plot and character without the use of the text.

In lessons we read and explore many forms of writing and examine how writers engage and manipulate their readers through the study of literature texts and non-fiction texts. Students are taught how to read between the lines and explain how particular words and phrases have a specific effect within a text. Encouraging students to be questioning, analytical and creative in their response to what they read and in their approach to their own writing is at the heart of the Year 9 course.

In order to make progress in this subject all students need to make reading part of their lives, at home as well as at school. Stories, articles and leaflets should be part of their everyday experience. Students need to actively develop their own vocabulary: trying out new words in their writing and speaking at home and at school.

The course content is as follows:

**The novel:** identification and evaluation of character, language, structure and themes in small passages and across a whole text: closed book assessment.

**Shakespeare’s ‘Macbeth’**: focus on character, language, structure and themes in extracts and throughout the whole text: closed book assessment.

**19th Century Extracts:** understanding language and meaning in the ‘classics’.

**The Poetry of Conflict:** development of analytical skills of previously unseen poems and the ability to make links and comparisons between ideas and texts.

**Non-Fiction:** exploration of a wide variety of non-fiction forms of writing such as letters, reviews, quality journalism and advertising and an examination of how writers engage and manipulate their readers.

**Transactional writing:** Focussing on how to write in a variety of forms for a range of purposes, for example reviews, letters, articles, creative pieces and poetry.
GCSE Mathematics
Head of Subject: Mr N Schaffer (nschaffer@lchs.eu)

What is GCSE Mathematics all about?

GCSE Mathematics covers a wide range of basic mathematical knowledge and skills grouped into five areas:

- Number
- Algebra
- Ratio and Proportion
- Geometry and Measure
- Probability and Statistics

While studying Mathematics you will be expected to:

- Use mathematical skills and knowledge including logic and reason to solve problems.
- Break down problems into small steps in order to solve them.
- Solve real life problems.
- Learn to use a calculator to solve problems quickly and efficiently.

Why do I have to study GCSE Mathematics?

GCSE Mathematics covers many of the basic skills you will need throughout your life and so is a compulsory subject for all students in Years 9, 10 and 11. You will use a lot of what you learn in GCSE Mathematics in the other GCSEs that you study. In Science, for example, you may use formulae and solve equations, in Geography you will need to read charts and diagrams and use Statistics and in DT you will need to use measures and make scale drawings. There are many other examples.

How will I be assessed?

At Lincoln Christ’s Hospital School we run a Linear GCSE Mathematics course. The course is examined by three examination papers in the summer of Year 11. Your level of entry at Foundation or Higher will depend on your progress throughout the course. The grades available are Foundation 5-1 and Higher 9-4.

What could I do next with GCSE Mathematics?

GCSE Mathematics is an important foundation for many of the courses you may take in employment or further education and a requirement for many university courses. Of course, if you do well at GCSE you may decide to take Mathematics at A Level.
GCSE Science
Head of Subject: Mr A Anderson (aanderson@lchs.eu)

GCSE study in science provides the foundations for understanding the material world. Scientific understanding is changing our lives and is vital to the world’s future prosperity, and all students will be taught essential aspects of the knowledge, methods, processes and uses of science. They will begin to appreciate how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas relating to the sciences which are both inter-linked, and are of universal application.

The LCHS Science department provides two routes through Key Stage 4 that offer the greatest benefit to all our students. The route taken by a student will depend on the guidance of his/her subject teachers and the Head of Science.

OCR Gateway Science Suite - Combined Science A
The course is divided into topics, each covering different key concepts of Science. Teaching of practical skills is integrated with the theoretical topics. The course aims to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. As part of the curriculum there will be at least 16 mandatory practical activities. The course provides two GCSE grades in Science from 9 to 1. The assessment includes: 15% of exam marks that will test the understanding of practical work and 20% of exam marks will test mathematical skills.

This will suit you if you are the type of student who:
- is interested in real world Science,
- has attainment grades of 9-1,
- wants to keep A Level options open.

OCR Gateway Science Suite – (Triple Science) Biology A, Chemistry A, Physics A
This course provides three single GCSE grades in Biology, Chemistry and Physics. As part of the curriculum there will be at least 8 mandatory practical activities per science. This course provides GCSE grades in each science from 9 to 1. Within each science the assessment includes: 15% of exam marks that will test the understanding of practical work and 20% of exam marks that will test mathematical skills.

This will suit you if you are the type of student who:
- is a highly motivated and independent learner,
- has good conceptualisation and analytical skills,
- is thinking of Science A Levels followed by Higher Education at university,
- has a current attainment grade of 3 or higher.

There will be a limited number of places on the Triple Science course. Students will be selected based on the progress grade and aptitude based on their Discipline for Learning status in their science lessons. Final decisions on who takes Triple Science will be made in Year 10.
Physical Education
Head of Subject: Mrs S Stenton (sstenton@lchs.eu)

All students receive two lessons a week of Physical Education in Year 9, 10 and Year 11. During lessons it is expected that students will:

- Demonstrate how to plan and prepare for their activity, improve their skills and performance, be able to evaluate their own and others’ performance.
- Develop their leadership skills, in order to take on a role such as a coach or an official.

Some of the activities include; Badminton, Football, Trampolining, Tennis, Handball, Fitness, Rounders, Athletics, Dance, Swimming, Dodgeball, Netball and many others. All PE lessons are compulsory and over a two year cycle students will cover at least two activities from the National Curriculum.

School Sports Teams and Clubs
Opportunities exist for students to participate in sports teams and clubs. It is considered to be an honour to represent the school and our Colours for Sport recognise this achievement. Teams running include Football, Rugby, Netball, Badminton, Cricket and Rounders.

Qualification opportunities within core PE in Years 10 and 11 may include:

Sports Leaders Award Level 1
In Year 11 as part of the Physical Education course, some students will also have the opportunity to take part in the Sports Leaders Course. This is a course run by the British Sports Trust which allows students to develop their skills and abilities in Leadership through Sport. This is mostly a practical qualification in which students should demonstrate knowledge and understanding mainly through physical competence.

The Sports Leaders’ Award provides a fun course for young people; it also gives them an insight into the enjoyment you can gain through sports leadership. On top of this, it is a nationally recognised qualification.

BTEC Level 1 First Certificate in Performing Arts (Dance)
This course has been developed to provide training for those interested in dance and give students the opportunity to develop an extensive range of skills and techniques, personal skills and expertise that are essential for a professional career in the performing arts.

There are two units; individual (students are required to perform a solo) and preparation, performance and production. These units give students the opportunity to gain experience in performing two different dance styles. Students will take part in weekly technique classes, review their progress and perform to an audience. Students have previously studied this unit have learned Jazz, Contemporary, Street Dance and Physical Theatre.
Lincoln Christ's Hospital School is currently the only secondary school in Lincoln to be awarded the Gold Quality Mark for the teaching of Religious Education. All students study Religious Studies in Years 9, 10 and 11. Some of the students (pathway A) as part of their continuation of study will be entered for the full GCSE in Religious Studies.

The Religious Studies GCSE course has been designed and developed to be relevant and meaningful to students. The course explores the relevance of religious beliefs, practices, values and traditions to some central questions and issues. The course also has a focus on philosophical ideas and ethical issues.

The course is an examination based subject and we follow AQA Religious Studies spec A. The specification is set up to help students develop an awareness of different religious views regarding a number of different topics. Students will develop an understanding of the similarities between two different religions focusing on the morals, principles and the beliefs and practices.

The specification gives learners an opportunity to debate issues and draw on different religious views alongside considering some if the main issues impacting society. For example, students study themes such as Crime and Punishment, Peace and Conflict and Medical Ethics.

Religious Studies is a relevant qualification for ANY job which involves working with other people. The UK is a multi-faith society and an understanding of our differences will help us live and work together peacefully. It is a course that is highly respected by Universities, who suggest that it prepares students for life in our ever evolving and diverse world.

What do some of our students think?

“It is a great subject we get to explore key issues and ideas”
“This subject has allowed me to enhance my understanding of philosophical thinking”
“Through studying full course RS, I then opted to take Philosophy at A-Level and I am now about to start university where I will be studying Philosophy, it really is a super subject”.
“We get to debate issues that affect the wider world; we can explore relevant topics, such as ‘Life after death’ and if we think Euthanasia should be legalised”.
Why Study History?

History is about people – the GCSE course offers students the opportunity to discover the lives of people in Britain over the last millennia. This includes understanding the way in which Britain was changed forever by the Norman invasion and how society was transformed by various governments’ responses to shifting religious attitudes, fluctuating qualities of life and crime.

Students will also have the opportunity to look at people from around the world who had diverse and fascinating experiences. This includes revealing the lives of Native Americans and the clash of cultures which followed as white Americans began to settle on the American Plains. Finally, the challenges of economic crises and dictatorship will be covered through a study of life in Weimar Germany and how the Nazis were able to rise to power in that context.

Content: Edexcel History

Thematic study and historic environment – Crime and Punishment in Britain c1000 – present and Whitechapel, 1870-1900: crime, policing and the inner city

Period study and British depth study – The American West c1835-c1895 and Anglo-Saxon England

the Norman Conquest, c1060-88

Modern Depth Study – Weimar and Nazi Germany, 1918-39

Assessment

Candidates will be assessed with three examinations at the end of the two years of study.

Paper One: 1 hour 15 minutes (30%) Thematic Study (Crime and Punishment in Britain) and the historic environment (Whitechapel).

Paper Two: 1 hour 45 minutes (40%) Period Study (The American West) and the British depth study (Anglo-Saxon England and the Norman Conquest).

Paper Three 1 hour 20 minutes (30%) Modern Depth Study (Weimar and Nazi Germany).

Students will not only benefit from the knowledge they acquire studying their History GCSE they will also hone their skills of spoken and written communication. An essential element of the qualification also involves reflecting on historical documents and subsequent interpretations as well as considering the nature of change over time, why historical events take place and the experiences of different groups of people in various contexts. The critical thinking skills that the course provides are highly valued by employers and universities and a good History GCSE will be an asset to students’ CVs for the rest of their lives.
GCSE Geography
Head of Subject: Mrs M Gelder (mgelder@lchs.eu)

This study reflects the needs of the 21st Century learners. Students complete three exams for this course. These topics are split into human geography, physical geography and geography skills.

Challenges in the human environment:

Urban issues and challenge - A study of cities and their changing nature. 50% of us currently live in urban areas and this is projected to be 70% by 2050. Managing the world’s urban areas is truly a challenge for the 21st Century.

The changing economic world - We live in a divided economic world which is constantly changing. This raises many issues of development and the students consider how this affects people living in different economic states across the world.

The challenge of resource management - We are overusing the world’s resources. Experts predict we would need the equivalent of 1.5 earths to support our current usage and this is going to get worse. This unit looks at where these challenges are and how they affect people across the world.

Living with the physical environment:

The challenge of natural hazards - We live at the mercy of our world. Either through tectonic or climate processes. We are constantly affected by natural hazards. This unit looks at how they form and the effects they have on people.

Living world - A study of the natural world and how ecosystems work. This unit also includes more detailed study of tropical rainforests, one of the most diverse ecosystems on earth.

Physical landscapes in the UK - The UK has a large range of physical landscapes created by different processes. This unit looks at how the landscapes came to be created, and how this affects people living there including river and coastal landscapes.

Geographical applications:

Issue Evaluation - Students are required to apply critical thinking and problem-solving skills to a contemporary issue based on a pre-release booklet. They must demonstrate an understanding of the issue and present an evaluative judgement.

Fieldwork - Students must undertake at least two days of fieldwork, looking at both human and physical geography. The content and skills for this are assessed through the exam. Currently we visit Sheffield to study regeneration and the Skegness coastline to study human impacts on the coastal landscape.

Students are encouraged to reflect on their own values and attitudes throughout the course by learning to look at the world with a geographical eye. Geography continues to be a highly respected subject with employers. A healthy number of GCSE students go on to study Geography at A Level and beyond, reflecting the continued relevance of appreciating and understanding the world around us.
GCSE Modern Foreign Languages
Head of Subject: Mrs J Butler (jbutler@lchs.eu)

Lincoln Christ’s Hospital School gained the status of a Specialist Language College in September 2001. This has a considerable impact on the way in which Modern Languages are delivered throughout the school, especially at Key Stage 4. We continue to offer every student the opportunity to study, at the very least, one Modern Language up to GCSE and encourage our students to study two languages at Key Stage 4. Additionally, we support students taking exams in many community languages as and when appropriate.

The Modern Foreign Languages Courses – French, German and Spanish

Students can choose one or two modern foreign languages at GCSE. By the end of Key Stage 3 students have followed courses in one or two of the above languages. These lay considerable emphasis on practical language skills and aim to give the students the confidence to talk about themselves, to obtain information from others and to communicate within a range of everyday situations such as shopping, using local transport, eating out, finding their way around town and so on.

Each language has four skill areas (Listening, Speaking, Reading and Writing) which are examined in two tiers referred to as the Foundation Tier and the Higher Tier. Each skill area is worth 25% of the final grade and is examined at the end of the course.

Students will be learning from up-to-date course materials where the emphasis is on authenticity of task, supplemented by audio and video material. All students in Years 9, 10 and 11 will have had regular access to a dedicated ICT room with 38 PCs (with Internet access) based on the Languages corridor. We feel that this enhances both linguistic and ICT skills for all our students. There is obviously much new material to be learnt, including new grammatical structures and a considerable amount of topic-related vocabulary on which students are tested regularly. Whilst continuing to practise and build up oral, listening and reading skills, students learn to extend their ability to write good French, German or Spanish by way of letters, translations and short texts.

Additionally, there is an ongoing programme of trips/exchanges abroad to the countries whose languages are being taught at LCHS. On such trips, students have the opportunity to practise and develop their oral skills and experience first-hand the culture and way of life of the country being visited.

We endeavour to support students taking examinations in many community languages as and when appropriate.
GCSE Art & Design: Fine Art
Head of Subject: Ms S Maltman (smaltman@lchs.eu)

Cannot be selected with Art & Design: Fashion

This course focuses on developing students’ painting, drawing and printmaking skills. Students also have the opportunity to complete 3D work, including ceramics. Students will study the formal elements of Art, including line, tone, colour, form, texture, pattern and composition. Students will also research the work of other artists. Students must be enthusiastic about Art and Design and be prepared to work outside lesson time to achieve the best results possible.

Course content
Students complete several projects in preparation for the two components that count towards their GCSE grade in Year 11.

Fine Art Portfolio (60% of GCSE grade)
Students produce a portfolio of work for this unit. In response to a starting point, students research their ideas and complete observational drawings and paintings. Students can also make prints and 3D work. Students study the work of a range of artists. Students then develop their ideas and create a final piece of artwork based on their research and experimentation.

OCR-Set Task (40% of GCSE grade)
Students choose a starting point from a selection provided by OCR. They research and develop ideas based on this starting point. Students make observational drawings and paintings and research the work of other artists. They then experiment with a range of media and materials and develop ideas for a final piece of artwork. The final piece is completed in a 10-hour examination period spread over two days.

Assessment
All students’ work is marked by LCHS and moderated by the examination board. GCSE Art and Design: Fine Art is marked using four Assessment Objectives:
Assessment Objective 1: Develop ideas
Assessment Objective 2: Experiment with ideas and materials
Assessment Objective 3: Record ideas
Assessment Objective 4: Present a personal response

Opportunities beyond GCSE Art and Design: Fine Art
Students can go on to the highly successful A Level courses in Fine Art, Textile Design and Photography offered by LCHS Art Department. From there, many students choose to take a Foundation course in Art and Design (for example, at Lincoln University) before going on to a university level course. On the Fine Art course, students develop skills such as creative problem solving and independent thinking, which are always in demand with employers.
GCSE Art & Design: Photography
Head of Subject: Ms S Maltman (smaltman@lchs.eu)

GCSE Photography is a creative and exciting course, offered by LCHS Art Department. The Photography course focuses on developing students’ understanding of Photography. Students have the opportunity to experiment with a wide range of photographic techniques, including traditional darkroom processes, camera-less photography and digital processes such as Photoshop. Students will use a range of photographic equipment to create images. Camera functions and photographic equipment, composition, lighting and viewpoint will all be studied. Students will also research the work of a wide range of photographers and other artists. Students must be enthusiastic about Photography and be prepared to work outside lesson time to achieve the best results possible.

Course Content
Students complete several projects in preparation for the two components that count towards their grade in Year 11.

Photography Portfolio (60% of GCSE grade)
Students produce a portfolio of Photography work for this Unit. In response to a starting point, students research their ideas and experiment with a range of photographic techniques. Students study the work of a range of photographers and other artists. Students then develop their ideas and create a final piece of photographic work, which is based on their ideas and experimentation.

OCR–set Task (40% of GCSE grade)
Students choose a starting point from a selection provided by OCR. They research and develop ideas based on this starting point. Students then experiment with a range of photographic techniques and processes. They develop ideas for a final piece of photographic work, which is completed in a 10-hour examination period spread over two days.

Assessment
All students’ work is marked by LCHS and moderated by the examination board. GCSE Art and Design: Photography and Lens-based Media is marked using four Assessment Objectives:
- Assessment Objective 1: Develop ideas
- Assessment Objective 2: Experiment with ideas and photographic processes
- Assessment Objective 3: Record ideas
- Assessment Objective 4: Present a personal response

Opportunities beyond GCSE Art and Design: Photography and Lens Based Media
Students can go on to the highly successful A Level courses in Fine Art, Textile Design and Photography offered by the LCHS Art Department. From there, many students choose to take a Foundation course in Art and Design (for example, at Lincoln University) before going on to a University level course. On the GCSE Photography course, students develop skills such as creative problem solving and independent thinking, which are in demand with employers.
GCSE Art & Design: Fashion
Head of Subject: Ms S Maltman (smaltman@lchs.eu)

Cannot be selected with Art & Design: Fine Art

GCSE Art and Design: Fashion is an exciting and experimental course, offered by LCHS Art Department.

The Textile Design course focuses on developing students’ ability to use a range of textile techniques with skill and confidence. Students have the opportunity to work creatively with a range of media including silk painting, fabric painting, applique, marbling, embroidery, felt making, weaving, printmaking for fabric, beading, using recycled materials to make fabric and creating 3D work using specialist materials. Students will also research the work of other textile artists. Students must be enthusiastic about fashion and be prepared to work outside lesson time to achieve the best results possible.

Course content
Students complete several projects in preparation for the two components that count towards their GCSE grade in Year 11.

Textile Design Portfolio (60% of GCSE grade)
Students produce a portfolio of textile work for this Unit. In response to a starting point, students research their ideas and experiment with a range of textile techniques. Students study the work of a range of textile artists. Students then develop their ideas and create a final piece of textile work based on their research and experimentation.

OCR-Set Task (40% of GCSE grade)
Students choose a starting point from a selection provided by OCR. They research and develop ideas based on this starting point. Students then experiment with a range of textile media and materials and develop ideas for a final piece of textile work. The final piece is completed in a 10-hour examination period spread over two days.

Assessment
All students’ work is marked by LCHS and moderated by the examination board. GCSE Art and Design: Textile Design is marked using four Assessment Objectives:
Assessment Objective 1: Develop ideas
Assessment Objective 2: Experiment with ideas and materials
Assessment Objective 3: Record ideas
Assessment Objective 4: Present a personal response

Opportunities beyond GCSE Art and Design: Fashion
Students can go on to the highly successful A Level courses in Fine Art, Textile Design and Photography offered by LCHS Art Department. From there, many students choose to take a Foundation course in Art and Design (for example, at Lincoln University) before going on to a University level course. On the Textile Design course, students develop skills such as creative problem solving and independent thinking, which are in demand with employers.
GCSE Business Studies
Head of Subject: Mr A Green (andrewgreen@lchs.eu)

Course Overview
GCSE Business Studies is an exciting and interesting subject that allows you to explore the world of businesses that is endlessly fascinating and ever changing. If you have ever wondered how businesses decide upon the prices they choose, how they decide when to promote their products or how they raise the money to start then this is the subject for you. You will explore what makes great business leaders, the personal traits that made entrepreneurs like James Dyson, Richard Branson or Steve Jobs successful. You will explore all of these ideas and more and will have the opportunity to develop your business skills you learn into practise.

Course Content
You will complete two units to achieve the GCSE in Business Studies which are:

Business Activity, Marketing and People
This unit will provide you with the opportunity to explore what enterprise and entrepreneurship are and their role in business. You will learn how businesses plan and they are owned and why they exist. You will also learn how businesses identify the customers and markets they service and the tools they use to attract and persuade their customers to buy their products. There will also be an exploration of human resources and their importance in the success of a business. This will include and exploration of different methods of recruitment and selection as well as how business motivate, retain, train and develop their staff. The unit will finish with an exploration of the different employment laws that affect businesses and their employees.

Operations, Finance and Influences on Business
This unit will start with an exploration of the methods business use to produce the goods they sell, how they ensure the quality of the products they sell, the laws that protect consumers and how business work with their suppliers. You will then explore the role of finance within a business and how they calculate the profit (or loss!), revenue they earn and costs they pay. You will explore break-even and what this means for businesses and the role, importance and assessment of cash flow position. The final part of this unit will allow you to explore the different factors in the business environment that affect businesses such as the economic climate and the natural environment.

Why take GCSE Business Studies?
GCSE Business Studies offers you the opportunity to gain a general view of the role that businesses, markets and consumers have and how the world of businesses works. You will learn about what it takes to set up a business and be successful and about the different types of businesses that exist. You will gain an understanding of how businesses decide to promote their products, set their prices and get their products in the hands of customers. You will also learn about the different laws that affect businesses and consumers and how businesses choose their works and why they might sack them. This is a course suitable for a budding Richard Branson, James Dyson or Mark Zuckerberg.
GCSE Citizenship Studies
Head of Subject: Mr J Stevens (jstevens@lchs.eu)

Course Overview

GCSE Citizenship Studies enables students to deepen their understanding of democracy and government, the law, rights and responsibilities and how we live together in society. The course enables students to think critically, evaluate evidence, debate ideas, make persuasive arguments and justify their conclusions. The course enables students to acquire the knowledge, understanding and skills to take responsible citizenship actions, play a positive role in public and democratic life as informed and active citizens, and provide them with the basis for further learning and study.

Taking citizenship action

The course requires that students carry out an in-depth, critical investigation leading to a planned course of informed action to address a citizenship issue or question of concern. During their investigations students must use and apply citizenship knowledge, understanding and skills in a real out of classroom context, and gain different citizenship insights and appreciate different perspectives on how we live together and make decisions in society. Investigations will require students to practise a range of citizenship skills including: research and enquiry, advocacy and campaigning.

The GCSE Citizenship Studies course starts in Year 9 and ends in Year 11 with written examination papers. A weighting of 100% is given to external assessment, including assessment of the knowledge, understanding and skills gained through undertaking action in their in-depth study. The course is of particular use for students wishing to go on to take A Level Government and Politics, Sociology, Law, Economics and Business Studies.

Progression Pathway

Year 9-11
GCSE Citizenship Studies

Sixth Form
A Level studies in various subjects, including Government and Politics, Law, Economics and Business Studies.
BTEC Dance (Vocational Level 1 & 2)
Joint Heads of Subject: Mrs L Fuller and Mrs R Creighton
(lfuller@lchs.eu) (rcreighton@lchs.eu)

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual skills. As a physical activity it promotes fitness and wellbeing. As performers, students develop confidence and self-esteem. They develop self-awareness as well as sensitivity to others and team-working skills. As choreographers, students employ the skills of problem solving and creativity.

Course Content

Component 1: Exploring the Performing Arts
Learners will develop their understanding of the performing arts by examining practitioners’ work and the processes used to create performance. You will develop knowledge and understanding of a range of performance styles. You will look at elements such as roles, responsibilities and the application of relevant skills and techniques. You will broaden your knowledge through observing existing repertoire and by learning about the approaches of practitioners, and how they create and influence performance material.
This component will give you an understanding of practitioners’ work and the processes and practices that contribute to a range of performance styles.

Component 2: Developing Skills and Techniques in the Performing Arts
Learners will develop their performing arts skills and techniques through the reproduction of dance repertoire. In this component, you will develop performance skills and techniques. You will take part in workshops and classes where you will develop technical, practical and interpretative skills. You will work from existing performing arts repertoire, applying relevant skills and techniques to reproduce the work. Throughout your development, you will review your own progress and consider how to make improvements.

Component 3: Performing to a Brief
Learners will be given the opportunity to work as part of a group to create a workshop performance. Learners will be given a brief and stimulus to create performance material. You will respond to the stimulus and create a workshop performance that communicates ideas and creative intentions to a target audience of your choice.

Assessment

Students are assessment continually throughout each unit via:
- Video recordings
- Teacher observations
- Written journals/log books
- Controlled assessments
- Dance workshops/performances
Design & Technology: CNAT Child Development (Vocational Level 1 & 2)
Head of Subject: Mr B Gulley (bgulley@lchs.eu)

The course is useful for students who are interested in the subject or who wish to pursue a career in the caring sector.

The course is useful for students who are interested in the subject, or who wish to pursue a career in the caring sector. It is also a direct pathway to our BTEC Children’s Play, Learning and Development course at Key Stage 5.

National Award Child Development consists of two elements:

Coursework (50%)
This comprises three units of work,
Unit 1 - Reproduction, birth, care and safety after birth.
Unit 2 - Factors which affect growth of children from birth to three years.
Unit 3 - Observation and creation of activities which aid child development.

Theory Examination (50%)
The specification is based on the following areas:

- Parenthood and pregnancy.
- Physical development.
- Nutrition and health.
- Intellectual, social and emotional development
- The family and the community.
GCSE Design & Technology: Electronics
Head of Subject: Mr B Gulley (bgulley@lchs.eu)

Cannot be selected with Design & Technology: Graphics or Design & Technology: Resistant Materials

A new GCSE from the Design & Technology department, this is aimed at those with a passion for our subject who wish to design and create products with an electronic element embedded. The course is particularly suited to students who enjoy building circuit boards.

This enables students to design and make products with creativity and originality, using a range of materials and techniques.

Coursework (50%)

The coursework encompasses the whole product you are creating, including: A final prototype, packaging, labelling and instructions, advertising, points of sale which all comes together to create products which can be evaluated for their commercial viability. In addition to the product, the students will create a portfolio which will chart the research, design, development and realisation of the final piece.

This course has 50 per cent controlled assessment in order to recognise the importance of practical work within this subject.

Theory Examinations (50%)

Comprises of a 2 hour exam regarding both the design process and materials and manufacturing processes used within it.
GCSE Design & Technology: Graphics
Head of Subject: Mr B Gulley (bgulley@lchs.eu)

Cannot be selected with Design & Technology: Electronics or Design and Technology: Resistant Materials

Graphics allows the students to work with different types of papers and boards to design and create products suited for advertising media. These can range from mobile phone boxes to points of sale for new DVD's. The students will learn about a variety of techniques for printing, manufacturing and finishing card and paper as well as whole range of drawing and graphical presentation techniques.

Coursework (50%)

The coursework encompasses the whole product you are creating, including: A final prototype, packaging, labelling and instructions, advertising, points of sale which all comes together to create products which can be evaluated for their commercial viability. In addition to the product, the students will create a portfolio which will chart the research, design, development and realisation of the final piece.

This course has 50 per cent controlled assessment in order to recognise the importance of practical work within this subject.

Theory Examinations (50%)

Comprises of a 2 hour exam regarding both the design process and materials and manufacturing processes used within it.
GCSE Design & Technology: Resistant Materials

Head of Subject: Mr B Gulley (bgulley@lchs.eu)

Cannot be selected with Design & Technology: Electronics or Design and Technology: Graphics

This course is aimed at students with a passion for a design but want to develop the practical skills and knowledge to develop their designs into a physical outcome.

The qualification is ideal for those who wish to develop their skills around developing original solutions to problems and independent working within timeframes.

Coursework (50%)

The coursework encompasses the whole product you are creating, including: A final prototype, packaging, labelling and instructions, advertising, points of sale which all comes together to create products which can be evaluated for their commercial viability. In addition to the product, the students will create a portfolio which will chart the research, design, development and realisation of the final piece.

This course has 50 per cent controlled assessment in order to recognise the importance of practical work within this subject.

Theory Examinations (50%)

Comprises of a 2 hour exam regarding both the design process and materials and manufacturing processes used within it.
GCSE Drama & BTEC Performing Arts (Vocational Level 1 & 2)
Head of Subject: Mr A Austin
(aaustin@lchs.eu)

What is the GCSE Drama course about?
The GCSE course consists of three components which enable you to study and explore a variety of different theatre styles. You will explore a chosen set text and also visit and analyse relevant live theatre productions in order to prepare yourself for a written examination. You will also explore a chosen stimulus to devise an assessed practical piece of performance on and this will be accompanied by a devising log to identify and outline your progress and decisions. You will also produce two performance extracts that will be assessed by a visiting examiner within year 11.

Component One: Understanding Drama (written exam 40%)
- Knowledge and understanding of drama and theatre.
- Written exam: 1 hour and 45 minutes with questions on set text and a live theatre performance.

Component Two: Devising Drama (practical and written 40%)
- Process of creating devised drama.
- Analysis and evaluation of own work.
- Devised performance.

Component Three: Drama performance (practical 20%)
- Performance of two extracts from one play.
- Outside examiner marks the performance.

What is the BTEC about?
The BTEC course consists of specific core units and additional units which contribute to 100% coursework in completing the course. You will study a variety of different theatrical styles and explore these analytically and practically and this will lead towards involvement in prepared performances, with the opportunity to comment and analyse your developmental process.

Exploring the Performing Arts
Students explore the processes used to create a performance (30%).

Developing Skills and Techniques in the Performing Arts
Students develop performance skills and techniques by reproducing existing performances (30%).

Performing to a Brief
Students pull together all they have learned and apply their knowledge in a performance (40% externally marked).

The BTEC course allows you to perform and learn about several areas of the industry and will require you to analyse practical work and become confident in maintaining a high level of organisation whilst working in groups and individually. You will be able to engage with and learn about the use of new tools within the department and explore relevant and appropriate Drama practitioners and stimulus whilst creating work.

How will I be assessed?
The BTEC is assessed through 100% coursework. Each component consists of a different number of assessed criteria which, when combined, result in a grade of Pass, Merit or Distinction. Coursework will consist of practical assessments, written tasks, evaluations and you will create a portfolio of work to support each specific project you are undertaking.
CNAT ICT: Digital Information Technology
(Vocational Level 1 & 2)
Head of Subject: Mr A Green (andrewgreen@lchs.eu)

Designed specifically for schools, BTEC Tech Awards are brand new Level 1 and Level 2 qualifications. Complementing GCSEs and providing a first glimpse into a professional sector, these qualifications assess students through scenario-based external assessments rather than traditional exam formats.

Why choose BTEC Tech Award in Digital Information Technology?
Content to interest and engage your KS4 Digital information technology students. There is clear progression onto Level 3 study for students who want to explore digital information technology further.

How does the course work?
The course is made up of three components: two that are internally assessed and one that’s externally assessed.

Our three-block structure, explore, develop and apply, has been developed to allow students to build on and embed their knowledge. This allows them to grow in confidence and then put into practice what they have learned.

The assessment structure is also designed so that students can build on what they learn, and develop their skills, as they move through the course.

<table>
<thead>
<tr>
<th>Internally Assessed</th>
<th>Externally Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore – 30%</td>
<td>Develop – 30%</td>
</tr>
<tr>
<td></td>
<td>Apply – 40%</td>
</tr>
</tbody>
</table>

Why the combination of internal and external assessment?
The combination of internal and external assessment means your students will develop the knowledge, understanding and skills they need and then have the opportunity to put this learning into practice through real-life scenarios.
GCSE Media Studies
Head of Subject: Mr M Lyon (mlyon@lchs.eu)

Overview of the Course

The mass media have an increasingly important role in contemporary society, providing us with information and entertainment. In addition, the media play a significant part in shaping attitudes and social values. This course is designed to enable candidates to develop a critical understanding of the role of mass media in society. It encourages candidates to develop their ability to:

- respond critically and analytically to a range of mass media texts including television, film, radio, popular music, newspapers, magazines and comics
- gain a broad knowledge of the industrial and commercial nature of media production
- investigate the nature of media consumption by different audiences
- enhance their skills in the planning and creation of media products
- engage with the developing world of media technologies

Assessment

Assessment for this course comprises two examinations (each 35% of the course) and one piece of coursework (30%).

Students are required to study examples of all of the following:
- TV, film, radio, advertising and marketing, video games, music videos, social media, newspapers and magazines
- They must also undertake at least one cross-media study (looking at how a text may have a presence across more than one media platform)

During the course they will study media theory and carry out in-depth analyses of various media texts (‘close study products’) set by the examination board, as well as a broad range of other texts to deepen their subject knowledge.

The examinations, marked by the examination board, are:

- Paper 1 (90 minutes) – focusing on media industries, audiences and representation
- Paper 2 (90 minutes) – focusing on media language and contexts of the media (their cultural or political background, for example)

Each year the examination board will publish a series of possible coursework projects which may include anything from filming a music video to producing a series of newspaper pages. Each student will independently complete one project, and the resulting coursework is marked by their teacher.
BTEC Music Practice (Vocational Level 1 & 2)
Head of Subject: Mr A Austin (aaustin@lchs.eu)

Studying music has many benefits, some are subject related and others are more general. You can learn to:
- Perform and compose music
- Listen to features in music
- Develop your creative skills
- Develop your analytical skills
- Make decisions
- Work in teams
- Develop your communication skills

It is desirable that prospective candidates can play an instrument or sing. Academic and practical ability are both assessed within the BTEC course.

Course Overview (All course assessment is 100% coursework)

Component 1: Exploring Music Products and Styles 30% (Internally Assessed)

A. Develop appreciation of styles and genres of music
B. Explore techniques used to create music products.

Students will produce a portfolio of work from the variety of genres studied, with substantial insight to these styles and their origins. Practical exploration will serve as part of the process of study.

Component 2: Music Skills Development 30% (Internally Assessed)

A. Exploring professional and commercial skills for the music industry
B. Applying and developing individual musical skills and techniques.

Students will explore a selected style and how this style may work within the industry and they will then apply their own practical skills to producing and developing work for this style in their assessment.

Component 3: Responding to a Commercial Music Brief 40% (Externally Assessed)

Learners will be given the opportunity to develop and present music in response to a given commercial music brief.

Features explored:
- Performing stylistically accurate cover versions.
- Creating original music using existing stylistic frameworks and traits.
- Stylistic use of a DAW (Digital Audio Workstation) and associated hardware to create an original piece of music from a given starting point.

Students will combine the research and practical knowledge obtained from the genres throughout the course to respond and complete a brief provided by the exam board, which will have practical and written requirements, serving as evidence of their understanding and progress throughout their journey on the course.
Physical Education: CNAT Sport Studies (Vocational Level 1 & 2)
Head of Subject: Mrs S Stenton (sstenton@lchs.eu)

This is a course for:
- Students who have an interest in all forms of sport.
- Students who enjoy participating in team sports and individual sports.
- Students who have shown a commitment to Physical Education in Years 7-9.
- Students who keep up to date with current affairs in relation to sport through the various forms of media.
- Students who are organised, can work to deadlines and who prefer coursework.

The Cambridge Nationals in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models as well as sport and the media.

**Contemporary Issues in Sport (Written exam)**
Students will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies.

**Developing Sports Skills**
Students will develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance.

**Sports Leadership**
Students will develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves.

**Sport and the Media**
Students will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media.

Students who opt for this course need to have a positive Discipline for Learning grade for Physical Education and actively participate in their Physical Education lessons.
GCSE Sociology
Head of Subject: Mrs S Staunton (sstaunton@lchs.eu)

Overview of the course

Sociology is often defined as the study of society. A society being a group of people who share a culture or a way of life. Sociology likes to examine societies social structures like the family, the education system, social class, crime and the criminal justice system. The course is designed to enable students to develop and understanding and make sense of the world they live in.

Students will study questions like:

- What is the ‘typical’ family structure in modern society and what are its functions?
- Is the education system a fair system for all?
- What is racism and does it still exist in modern society?
- Who holds the most power in society?

How is the course assessed?

The GCSE AQA Sociology exam is made up of two units.

Unit One

The sociology of families and education. This unit is assessed by a written examination which lasts 1 hours and 45 minutes and is worth 50% of the final grade.

Unit Two

The sociology of crime and deviance and social stratification. This unit is assessed by a written examination which lasts 1 hours and 45 minutes and is worth 50% of the final grade.
Some Final Thoughts

Changes to GCSEs and how parents can help.

New GCSEs are linear in their nature and therefore this means that there will be a lot of examinations in May and June 2023. Students will be prepared for these examinations in school, however success in examinations is not solely based on the work which a student does in school. We urge parents and carers that from the start of Year 9, students should not only keep up to date with their homework, but also engage in regular revision.

Some of the hardest pieces of information to recall during the exams in the summer of 2023, will be those facts learned in the autumn of 2020. Regular revision will ensure that information remains easy to recall and that the task of revision does not become an unassailable prospect. Revising a single topic for 15 minutes with no distractions (TV, mobile phone etc.) breaks revision down into manageable chunks. This period of time is short enough to remain focused and therefore information is retained.

Revision is best done actively, therefore engaging in making revision cards, drawing mind maps and teaching others is the best way to retain information. For help with revision, please contact your Progress Leader, Mrs K Capes.

Holidays

During Years 9, 10 and 11, it is extremely detrimental to the progress and chances of success for your child if you take them on holiday during term time. There is a direct correlation between those students with excellent attendance and the students who achieve or exceed their target grades.

Please do not take your child on term time holiday during this vitally important phase of their education.

Success

As a school we will do everything we can to ensure that you are happy with the education that your child experiences and that your child is as successful as they can possibly be. We put the needs of the student first to ensure that this is the case. Part of this process is ensuring that students opt for the courses which not only will they enjoy and be successful with, but also prepares them in the best possible ways for the challenges which lie beyond the end of Year 11. Please feel free to contact me at any point to assist you with the Options process.

Mr M Whitaker
Assistant Headteacher
April 2020
**Key Dates**

**Year 8 Options 2020**

**Monday 27th April**

Communication opportunity via email with Heads of Department and Progress Leader.

**Monday 4th May**

Electronic Options Form sent out via ParentMail. To be returned by Friday 8th May

**Summer Term**

Option choices are confirmed

**Wednesday 2nd September**

Start of Year 9 (Assuming normal schooling has resumed)