



YEAR 9 TO YEAR 10 **OPTIONS** BOOKLET 2016-17

**LATHOM
HIGH SCHOOL**



TECHNOLOGY COLLEGE

ENJOY BELIEVE ACHIEVE

PERSEVERANCE

RESPONSIBILITY

OWNERSHIP

UNDERSTANDING

DETERMINATION

PROUD@LATHOM

HEADTEACHER'S MESSAGE



The subjects and courses our students choose to study from Year 9 onwards can have a profound impact on their later life. It is important that students choose subjects which they find enjoyable whilst making sure that their study time is academically demanding and gives them the best possible chance to progress into higher education and the world of work. Studying a range of subjects is useful so that students have greater options open to them for further study and career choices.

This **Options booklet** is written to provide you with information and guidance to support you in making informed choices about the subjects you choose to study in **Key Stage 4**. In addition, our **Options Evening** is organised to give you the opportunity to speak to subject teachers, college tutors and careers advisers to help you with this very important decision.

This is a crucial point in your secondary education and if you have any questions at all about your options please ask any member of staff at school and we will be more than happy to help.

Good Luck!

"The choices you make now, the people you surround yourself with, they all have the potential to affect your life, even who you are, forever".

Sarah Dessen

"It's not hard to make decisions when you know what your values are".

Roy Disney





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“THE SECRET OF EDUCATION LIES IN RESPECTING THE PUPIL.”

RALPH WALDO EMERSON

“Accept responsibility for your life. Know that it is you who will get where you want to go. No one else.”
Leo Baeke

“Set your goals high and don't stop till you get there.”
Bo Jackson

“No one is perfect that is why understanding is so important. Put yourself in their shoes.”

“More people would learn from their mistakes if they weren't so busy denying them.”
“It's not how good you are, it's how good you want to be.”
Never give up.”

PERSEVERANCE RESPONSIBILITY DETERMINATION
PROUD
OWNERSHIP UNDERSTANDING

THE ENGLISH **BACCALAUREATE** (EBACC)



The English Baccalaureate will be mentioned several times during the options process and it is worth explaining exactly what it is before going any further.

Some careers and courses require students to have a broad and balanced range of GCSE qualifications. The Department for Education rewards this breadth of study by giving an English Baccalaureate to any student who gets a grade C or higher in all the following qualifications:

- English
- Mathematics
- Two Sciences (all our GCSE Science courses deliver this. This can also include Computer Science)
- A language (in this school this is Spanish or French)
- Humanities – by taking either Geography or History

In the future, some courses, apprenticeships or degrees may require the English Baccalaureate to start on their programme. By starting on this route now, our students will remove a big barrier to success in the future. The thinking skills learned in each of these subjects will help our students do better in all their other option choices.

Students with an interest in taking A levels, or going on to University, should strongly consider the English Baccalaureate as a potential route to follow. Reports suggest that the leading Universities are already using it as a filter for students who apply for places.



YEAR 8 AND 9 CURRICULUM

During Y9, students choose 3 options and will have completed the first year of each course and their Geography / History option.

They now have to narrow their 3 option choices down to 2 and make a language option.

YEAR 10 and 11 CORE CURRICULUM

All students will study the following subjects in Year 10 and 11

ENGLISH (including ENGLISH LITERATURE)

MATHS

SCIENCE

2 X EXTENDED OPTIONS

GEOGRAPHY/HISTORY OPTION

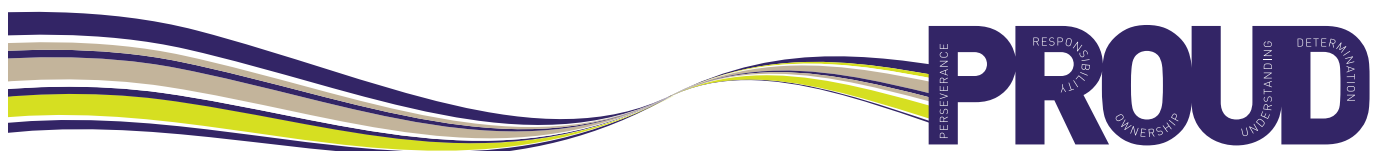
LANGUAGE OPTION

PE

SMSC (SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT)

Students will narrow down the 3 options they made in Y9 to 2 options.

Some students have the option to choose not to study Spanish.



YEAR 10 YEAR 10 OPTIONS

Students chose 3 options in Y9. They choose 2 of these options to study to GCSE.

LANGUAGE OPTIONS

A Modern Foreign Language is one of the requirements for the English Baccalaureate. All students have the opportunity to follow a course in Spanish and we strongly believe that as many students as possible should take this opportunity.

They will have 3 lessons per week and the course will lead to the award of a GCSE or equivalent.

We offer Spanish to all our students, but for some we offer the choice to study extra Mathematics and English.

Students in Sets X1, X2, X3 and X4 have to follow a course in Spanish

Students in Sets Y1 and Y2 can choose to follow a course in Spanish or have extra English and Mathematics lessons

SETS X1, X2, X3 & X4	SETS Y1 & Y2
Spanish	Spanish
	Extra English and Maths

“More people would learn from their mistakes if they weren't so busy denying them.”



CHANGES TO GCSE COURSES

There will be a major change to GCSE courses from September 2016. All courses are in the process of being completely overhauled to tie in with the change from the letter grades (A* to G) to number grades (9 - 1). Teaching for the new GCSEs in English and Maths started in September 2015 and the course details provided accurately reflect what is being taught in those subjects.

No concrete details have been released for any of the other courses and are unlikely to be released until late in the summer of this year. We apologise for this, but this matter is out of our hands and is a challenge that all schools are facing this year. As such, the exact details of some of the courses may change slightly. If there are significant changes to any courses that may have an impact on whether your child chooses that option or not, we will inform you later in the year.

ART AWARDING BODY: AQA

Introduction

Students taking Art will follow a broad based GCSE course, designed to encourage the development of existing skills and talent from previous years. Students will use a 'visual language' to communicate ideas and an understanding through art and design. Strengths such as independence, creativity, imagination and practical skills are built up through a variety of experiences including researching ideas, first hand drawing, investigating techniques, making objects, adapting and refining work.

It is expected that students do extra work outside of the normal timetabled hours in school.

Content

During the course, students will be expected to develop individual interests and skills through work from some of these directed areas:

Photography	Drawing and/or Painting
Fine Art	Print-making
Three-dimensional Studies	Mixed Media
ICT	

It is essential that students will have shown an interest in the above criteria before choosing Art as an option. Critical investigation, looking at other artists' work, as well as personal investigation and independent learning, form a vital and demanding aspect of the course.

Assessment

All students will be required to build up a portfolio of work, the majority of which will be done in Year 10. This makes up 60% of the overall mark for GCSE. A final examination will take place after Christmas in Year 11 and this makes up the other 40%.

Career Relevance

Graphic Designer, Web Designer, Illustrator, Photo Journalist, Advertising Photographer, Transport Designer, Art Historian, Teaching (Primary and Secondary), Footwear Designer, Fashion Designer, Retail, Pattern Cutter, Textile Technologist.

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COMPUTING

AWARDING BODIES: OCR and EDEXCEL

There are 3 different Computing pathways that are available, each leading to a GCSE or equivalent. Students should opt for computing and the exact nature of the courses will be determined to suit the ability range of those choosing to take the subject.

COMPUTER SCIENCE

Content

During this course students will:

- Develop their understanding of new and emerging technologies
- Look at the use of algorithms in programming
- Become independent users of ICT
- Develop computer programs to solve problems

This course would most benefit students with a very good understanding of Mathematics. It will contribute to the English Baccalaureate.

Assessment

This course will be assessed by a written examination and an extended piece of controlled assessment coursework.

ICT

Content

During this course students will learn about current and emerging digital technology and its impact on our lives, working with a range of tools and techniques and exploring interactive digital products such as websites, spreadsheets, Flash and databases.

Assessment

This course will be assessed by a written examination and an extended piece of controlled assessment coursework.

IT APPLICATION SKILLS (ECDL)

Content

During this course students will complete units to test the three most common areas of application software; Presentation, Word Processing and Spreadsheets. The fourth unit is called Improving Productivity, and is a project based scenario using the previous three areas of software.

Assessment

This is a more skills based course, leading to a GCSE equivalent qualification. It will be assessed by on-line, skills based examinations, with no controlled assessment coursework.

Students should opt for Computing if they are interested in any of these pathways. As with all subjects, courses will only run if enough students choose them.

DESIGN & TECHNOLOGY

AWARDING BODY: AQA AND WJEC

Introduction

Design and Technology is about changing the way things are done, and the way we lead our lives. It is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

Assessment

All courses will consist of a 2 hour written paper (40% of final mark) and an extensive piece of controlled assessment (60% of final mark). The controlled assessment is a significant part of the course and requires a lot of commitment from students. We strongly recommend that students do not take more than one Design & Technology subject at a time.

TEXTILES TECHNOLOGY

Introduction

Textiles Technology is a practical subject which encourages students to be creative while producing unique products.

Content

To design and make Textile products you will learn about:

- Properties and characteristics of fibres and fabrics
- Joining, cutting, shaping, combining and finishing fabrics to produce a range of textile products
- Dyeing and printing
- Use of manufactured components eg fastenings, badges, decorations, LEDs and e-textiles
- Designing products for a chosen market
- A variety of surface decoration techniques
- Manufacturing techniques including CAD/CAM

Students will use a range of appropriate tools, machinery and equipment to produce their own quality products.

Career Relevance

Careers in Fashion Design, Garment Technologies, Pattern maker, Fashion Photographer, Merchandiser, Fashion Buyer.

“Accept responsibility
for your life.
Know that it is you
who will get where
you want to go.
No one else.”
— Les Brown



RESISTANT MATERIALS

- WOOD, METAL, PLASTIC

Introduction

Resistant Materials is a practical subject focusing on a range of material areas. Students will be encouraged to be creative while producing unique products to a set budget in the various material areas.

Content

To design and make products using Resistant Materials you will learn about:

- The properties of metals, plastics, wood, composites and smart materials
- The tools and manufacturing processes used to prepare, cut, shape, form, assemble and finish different materials
- Appropriate manufacturing processes and techniques including CAD/CAM

Students will use a range of tools and equipment for cutting, shaping, forming, bending, casting and moulding.

Due to the nature of the products made in the GCSE Controlled Assessment a monetary contribution may be required in Year 11.

Career Relevance

Careers in Product Design, Product Development, Engineering and Manufacturing.

GRAPHICS

Introduction

Graphics is a practical subject which encourages students to demonstrate creativity and flair when marketing and advertising products including promotional packaging. The course uses a wide range of CAD packages.

Content

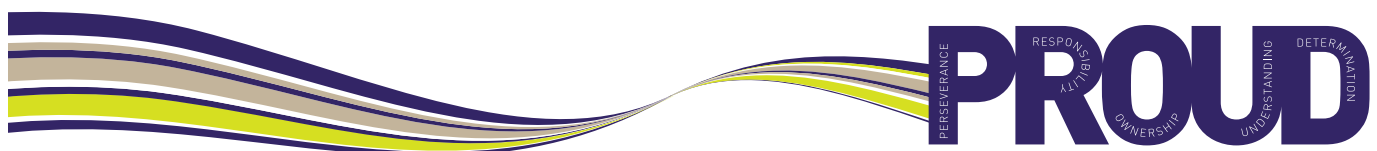
Designing and making products for print, including flyers, corporate identities, logo design and packaging, architectural models and 3D designs. CAD/CAM is used extensively to design and manufacture products to reflect methods of manufacture in industry.

Due to the nature of the products made in the GCSE Controlled Assessment a monetary contribution may be required in Year 11.

Career Relevance

Careers in Advertising, Promotion, Product Design, Film and Television Production Design and Desktop Publishing.

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FOOD

There are a number of different pathways to study Food based GCSE qualifications. The different combinations will be explained in detail at the Options Evening.

FOOD PREPARATION

Content

Students will learn about

- Nutrition
- Sources of food products (where the food comes from)
- Food choices and influences including sensory properties, costs, preferences and religious influences.
- Cooking and food preparation
- Preparation and cooking techniques

Assessment

This has not yet been finalised, but will involve a written examination and an extended piece of controlled assessment.

Career Relevance

Training to become a chef, dietician, working in food product development, teaching, food stylist, food technologist, hospitality industry. The course is a pathway to A level Food Technology.

ENGLISH LANGUAGE

AWARDING BODY: WJEC

Introduction

The GCSE English Language and GCSE English Literature courses have changed considerably. There is no longer any coursework and each qualification is 100% examination tested. From this year there is only one tier entry so all students will sit the same papers. All students will take English and English Literature.

Students who do not achieve the equivalent of a grade C in English Language must re-sit the subject at whichever college they attend after Lathom.

Content and Assessment

Component 1:

20th Century Literature Reading and Creative Prose Writing - 1 hour 45 minutes (40%)

- Section A (20%) – Reading: Understanding of one extract of literature from the 20th century
- Section B (20%) – Prose Writing: One creative writing task selected from a choice of four titles

Component 2:

19th, 20th and 21st Century Non-Fiction Reading and Persuasive Writing - 2 hours (60%)

- Section A (30%) – Reading: Understanding of two non-fiction extracts from the 19th and 20th century
- Section B (30%) – Writing: Two persuasive writing tasks

Component 3:

Spoken Language – No examination

- One presentation/speech - a mark will be awarded but it will be separate from the final grade

Career Relevance

An English Language GCSE is essential for all students in order to secure college places, apprenticeships or jobs. English Language forms part of the minimum requirements for the majority of employers and FE colleges.

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ENGLISH LITERATURE

AWARDING BODY: WJEC

Introduction

The study of Literature helps students to develop their view of the world and their place in it. Studying Literature can be an enriching, eye-opening experience and it teaches young people about morality, empathy and compassion.

Content and Assessment

Component 1:

Shakespeare and Poetry - 2 hours (40%)

- Section A - (20%) Shakespeare - *Much Ado About Nothing* (extract and essay)
- Section B - (20%) Poetry from 1789 to present day (Anthology based questions with comparison)

Component 2:

Post-1914 Prose/Drama, Pre 19th Century Prose and Unseen Poetry - 2 hours 30 (60%)

- Section A - (20%) Post-1914 Prose/Drama - *Lord of the Flies* or *Blood Brothers* (extract and essay)
- Section B - (20%) 19th Century Prose *A Christmas Carol* (extract and essay)
- Section C (20%) Unseen Poetry from the 20th/21st Century (two questions on unseen poems with comparison)

Career Relevance

An English Literature GCSE is essential for those students hoping to further their English studies at college or university. It is another English qualification to complement language and a study of Literature develops students verbal and written communication, their understanding of complex ideas and their independent research skills.

GEOGRAPHY

AWARDING BODY: AQA

Introduction

The course aims to provide students with a knowledge and understanding of the geographical processes that shape our world. Students have the opportunity to learn about specific places through case studies in the more and less developed world. There is a strong focus on geographical skills such as mapping, application of number and written communication.

Content

The subject content will include the physical geography of the UK, including rivers and coasts. The human geography of the UK, including population change and urban environments. Students will study world geography including volcanoes and earthquakes, flooding, development and environmental issues.

All students will complete two geographical investigations, one in human a environment and one in a physical environment. They will collect data which they present using their geographical skills and understanding. This will be examined at the end of the course.

Assessment

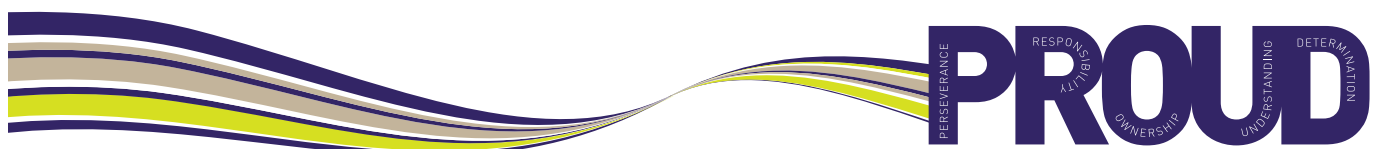
100% of the course is assessed through written examinations at the end of Year 11. Questions will look at all aspects of the course including geographical skills and investigations.

Career Relevance

Geography is a subject that is highly regarded for its broad range of skills and wide curriculum. GCSE Geography can help students access AS/A2 and BTEC courses and can lead to careers such as business management, Law, leisure and tourism, architecture, town planning, marketing, teaching, banking, computer game design, risk management, surveying, coastal and river engineering, the civil service and the armed forces.

“Set your goals high
and don't stop
till you get there.”

Bo Jackson



HISTORY

AWARDING BODY: EDEXCEL

Introduction

The study of History develops a range of important skills such as the ability to:

- Investigate events and issues
- Use sources and documents to piece together evidence and understand its value
- Make conclusions based on evidence

Content

The exact content of GCSE History from 2017 is still under review and the details below could change.

These are some of the topics you will study:-

- Crime and Punishment
- Life in Nazi Germany

More topics will be included once full details of the new GCSE are released.

Assessment

100% of the course is assessed via written examination.

Career Relevance

The skills developed in the History course are useful in most careers. They are particularly useful in work requiring the use of evidence such as the Police or the Law, also in any work requiring investigation and report writing such as Journalism or the Media.

MATHEMATICS

AWARDING BODY: EDEXCEL

Introduction

To develop a fluent knowledge, skills and understanding of Mathematical methods and concepts through a variety of processes including problem solving, investigation and systematic working. The ability to communicate Mathematics is essential and we encourage our students to develop this skill and to apply it across all curriculum areas and in real life. It is expected that all students will gain a GCSE qualification at the end of Year 11.

Content

The course will seek to build on the skills developed in Key Stage 3 at a level appropriate to the student's ability. The course is Linear, with a final examination in June. There are no controlled assessment requirements for GCSE Mathematics.

Assessment

Final examination: 3 examinations, 2 with a calculator and 1 without a calculator. Each paper is 1 hour 30 minutes.

Students will sit Higher Tier papers (GCSE grades 4 to 9) or Foundation Tier papers (GCSE grades 1 to 5)

Career Relevance

Mathematics plays a key role in every career option.

“It's not how good you are, it's how good you want to be. Never give up.”



MODERN LANGUAGES

AWARDING BODY: EDEXCEL

Introduction

Knowledge of a Modern Foreign Language is an important and very valuable asset in today's world.

Content

Work will be centred around 4 main themes:

- Personal Information
- Out and About
- Customer Services and Transactions
- Future Plans, Education and Work

The aims of the course are to encourage students to:

- Develop understanding of the spoken and written language
- Develop the ability to communicate effectively in both spoken and written forms, using a range of vocabulary and structures
- Develop knowledge and understanding of the grammar of the chosen language and the ability to apply it
- Apply their knowledge and understanding of countries where the chosen language is spoken
- Develop positive attitudes to Spanish learning

The course will provide a suitable foundation for further study and/or practical use of Spanish.

Assessment

Foundation or Higher – in each of the following skills:

Listening – 25%, Speaking – 25%, Reading – 25%,
Writing – 25%

Career Relevance

Having a language qualification increases opportunities for successful job procurement in many fields e.g. Tourism, Leisure, Hotel/Catering Industry, Journalism, Internet/ICT, Banking, Commerce/Retailing, Teaching. For those continuing into Higher Education many courses now combine Language studies with other subjects.

PHYSICAL EDUCATION

AWARDING BODY: OCR

Introduction

GCSE PE is an available option to students of all abilities and skill levels. We offer a varied choice of activities to accommodate student's interests and maximise their potential results.

Content

The course consists of both practical and theoretical units. Students will develop skills in activities including Football, Netball, Badminton, Handball, Athletics, Rounders, Dance, and Basketball. Students also have the opportunity to be assessed in activities which they participate in outside of the school curriculum such as Rock Climbing, Snowboarding and Golf. The theoretical units of the course are: B451: An introduction to Physical Education and B453: Developing knowledge in Physical Education.

Assessment

Practical Controlled Assessment is worth 30% of the total marks and is based on each student's three strongest activities. These are assessed continuously throughout the course by PE staff and then moderated by an external examiner.

Written Controlled Assessment is worth 10% of the total marks and is Analysing Performance task. These are assessed by PE staff and then moderated by an external examiner.

Theory work is worth 60% of the total marks. The theory exam is taken at the end of Year 11 and is marked by an external examiner.

Career Relevance

This course will help any student considering a career in the following:

Teaching, Armed Forces, Public services, Physiotherapy, Sports Administration, Coaching and many other occupations.

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SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT (SMSC) **AWARDING BODY: EDEXCEL**

Introduction

Every student from Years 7 - 11 at Lathom High School receives one lesson per week of SMSC leading to a GCSE qualification in Citizenship Studies at the end of Year 11.

SMSC helps young people to develop the knowledge, skills and conviction to play an effective role in their local, national and global communities. By critically examining issues related to democracy, social justice, human rights etc. students will learn to form their own opinion, speak out and take action on issues important to them.

Content

To be confirmed when New Specification is confirmed.

Assessment

To be confirmed when New Specification is confirmed.

Career Relevance

This course will help any student considering a career related to Social Work, Health Care, Protective Services, Legal Professions and any Careers associated with social practical work.

SCIENCE

AWARDING BODIES: OCR

Introduction

Science at GCSE will build on the knowledge and the skills gained at KS3. Biology, Chemistry and Physics are covered in equal proportion regardless of the course studied.

Content

Further Award Sciences

This is considered to be the best route to A level Science and a career in Science. The course is designed to stretch the most academic of our students through the rigour of the content and scientific skills. The course difficulty increases significantly in Year 11. Students will have to choose Further Science as an Extended Option to follow this pathway.

Final Award: GCSE Core Science, GCSE Additional Science, Further Additional Science.

Combined Sciences

The course is broken down into modules divided equally between Physics, Biology and Chemistry.

The early topics of the course are designed to introduce the central concepts and skills to understand the physical world around us.

The later topics build on the foundations of the earlier topics and begin to focus on the underlying concepts to explain the physical world.

Final Award: GCSE Combined Science

Career Relevance

Science is necessary for a huge range of careers varying from Hairdressing to Physiotherapy. Employers favour candidates with GCSE Science in other careers because it shows logical thinking skills, ability to work in a team and the ability to write in a clear and concise manner.

“No one is perfect
that is why
understanding is
so important.
Put yourself in
their shoes.”



DRAMA

AWARDING BODY: EDEXCEL

Introduction

Drama is not just about acting. The skills you learn in drama are useful for a wide range of careers and life situations. The ability to work co-operatively as part of a group, problem solve and communicate ideas effectively are all explored and practised while students create drama.

Content

Course Description

During the course all students will take the roles of:

- Devising – creating drama through improvisation and script work
- Designing – planning appropriate use of costume, make-up, set design, lighting, sound
- Directing – taking a lead role in bringing ideas together
- Performing – communicating the drama to an audience
- All students are expected to take part in a public performance in year 10.

Areas of Study

- Developing character and role
- Effective structuring of a play or piece of theatre
- Using different genres (tragedy, comedy, soap opera etc.)
- Exploring styles (naturalistic/abstract)
- Using different strategies to add depth to your work – including role-play, mime, hot seating, thought-tracking, still-image and monologues etc.

We use a wide range of stimulus as the basis for creative work. This includes formal scripted plays; students' own ideas, newspaper articles and headlines, poetry, lyrics/music, photographs, ideas and themes from film and literature.

Assessment

Assessment is through controlled conditions assessment and practical examination at the end of the course.

Controlled Assessment:

2 units — '**Drama Exploration**' and '**Exploring play texts**' which are worth 60%.

A practical performance exam which forms 40% of the total

Please note: Students will be interviewed and have to perform a brief audition before being accepted on this course. They should speak to their Drama teacher to discuss if this is a suitable course for them.

MUSIC

AWARDING BODY: AQA

Introduction

Students who opt for GCSE Music will follow a course building skills learnt at Key Stage 3. Students will be expected to perform, compose and listen appreciatively to a variety of music styles and genre.

Content

The course is divided into 4 areas of study:

- Western Classical Traditional 1650-1910 (Compulsory)
- Popular music
- Traditional Music
- Western Classical Traditional since 1910

Students who take GCSE Music are also expected to perform in school assemblies and/or contribute to school shows as part of their Performing controlled assessment.

Assessment

Assessment is through a mixture of controlled assessment and exam. There are 3 elements to assess:

Composing Music (Controlled Assessment)

– Two compositions/arrangements **30%**

Performing Music (Controlled Assessment)

– One solo and one ensemble piece **30%**

Listening exam

– 1hr 30 min in relation to areas of study **40%**

Career Relevance

This course would prepare you for places in the following industries: Radio/Television, Video/Film making, Teaching, Sound Recording, Computers and Leisure.

Please note: Due to the requirements of the new GCSE, this course is only suitable for students who already play an instrument or are talented vocalists who are able to perform in public.

Students will be interviewed and have to perform a brief audition before being accepted on this course. They should speak to their Music teacher to discuss if this is a suitable course for them.

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