



Subject Selections: 2026

A message from the Headteacher, Mr P. Davies:

Selecting subjects to study at Key Stage 4 is an exciting and nerve-racking process for students, and the guidance that we – their teachers and parents - give them is essential in helping them to make the right choices. Through the option process, we aim to provide you with all the information required to make informed choices. We must remember that the subjects chosen by the students will be studied for two years, so it is vitally important to take the time to get these choices right.

All students will study English Language, English Literature, Mathematics and Science. Students must choose between History and Geography.

Students will then choose three additional option subjects. We believe it is important that students do not over-specialise at this point in their education and instead, choose a balance of both academic and creative subjects. This broad and balanced curriculum will, we believe, give them the best possible chance of success. It will give them foundational knowledge in a range of disciplines which will, in turn, provide them with options as they progress into the Post 16 world.

As well as this, all students will participate in two hours of Physical Education each week, as well as a carefully balanced Personal, Social, and Health Education programme, which also includes careers education.

Through the subject selection process, we will guide learners towards courses and combinations of courses in which they will thrive. Parents and students will be invited to attend a one-to-one options meeting with a member of our senior team. It is imperative to attend this meeting with your child.

We look forward to working with you throughout this process.

Belonging **E**ngaging **S**ucceeding **T**ogether

Making the Right Choices and Studying the Right Combination of Subjects

We want to ensure that all students at Key Stage 4 (Year 10 onwards) study a broad and balanced curriculum, covering a wide range of different disciplines. In doing this young people are provided with the foundations of knowledge and skills to enable them to be lifelong learners and achieve success in school and throughout their life.

Core Subjects. Core refers to English Language and English Literature, Mathematics and Science (either the Double Award Combined Science or, for those students who choose to study the three separate sciences, GCSE Separate Science). Students **must** study these subjects.

As well as English, Maths and Science, students at Fred Longworth High School **must** study either History or Geography; they do have the option to choose both if they wish to do so.

Students then choose 3 options from a range of other disciplines. If they wish to study Separate Sciences, this will count as one of their 3 choices. They may choose a Modern Foreign Language (French or Spanish); subjects from within the Expressive Arts such as Art, Dance, Music, or Drama; Physical Education; Design and Technology; Creative I-Media; Business Studies; Computer Science; Vocational subjects such as Sports Studies; Construction and the Built Environment or Hospitality and Catering. They may also wish to choose to study Religious Education.

1. English Language
2. English Literature
3. Mathematics
4. Science (Double Award)
5. History or Geography
6. Option 1
7. Option 2
8. Option 3

How to guide your child through the Options process

Below are some things you can do to ensure that your child fully engages in the process.

- Remind them to read the information in the booklet carefully please. We encourage students to think hard about subjects they enjoy, are challenged in, and will help them in later life. Remind them not to close any doors until they have carefully considered the benefits of each subject.
- Tell your child to speak to their teachers or those who have been identified as subject leads if they are unsure about a subject and what it entails at GCSE. Students could email the subject lead if they are finding it difficult to meet them during school time.
- Ask your child to sit down with you someone at home to talk through their options and explain their thought process. Remind them not to write a subject off immediately and to think about the doors that a subject might open and the life skills they might develop.
- Ensure that you and your child attend the SLT options meeting. Encourage your child to be prepared to explain their thought process and have any questions ready.

Choosing a Reserve Subject

All students **must** choose a reserve subject. This is important for several reasons:

- Due to staff availability, some subjects will be restricted to one or two groups.
- Some subjects have restrictions on the number of students due to the equipment they are required to use or for health & safety considerations.
- Subject viability. If there is an insufficient number of students who opt for a subject, it will not be taught this academic year.

Please give serious thought to your reserve choice. Whilst we try to ensure that all students get their choices, we sometimes must look at reserve choices.

Key dates you should note:

W/B Monday February 2, 2026 – Year 9 Option Assemblies

Wednesday February 11, 2026 – Year 9 Option Process Assembly

Thursday February 12, 2026 – Year 9 Options and Parents' Evening

W/B Monday February 23, concluding Friday March 6, 2026 – in person One-to-One meetings with a member of SLT to discuss your options (if requested).

Friday March 13, 2026 – Deadline for Year 9 Options to be in.

The table below is an easy guide to help your child to consider their options. (All students will have lessons of Core PE, Careers & Personal Development throughout the year)

Subject Areas	Subjects Available
GCSE English Language and Literature	Your child will study both English Language and Literature
GCSE Maths	Your child will study Maths
Science	Your child will study the Double Award -Trilogy Science Course (worth 2 GCSEs) UNLESS they opt to study GCSE Separate Sciences. This must be agreed by the Head of Science, Mrs Dobson.
Humanities	Your child must choose <u>either</u> Geography or History
Option Subjects – 3 choices	<ul style="list-style-type: none"> • GCSE French or GCSE Spanish (if chosen in Year 9). <i>Please note that Year 9 students who wish to do GCSE Spanish can only do so if they have studied Spanish in Year 9</i> • GCSE Separate Science (following a discussion with HOF Science) • GCSE Art & Design (Fine Art), Art & Design (Graphic Communication) & Art & Design (Photography) • GCSE Business Studies • GCSE Computer Science • Creative I-Media • GCSE Religious Studies • GCSE Physical Education or OCR Cambridge Nationals Sports Studies • GCSE Design & Technology or Eduqas Construction in the Built Environment or WJEC Hospitality & Catering. • GCSE Drama or BTEC Performing Arts (Acting) • GCSE Dance or BTEC Performing Arts (Dance) • GCSE Music or BTEC Music Performance
Reserve Subject	<ul style="list-style-type: none"> • Chosen from the list of option subjects above.

Please give serious thought to your reserve choice. All students must choose a reserve subject. This is important for several reasons:

- Due to staff availability, some subjects will be restricted to one or two groups.
- Some subjects have restrictions on the number of students due to the equipment they are required to use or health & safety considerations.
- Subject viability. If there is an insufficient number of students who opt for a subject, it will not be taught this academic year.

GCSE or BTEC?

The main difference is that a GCSE is a theory-based qualification assessed primarily through final exams, while a vocational (BTEC) qualification at Key Stage 4 is a practical, coursework-based qualification with a focus on real-world skills. BTECs are often assessed through a series of assignments that demonstrate competence in practical situations, sometimes including short tests, while GCSEs focus more on knowledge and understanding tested in formal, high-stakes exams.

Feature	GCSE	Vocational (BTEC)
Assessment Method	Primarily through external, formal exams	Mostly through coursework, assignments, and practical tasks
Focus	Academic knowledge and theoretical understanding	Practical skills, real-world application, and vocational experience
Structure	A single subject exam	A series of units, each with its own assessment
Typical Examples	Maths, English, History, Science, Languages	Construction, Performing Arts, Sport Studies, Creative Media, Hospitality & Catering

Key differences to note

- **Learning style:** GCSEs encourage a study-and-revision-based approach for final exams, while BTECs require continuous work on a range of assignments throughout the course.
- **Learning outcomes:** BTECs are designed to give students a practical and hands-on understanding of a subject, preparing them for specific career paths or further vocational study. GCSEs are more general academic qualifications.
- **Equivalency:** A Level 2 BTEC (like an Extended Certificate) can be equivalent to several GCSEs in terms of level and size, making it possible to take them alongside GCSEs or to fulfil entry requirements for certain courses.
- **Progression:** Both can lead to further education. For example, a BTEC can lead to a BTEC National (equivalent to A-Levels) or can be combined with GCSEs to meet entry requirements for a college course.

Most BTEC qualifications, including BTEC Nationals, BTEC Firsts, and BTEC Higher Nationals, include some form of external assessment, which can be in the form of exams, although many are assessed primarily through coursework and practical assignments. Some subjects within these qualifications, such as Maths, English, and Science, are more likely to have a traditional exam component.

A Note from Miss Cross, your Careers Adviser

As a School, we ensure your child gets a broad education, which offers a good foundation for future options, but making any decision like this can be stressful so it is worth thinking about the following:

This is one of the very first decisions students have had to make by themselves and one that will have an impact on their futures. It is important to consider what their plans might be for post sixteen.

Essential advice about choosing GCSEs.

- **Enjoyment:** Choose subjects you think you will enjoy. This means researching content closely and asking teachers and others who know you well for advice.
- **Aptitude:** Choose subjects which you think you will be good at - you will be more likely to enjoy them as well. Think about why you might enjoy subjects and how committed you feel – e.g., drama: have you enjoyed performing previously? Do you like working collaboratively? Are you committed enough to rehearse for GCSE performance work in the evenings and at weekends?
- **Prospects:** Think seriously about future ambitions. If you already have a university course in mind, check entry requirements for specific courses at university and work back from there.
- **Balance:** If you have no idea what you want to do in the future make sure that your options provide a broad and balanced programme.
- **Independence:** Do not choose based on what friends are doing or on favourite teachers. Make your own decisions.
- If students have specific career ideas, it will be important to do research to check how these fit – see resources below. Remember what you want to do now in Year 9 can change dramatically by Year 11.
- Many new subjects can be started at college such as Psychology or Criminology, but it can be difficult to continue Languages or Arts subjects without a prior qualification from school.

Resources:

- Our school website contains a lot of information about careers, next steps, local colleges etc. which can be accessed by clicking on the 'Careers Education' tab.
- <https://nationalcareers.service.gov.uk/> Is a useful resource including access to Careers Guidance and Careers information.
- <http://www.careerpilot.org.uk/> Shows examples of real-life jobs and what they entail.
- www.icould.com If students are struggling with ideas, this is a great website for generating them.

Individual Careers Guidance: I am available in School Tuesday - Friday, if students in Year 9 would like an individual guidance interview, they just need to ask their Head of Year to make an appointment. Parents can also contact me by telephone or email.

Miss Cross

Email: crossl@flhs.wigan.sch.uk

Phone: 01942 881 455

History and Geography

The main Humanities' subjects are History and Geography. They are highly valued as a gateway to a wide range of careers and further study. These sectors include policing, education, law, accountancy, media and journalism, local government, business, finance, and the civil service. Students must choose either History or Geography. Many students who opt to take History or Geography at GCSE go on to take A-levels and then degrees within humanities, the arts, and/or social sciences. However, many also use the skills developed during their Humanities GCSE studies by choosing degrees in something more vocational, such as law or management sciences.

The Head of Humanities - and your first point of contact - is Mr Mooney.

Edexcel GCSE History

Assessment: 100% examination

Paper 1 30% (1 hr 20 mins)

Paper 2 40% (1 hr 50 mins)

Paper 3 30% (1 hr 30 mins)

Paper 1: Thematic Study and Historic Environment: Medicine in Britain c1250 to present, and The British sector of the Western Front, 1914-1918: injuries, treatments, and the trenches.

Paper 2: Period study and British depth study: The American West c1835-c1895, and Anglo-Saxon & Norman England, c1060-88

Paper 3: Modern depth study: Weimar and Nazi Germany, 1918-39

Students studying History will gain the skills and knowledge required to meet the demands of 'A' levels in a range of subjects, and to succeed at university and in the wider world.

This subject may also lead students to a career in the media, business, teaching, law, museums and heritage, psychology, travel and tourism and many others.

Your first point of contact is the History Department.

Eduqas (Syllabus B) GCSE Geography

Assessment: 100% examination

Paper 1: Investigating Geographical Issues 40% (1 hour 45 minutes)

Paper 2: Problem-Solving Geography 30% (1 hour 30 minutes)

Paper 3: Applied Fieldwork Enquiry 30% (1 hour 30 minutes)

Theme 1: Changing Places - Changing Economies: Urbanisation in Contrasting Global Cities; Urban and Rural Processes & Change in the UK; a Global Perspective on Development Issues.

Theme 2: Changing Environments: Shaping the Landscape – Coasts and Coastal Management; Shaping the Landscape – Rivers and River Management; Weather and Climate; Climate Change – Cause and Effect.

Theme 3: Environmental Challenges: How Ecosystems Function; Ecosystems Under Threat; Water Supply and Demand; Desertification.

Students studying Geography will develop knowledge, understanding and transferable skills needed to progress in a range of A level courses, vocational courses, and Higher Education. These skills are highly desirable with employers and may lead to careers in areas such as risk and hazard management, aid and development, conservation, education, health, environmental management, international relations, meteorology, planning, sustainability, energy, tourism, and landscape design.

The Head of Geography – and your first point of contact - is Mr Mooney.

French and Spanish

A language is an incredibly valuable and much sought-after qualification that will open many doors in a range of careers. A language is a **facilitating** subject; a subject preferred by universities when applying for a range of degree courses. The memory and communication skills that studying a language develops help to support students in almost every field. Moreover, students may increase their **employment** options by studying a language – The globalisation of labour markets makes **language skills one of the key competences required by employers nowadays**. A study suggests that speaking a second language can add between 11% and 35% to your salary! In the increasingly global community in which we live, we feel strongly that Fred Longworth students should study Spanish or French.

Studying a foreign language can be extremely rewarding and exciting. They provide an insight into other cultures and can open the door to travel and employment opportunities. They can also broaden pupils' horizons, helping them flourish in new environments. If your child finds languages difficult, don't forget that they will have been studying them for much less time than their other subjects and, while it can be a challenge, learning a language will greatly enhance their future opportunities. What's more, we know that employers value languages, as they are increasingly important to make sure we can compete in the global market. Because of this, languages are increasingly becoming a requirement for many graduate schemes.

The Head of Global Communications, and your first point of contact, is Mr Norman.

Edexcel GCSE Spanish **

Assessment: 100% examination

The following six broad thematic contexts provide a focus for the teaching and learning of GCSE Spanish:

- My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology
- Studying and my future • Travel and tourism.

Students studying Spanish will develop as communicators, which will be reflected through their assessment. They will be assessed for their skills in:

- Speaking in Spanish 25%
- Listening and understanding in Spanish 25%
- Reading and understanding in Spanish 25%
- Writing in Spanish 25%

A GCSE in a language like Spanish supports opportunities to travel and appreciate different cultures; not everyone speaks English!

The Head of Spanish – and your first point of contact – is Mrs Barlow.

**** Please note that those Year 9 students who studied Spanish in Year 9 this year are encouraged to choose Spanish as one of their options.**

**** Students who studied French in Year 9 may NOT choose Spanish as one of their options.**

Edexcel GCSE French

Assessment: 100% examination

The following six broad thematic contexts provide a focus for the teaching and learning of GCSE French:

- My personal world • Lifestyle and wellbeing • My neighbourhood • Media and technology
- Studying and my future • Travel and tourism.

Students studying French will develop as communicators, which will be reflected through their assessment. They will be assessed for their skills in:

- Speaking in French 25%
- Listening and understanding in French 25%
- Reading and understanding in French 25%
- Writing in French 25%

A GCSE in a language like French supports opportunities to travel and appreciate different cultures; not everyone speaks English!

The Head of Global Communications – and your first point of contact – is Mr Norman

Separate Sciences

All students automatically study the Combined Science Trilogy (2 GCSEs) which gives students a strong grounding in all the Sciences. However, the GCSE Separate Science option is available to students who wish to gain separate GCSEs in Biology, Chemistry and Physics. Choosing the GCSE Separate Science option fills one of your child's choices.

AQA GCSE Separate Sciences GCSE: Biology, Chemistry, Physics (3 GCSEs)

Assessment: 100% examination.

Selection for Separate Science is at the discretion of the Head of Faculty

There will be one Separate Science class running, which will be made up from students who specifically choose this option. Students taking this course will be awarded with three separate GCSEs: Biology, Chemistry and Physics, with distinct grades ranging from 9 to 1 in each.

The disciplines are taught separately by subject specialist teachers and the course covers extra content, in addition to that studied in the Combined Science Trilogy course. As in Trilogy, there is a strong emphasis on practical and investigative work, with students completing **eight** compulsory practical experiments for each GCSE.

The question types and nature of the assessment is like Combined Science; however, the **two** Biology, **two** Chemistry and **two** Physics examinations taken at the end of Y11 will each have a duration of 1 hour 45 minutes to assess the additional content covered. All papers are equally weighted and worth 50% of a GCSE grade.

If you want to know more about the course please speak to your teacher or Mrs Dobson the Head of Science, or Ms Derbyshire who is the KS4 Science Lead.

***** Please note that due to staff availability, there will only be one (1) class of Separate Science. If more students opt for this subject than can be accommodated a random selection process will be undertaken.***

Art and Design

Art and Design courses equip students with an extensive creative portfolio that will give them access to a wide range of Level 3 courses and a path to university. Students go on to study: A Levels and Vocational qualifications in Art & Design, Photography, Fashion, Graphics, Advertising amongst others. These qualifications all offer a path to university study. At University, students go on to study: Fine Art, Interior Design, Fashion, Photography, Graphic Design and many other creative courses. If students are not sure which the best qualification for them is, they should speak to Mr Kime, Mrs Neild, or Miss Myles.

Please note that students cannot study both GCSE Art & Design and GCSE Graphic Communication together.

All three GCSE A&D subjects are heavily portfolio based and whilst it is possible to study both Art & Photography or Graphic Communication & Photography together, we only consider this for students who display the required commitment to the subject and have a strong desire to pursue Art & Design further.

GCSE Art and Design: Art, Craft & Design

Assessment: 60% Coursework, 40% Externally set assignment

Students will develop an understanding of Art through the practical activities of investigating and making, and through the evaluation of their own work and that of other artists from different periods and cultures. They will work in the areas of drawing, painting, sculpture, printmaking, and mixed media. Your first point of contact is Mrs Neild or Mr Kime.

Please note that students are unable to opt for both Art, Craft and Design and Graphic Communication.

GCSE Art and Design: Graphic Communication

Assessment: 60% Coursework, 40% Externally set assignment

Students will develop an understanding of Graphic Design through a series of projects with the intention of providing a clear understanding of how a professional Graphic Designer may work on commercial briefs and more experimental projects. They will develop their work through the study of designers, illustrators, animators, and filmmakers from a range of genres and explore techniques including typography, illustration, animation and show experiments in both hand drawn and digital mediums. Your first point of contact is Mr Kime or Miss Myles.

Please note that students are unable to opt for both Art, Craft and Design and Graphic Communication.

GCSE Art and Design: Photography **

Assessment: 60% Coursework, 40% Externally assessed assignment

Students will be introduced to a variety of experiences exploring a range of techniques in Photography. Students will be expected to demonstrate practical skills and be able to evaluate their own work alongside that of other photographers. Students will learn the key technical skills of photography and learn to apply them to their own work. This course will provide students with opportunities to research, develop and realise ideas in a variety of ways including opportunities to try traditional darkroom photography and experimental analogue techniques. All students are provided with a camera to use in school and will present work in a digital portfolio using Office 365. Your first point of contact is Mr Kime or Miss Myles.

Dance

The performing arts have a rich and successful legacy at Fred Longworth High School, and Dance has been a key part of this over many years. Crucially, students pursuing Dance as a qualification will be expected to take advantage of the extra-curricular enrichment opportunities available to them.

The Dance courses we offer prepare students for a range of post 16 Level 3 qualifications, including A Level Dance/Performing Arts; National Diploma Level 3 BTEC Performing Arts: Dance; NVQ Dance/Performing Arts.

BTEC Technical Award in Performing Arts: Dance**

Dance Assessment: 50% Practical, 50% Theory

BTEC Dance is an integrated practical and theoretical course in which students enhance their skills in dance composition, performance, and appreciation. Students will work alone and in groups, exploring a variety of dance styles and techniques, thus broadening their understanding of the art form. The opportunity to collaborate with professional artists, watch live dance and perform live is an essential part of the course.

Component One: Understanding and Exploring (30%)

Component Two: Development of Skills and Techniques (30%)

Component Three: Performing to a Brief (40%)

Students complete a range of three practical units all of which involve preparing for, and contributing to, a dance performance. Assessment is through the creation of a portfolio of video evidence, logbooks, and research tasks. Grades awarded are Pass, Merit and Distinction. The course is heavily based around practical activities and completing assignments. The qualification provides an opportunity to gain experience about:

- The art of choreography
- Performance skills
- Gaining experience in live performance situations.

Your first point of contact is Mrs Cowan.

GCSE Dance**

Assessment: 60% Performance and Choreography, 40% Written exam

- **Component 1: Performance and Choreography Performance (30%):**
Set Phrases through a solo performance (1 minute); Duo/Trio Performance (3 ½ minutes)
- **Choreography (30%):** Solo or Group Choreography
- **Component 2: Dance Appreciation (40%)**

Written exam (1 hour 30 minutes)

GCSE Dance is an integrated practical and theoretical course in which students enhance their skills in dance composition, performance, and appreciation. Students will work alone and in groups, exploring a variety of dance styles and techniques, thus broadening their understanding of the art form.

They will also learn to analyse and evaluate their own performance and study an anthology of professional works upon which the written paper is based. The anthology will also function as inspiration for both choreography & performance work. The opportunity to collaborate with professional artists, watch live dance and perform live is an essential part of the course.

Your first point of contact is Mrs Cowan.

**** Please note that there will only be one (1) class of BTEC Dance and one (1) class of GCSE Dance. If more students opt for this subject than can be accommodated primary selection will be decided upon for those students who have taken part in extra-curricular activities within the Dance Department. Any further student additions will be done by random selection.**

Drama and Performing Arts

GCSE Drama

Assessment: 70% Theory, 30% Practical

Component One: Understanding Drama - 40%

Component Two: Devising Drama (Practical) - 40%

Component Three: Texts in Practice (Practical) - 20%

Drama GCSE engages and encourages students to become confident performers, directors, collaborators, and designers, equipping them with the skills they need for a bright and successful future. Performance is paramount: there is as much opportunity as possible for students to do what they enjoy most – participate in performance.

All students devise drama and explore texts by working on two text-based performances. Students can choose to develop as: 1) performer 2) designer (lighting, sound, set, costume, puppetry), or 3) performer and designer. Whichever option they choose, students can be sure to gather invaluable skills, both theatrical and transferable, to expand their horizons.

The written exam paper asks students to combine what they have learned about how drama is performed with their practical experience and imagination.

This specification ensures continuity for students progressing from GCSE Drama to A-level Drama and Theatre. Students who go on to A-level are already familiar with studying complete set texts for the written papers. They have built solid foundations in reviewing a live theatre production and in interpreting key extracts. All these aspects feature in A-level as well as the GCSE.

Please note that students cannot study both BTEC Performing Arts: Acting Level 1/2 and GCSE Drama together.

Your first point of contact is Mr. Moloney or Miss Cassidy

BTEC Level 1 / 2 Tech Award in Performing Arts: Acting

Assessment: 50% Practical; 50% Coursework

This course focuses on the learner's ability and desire to perform as well as developing the skills required to thrive in the Performing Arts industry. Assessment is through the creation of a portfolio of evidence and the completion of assignments that lead toward a final grade: These are awarded as a 'Pass,' 'Merit' or 'Distinction.' Through the study of four practical units, our learners will:

- Acquire and develop fundamental practical skills.
- Collaborate effectively and productively toward a project focused outcome.
- Focus on performance ability by developing critical awareness.
- Create works of theatre for public performance.
- Develop existing skills relating to the performance industry.
- Observe and analyse professional works of theatre.
- Function more effectively as an independent learner in developing new skills.
- Develop confidence in communicating effectively with an audience.
- Use critical thinking skills in a practical context.

This specification prepares students for Level 3 qualifications, including BTEC National Diplomas and A Levels in Drama and Theatre Studies.

Your first point of contact is Mr Moloney or Miss Cassidy

Please note that students cannot study both BTEC Performing Arts: Acting Level 1/2 and GCSE Drama together.

Music

Music performance, composition and listening/analysis can be studied on either the Music GCSE course or the BTEC Tech Award Level 2 in Music Performance course. The courses offered can lead to several Level 3 qualifications, such as A Level, BTEC National Diploma and Level 3 Music Practitioners, which are offered by several local colleges. Many of our students who have completed further academic courses or vocational qualifications, have gone on to study music at College and University, whilst others have gained employment in arts-related careers, such as: sound recording engineer, technician, arts administrator, concert manager, and music teacher.

Unfortunately, due to staffing, places are limited on both of our Music courses. If we have many students expressing an interest in studying our music courses and we cannot accommodate the numbers, we will prioritise the students who have shown commitment to Music and our extracurricular Music Programmes.

Please note that students cannot study BTEC Level 2 Certificate in Music Performance and GCSE Music.

Your first point of contact is Mrs Robinson or Miss Dalton.

GCSE Music**

Assessment: 40% Examination; 60% Coursework

Performance Assessment: Solo and Ensemble Performance - 30%

Composition Assessment: 2 Compositions- 30%

Written/Listening Examination Paper: Unfamiliar music and Set works- 40%.

The Music GCSE course teaches all the elements of Music through Performance, Composition and Listening. This course will develop students into comprehensive and experienced musicians with many transferable skills. The course is designed and assessed in three components: "Understanding Music" (listening and written exam), "Performing Music" (solo and ensemble performance) and "Composing Music" (two compositions). Students will be able to play the set works or play and create examples of the specific musical genre that is being studied to enable a very practical learning environment.

**** Please note that there will only be one (1) class of GCSE Music. If more students opt for this subject than can be accommodated primary selection will be decided upon for those students who have taken part in extracurricular activities within the Music Department. Any further student additions will be done by random selection.**

BTEC Tech Award Level 2 in Music Practice**

Assessment: 60% work assessed internally; 40% work assessed externally

Component 1: Exploring Music Products and Styles – 30%

Component 2: Music Skills Development – 30%

Component 3: Responding to a Music Brief (set by the exam board) – 40%.

This course is based around learning through practical, real-world activities through the completion of three components of work. The course is designed for students who can play a musical instrument and who are keen to develop their performance skills, as well as build their musical knowledge. Students build a portfolio of evidence that will consist of written work, performances, presentations, compositions, etc. They will learn about a lot of musical styles and making music in different genres and styles. Students will also learn about professional skills in the music industry and how to compose, create and perform their own music. The final external unit will be a brief that is set by the exam board. This course is graded Pass, Merit or Distinction and is equivalent to a grade 4 – 9 GCSE grade.

**** Please note that there will only be one (1) class of BTEC Music. If more students opt for this subject than can be accommodated primary selection will be decided upon for those students who have taken part in extracurricular activities within the Music Department. Any further student additions will be done by random selection.**

Design and Technology

Please note that due to the 60/50% coursework element in the courses below it is not recommended that students choose more than one subject from this area.

AQA GCSE in Design and Technology.

Assessment: 50% externally assessed exam; 50% controlled assessment.

This work will build on the student's knowledge of the world they live in, the technological advances used every day, and the impact technology has on the future. This GCSE course has changed significantly over recent years, and in the coursework element there is now a **big emphasis on written and design work** which includes researching and analysing the work of famous designers, research about the structure of materials to be used and detailed planning before practical work begins. There is a final written exam worth 50% of the qualification and 20% of the written examination is mathematics based. Students will explore design movements, sketching, modelling, 3D printing, advanced laser cutting, mechanisms, vinyl sticker machines and much more. In Y10 students will complete a series of mini projects, including storage solutions, wind chimes and CAD projects. This will prepare them for the controlled assessment in Year 11.

Your points of contact are Mrs Fisher & Mr Whittingham

*****Please note that students cannot study both GCSE Design & Technology and Eduqas Construction together.***

Eduqas Level 1 / 2 Construction and the Built Environment

Assessment – 2 Units of work – 1 x externally assessed 90-minute on-screen examination (40%), and 1 x Controlled internally assessed unit (60%)

This course includes both written and practical learning. Students will learn about the construction industry, develop practical abilities for three selected skills such as painting, tiling and joinery and understand the relationship between the construction process, the planning of construction projects and construction site safety.

Students will complete a controlled assessment unit (60%) consisting of three projects which include written and practical based learning. They will also sit a **written examination (40%)** which covers the principles of the built environment, knowledge of a range of professional and trade roles as well as the different structures and buildings of the built environment.

Your points of contact are Mrs Fisher, Mr Whittingham, Mrs Thirkell

*****Please note that students cannot study both Eduqas Construction and GCSE Design & Technology together.***

Eduqas (WJEC) Level 1 / 2 Award in Hospitality and Catering

Assessment – 2 Units of work – 1 x externally assessed 90-minute on-screen examination (40%), and 1 x Practical/coursework Unit internally assessed (60%)

This course concentrates on the hospitality and catering industry. This course includes both written and practical learning. **Students will be expected to bring some of their own ingredients.** The student will develop a wide range of food practical skills such as bread, cake and pastry techniques as well as preparing fish, beef, and chicken dishes. They will develop their knowledge and understanding of the hotel and catering industry. Students will have the opportunity to gain experience about issues related to nutrition and food safety and gain an understanding of how a variety of factors affect the success of hospitality and catering operations. In this qualification, they will learn how to cook dishes to restaurant standard.

Your points of contact are Mrs Clarke, Mrs Ballard, Mrs Thirkell

***** Please note, that due to health & safety restrictions in specialist rooms, there is a limit on the number of students per class. If more students opt for these subjects than can be accommodated, students that have consistently demonstrated a high level of engagement in the practical and written elements of lessons will be selected first. Students should have consistently, demonstrated safe working practices.***

Religious Studies

Religious Studies provides an excellent subject choice for students who wish to learn more about the diverse and rich society that we live in, and requires an inquiring, open mind, and an interest in other people's opinions and beliefs. Religious Studies can support integral aspects of many careers, including the media, art, journalism, criminology, teaching, social work, health, and law.

GCSE Religious Studies

Assessment: 100% written exam

Paper 1 – The Study of Religions: 1 hour 45 mins (50%)

Paper 2 – Thematic Studies: 1 hour 45 mins (50%)

Component 1 – Study of Religions, Christianity, and Islam

Christianity - The nature of God; creation; the afterlife; Jesus Christ and salvation; worship and festivals; the role of the church in the local and worldwide communities.

Islam - key beliefs; authority; worship; duties and festivals.

Component 2 – Thematic studies from the perspective of Christianity

Relationships and families; religion; crime and punishment; religion; human rights and social justice; religion, peace, and conflict.

Your first point of contact is Mrs Edwards.

***** Please note that due to staff availability, there will only be one (1) class of GCSE Religious Studies. If more students opt for this subject than can be accommodated a random selection process will be undertaken.***

IT Rich Courses

To deny the importance of IT in everyday life is naive at best and ignorant at worst. The impact of the pandemic was managed and minimised through computers enabling most of the UK population to continue their ability to work, educate and to socialise every day. At Fred Longworth High School students have the option to choose from three IT based qualifications.

The Computing Department Team – Mr McKeown, Mrs Potter, and Mr J Davies.

Edexcel GCSE Computer Science

Assessment: 100% examination - 50% written exam 50% onscreen computer exam

Computer Science GCSE students will study the following Components, on which their assessments will be based:

Component 1 Computer Systems

Component 2 Computational Thinking, Algorithms, and programming

Introduces students to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural, and environmental concerns associated with computer science.

Students apply knowledge and understanding gained in component one. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, and translators.

The Computing Department Team – Mr McKeown, Mrs Potter, and Mr J Davies

OCR Creative Interactive Media Level 2

Assessment: 40% Examination 60% Non-Examined Assessment (practical work)

There are 3 Components to the full level 2 Course.

Two Mandatory Components are.

R093: Creative iMedia in the media industry – Examined 40%

In this unit students will learn the legal and ethical issues considered in the media industry and the processes used to plan and create digital media products. They will learn how media codes are used within the creation of media products to convey meaning, create impact, and engage audiences. They will also study the media industry and associated job roles within this.

R094: Visual identity and digital graphics - Non examination assessment 25%

In this unit, students will learn all about developing a visual identity, planning a digital graphic that fits with this identity and then creating the visual identity and digital graphic using Photoshop.

The optional component is:

R097: Interactive Digital Media - Non examination assessment 35%

In this unit, students will learn all about creating a piece of interactive digital media that satisfies a client brief. The client brief will be given to you at the beginning of the project by your teacher and you will work through this brief and create the interactive digital media that is requested by the client. This unit is created in Microsoft PowerPoint.

The Computing Department Team – Mr McKeown, Mrs Potter, and Mr Davies

GCSE Business

Assessment: 100% Written exam

50% Papers 1 and 50% Paper 2

There are 10 units in this GCSE course, split across 2 Papers. These start by taking students from how entrepreneurs start businesses (Theme 1) through to growing and global businesses (Theme 2).

There are two equally weighted exam papers, focusing on each specification theme.

Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. It provides a framework for students to explore core concepts through the lens of an entrepreneur setting up a business.

Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance, and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

The Computing Department Team – Mr McKeown, Mrs Potter, and Mr Davies

Physical Education

All students participate in three core Physical Education (non-examination) lessons every two weeks. In this time, they will be able to participate in a range of sports such as: football, netball, rugby, fitness, table tennis, badminton, soft ball, athletics, rounders, volleyball, basketball, cricket, yoga, trampolining, and tennis. They are expected to specialise in two sports during Key Stage 4.

Outside of core PE, students have the option of pursuing one of two Sport based qualifications.

OCR GCSE Physical Education

Students **MUST** meet the following criteria to opt for this course.

1. Students perform competitively in a **least** two sports outside of school at a high standard.
2. Students **MUST** commit to one days practise every week to develop and improve their third sport.

Assessment: 60% written exam; 30% practical exam; 10% controlled assessment

Theory Examination (60%) **Paper 1 & Paper 2 are each worth 30%.**

Practical Examination: students will be assessed in 3 practical sports (10% for each sport)

AEP Controlled Assessment - analysing and evaluating Performance (10%)

This course is an excellent academic option for those who really enjoy Physical Education. It is a theory-based subject, with 60% of marks being allocated to theory. Students are graded using 9 - 1 grading and will have to complete 2 written papers focusing on topic areas such as health and fitness, physiological, social and the psychological aspects of sport.

Students will be assessed in an individual sport, a team sport and another which can be either.

While valuable and enjoyable, this course is also a useful introduction to 'A' Level Physical Education, as well as Level 3 vocational qualification in sports.

Your first point of contact is Mr Gregory, if you have any questions about GCSE PE, please speak with him.

Please note that students cannot study both OCR GCSE Physical Education and Cambridge National in Sports Studies.

*****Please note that there will only be a limited number of students in one (1) GCSE PE group. If more students opt for this subject than can be accommodated, then levels of engagement in school extra-curricular activities will be taken into consideration.***

Physical Education

OCR Cambridge National Certificate in Sports Studies Level 1/2 Certificate Assessment: 60% coursework; 40% examination.

This is a vocationally related qualification that takes an engaging, practical, and inspiring approach to learning and assessment. It provides students with a broad knowledge and understanding of various aspects of sports studies. These range from contemporary issues in sport and the relationship between sport and the media, to developing the practical/leadership skills essential for progression into the sports industry. The Level 2 qualification is the equivalent of one GCSE (grade 9 – 1).

Two units- R186 and R185 are assessed through the submission of an assignment/coursework. The R184 unit is a one hour exam completed in Y11. As most of this evidence is ongoing throughout the course, good attendance is important to succeed, and assignments of the highest quality must be produced. The following units will be completed:

1. R184-Contemporary issues in sport - exam
2. R185-Performance and leadership in sports activity - coursework
3. R187-Increasing awareness of outdoor and adventurous activities - coursework

This course is also a useful introduction to a Level 3 vocational qualification in sport, as well as supporting learners in the development of the practical skills essential for progression into the sports industry.

Your first point of contact is Mr/Mrs Gregory, if you have any questions about Sports Studies, please speak with them.

Please note that students cannot study both OCR GCSE Physical Education and Cambridge National in Sports Studies.