

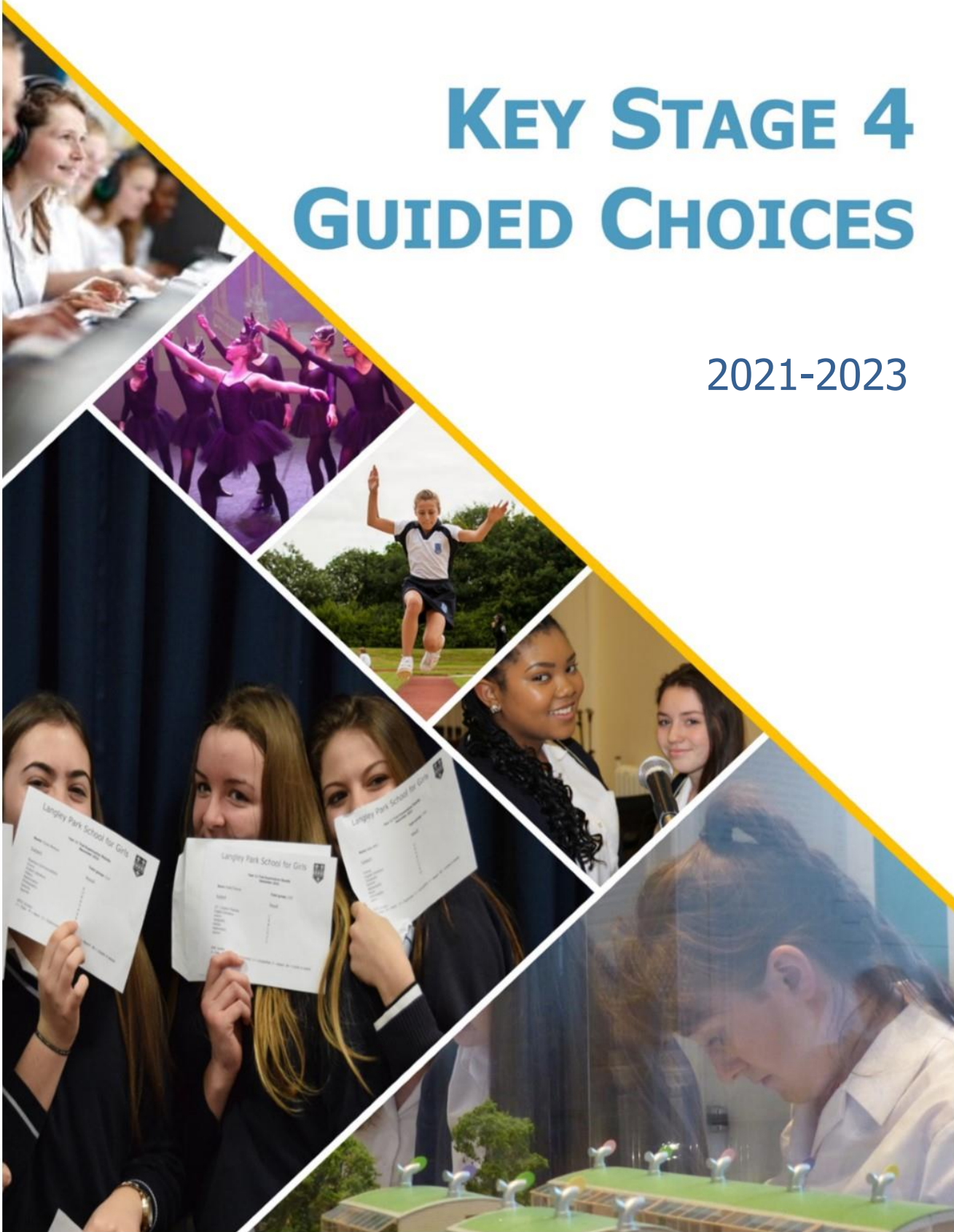
Langley Park School for Girls

Unlocking potential through empowerment



KEY STAGE 4 GUIDED CHOICES

2021-2023



Langley Park School for Girls

Headteacher: Ms K Scott



January 2021

Dear Students and Parents/Carers,

GUIDED CHOICES 2021-2023

Work is underway within school to help students make the right decisions for them in terms of their programme of study for key stage 4. These decisions are important because their success in public examinations not only affects future decisions for their Sixth Form choices, but for University and / or employment. Ultimately life choices and chances are significantly influenced by educational attainment and we all want our young people to have the best of both of these.

LPGS now offers students a wide range of subjects, knowing that they are likely to do better in subjects they enjoy. We are also providing clear guidance to students about their chances of getting Grade 4 and above in the subjects they might like to take.

The English Baccalaureate (EBACC) is one of the government's key measures for success at GCSE. It will be achieved by those students who gain a 4 and above in the combination of English, Mathematics, Science, History or Geography, and a language. This combination is available to the vast majority of students. Achieving the EBACC may positively affect offers of university places in the future. It signals that a student has been successful in the areas of a range of academic subjects.

In addition to this, we are offering a range of creative, vocational and work related learning opportunities, recognising that a broad and balanced curriculum with a variety of assessment methods is of benefit. Vocational qualifications are assessed both by external examinations and continuous assessment. This is of help in reducing the number of examinations students have to sit at the end of Year 11. This is of particular benefit to those students who find that examinations do not necessarily capture their true ability, or those who are very anxious.

The way in which our Choices are now organised means that your daughter will be able to take 8 or 9 subjects. She will be able to choose up to 4 subjects which she will study alongside the compulsory courses. In addition to this she will, of course, continue to have lessons in Physical Education as a non-examined subject.

The school reserves the right to exercise its professional judgement when coming to a final decision as to which subjects are to be studied. We endeavour to provide all students with their first choice subjects, however every year, in every school, there are a small number of combinations of subjects that cannot be accommodated.

I hope that you will find the information in this booklet helpful and I look forward to seeing you at the Guided Choices LIVE event on Wednesday 3rd February 2021.

Yours faithfully,

Ms K Scott
Headteacher

GUIDED CHOICES PATHWAY

All students will study:

Core/Option	Tiered paper?	Number of terminal examinations	Continuous assessment or 'coursework'?	Number of GCSE qualifications
English Language	No	2	N/A	1
English Literature	No	2	N/A	1
Mathematics	Yes Foundation – Grades 1-5 Higher – Grades 4-9	3	N/A	1
Double Science	Yes – as above	6	N/A	2
Core PE	N/A	None	N/A	0
Choice 1: Geography or History	No	3	N/A	
Choice 2: French or Spanish	Yes	4	N/A	1
Choice 3:	Depends on qualification chosen			
Choice 4:	Depends on qualification chosen			

Almost all students follow the EBACC pathway. A small number of students, identified using previous and current attainment data, will have a modified programme that will be discussed with students and their families.

All students will be asked to select one subject in each block (plus a reserve choice). In their selection they must ensure they pick at least one Humanities and one MFL subject. This will ensure all students will study a broad and balanced curriculum.

Block A	Block B	Block C	Block D	
Geography	Geography	Geography	Geography	Humanities
History	History	History	History	
Spanish	Spanish	Spanish	Spanish	MFL
French	French	French	French	
Art	Art	Sociology	Psychology	Open
Photography	Photography	Computing	Business Studies	
Drama	Drama	PE	Dance	
Triple Science	Fashion & Textiles	Food Preparation & Nutrition	Music	
Health & Social Care (Vocational)	Health & Social Care (Vocational)	iMedia (Vocational)	Travel & Tourism (Vocational)	
	Psychology	Religious Studies	Religious Studies	

Key points

- A small minority of students will be offered a slightly alternative pathway. The students and their families will be contacted directly by the Student Support team to discuss this.
- Students will be allowed to choose 2 Humanities and/or 2 MFL subjects if they wish.
- Students cannot start a new language at GCSE. They must choose one previously studied. Those who do not currently study a language will be contacted by the Student Support team
- The Vocational courses are all GCSE equivalent and count as such for application to the Sixth Form. They are a combination of controlled assessment and examination (please read p38 for more detail).
- If subjects are oversubscribed we will consider previous and current performance in that subject area.
- If oversubscribed, Triple Science students may need to sit a short test to help us assess student's level of ability.
- Student's choosing GCSE PE will study this as well as the non-examined core PE that the full cohort will do.
- Whilst we endeavour to make the choices work for all, unfortunately some students will miss out on their first choices. When this happens the reserve choices will be used.
- The process is not 'first come first served' but families will need to have completed the process by **9am on 22nd February 2021**. Later applications will be organised after all other students have been allocated classes.
- Students wishing to amend their choices after the submission day will only be considered after all other students have been allocated classes.
- Students will be given their choices in the final half term of the school year.

SUBJECT CHOICES

All students will study the following subject:

- Physical Education (non-examined)

ENGLISH BACCALAUREATE SUBJECTS

	Pages
• English Language and English Literature	7-10
• Mathematics	11-13
• Science (including Computer Science)	14 & 20
• Geography or History	15-17
• French or Spanish	18

OPTIONAL SUBJECTS

Students will choose a combination of courses from the groups below, following guidance from their Tutors, Head of Year, Subject Teachers and Careers Advisor. They will, of course, also be asked to choose reserves.

Business Studies	19
Computing	20
Dance	21
Drama	23
Fashion and Textiles	24
Fine Art	25
Food Preparation and Nutrition	26
French	18
Geography	15
History	17
Music	27
Photography	28
Physical Education	29
Psychology	32
Religious Studies	34
Sociology	35
Spanish	18

VOCATIONAL COURSES

Health and Social Care	39
iMedia (ICT)	40
Travel & Tourism	41

IMPORTANT DATES IN 2021

Monday 18th January	Careers Advisor Interviews	All Year 9 students will meet to discuss choices.
Friday 27th January	Key Stage 4 Guided Choices subject presentations go live	An opportunity for you and your daughter to explore different subject areas
Wednesday 3rd February	Key Stage 4 Guided Choices LIVE for parents and students	An opportunity to ask questions about the process as a whole.
Thursday 4th February	Online Guided Choices forms open	Parents will be sent an email link to the system
Monday 22nd February	Deadline for Guided Choices forms	Online Choices form closed at 9am
June/July	Choices confirmed with students	

COMPLETING THE GUIDED CHOICES FORM

The form will be completed electronically. Students have already logged into the system and parents/carers will be sent the link on the morning of Thursday 4th February 2021. The system is not 'first come, first served' so please take your time in considering the choices. The system will close at **9am on Monday 22nd February 2021**. Students can make choices but parents/carers must use their login to sign off the choices.

EXAM AWARDING BODIES

AQA	(www.aqa.org.uk)
PEARSON EDEXCEL	(www.pearson.com)
EDUQAS WJEC	(www.eduqas.co.uk)
OCR	(www.ocr.org.uk)
NCFE	(www.ncfe.org.uk)

ENGLISH LANGUAGE AND ENGLISH LITERATURE EDUQAS WJEC & OCR

English is timetabled at Key Stage 4 as a single subject, taught in seven periods over two weeks. Students study a broad, challenging and exciting range of material that, for most, leads to the acquisition of two qualifications; GCSE English Language and GCSE English Literature. The exam specifications are Eduqas WJEC and OCR.

The courses are varied and allow students to make productive use of the foundational skills built through the teaching in Years 7-9. A range of units are taught over the two separate qualifications yet the skills acquired in every unit are of use to each other. The texts and topics chosen within these units extend and stretch more able pupils while remaining accessible to all students.

The reading of core texts is complimented by the use of film, theatre and drama in the classroom enabling students a deep study of character and plot. Students are encouraged to develop a critical voice in both their verbal interactions and written work. Teaching is innovative and use of ICT is integrated through research, presentations and use of online tools to further assist and enable learning.

Students will enjoy both the depth and breadth of texts they will study, which include Jane Austen's 'Pride and Prejudice' and RL Stevenson's 'Strange Case of Dr Jekyll and Mr Hyde', alongside more modern novels such as Kazuo Ishiguro's 'Never Let Me Go,' and George Orwell's 'Animal Farm'.

The keys to success in English are accurate writing, wider reading and an excellent attendance record.

Accurate Writing

Accurate writing comes from planning and proof-reading.

A simple form of planning is to **Mind the GAP** (Genre/Audience/Purpose)

Genre	Audience	Purpose
Newspaper opinion column	Times newspaper readers	To argue that pop videos show women in a stereotypical and exploitative way
Essay	Assessor/Teacher	To compare how the theme of power is presented in 'Macbeth'

Understanding is the first step to completing planning effectively. If your daughter is 'stuck' on a piece of work, ask to see her planning.

Students should practise proof-reading written work. Without proof reading, careless technical errors will mean your daughter loses marks for easily corrected spellings, capital letters and punctuation. We do not suggest that you correct your daughter's work, but encouraging her to read her work aloud to you will help her to spot any mistakes. Offering a general advice such as, "You seem to be repeating yourself there," is also useful. **It is important to remember that SPaG (spelling, punctuation and grammar) is worth 20% of the English Language qualification and 5% of English Literature.**

Handwriting is important in examinations. Encourage your daughter to check that capital case and lower case rules are followed (eg. G g H h D d) She should also be careful to size her lettering correctly and to join up her handwriting. Recent educational research shows that, for girls, a failure to join up correctly is associated with an average drop of a whole grade in GCSE English.¹ This will also help her to write quickly and to avoid losing marks for technical inaccuracy because it is unclear to the assessor if she is using capital letters correctly.

¹ (David Barnett, Jane Galbraith, Caroline Roaf, & Sue Rutherford, Ford Williams School, Oxford Road, Thame, Oxon OX9 2QA)

Wider Reading

It is important for students to develop their taste for reading in Key Stage 4 by reading many different kinds of text as this will not only help to enrich their vocabulary, but it will also assist them in crafting narrative prose for the Language paper. Some girls let their private reading drop under pressure of homework but it is important to recognise the wealth of benefits that reading for pleasure brings to students' literacy and communication skills. Please continue to encourage your daughter to read novels, poems, magazines and newspapers. Although plays can be read, watching in a theatre or on screen is a more enjoyable and engaging way to experience drama. Please keep sharing the books you enjoy with your daughter, talking about what she reads and watches and reminding her to visit a public library. The library at LPGS was recently voted one of the top ten secondary school libraries in England; there is an excellent selection of appropriate fiction and non-fiction available there too. Our librarians can recommend books to your daughter. A suggested reading list has also been distributed by English teachers to Year 10 classes.

One examination set text is provided in Year 10 which students may keep. It is the OCR Anthology 'Towards a World Unknown'. Other examination and assessment texts should be purchased when required. Having their own copy of a text will enable students to annotate and underline passages, which will in turn, support them during revision.

Exam and Assessment Information

Subject	FINAL EXAMINATIONS
English Language* Eduqas WJEC	Paper 1 1hr 45mins 20th Century Literature Reading and Creative Prose Writing Paper 2 2hr 19th and 21st Century Non-fiction Reading and Transactional/Persuasive Writing
English Literature* OCR	Paper 1 2hr Exploring Modern and Literary Heritage Text Paper 2 2hr Exploring Poetry and Shakespeare

*There are no longer tiers of entry for these exams.

All exam papers for English and English Language are now closed book examinations.

Students will be expected to use quotation and references to their studied text in their answers.

Contact: Ms J Walker, Head of English
jw@lpgs.bromley.sch.uk

ENGLISH LANGUAGE

GRADE DESCRIPTIONS

Grade 8

Critical reading and comprehension

In relation to a range of texts, to achieve grade 8, candidates will be able to:

- summarise and critically evaluate with detailed and perceptive understanding
- understand and respond with insight to explicit and implicit meanings and viewpoints
- analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure
- substantiate their understanding and opinions with illuminating references to texts and contexts
- make convincing and apt links and comparisons within and between texts

Writing

To achieve grade 8, candidates will be able to:

- communicate with impact and influence
- produce ambitious, accomplished and effectively-structured texts
- use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact
- spell, punctuate and use grammar accurately so that writing is virtually error-free

Grade 5

Critical reading and comprehension

In relation to a range of texts, to achieve grade 5, candidates will be able to:

- summarise and evaluate with accuracy and clear understanding
- understand and make valid responses to explicit and implicit meanings and viewpoints
- analyse and evaluate relevant aspects of language, grammar and structure
- support their understanding and opinions with apt references to texts, informed by their wider reading
- make credible links and comparisons between texts

Writing

To achieve grade 5, candidates will be able to:

- communicate effectively, sustaining the reader's interest
- produce coherent, well-structured and purposeful texts
- vary sentence types and structures and use vocabulary appropriate to purpose and effect
- spell, punctuate and use grammar accurately with occasional errors

ENGLISH LITERATURE

GRADE DESCRIPTIONS

Grade 8

In relation to a range of texts, to achieve grade 8, candidates will be able to:

- sustain a convincing, informed personal response to explicit and implicit meanings of texts
- sustain a perceptive critical analysis of the ways in which writers use language, form and structure
- use judicious and well-integrated textual references to develop personal responses
- show perceptive understanding of how contexts shape texts and responses to texts
- make illuminating comparisons between texts

Grade 5

In relation to a range of texts, to achieve grade 5, candidates will be able to:

- develop a generally coherent and engaged response to explicit and implicit meanings of texts
- develop a clear understanding of the ways in which writers use language, form and structure
- use apt textual references to support responses
- use understanding of contexts to inform responses to texts
- make credible comparisons between texts

MATHEMATICS – PEARSON (1MA0)

All Year 9 students have begun studying the GCSE syllabus ready for entry in 2021.

The aims of Maths GCSE are to enable students to:

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts
- Acquire, select and apply mathematical techniques to solve problems
- Reason mathematically, make deductions and inferences, and draw conclusions
- Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

The grading is 9 – 1 with 9 being the highest attainable grade. The Higher tier covers grades 9 – 4 and the Foundation tier grades 5 – 1. There is an overlap of content in the Higher and Foundation tier enabling final decisions about tier of entry to be made after the trial examinations in Year 11.

The Maths GCSE is a linear course with no controlled assessment or coursework. At the end of Year 11 the students will sit three equally weighted papers each 1½ hours long and worth 80 marks. One of these papers will be non-calculator.

The course structure:

In each term throughout the GCSE course students will cover progressively more challenging elements of each of:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

Student resources:

We follow the Pearson scheme of work and students use the practice, problem solving and reasoning books for class and homework. Some parents may wish to buy the larger student text book for use at home.

Edexcel GCSE (9-1) Mathematics: Foundation Student Book	ISBN	9781447980193
Edexcel GCSE (9-1) Mathematics: Higher Student Book	ISBN	9781447980209

In addition to the text books all students have access to the online version of Maths Watch which has video tutorials of all topics for revision and practise vle.mathswatch.co.uk. Your daughter will have been given login details for this.

Contact: Ms L Hine, Head of Maths
lh@lpgs.bromley.sch.uk

MATHEMATICS

GRADE DESCRIPTIONS FOR GCSES GRADED 9 TO 1: MATHEMATICS

Grade 8

To achieve grade 8, candidates will be able to:

- perform procedures accurately
- interpret and communicate complex information accurately
- make deductions and inferences and draw conclusions
- construct substantial chains of reasoning, including convincing arguments and formal proofs
- generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes
- make and use connections, which may not be immediately obvious, between different parts of mathematics
- interpret results in the context of the given problem
- critically evaluate methods, arguments, results and the assumptions made

Grade 5

To achieve grade 5, candidates will be able to:

- perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae
- interpret and communicate information effectively
- make deductions, inferences and draw conclusions
- construct chains of reasoning, including arguments
- generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods and results

Grade 2

To achieve grade 2, candidates will be able to:

- recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures
- interpret and communicate basic information; make deductions and use reasoning to obtain results
- solve problems by translating simple mathematical and non-mathematical problems into mathematical processes
- provide basic evaluation of methods or results
- interpret results in the context of the given problem

LEVEL 2 CERTIFICATE IN FURTHER MATHEMATICS (AQA - 8365)

The highest achieving Maths students may also sit the AQA Level 2 Certificate in Further Mathematics. This complements and extends the Higher tier GCSE syllabus and can be taught alongside Maths GCSE. It is sat at the end of year 11 with decisions about entry being made after the trial exams.

The Further Maths course is designed for students who will comfortably achieve grades 8 or 9 at GCSE and it provides an excellent preparation for A level study after Year 11.

Subject content:

- Number
- Algebra
- Coordinate Geometry in two-dimensions
- Calculus
- Matrix Transformations
- Geometry

You may find out more about this qualification and look at specimen assessment materials at www.aqa.org.uk/subjects/mathematics/aqa-certificate/further-mathematics-8365

Assessment:

Two papers are sat at the end of Year 11

Paper 1	Non-Calculator	1 hour 45 minutes	80 marks
Paper 2	Calculator	1 hour 45 minutes	80 marks

Questions: a mix of question styles from short, single mark questions to multi-step problems. The mathematical demand increases as the student progresses through the paper.

Grades will be awarded on a scale of 5 – 9.

Contact: Ms L Hine, Head of Maths
lh@lpgs.bromley.sch.uk

SCIENCE - AQA

Students have already started learning about the key concepts of Biology, Chemistry and Physics during Year 9 and begun to develop their investigative skills. From Year 10 onwards students will follow a learning pathway which is designed to maximise their achievement by the end of Year 11. These pathways allow students to explore and investigate the world of Science and develop a fuller understanding of scientific phenomena, the nature of fundamental theories, and the procedures of scientific investigation.

It is our intention that throughout Key Stage 4:

- All students will receive a balanced scientific education in Biology, Chemistry and Physics.
- All students will work towards a minimum of two GCSEs in Science.
- All students will work at a level that is designed both to provide a challenge academically and also stimulate an interest in Science leading to the opportunity for further study in Science at Langley Park School for Girls.

The following pathways are offered:

- 3 GCSEs: Biology, Chemistry and Physics (Triple Science)
- 2 GCSEs: Combined Science

The Courses: GCSE (all AQA)

- Biology
- Chemistry
- Physics
- Combined Science (Trilogy)

All the specifications listed above build upon the Key Stage 3 Curriculum, adding depth and context. There is also a focus on the development of practical skills, and the application of How Science Works: this focuses on the scientific method and the role that science plays in everyday life.

- GCSE Combined Science consists of 3 distinct units of study: Biology, Chemistry and Physics.
- Each GCSE includes required practical and investigative activities.
- Each GCSE is fully assessed by written examinations at the end of the course.

Students will be given the opportunity to select Triple Science (for separate GCSEs in Biology, Chemistry and Physics) as one of their option choices. ***Places on the Triple Science course are limited, and will be allocated on the basis of a formal assessment to take place during the Summer term. (Options code: Triple Sci GCSE 9 – 1 Full Course)***

Contact: Miss V Parry, Head of Science
vp@lpgs.bromley.sch.uk

GEOGRAPHY – PEARSON

(Options code: Geography GCSE 9 – 1 Full Course)

Course description:

Geography is about exploring and understanding both the natural and human world we live in. It covers a broad range of themes and topics, always looking at how our actions interact with and thus change and shape the planet we call home.

At LPGS ***"In our changing world nothing changes more than Geography"*** Pearl S. Buck

At GCSE, we study EdExcel B GCSE Geography.

All students studying the course must have the opportunity to engage with fieldwork. To account for this, we have two UK based day trip experiences at LPGS, these include:

- Urban study - Undertaken in Summer term of Year 10
- Coastal study- Undertaken in Summer term of Year 9

Topics of study:

This course consists of three externally examined papers to be assessed in May/June of Year 11. Students have already covered the majority of Unit 1 in Year 9 Geography lessons. The remainder of this unit and the other units are covered through teaching time in Years 10 and 11.

The makeup of the exam papers is a mixture of short and extended written answers. The papers also include numerical calculation and data interpretation questions. In Unit 3 students have to justify decisions around global future issues through data interpretations and extended writing.

Unit 1:

Hazardous Earth – Tectonics
Hazardous Earth- Climate change
Hazardous Earth – Extreme weather
Development dynamics – Development
Development dynamics – Emerging India
Urbanisation – Urban change
Urbanisation- Mega cities

Unit 2:

UK Landscapes- Geology and coasts
UK Landscapes- Rivers
UK Cities – Trade and migration
UK Cities- Major city changes and challenges

Unit 3:

Fieldwork studies (Human and Physical)
People and Biosphere
Forests under threat
Consuming energy resources

Key Skills Development

The GCSE programme of study focuses on data response skills, research for extended writing and the development of ICT and communication skills through fieldwork, group work and presentation and use of the school ICT facilities.

Educational Progression and Career Opportunities

Geography is a rigorous and wide ranging academic discipline drawing on many aspects of the sciences, economics, mathematics, and sociology. Data collection/response and interpretation is an integral part of our work and the student learns how to hypothesise on, and to evaluate key management issues. The subject lends itself to any career involving decision-making, for instance engineering, the civil service, and tourism. It is also an excellent course for preparation for Higher Education or a direct move into employment because of its contemporary and holistic nature and its practical emphasis on decision-making and research.

Students on this course who achieve a GCSE level 5 or higher are eligible and encouraged to study further on to A Level Geography at LPGS.

Contact: Mr J Lutz, Head of Geography
jl@lpgs.bromley.sch.uk

HISTORY – AQA

(Options code: History GCSE 9 – 1 Full Course)

Course description:

You will follow the AQA History Specification. The course will allow for the development of the historical skills already acquired in Years 7-9. The content builds on some of the work done at Key Stage 3 including The Tudors in Year 8 and the Twentieth Century in Year 9. However, it also includes a number of exciting new topics such as Medicine through Time and an in-depth study of life in the USA. It includes both national and international history as well as study of the historical environment.

Paper One: Understanding the Modern World (50% of the GCSE)

The paper includes:

- **America, 1920-1973: Opportunity and inequality**
This course includes a study of American people and the 'Boom', Americans' experiences of the Depression and New Deal and Post-World War Two America.
- **Conflict and tension, 1918-1939: The inter-war years**
This course includes a study of the peace treaties after World War One, the work of the League of Nations and international peace and the origins and outbreak of World War Two including the role of Hitler

Paper Two: Shaping the Nation (50% of the GCSE)

The paper includes:

- **Britain: Health and the peoples: c1000 to the present day**
This course looks at the development of medicine and public health in Britain from the Middle Ages until the Modern Day and studies how factors such as war, chance and the government led to changes in treatments.
- **Elizabethan England: c1568-1603.**
The study will focus on the major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Within this course students will also study an aspect of the historical environment, each year a site of historical interest will be chosen, for example an Elizabethan theatre or Tudor manor house, and this will further enrich students' understanding of the Elizabethan period.

This course, whilst interesting in itself, is intended to help you understand better the world you live in, and prepare you for further study at A-Level and beyond. All students sit the same examination which covers all ability grades from 9 to 1.

Contact: Mrs H Catterall, Head of History
hc@lpgs.bromley.sch.uk

The AQA website contains a range of useful information about the GCSE Specification. You may find it useful to look before opting for History to get more information about the content, and during the course for more advice and support.

MODERN LANGUAGES - AQA

FRENCH or SPANISH

(Options codes: French GCSE 9 – 1 Full Course / Spanish GCSE 9 – 1 Full Course)

French and Spanish are available if you have studied them at Key Stage 3.

Course description:

The courses develop your ability to understand and use a language effectively, both for purposes of practical communication and for imaginative and creative uses. You will develop an understanding of the grammar and also gain insights into the culture of the countries where the language is spoken.

Subject content:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Assessments:

GCSE Languages have a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series, at the end of Year 11. Each tier is worth 25% of the GCSE grade.

Paper 1: Listening

Understanding and responding to different types of spoken language.

Paper 2: Speaking

Communicating and interacting effectively in speech for a variety of purposes.

Paper 3: Reading

Understanding and responding to different types of written language.

Paper 4: Writing

Communicating effectively in writing for a variety of purposes.

Contact: Ms B Stavrou, Head of MFL
bs@lpgs.bromley.sch.uk

Ms F Artini, Head of Spanish
fa@lpgs.bromley.sch.uk

BUSINESS STUDIES - AQA

(Options code: Bus St GCSE 9 – 1 Full Course)

Course description:

This is a dynamic course which gives the students an overview of what happens in real world business contexts ranging from small enterprises to large multinationals, and businesses operating locally, nationally and globally. Students will develop an understanding of how these contexts impact on business' behaviour. Within the teaching and learning of the GCSE Business course students will apply business concepts to familiar and unfamiliar contexts, learning to develop problem solving and decision making skills relevant to business. Students will also investigate, analyse and evaluate business opportunities and issues, often using quantitative data to support decisions.

Students will apply their knowledge and understanding to all aspects of business and covering subject areas as diverse as;

- The interdependent nature of business activity
- Influences on business
- Business operations
- Finance
- Marketing
- Human resources

All of these topics are taught in such a way to provide students with the opportunity to understand how changing events in the dynamic business world impact on consumers, producers and government. This ensures that students do not learn business theories in a vacuum. Students are assessed through two written exams at the end of Year 11. Both have significant focus on the essential higher order skills of analysis and evaluation. GCSE Business Studies therefore is not only a sound introduction to studying the subject at a higher level but also represents a good way of developing important transferrable skills.

Method of Assessment:

The assessment of the GCSE is through two examinations both taken in Year 11.

Contact: Mrs Murray-Smith, Head of Business and Law

cmu@lpgs.bromley.sch.uk

COMPUTER SCIENCE – OCR

(Options code: Computing GCSE 9 – 1 Full Course)

Course description:

Computer Science is a fast paced, stimulating field that incorporates many different disciplines including mathematics, programming and linguistics.

GCSE Computer Science will introduce you to the world of computational thinking. How do computers process such complex tasks? How can a machine understand code? Where is the limit on what can be computed? The course will answer questions you may already have about technology and present a multitude of new ones.

The course is divided into 2 units:

Unit 1: Computer Systems

This unit explores the fundamentals of computer science such as; the inner workings of modern day devices, how devices communicate with each other and system security. Students will begin to understand why some devices work faster than others, how films can be streamed straight to their devices and the ethical, legal, cultural and environmental concerns associated with Computer Science.

Unit 2: Computational Thinking, Algorithms and Programming

This unit focuses on software development and will introduce students to algorithms and programming in a very practical way. They will use Python to learn about programming constructs, computational logic and how to produce robust programs. They will gain an understanding of how a computer translates their code and learn to represent numbers in binary and hexadecimal. As part of this unit students will be required to design, write and debug their own code to solve a specific problem. Previous assessments have included tasks such as quizzes, dice games and card games.

Method of Assessment:

Unit 1: Written paper (80 marks)	50%
Unit 2: Written paper (80 marks)	50%

Choose Computer Science if you want to:

- Learn how to write your own algorithms and programs
- Develop your research, logical thinking and problem solving skills
- Become an independent user of technology
- Deepen your understanding of current and new technologies

Contact: Mr P Brookes
pbr@lpqs.bromley.sch.uk

DANCE – AQA

(Options code: Dance GCSE 9 – 1 Full Course)

Course description:

Dance is a powerful and expressive subject, which encourages students to develop their creative, physical, emotional and intellectual capacity; it will promote a healthy lifestyle, team work and actively engage students to develop as effective and independent learners.

This course recognises the role of dance in young people's lives and students will not only study the concepts of dance, but will engage in historical aspects, critical and analytical skills and social and cultural interests of the world today.

Students will study a dance anthology of professional works that will develop their ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

SPECIFICATION ELEMENTS:

1: Performance

Students must develop and apply the knowledge, understanding and skills required to perform dance as a soloist and in a duet/trio. Students will need to demonstrate their knowledge and understanding of performing skills by responding to short answer questions in the exam.

2: Choreography

Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance.

3: Dance Appreciation

Students must be able to use written communication, using appropriate terminology, to critically appreciate their own work and the professional set works in the GCSE Dance anthology.

Assessments:

Practical 60% Theory 40%

Students must complete **both** assessment components.

Component 1: Performance and Choreography
<p>What's assessed?</p> <p>1: (a) Set phrases through a solo performance (approximately one minute in duration) (b) and a duet/trio performance (three and a half minutes in duration)</p> <p>2: Perform a solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)</p>
<p>How it's assessed?</p> <p>Internally marked and externally moderated</p> <p>Performance</p> <p>1: 30% of GCSE, 40 marks (a) 15 marks for set phrases and (b) 25 marks for duet/trio performance)</p> <p>Choreography</p> <p>2: 30% of GCSE, 40 marks</p> <p>Total component 60%</p> <p>Non-exam assessment (NEA) marked by the centre and moderated by AQA</p>

Component 2: Dance Appreciation

What's assessed?

Knowledge and understanding of choreographic processes and performing skills
Critical appreciation of own work
Critical appreciation of professional works

How it's assessed?

40% of GCSE
Written exam: 1 hour 30 minutes, 80 marks

Questions

Based on students' own practice in performance and choreography and the GCSE Dance anthology

It is advisable to have previous dance training and knowledge to undertake this course and entrance is subject to an open dance class. Students will also have the opportunity to do a six-week intensive course prior to entering Year 10. This will be in the form of an after school club running in the summer term.

Contact: Ms S Davis
sd@lpgs.bromley.sch.uk

DRAMA - AQA

(Options code: Drama GCSE 9 – 1 Full Course)

Course description:

GCSE Drama allows you to build on the skills you learnt at Key Stage 3, with a particular focus on working in small groups to produce examined pieces of drama.

Alongside a growing recognition from universities of the importance of Theatre Arts as an academic subject you will learn skills that are invaluable in later life. Creative thought and action, the development of confidence and communication skills, self-awareness, group co-operation and problem solving are all central to the course. An open and experimental approach to Drama is highly valued and you are expected to rehearse work outside of timetabled lessons.

Method of Assessment:

Component 1: Understanding Drama - Written paper, 1hr 45mins 40% of GCSE

- Section A – multiple choice (4 marks)
- Section B – four questions on a given extract. (44 marks)
- Section C – one two-part question on a live theatre production (32 marks)

Component 2: Devising drama – Practical, 40% of GCS

- Performance of a piece of drama created in groups (20 marks)
- An accompanying written Devising log (60 marks)

Component 3: Texts in Practice – Practical, 20% of GCSE

- Performance of two rehearsed extracts from one play (2 x 20 marks)

Contact: Mrs C Clarke
cc@lpgs.bromley.sch.uk

FASHION AND TEXTILES - PEARSON

(Options code: Textiles GCSE 9 – 1 Full Course)

Course description:

Fashion and Textiles at GCSE will be vibrant and inspiring. It will bring out your best work and equip you with the skills you will need to progress and confidently continue with this and related subjects at A level and beyond, including a realistic and exciting range of Textile and Fashion related career opportunities. The course is designed to challenge, motivate and stimulate your interest, needs and strengths in this area of the creative arts.

The specification has been designed to allow you to develop your knowledge and understanding during the course through a variety of learning experiences and approaches, including engagement with sources. This will allow you to develop the skills to explore, create and communicate your own ideas. You will demonstrate these skills through the development, refinement, recording, realisation and presentation of your ideas through a portfolio and by responding to an externally set assignment.

You will need to provide evidence of drawing activity and written annotation and be able to present your work effectively in a range of appropriate formats.

You will be introduced to a variety of learning experiences, which encourage the development of your skills through the use of appropriate media, processes, techniques and technologies relevant to the subject. Your work will be informed by first-hand experiences and appropriate secondary sources.

You will be encouraged to progressively develop your own strengths and interests in the subject and increasingly, follow your own lines of enquiry, for example:-

- the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures
- contemporary and/or historical environments, situations or issues

You will be expected to demonstrate the ability to:

- develop your ideas through investigations informed by selecting and critically analysing sources
- apply an understanding of relevant practices in the creative and cultural industries to your work
- refine your ideas as work progresses through experimenting with media, materials, techniques and processes
- record your ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses
- use visual language critically as appropriate to your own creative intentions and chosen area(s) of study.

To be accepted on the course you will need to have a genuine curiosity, interest and passion for the subject, evidence of your hard work and commitment to date from exam results and past commitment to learning records.

Coursework:	Controlled assessment 45 hours	60%
Terminal exam:	Supporting studies – 20 hours or 9 school weeks preparation plus timed test (10 hours)	40%

Materials/Equipment:

Students will be expected to have a basic textile equipment kit together with a range of drawing and painting equipment. They will also be expected to buy fabrics as appropriate for their personal coursework projects

Contact: Mr E Fox Joyce, Head of Visual Arts
ef@lpqs.bromley.sch.uk

FINE ART – PEARSON

(Options code: Art GCSE 9 – 1 Full Course)

Course description:

This course concentrates particularly on the development and creative use of drawing, painting, sculpture and mixed media. The work is project based; each project will involve research and preparatory studies towards a final piece of Art work and the realisation of this work. You will explore a different theme for each project through art skills and a variety of materials and processes. You will have the opportunity to develop your own ideas and responses to each theme visually.

You will be encouraged to:

- research and investigate themes
- experiment with and explore different materials and techniques – both two-dimensional and three-dimensional
- experiment through forming and developing your own ideas
- evaluate the work of artists and designers
- realise your creative ideas
- visit Art galleries and museums to gather research

You will need to be well organised, resourceful, and able to sustain interest in your work over an extended period of time. An ability to keep to deadlines is also essential.

Coursework:	Controlled assessment 45 hours	60%
Terminal exam:	Supporting studies – 20 hours or 9 school weeks preparation plus timed test (10 hours)	40%

Materials/Equipment:

General drawing equipment – various pencils – coloured pencils – fine liners – charcoal – oil pastels – chalk pastels – drawing pens and inks

Paint materials – acrylic paints – various paint brushes – watercolours

Students must buy an Art Pack from the Art Department with equipment needed for the course and sketchbooks. The cost of the pack is currently £35.

Career Opportunities:

Artist – Designer (Graphics/Fashion/Textiles/Product) – Illustration – Animation – Film – Media – Education – Community Arts -

Contact: Mr E Fox Joyce, Head of Visual Arts
ef@lpgs.bromley.sch.uk

FOOD PREPARATION and NUTRITION – AQA

Course description:

This GCSE is underpinned by **content areas** through which a wide range of **practical food preparation skills** are taught. The 5 areas are...

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance

Assessment:

ONE written paper (50% of the GCSE)

Theoretical knowledge from the 5 areas above, will be examined.

- 1 hour 45 minutes
- 100 marks in total of which...
- 20 multiple choice questions (20 marks)
- 5 longer questions with sub-sections (80 marks)

TWO non-examination assessments (NEA) (50% of the GCSE)

AQA will set three tasks for each NEA from which students will select one task to complete:

NEA 1 Food investigation task (30 marks) *Written or electronic report (1500-2000 words)*

Practical exploration of the chemical and functional properties of ingredients in relation to the chosen task. *Photographic evidence of investigation outcomes is required.*

NEA 2 Food preparation task (70 marks) *Written or electronic portfolio*

Applying knowledge and skills in the planning, cooking and presentation of dishes related to the chosen task. A final menu of **three** dishes in a 3 hour timed practical test is compulsory. *Photographic evidence of making process and outcomes is required.*

Both NEA are marked by the class teacher and moderated by AQA
All formal board set assessments are completed in Year 11

Contact: Mrs. L Smith
ls@lpgs.bromley.sch.uk

MUSIC - PEARSON

(Options code: Music GCSE 9 – 1 Full Course)

Studying Music is an incredibly exciting and fulfilling pursuit. The course combines a huge range of different skills and disciplines; and will challenge you to delve into elements of History, Geography, Sociology, Philosophy, Psychology, Art and Mathematics. The course balances academic learning with artistic creativity allowing you to express yourself in a variety of ways whilst building an understanding of how people of different cultures, throughout the ages to the modern day, express themselves.

Experience as a singer or instrumentalist is **vital**, as is the ability to read music. We encourage our GCSE students to follow the ABRSM Theory course and to have reached a minimum of grade 3 by the time they sit their GCSE. You will also be involved in the extra-curricular side of the department giving you the opportunity to take part in concerts and other performance projects.

This is what some students say about GCSE Music: "It's really varied; there's something for everyone", "It's a really close community - you make friendships that last a lifetime", "I loved it!"

The course consists of one externally examined paper and two coursework components as follows:

Performing: 30%, internally marked and externally moderated

- One solo performance: this must be of at least one minute in duration, and may comprise of one or more pieces
- One ensemble performance: this must be of at least one minute in duration and may comprise of one or more pieces

Each performance is marked out of 30 and the combined time minimum is four minutes

Composing: 30%, internally marked and externally moderated

Two compositions, of a combined time minimum of three minutes (one composition to a brief set by the exam board, of at least one minute in duration and one free composition, each of at least one minute in duration)

Each composition is marked out of 30

Appraising - Written examination: 40% of the qualification

One listening examination (1hr 45 minutes) that includes identification and analysis questions on 2 set works from each of the following 4 Areas of study as well as additional 'unfamiliar' pieces:

Instrumental Music 1700–1820 (Bach & Beethoven)

Vocal Music (Queen & Purcell)

Music for Stage and Screen (Wicked & Star Wars)

Fusions (Samba/ Jazz & other)

Contact: Miss G Sheppard Head of Music
gs@lpgs.bromley.sch.uk

PHOTOGRAPHY, LENS AND LIGHT-BASED MEDIA - PEARSON

(Options code: Photograph GCSE 9 – 1 Full Course)

This course concentrates particularly on the development and creative use of digital cameras, lighting, digital software editing programmes and Photography genres. The work is project based; each project will involve research and preparatory studies towards a final piece/s of work and its realisation. You will explore a different theme for each project through learning, employing and manipulating a number of photographic processes using digital cameras and digital software editing programmes. You will have the opportunity to develop your own ideas and responses to each theme in a creative and visual way.

You will be encouraged to:

- research and investigate themes
- explore different aspects of the camera and how to use manual mode
- experiment with and explore different digital software editing programmes
- learn how to take, process and display digital photography using new creative digital technologies
- experiment through forming and developing your own ideas
- evaluate the work of Photographers and Artists
- realise your creative ideas as finished photographs

You will need to be well organised, resourceful, and able to sustain an interest in your work over an extended period of time. An ability to keep to set deadlines is also essential.

Coursework:	Controlled assessment 45 hours	60%
Terminal exam:	Supporting studies – 20 hours or 9 school weeks preparation plus timed test (10 hours)	40%

Materials/Equipment:

In the department we have DSLR cameras which students are able to use at LPGS in order to carry out set work. However, we do encourage students to buy their own DSLR cameras as they progress through the course from Year 10 into Year 11 (these cameras are expensive). In addition to using DSLR cameras we do also use, at times, smaller compact digital cameras and phone cameras.

All students MUST use a sketchbook in order to record and document their progress and outcomes; this comes in the pack as outlined below.

All students MUST buy an external memory stick 16 GB or more; this is essential for students to store their digital work and make use of software such as Adobe Lightroom. As the course progresses we do encourage students to buy an even larger external hard drive, 1TB, as they begin to work with very large image files on a regular basis. Students must buy a photo pack from the department with basic equipment needed for the course including sketchbooks to record with. The cost of the pack is currently £25.

In order to run this course we do ask for voluntary contributions that help cover the running costs of equipment and software used; this cost reflects the high quality finishing products they use. This is approximately £100 and will be spread over the 2 year course; approximately £15 per term.

Career Opportunities:

Professional Photographer – Photo Journalism – Animation – Film – Graphic Design – Media – Artist - Photography is also a useful tool to support other subjects eg Marine Biology, Illustration and Advertising

Contact: Mr E Fox Joyce, Head of Visual Arts
ef@lpgs.bromley.sch.uk

PHYSICAL EDUCATION – AQA

(Options code: Pe GCSE 9 – 1 Full Course)

This brand new Physical Education specification is ideal to those who are driven towards practical performance. In terms of theory, students who have an interest in the science behind sporting performance and achievement would find this course both mentally stimulating and physically challenging.

You must be willing to attend extracurricular clubs and practices in Year 10 and 11. We are also keen to welcome students who participate *regularly* outside of school for a team or in an activity. This will aid in students practical performance.

This course gives you good preparation for further study in Sport and Physical Education.

Course description:

Six lessons split over the two week timetable, usually four theory (including practical element) and two practical sports lessons.

Theory: 60%

There will be **2** exam papers which will both be assessed in Year 11.

Paper 1: *The human body and movement in physical activity and sport*

What's assessed?

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data

How it's assessed:

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Paper 2: *Socio-cultural influences and well-being in physical activity and sport*

What's assessed?

- Sports psychology
- Socio-cultural influences
- Health, fitness and well-being
- Use of data

How it's assessed:

- Written exam: 1 hour 15 minutes
- 78 marks
- 30% of GCSE

Questions

- A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

Practical: 40%

Non-exam assessment: (NEA) Practical performance in physical activity and sport

What's assessed?

Practical performance in **3** different physical activities in the role of **player/performer**

- one in a team activity
- one in an individual activity
- the third in either a team **or** an individual activity
- Analysis and evaluation of performance to bring about improvement in one activity.
(A list of sports which can be used can be found overleaf)

How it's assessed:

- Assessed by teachers, following criteria set by the exam board
- Moderated by an AQA external assessor
- 100 marks
- 40% of GCSE

For each of the 3 activities, students will be assessed in **skills in progressive drills** (*10 marks per activity*) and in **the full context or game situation** (*15 marks per activity*).

Students will then be assessed on their **analysis** (*15 marks*) and **evaluation** (*10 marks*) of performance to bring about improvement in one activity.

3 sports = 75 marks

Assessment, analysis and evaluation of 1 sport = 25 marks

Totalling 100 marks for NEA

Contact: Miss C Bush
cb@lpgs.bromley.sch.uk

LIST OF THE AVAILABLE SPORTS WHICH CAN BE ASSESSED

INDIVIDUAL SPORTS

AMATEUR BOXING	
ATHLETICS	
BADMINTON	CANNOT BE ASSESSED WITH DOUBLES BADMINTON ACTIVITY
CANOEING/KAYAKING (SLALOM)	CANNOT BE ASSESSED IN BOTH CANOEING AND KAYAKING CANNOT BE ASSESSED WITH CANOEING/KAYAKING SPRINT, ROWING OR SCULLING
CANOEING/KAYAKING (SPRINT)	CANNOT BE ASSESSED IN BOTH CANOEING AND KAYAKING CANNOT BE ASSESSED WITH CANOEING/KAYAKING SLALOM, ROWING OR SCULLING
CYCLING TRACK OR ROAD CYCLING ONLY	CANNOT BE ASSESSED IN TRACK CYCLING AND IN ROAD CYCLING
DANCE	CAN ONLY BE USED FOR ONE ACTIVITY
DIVING	PLATFORM DIVING ONLY
GOLF	
GYMNASTICS (ARTISTIC)	FLOOR ROUTINES AND APPARATUS ONLY CANNOT BE RHYTHMIC GYMNASTICS
EQUESTRIAN	
ROCK CLIMBING	CAN BE INDOOR OR OUTDOOR CLIMBING
SCULLING	CANNOT BE ASSESSED WITH ROWING, CANOEING OR KAYAKING
SKIING OUTDOOR/INDOOR ON SNOW	CANNOT BE ASSESSED WITH SNOWBOARDING MUST NOT BE ON DRY SLOPES
SNOWBOARDING OUTDOOR/INDOOR ON SNOW	CANNOT BE ASSESSED WITH SKIING MUST NOT BE ON DRY SLOPES
SQUASH	CANNOT BE ASSESSED WITH DOUBLES SQUASH
SWIMMING	CANNOT BE SYNCHRONISED SWIMMING CANNOT BE PERSONAL SURVIVAL CANNOT BE LIFESAVING
TABLE TENNIS	CANNOT BE ASSESSED WITH DOUBLES TABLE TENNIS
TENNIS	CANNOT BE ASSESSED WITH DOUBLES TENNIS
TRAMPOLINING	

TEAM SPORTS

ASSOCIATION FOOTBALL	CANNOT BE FIVE-A-SIDE OR FUTSAL
BADMINTON	CANNOT BE ASSESSED WITH SINGLES BADMINTON
BASKETBALL	
CAMOGIE	CANNOT BE ASSESSED WITH HURLING
CRICKET	
DANCE	CAN ONLY BE USED FOR ONE ACTIVITY
GAELIC FOOTBALL	
HANDBALL	
HOCKEY	MUST BE FIELD HOCKEY. CANNOT BE ASSESSED AS ICE HOCKEY OR ROLLER HOCKEY CANNOT BE ASSESSED WITH CAMOGIE
HURLING	
LACROSSE	
NETBALL	
ROWING	CANNOT BE ASSESSED WITH SCULLING, CANOEING OR KAYAKING THIS CAN ONLY BE USED FOR ONE ACTIVITY
RUGBY LEAGUE	CANNOT BE ASSESSED WITH RUGBY UNION OR RUGBY SEVENS CANNOT BE TAG RUGBY
RUGBY UNION	CAN BE ASSESSED AS SEVENS OR FIFTEEN-A-SIDE CANNOT BE ASSESSED WITH RUGBY LEAGUE AND CANNOT BE TAG RUGBY
SQUASH	CANNOT BE ASSESSED WITH SINGLES SQUASH
TABLE TENNIS	CANNOT BE ASSESSED WITH SINGLES TABLE TENNIS
TENNIS	CANNOT BE ASSESSED WITH SINGLES TENNIS
VOLLEYBALL	

PSYCHOLOGY - AQA

(Options code: Psychology GCSE 9 – 1 Full Course)

Course description:

Psychology is the scientific study of the human mind and behaviour. An education in psychology helps us to develop a better understanding of ourselves as well as the minds and behaviours of others.

Studying psychology enhances our literacy and numeracy skills, it is therefore valued in the workplace and further study. The study of psychology also teaches us to critically assess data and theories. Our intent is that the curriculum we offer here at LPGS fosters the development of numerate and literate students who are able to critically analyse the world around them and celebrate human differences.

The AQA GCSE specification we follow provides an excellent introduction to psychology and provides a solid foundation from which to progress on to further psychology courses, whilst also equipping students with academic skills useful in a range of subjects at a higher level. The course deals with many current and exciting areas of psychological research. This engaging and effective qualification introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills.

Research methods is a core part of studying psychology. On this course, knowledge of research methods is gained through classroom experience of practical psychology and is assessed using scenario-based questions.

Method of Assessment:

Below is a summary of the topics covered in the course and how they are assessed.

Paper 1: Cognition and behaviour
<p>What's assessed</p> <ul style="list-style-type: none">• Memory• Perception• Development• Research methods <p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p>
<p>How it's assessed</p> <ul style="list-style-type: none">• Written exam: 1 hour 45 minutes• 100 marks• 50% of GCSE
<p>Questions</p> <ul style="list-style-type: none">• Section A: multiple choice, short answer and extended writing (25 marks)• Section B: multiple choice, short answer and extended writing (25 marks)• Section C: multiple choice, short answer and extended writing (25 marks)• Section D: multiple choice, short answer and extended writing (25 marks)

Paper 2: Social context and behaviour

What's assessed

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A: multiple choice, short answer and extended writing (25 marks)
- Section B: multiple choice, short answer and extended writing (25 marks)
- Section C: multiple choice, short answer and extended writing (25 marks)
- Section D: multiple choice, short answer and extended writing (25 marks)

Contact: Ms L Glanville, Acting Head of Psychology
lg@lpgs.bromley.sch.uk

RELIGIOUS STUDIES - AQA

(Options code: Religious GCSE 9 – 1 Full Course)

Course description:

Religious Studies provides a broad understanding of the beliefs and practices of the faiths studied, as well as promoting religious literacy and the contemplation of ultimate philosophical, ethical and moral questions. These include asking questions such as "Does God exist?" and "Is the death penalty ever morally justified?" as you progress through the course.

Students will be able to reflect on and develop their own values, beliefs and attitudes in light of what they have learnt. There will be a range of relevant and contemporary themes to study that promote awareness of modern-world issues and engagement within the classroom.

Students of all abilities will be challenged and inspired, whilst developing valuable oracy and critical evaluation. On completion of the course, many of our students progress to A Level's in Philosophy and Ethics as well as Politics, Sociology, History and Law.

The following topics are explored with reference to the **Christian and Islamic religions:**

Part one: The study of religions: beliefs, teachings and practices

Christianity

- **Beliefs and teachings-** Key beliefs, Jesus Christ and salvation
- **Practices-** Worship and festivals, The role of the church in the local and worldwide community

Islam

- **Beliefs and teachings-** Key Beliefs, Authority
- **Practices-** Worship, Duties and festivals

Part two: Thematic studies

- **Relationships and families-** Sex, marriage and divorce, Families and gender equality
- **Religion and life-** The origins and value of the universe, The origins and value of human life
- **Religion, peace and conflict-** Religion, violence, terrorism and war, Religion and belief in 21st century
- **Religion, crime and punishment-** Religion, crime and the causes of crime, Religion and punishment

The course does not in any way presuppose religious faith, and is designed to be accessible to persons of any or no religious tradition.

Method of Assessment:

100% Written exam: Two 1 hour 45 minutes exams each making up 50% of the overall GCSE.

Contact: Mrs S Odusola, Head of Religious Studies
so@lpgs.bromley.sch.uk

SOCIOLOGY - AQA

(Options code: Sociology GCSE 9 – 1 Full Course)

Course description:

GCSE Sociology helps students to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification.

Students will develop their analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

By studying sociology, students will develop transferable skills including how to:

- investigate facts and make deductions
- develop opinions and new ideas on social issues
- analyse and better understand the social world.

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

Subject content

1. [The sociological approach](#)
2. [Social structures, social processes and social issues](#)
3. [Families](#)
4. [Education](#)
5. [Crime and deviance](#)
6. [Social stratification](#)
7. [Sociological research methods](#)

Assessments

Paper 1: The sociology of families and education

What's assessed

- The sociology of families
- The sociology of education
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

Paper 2: The sociology of crime and deviance and social stratification

What's assessed

- The sociology of crime and deviance
- The sociology of social stratification
- Relevant areas of social theory and methodology

Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.

How it's assessed

- Written exam: 1 hour 45 minutes
- 100 marks
- 50% of GCSE

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses

Contact: Mr J Clark, Head of Sociology
jcl@lpgs.bromley.sch.uk

VOCATIONAL COURSES

Vocational courses are an alternative Level 2 qualification route to the standard GCSE. They are the same in length (120 Guided Learning Hours) as a GCSE and carry with them equivalent grades, accepted for progression onto Level 3 courses. They all have an element of the course that is assessed externally through an examination but also internally assessed portfolio based work. In recent years all vocational courses have been updated to ensure that they are as academically rigorous as their GCSE counterparts.

The aim of these vocational qualifications is to be a work-related qualification. They are designed to enable the learner to acquire knowledge and skills that are required in the modern workplace. The courses distinguish themselves for giving the emphasis on knowledge and skills that are sought after the most by industry and employers.

These qualifications are often named by the exam board offering them as part of a suite of vocational subjects. They are all equivalent to one another despite the often confusing naming. They are as follows:

Edexcel – BTECs
OCR – OCR Nationals
NCFE – VCerts

All of the Vocational courses offered at LPGS have a next-step Level 3 course that learners can progress onto at Sixth Form or Further Education college.

They are worth considering by all, especially those who feel that the number of exams that need to be sat in the summer of Year 11 is a potential issue.

HEALTH AND SOCIAL CARE - PEARSON

(Options code: Health Soc BTEC Award level 1 & 2)

Course description:

This course is designed for learners who have an interest in Health & Social Care and wish to develop skills and learn theory that can prepare you for further study and employment within this sector. This course is particularly suited to learners who are looking for a course that is practical in nature. You will be continually assessed through coursework and there will be a final examination.

The skills that you learn while on the course are transferable ones that employers are looking for. Alternatively, successful completion of the course provides a gateway to studying at an even higher level e.g. A levels, BTEC courses or Technical Certificate courses.

Component 1 & 2 (coursework units)

In these units you will be covering the following topics:

- Knowledge and understanding of human growth and development
- Knowledge and understanding of how people deal with major life events
- Knowledge and understanding of health and social care services
- Practical demonstration of care values, together with the ability to reflect on own performance

Component 3 (externally assessed exam unit)

- Health and Wellbeing – you will be required to assess an individual wellbeing and use this assessment to create a health and wellbeing improvement plan.

Method of Assessment:

There will be on going internal assessment of units and a final examination.

Your work will be assessed as either a Level 1 Pass, Level 2 Pass or Level 2 Distinction.

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	Synoptic External

Contact: Ms Barbara Matthew
bma@lpgs.bromley.sch.uk

Cambridge Nationals in Creative iMedia - OCR

(Options code: ICT)

Outline

For students who are creative and wish to continue gaining ICT skills the Cambridge Nationals in Creative iMedia will teach students a range of creative media skills and provide opportunities to develop, in context, desirable, transferable skills such as research, planning, and review, working with others and communicating creative concepts effectively. They will be working with Industry standard applications by Adobe and Microsoft. It provides students with essential knowledge, transferable skills and tools to improve their learning.

Course description:

The UK is a world leader in the creative digital industries, such as in the creation of visual effects for films and computer games. However, there is growing recognition that we need to build on and improve the UK's capability and capacity for technical innovation and creativity in this area.

This course has been designed to engage and enthuse young people with an interest in creative computing, for example digital graphics and design, animations, interactive multimedia products and web design.

The course is made up of 4 units. The first unit is pre-production skills (how to plan an effective multimedia product). The second is graphics and in this unit students will investigate types of graphics and develop skills in such things as photo editing using Photoshop. The third unit is web design where students will learn greater skills to develop attractive and interactive website. The final unit is animation where students examine the different types of animation and use Adobe software to develop fun and appealing animations.

Methods of Assessment:

The units will be assessed as follows:

Unit	Unit name	Assessment	Percentage of final grade
R081	Developing Web Products	Written examination	25%
R082	Creating digital graphics	Coursework	25%
R085	Creating a multipage website	Coursework	25%
R086	Creating a digital animation	Coursework	25%

Practical examination

The examination will be set and marked by the exam board.

Coursework

The coursework is the means by which students bring together the knowledge, skills and understanding they have acquired throughout the unit into a single piece of work. There is one piece of coursework for three of the units covered and is based on a business like scenario set by the exam board.

Contact: Mr P Brookes
pbr@lpgs.bromley.sch.uk

TRAVEL & TOURISM - PEARSON

(Options code: Trav & Tour BTEC Level 1/2 Certificate)

Course description:

This course offers a learning experience for 14-16 year olds who are interested in Travel & Tourism and takes a very hands-on approach to Tourism. There is no specific requirement for prior learning with this course. The course has been designed to build upon previous skills, knowledge and understanding gained at KS3 such as: skills related to literacy, numeracy, problem solving and enterprise. The assessment structure of this qualification means that units cater for the full range of abilities and students have the opportunity to achieve all grades. Due to the nature of the course it allows everyone to succeed in terms of passing the qualification. This course is particularly suited to students who are hard-working and ambitious, but find a large number of formal examinations challenging. Again your learning will be facilitated by a teacher who is very experienced in the Travel & Tourism subjects.

You will learn about the precise nature of the Tourism industry and the range of leisure and tourism organisations operating within the UK. You will investigate the importance of customer service to different organisations. This will equip you with the necessary knowledge, understanding and skills to deliver high standards of customer care within a business environment. You will expand your knowledge and understanding of tourism, and the practical skills you will need to pursue a career in this fascinating industry or progress your studies further.

This course allows you the opportunity to participate in tourism based visits. This enhances the vocational element of the course, and allows you to gather vital information for your coursework. The skills that you learn on the course are ones that employers are looking for. Successful completion of the course provides a gateway to studying this subject at an even higher level. You could, for example, pursue Travel & Tourism at Level 3.

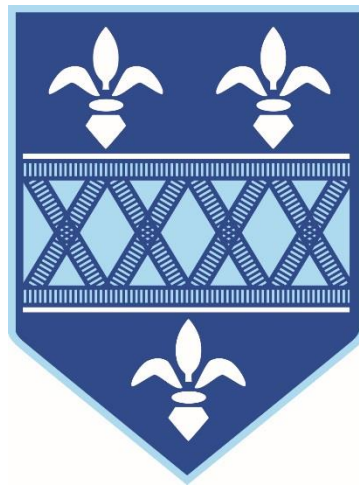
Method of Assessment:

One unit is the written exam. A further two units are controlled assessments coursework under controlled conditions.

This is the qualification structure for this course and the learner must complete all units:

Tourism (VQ) (QAN - 600/9908/2)				
Unit Number	Unit Title		Assessment	GLH
9801	Customer Experience	Mandatory Coursework	Internal	30
9802	The Business of Tourism	Mandatory Examination	External	30
9803	Developing UK Tourist Destinations	Mandatory Coursework	Internal	60

Contact: Mr S Crowther
sc@lpgs.bromley.sch.uk



Langley Park School for Girls, Hawksbrook Lane, South Eden Park Road, Beckenham, Kent BR3 3BE

Tel: 020 8639 5200 • info@lpgs.bromley.sch.uk • www.lpgs.bromley.sch.uk

*Part of Langley Park Academies. Registered Office: Langley Park School for Girls, Hawksbrook Lane, South Eden Park Road, Beckenham, Kent BR3 3BE
A company limited by guarantee registered in England and Wales with number 07697400*

***Correct at time of print Feb 2019/PC/Publications**