



LADY LUMLEY'S SCHOOL

KEY STAGE 4
COURSE INFORMATION
2022-2024





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WELCOME

HEADTEACHER

MS FODEN

YEAR 9 OPTIONS

This is an exciting time for Year 9, they have some important, individual choices to make that will shape the next stage in their education. Lady Lumley's Year 9 students have studied a broad and balanced Key Stage 3 curriculum. This is a perfect platform from to which to make informed choices for Key Stage 4. All our students will maintain a strong core curriculum, right through the school, that will prepare them for further study, the world of work and taking their place as citizens in the 21st century by building powerful knowledge, skills and qualities. The options process in Year 9 helps our students and their families make informed choices about which other subjects are studied in Key Stage 4 to compliment the core.

Lady Lumley's offers a broad range of subjects, some familiar, some new that will ensure progression to A Level and Level 3 Vocational pathways are well supported. This enables our students to be rightly ambitious for their futures, whatever that may be. Throughout this process we encourage our students to gather all the facts, to ask questions, to think carefully about why they are making decisions and what the implications of those decisions might be. We work through a rigorous process to support Year 9 as they navigate planning their Key Stage 4, and teachers, pastoral staff and senior leaders are available to work with students and parents.

OPTIONS PROCESS TIMELINE

WEEK OF
8TH JANUARY

- GCSE taster sessions in timetabled lessons
- Futures curriculum focussing on options and the options process

WEDNESDAY 10TH
AND THURSDAY
11TH JANUARY

- Options Assembly from STH
- Options Assembly from Ks4 subjects

THURSDAY
18TH JANUARY

- Year 9 Options Evening
- Deadline to complete options form 5th February

SUPPORTING
SUCCESS
EVENING

- Supporting Success Evening focussing on revision for the end of Year 9 PPE
- Transition to Ks4

WEEK OF
10TH JUNE

- End of Year 9 PPE

Learning • Leading • Ambition • Progress

WELCOME

LEADER OF KS4

MR FAIRCLOUGH

Year 9, I write to you in great excitement and anticipation of you joining us in Years 10 and 11 (Key Stage 4) as you embark on your 'enriched GCSE learning journey' in the summer. Throughout the next two years your teachers and pastoral staff will take you out of your comfort zone both in and out of the classroom - always learning as you take on the challenges. My key advice to you as you look towards next year is;

Seize your opportunities...

I look forward to seeing you out on Duke of Edinburgh expeditions, enjoying some of the thirty or more weekly enrichment opportunities, pushing yourself in our Study+ after school tutoring, helping mold the direction of the school as student leaders in all aspects of school life and developing as learners and as people as you flourish in the dynamic environment of Keystage 4. By the end of Year 11 you will be ready for your next challenge at Lady Lumley's 6th Form or elsewhere having benefitted from two years of challenge and progress, careers advice, guidance and interview practice. I am sure that you will be looking forward to tackling these exciting two years where we will ensure that you have all you need to 'be your best' in all you choose to do.

David Fairclough
Leader of Keystage 4





INFORMATION FOR PARENTS

FREQUENTLY ASKED QUESTIONS

WHAT IS A CORE SUBJECT?

Everyone will study core National Curriculum subjects. These include some 'non-qualification subjects' that do not have any exams and do not lead to a certificate. However, it is important that students study these courses as they will help to develop them as a person and help to prepare them for their futures.

- English Language and Literature GCSE
- Mathematics GCSE
- Science GCSE
- Physical Education ('Core PE' is a non-qualification subject)
- Religious Education ('Core RE' is a non-qualification subject)
- Life (non-qualification subject)

WHAT IS AN OPTIONAL SUBJECT AND HOW MANY CAN STUDENTS CHOOSE?

The optional subjects are the subjects we currently offer for students to study alongside the core curriculum. Students are asked to select four subjects, selecting one subject from each option block. We also ask students to select a reserve choice. It is important that students are genuinely interested in studying the reserve option in the event of their initial choices not being available.

WHY DO STUDENTS HAVE TO RANK THEIR SUBJECTS IN ORDER OF PREFERENCE?

We ask students to rank their choices in order of preference as well as a reserve subject to support the timetabling process. Whilst subjects are in blocks, there may be more than one class from that option block. We ask students to prioritise their subjects in the event of a course not running or being oversubscribed. We endeavour to give students their option choices, where we must make changes, students will be fully supported, and parents informed.

WHAT IS THE ENGLISH BACCALAUREATE? (EBacc)

The EBacc is:

- English Language and Literature GCSE
- Mathematics GCSE
- Either History and/or Geography GCSE
- At least two Science GCSEs this includes Computer Science
- A modern foreign language GCSE, either French or German

The EBacc is not a qualification, it is a combination of GCSE subjects that offer an important range of knowledge and skills to young people. The EBacc keeps young people's options open for further study and future careers.

WHEN IS THE OPTIONS DEADLINE?

All students need to have handed their options form to their tutor by Monday 6th February. Replacement forms can be collected from the School Office. Please ensure that both students and parents/carers have signed the form before handing it in.

WHAT IS THE DIFFERENCE BETWEEN A LEVEL 2 BTEC AND GCSE?

It is important to stress that all the courses on offer can lead to level 2 qualifications, so they are of equal value.

GCSE (General Certificate of Secondary Education)

The course consists of mostly examinations but there are some elements of coursework or controlled assessment in some subjects. For GCSE courses, students will be awarded grades from 9 to 1 (9 is the highest grade 1 the lowest and there is a U grade for unclassified).

GCSE grades

9	8	7	6	5	4	3	2	1	U
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Some subjects follow different tiers of work and enter for different examinations; this means the grades available are limited to a smaller range. We advise students to check which subjects these are and what final range of grades will be available.

FREQUENTLY ASKED QUESTIONS

BTEC (Business and Technology Education Council award)

BTEC courses offer a more vocational approach to learning, linking the topics of study with the world of work. These courses are for those who prefer to have the chance to be assessed on coursework, and who enjoy independent learning and practical activity. There will also be an examination. You can achieve Pass, Merit or Distinction.

Level / Qualification Grade	Grade Equivalent
Level 2 / Distinction*	8.5
Level 2 / Distinction	7
Level 2 / Merit	5.5
Level 2 / Pass	4
Level 1 / Distinction	3
Level 1 / Merit	2
Level 1 / Pass	1.25

WILL MY GCSE OPTIONS AFFECT MY POST-16 STUDY?

The Options Form has been created to ensure that students study a broad curriculum at Key Stage 4, ensuring a greater flexibility in applying to the courses post-16. It is always a good idea if you have a career in mind to investigate entry requirements for courses.

CAN EVERYONE REQUEST A MEETING WITH A MEMBER OF THE EXTENDED SENIOR LEADERSHIP TEAM?

Students will be fully supported throughout the options process. The new Futures curriculum will provide students with an understanding of the different types of qualifications on offer. Also, exploring career aspirations. Students can request to speak to the Careers Advisor or member of SLT if they need help making their options choices.

IS IT POSSIBLE TO MAKE CHANGES TO THE OPTIONS FORM AFTER THE DEADLINE?

If students change their minds, they must speak to their form tutors as soon as possible. We cannot guarantee that we can accommodate the changes but will do the best we can. Any changes to the original Options Form will be made once the timetabling is complete. Once the GCSE studies have started, students have a window of two weeks to speak to Mr Fairclough, the Key Stage 4 Leader about changing their options. No changes can be made after this period. Therefore, it is important that students take their time to consider their decision and use the options booklet, Open Evening and assemblies to gain as much information as possible.

WHO CAN I CONTACT FOR SUPPORT AND ADVICE?

We encourage students to speak to members of staff in school to ask questions and gain as much information as possible to make an informed decisions. Consider speaking to:

- Student's Form Tutor
- Mrs Gill
- Mrs Thompson
- Learning Support Team
- Teaching Staff
- Parents

<https://icould.com>

<https://nationalcareers.service.gov.uk>

If parents/carers have any questions about the options process, please contact Mrs Thompson, Key Stage 3 Leader
s.thompson@ll.coastandvale.academy

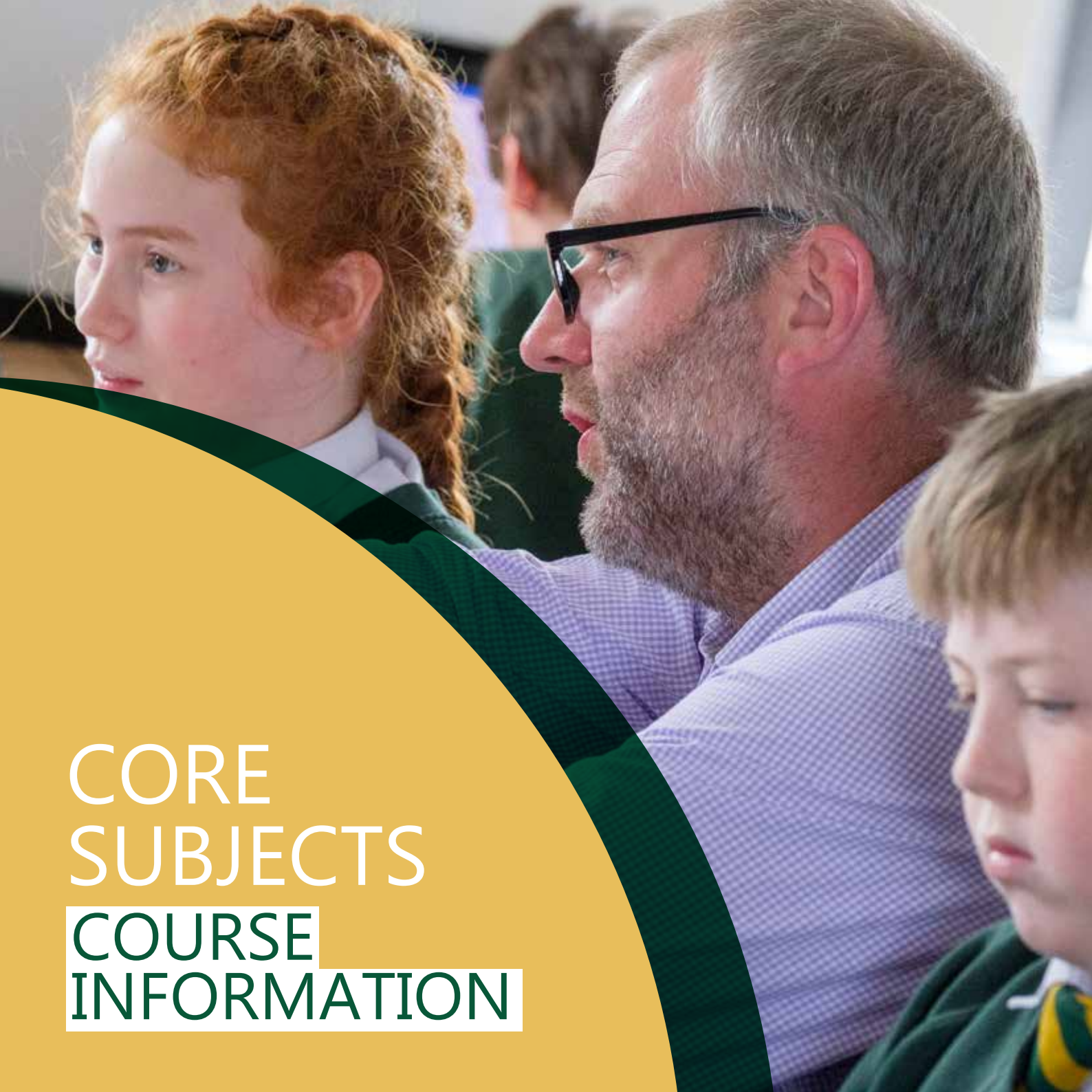
WHAT ARE THE KEY THINGS TO CONSIDER WHEN MAKING YOUR OPTION CHOICES?

- Which subjects are you successful in?
- Which subjects do you enjoy (as you will be studying them for the next two years)?
- What skills do you want to learn?
- What might you want to study afterwards? Do you need a GCSE in a subject if you want to take it at A-Level?
- What do you study in the subject, and is it right for you? Can you find out more from the teacher(s)?
- Are there any entry requirements for the subjects you want to study
- What assessment methods suit you best?

WHAT ARE THE COMMON MISTAKES MADE WHEN CHOOSING OPTIONS?

- Choosing an option because all your friends are doing it.
- Choosing based on the teacher(s).
- Choosing because you have never done the subject before, so it must be good.
- Deciding without reading this booklet, asking questions, and speaking to teachers.
- Deciding without discussing it with your family.
- Deciding against a subject because you do not want a career in it.

Lady Lumley's School is an inclusive school. All students are supported to access the subjects of their choice. If you have any questions regarding SEND aspects of the options process, please do not hesitate to contact:
s.robinson@ll.coastandvale.academy



CORE
SUBJECTS
COURSE
INFORMATION

GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE (DUAL AWARD)

QUALIFICATION Double GCSE
in English Language and in Literature
CURRICULUM LEADER Mrs V Martin

**"English is the
official language of
the sky! It doesn't
matter which country
they are from, all pilots
speak in English on
international
flights."**

ENGLISH LANGUAGE

COMPONENT 1

20th Century Literature Reading and Creative Prose Writing.
Written examination: 1 hr 45 min 40% of qualification

COMPONENT 2

19th and 21st Century
Non-Fiction Reading and Transactional/ Persuasive Writing.
Written examination: 2 hrs 60% of qualification

COMPONENT 3

Spoken Language
Non-exam assessment Unweighted

ENGLISH LITERATURE

COMPONENT 1

Shakespeare and Poetry
Written examination: 2 hrs
40% of qualification

COMPONENT 2

Post-1914 Prose/Drama, 19th Century Prose and
Unseen Poetry
Written examination: 2 hrs 30 mins
60% of qualification

ASSESSMENT METHOD

Both subjects are assessed 100% by examination.

SKILLS REQUIRED

- a strong reading ability
- a good standard of writing
- an ability to analyse accurately confident creative thinking

MODULES COVERED:

- poetry
- prose: documentary and literary
- drama

POST-16 CAREER OPPORTUNITIES

Achieving the upper bands in English or Literature will enable students to progress to A level study in either or both subjects each of which is a highly-regarded qualification for university entrance and an excellent preparation for further study across wide range of subject-areas including Humanities, Law, Psychology, or Earth Sciences.

GCSE MATHEMATICS

CURRICULUM LEADER Mrs E Steele

COURSE OVERVIEW

Students will study topics in mathematics in the following main areas:

Number and Algebra

Ratio, Proportion and Rates of Change

Geometry and Measures

Statistics and Probability

In addition, students will learn skills to enable them to solve practical problems and how to use maths software effectively. Functional skills approaches are embedded within the GCSE specification, which means that you will solve real life problems using your mathematical skills.

ASSESSMENT METHOD

There are 3 written exams taken at the end of Year 11 (one non-calculator exam and two calculator exams) each lasting 1 hour and 30 minutes.

Students will be entered at either Higher (Grades 9-4) or Foundation tier (Grades 5 -1) (to be decided around Christmas of Year 11).

SKILLS REQUIRED

- Fluency – you will need to practise the skills learned
- Reasoning – you will have to explain your methods and communicate your ideas
- Problem Solving – you will need to apply your knowledge

POST-16 CAREER OPPORTUNITIES

Numeracy skills are a prerequisite for most career paths. Gaining the best possible grade at GCSE is vital for future study or career paths. Many courses or employees will require a grade 4 or above. At Key Stage 5 we offer AS and A levels in both Mathematics and Further Mathematics and a Level 3 qualification in Core Maths.

“All your maths from Year 9 will help. You will recap what you’ve already done but will learn new methods and go into more detail.”

COURSE OVERVIEW

The course provides the opportunity to study science in both breadth and depth. It builds on KS3 study; preparing students for A-level study. Students also develop their scientific enquiry skills to plan, conduct and evaluate investigations across all science disciplines. There are opportunities to discuss big world problems and how science can be used to solve them.

ASSESSMENT METHOD

6 examinations – each lasting 70 minutes examined at foundation or higher tier

Biology 1 & Biology 2

Chemistry 1 & Chemistry 2

Physics 1 & Physics 2

SCIENCE QUALIFICATION

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Combined Science (1SC0)

Delivered as 6 units over 2 years.

Biology 1: Overarching concepts in biology, Cells and control, Genetics, Natural selection, genetic modification, Ecosystems, material cycles

Biology 2: Plant structures and their functions, Animal coordination, control and homeostasis, Exchange, transport, health, disease and the development of medicines

Chemistry 1: Overarching concepts in chemistry: atomic structure, the periodic table, ionic bonding, covalent bonding, types of substance, calculations involving masses, states of matter, methods of separating and purifying substances, reversible reactions and equilibria

Chemistry 2: Groups 1, 7 and 0, Rates of reaction, fuels, heat energy changes in chemical reactions, earth and atmospheric science.

Physics 1: Overarching concepts in physics: motion, forces and conservation of energy, waves, light and the electromagnetic spectrum, particle model 1, radioactivity

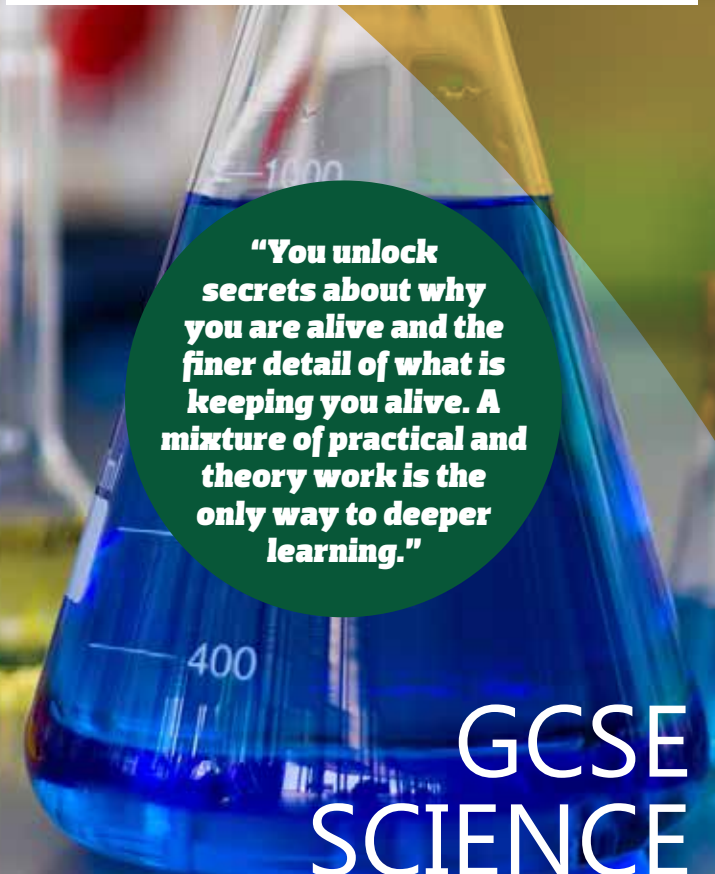
Physics 2: Motion, matter, forces, conservation of energy, forces doing work, electricity and circuits, magnetism and the motor effect, particle model 2

SKILLS REQUIRED

- have a reasonable standard of maths to be able to carry out calculations and written English and comprehension skills
- have an interest in learning about the applications of science in the world around us
- resilience and a willingness to work hard throughout the whole course.

POST-16 CAREER OPPORTUNITIES

After successfully completing your GCSE, you can pursue an A level in physics, chemistry or biology. This would equip you to think logically and solve problems which would enable you to pursue a career in a wide range of fields from space, climate change, medicine to ecology.



“You unlock secrets about why you are alive and the finer detail of what is keeping you alive. A mixture of practical and theory work is the only way to deeper learning.”

GCSE SCIENCE

CURRICULUM LEADER Miss C Wilson

WHY DO RE?

There are very few careers today that don't have an international dimension. Asking you to work with people who are from different cultures and beliefs. This course offers some preparation for this future challenge.

This course builds on KS3 study and challenges students to explore their own beliefs, opinions and values and those of others, promoting respect for all and protection against extremist points of view.

ALL YOU NEED IS

- An open mind
- Curiosity
- A desire to learn
- Imagination
- Respect for others

ENRICHMENT OPPORTUNITIES

A philosophy club.
Visit to the Jewish quarter in Poland and Auschwitz.

COURSE OVERVIEW

Students will study core religious education, philosophy and ethics for one 60 minute lesson each fortnight. The course is designed to reflect the needs of students and may be adapted to add challenge students when needed. The topics will be covered by looking at different religious responses to the topics, The course will cover different religious responses to issues surrounding key human questions such as:

Understanding belief.

- Ways of living. Living without religion. What are my worldviews and values?
- How is it that the examples of teachings and people who lived hundreds of years ago have such an impact on peoples lives today?
- How do you live life to the full? What issues surround this?

Matters of life and death

- Is death the end?
- How is a persons life affected by an encounter with death?
- Is life sacred? Including abortion and euthanasia.
- Responding to medical issues. Glimpsing the future... enhancing the present.
- How do religions respond to advance in science? The course will respond to current discoveries and advancements and may cover cosmologies, infertility, genetic engineering and transplant surgery.

Religion and religious issues in the media

- How are beliefs portrayed in the media? Including social media, film and TV.
- How does the media affect values and beliefs of the masses?

Social responsibility

- A response to 'We have more in common than that which divides us'.
- Exploring homophobia, racism and anti-religious groups (Islamophobia and antisemitism).

POST-16 CAREER OPPORTUNITIES

Religious studies is highly thought of by universities and employers as it encourages critical thinking and respect for others. Although this course is not certificated formally it will allow progression to A Level which supports careers with many national an international companies, social and health care professionals, such as doctors/ nurses, the armed forces and the hospitality industry.

CORE RELIGIOUS EDUCATION

CURRICULUM LEADER Mrs Watson



COURSE OVERVIEW

Students will build on the skill, tactics and concepts they have developed in Key Stage 3 through similar activities and be introduced to new activities such as volleyball, handball and lacrosse. Students will tackle more complex skills and tactics, and explore these in a range of roles, such as player, coach and official. Students will receive three lessons per fortnight and will have more flexibility in the activities they take part in. Games lessons will follow a set curriculum with prescribed activities; PE lessons will be an 'option' choice, where the students choose an activity they wish to take part in and can therefore specialise in an activity

CORE PE

CURRICULUM LEADER Miss Turner

LIFE AT KS4

CURRICULUM LEADER Mr Heeley

COURSE OVERVIEW

Life in Years 10 and 11 develops the areas explored in Year 9 ensuring that students finish their time at Lady Lumley's ready to participate in the wider world. As well as exploring key themes around finance, mental wellbeing and relationships, the Life curriculum is tailored to meet the emerging needs of each cohort. As this subject is not examined, there is scope for the curriculum to be adapted according to any emerging themes which need addressing.

In Year 10, students currently learn the following:

- Maintaining wellbeing and identifying concerns
- Finance education, including risks
- Healthy relationships – including spotting unhealthy relationships and pornography
- Influence – including gangs, the media and substance misuse
- Addressing extremism and radicalisation
- Work Experience – dependent on restrictions

In Year 11, students currently learn the following:

- Maintaining wellbeing, identifying concerns and managing stress
- Exploring next steps – looking at FE/apprenticeship providers and finance
- Maintaining positive relationships and recognising unhealthy relationships
- Managing decision-making in relationships, including contraception and consent

ASSESSMENT METHOD


Teachers in lesson regularly assessing students understanding through questioning and completion of reflection tasks

No formal assessment or qualification

SKILLS REQUIRED

- An interest in the world around us and current affairs
- Willingness to take part in discussion and debate
- Positive work ethic





GCSE AND VOCATIONAL QUALIFICATION OPTIONAL SUBJECTS

COURSE
INFORMATION



GCSE ART

CURRICULUM LEADER Mr P McGrath

**“Art lets you
develop your
ideas and helps
with your
independence”**

COURSE OVERVIEW

The course gives students opportunities to explore artists' work and to create personal projects based upon broad starting points. Drawing, painting, printmaking, photography as well as sculptural and relief techniques are practised to give a broad range of methods to develop original ideas.

Comprised of a personal portfolio from 2 coursework projects and an externally set exam.

Current project themes are
Inside/outside
Transformation
Surface
Old and new

SKILLS REQUIRED

- A love of drawing and a dedicated approach inside and outside of school.
- There is an artist research element so a willingness to find out, express and connect with art from different times using technical language is important.
- Being independent and wanting to experiment with techniques are also key.

POST-16 CAREER OPPORTUNITIES

Successful completion of GCSE Art will allow progression to A-level Art or Photography courses. This in turn can lead to a future in design related careers, art education and therapy, advertising and games and web design, conservation, multiple museum and gallery jobs, freelance art, photography, theatre design. An art course allows students to be creative which is a key skill in a changing jobs market.

GCSE COMPUTER SCIENCE

CURRICULUM LEADER Mrs Le Grande

COURSE OVERVIEW

The OCR specification brings in theory that is more related to the computing industry. You will also study more complex programming, using Python.

Computers are widely used in all aspects of business, industry, government, education, leisure and the home. In this technological age, a study of computer science and particularly how computers are used in the solution of a variety of problems, is essential to learners, especially to help with careers in Science and Mathematics. This qualification assists most jobs that require knowledge of how computers work.

ASSESSMENT METHOD

COMPONENT 1

Computer Systems (50% of qualification) 1 hour 30 mins written exam. This component investigates hardware, communication, data representation, data types, operating systems and the impacts of digital technology on wider society. This paper consists of multiple choice questions, short response questions and extended response questions.

COMPONENT 2

Computational thinking, algorithms and programming 1 hour 30 mins written exam. This component investigates problem solving, programming languages, data structures and data types, program design, implementation and testing. There are questions assessing students' ability to write or refine algorithms that must be answered using the high-level programming language they are familiar with.

SKILLS REQUIRED

It is essential to have a curiosity for computers and how they function daily.

Logical discipline and a creative imagination are needed to design algorithms and the writing, testing and debugging of programs.

POST-16 CAREER OPPORTUNITIES

There are so many different careers and pathways that studying GCSE Computer Science can lead to, such as a Games Developer; Social Media Manager; Robotics Programmer; Cyber Protection Officer or Commerce Manager. At KS5 we offer A Level Computer Science.

**"Those who can
imagine anything,
can create the
impossible."**

Alan Turing



GCSE DESIGN & TECHNOLOGY

CURRICULUM LEADER Mr Martin

“This is one subject where I really have to think hard”

COURSE OVERVIEW

Design and Technology is an exciting and enjoyable course which will enable you to continue to develop your designing and making skills using a variety of materials such as wood, metal and plastics.

In year 10 you will undertake three mini design and make activities which will help you to work and learn more independently in preparation for your controlled assessment in year 11. You will learn new ways of communicating your ideas through a wide range of 2D and 3D drawing techniques, including the use of computer aided design. You will also have an opportunity to extend and refine your practical skills through modelling and making with a range of different materials and processes, including computer aided manufacture.

ASSESSMENT METHOD

Unit 1 – 2 Hour exam paper

Section A – Core technical principles (20 Marks)

Section B – Specialist technical principles (30 Marks)

Section C – Designing and making principles (50 Marks)

Unit 2 – Non-Exam Assessment (NEA)

This is a major design and make project worth 50% of the marks of the final GCSE. The context for the project will be set by the examination board in June Year 10 and pupils will continue to work on the project until Easter year 11.

SKILLS REQUIRED

You need to be well-organised and self-disciplined so you are able to get on with work on your own. For your controlled task you will need:

- Good literacy skills
- Good mathematical skills
- Good drawing skills
- Good practical skills
- The ability to think and solve problems
- Imagination and creativity

POST-16 CAREER OPPORTUNITIES

A good GCSE grade in Design and Technology will automatically qualify you to take A-level in the same subject. This may lead to careers in product design, graphic design, industrial design, education, architecture and engineering to name but a few. These qualifications will also equip you well to look for apprenticeships in a wide variety of fields.

DIGITAL INFORMATION TECHNOLOGY BTEC

QUALIFICATION BTEC Level 1/Level 2
in Digital Information Technology

COURSE OVERVIEW

The BTEC Level 1/Level 2 in Digital Information Technology is for learners who want to learn a strong mix of creative design and technical knowledge.

This is a new digital qualification that gives students a real insight into the modern fundamentals of IT. The creativity of the User Interface design element and the opportunity to work towards a realistic work scenario.

ASSESSMENT METHOD

COMPONENT 1/COMPONENT 2 (Internal Assessments)

These internal assessments have been designed to relate to achievement through realistic tasks and activities. This style of assessment promotes deep learning through ensuring the connection between knowledge and practice. **COMPONENT 1** develops your understanding of what makes an effective user interface and you will plan, design and create your own user interface. **COMPONENT 2** helps you understand the characteristics of data and information and how they help organisations in decision making. You will use data manipulation methods to create a dashboard to present and draw conclusions from information.

COMPONENT 3 (External Assessment)

There is one external assessment, component 3, which provides the main assessment for the qualification. It directly builds on components 1 and 2, and enables learning to be brought together and related to a real-life situation. The external assessment is structured to be relevant to IT.

SKILLS REQUIRED

There are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this.

POST-16 CAREER OPPORTUNITIES

Ideal for learners who want to progress to a digital Apprenticeship or BTEC Level 3 Nationals. This is also a stepping stone to careers like IT Project Management, Technical Support and Cyber Security.



NOW PLAYING

We will be offering either GCSE Drama or BTEC Performing Arts. This will be dependent on the cohort and uptake.

GCSE DRAMA

CURRICULUM LEADER Mrs Goodwill

COURSE OVERVIEW

GCSE Drama (Eduqas) allows students to study theatre practically as actors, designers and directors. Students will devise their own work, work from scripts, explore features of technical theatre, write essays and take part in live theatre trips

COMPONENT 1 Devising Theatre

Students work as actors or designers, devising their own work in a particular theatrical style, using a stimulus set by the exam board.

COMPONENT 2 Performance from a Text

Students prepare an extract from a text for performance; they can work as actors or designers.

COMPONENT 3 Interpreting Theatre

Written exam. Section A is a series of questions on a set text. In Section B, students have to analyse a piece of live theatre they have seen during the course.

ASSESSMENT METHOD

COMPONENT 1 A devised performance and portfolio of supporting evidence documenting the process. Internally assessed, moderated by Eduqas (40%)

COMPONENT 2 A performance to an examiner. Externally assessed (20%)

COMPONENT 3 1 hr 30 min written exam paper (40%)

SKILLS REQUIRED

To be successful you need to:

- Enjoy being involved in and watching live theatre
- Enjoy the practical exploration of texts and different theatrical techniques
- Have a good level of organisation and discipline

POST-16 CAREER OPPORTUNITIES

All jobs require you to play a role! Drama gives you the skills to work outside your comfort-zone and the confidence to speak to others.

As well as careers in acting and the world of TV, film and theatre; drama contains many of the skill sets required to work within creative industries such as:

Advertising and marketing
Music and visual arts
Drama-therapy
Community Arts

**“Drama’s fun!
I get to be creative
and express myself.
I like being active
in lessons.”**

PERFORMING ARTS (ACTING) PERFORMING ARTS (PRODUCTION) BTEC

We will be offering either GCSE Drama or BTEC Performing Arts. This will be dependent on the cohort and uptake.

QUALIFICATION First Level 2 Certificate Performing Arts (Acting)

COURSE AIMS

The aims of all qualifications in the BTEC First suite in Performing Arts are to:

- inspire and enthuse learners to consider a career in the Performing Arts sector
- give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Performing Arts sector
- support progression to specialised Level 3 qualifications in Performing Arts, or to an Apprenticeship
- give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

Students can choose the Acting or Production pathway. Acting students will explore different texts, styles and practitioners. Production students will explore two different design specialisms such as lighting, costume, masks

COURSE OVERVIEW

Students will complete 4 Mandatory units. Units are internally assessed unless otherwise stated.

Unit 1 Individual Showcase (Externally assessed by exam board)

Unit 2 Preparation, Performance and Production

Unit 3 Acting Skills / Unit 7 Production Skills

Unit 8 Performing Arts Industry (External Test 1 hour)

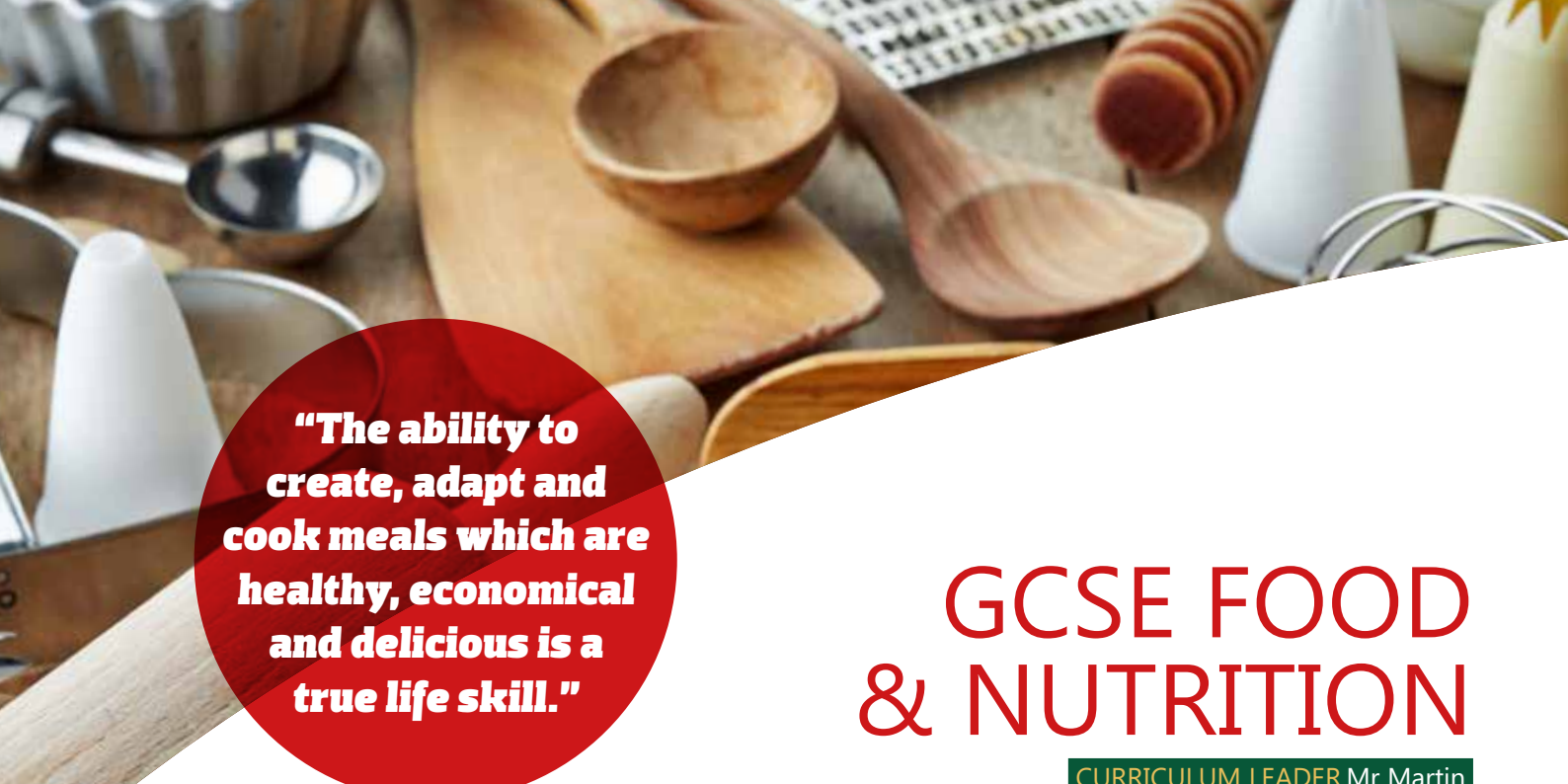
Students will then work on 3 optional units such as:

- Performance in Context
- Devising Performance Work
- Realising Costume Design for Performance
- Performing Scripted Plays
- Design Planning for Performance
- Lighting for Performance

SKILLS REQUIRED

- An interest in creating live performances
- The ability to take direction from teachers
- The ability to work independently, researching work, developing your skills
- Time management skills
- An interest in the Performing Arts industry





“The ability to create, adapt and cook meals which are healthy, economical and delicious is a true life skill.”

GCSE FOOD & NUTRITION

CURRICULUM LEADER Mr Martin

COURSE OVERVIEW

GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials.

At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Food preparation skills are integrated into five core topic areas including:

- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

ASSESSMENT METHOD

Paper 1 Written Exam: Food Preparation and Nutrition (50%)
1 hour 45 minutes

Non-exam assessment (NEA):

Task 1: Food investigation (15%) Written Report – practical element

Task 2: Food preparation assessment (35%) Written Portfolio – practical element

SKILLS REQUIRED

- An interest in food and nutrition.
- Good level of literacy, numeracy and scientific skills.

POST-16 CAREER OPPORTUNITIES

Level 3 Food Science and Nutrition. A qualification as a Food Scientist or nutritionist can open the door to many careers: Nutritionist, dietician, Sports nutrition, Product Developer, Dietician, Consumer Research Analyst, Chef and many more.



GCSE FRENCH

CURRICULUM LEADER Miss R Wilson

“The main thing that I enjoy about languages is the chance to make friends with people in other countries and communicate with them.”

COURSE OVERVIEW

The course will give students the opportunity to develop their understanding and communication in their chosen language to a higher level. It will also allow them to learn more about the culture of the countries where their languages is spoken, particularly if students take part in the trips offered by the MFL department.

The course comprises of 3 themes over 2 years:

Theme 1: Identity and Culture

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

Theme 3: Current and future study and employment.

ASSESSMENT METHOD

All units will have a Foundation tier (grades 1-5) and a Higher tier (grades 4-9) Students must take all units at the same tier. Each unit is worth 25% of the total grade.

Unit 1 Listening: 35 /45 mins exam at end of Y11.

Unit 2 Speaking: Speaking assessment with class teacher at end of Y11.

Unit 3 Reading: 45 mins or 1 hour exam at end of Y11.

Unit 4 Writing: Written exam at end of Y11 1 hour or 1 hour 15 minutes.


SKILLS REQUIRED

To be successful you need to:

- Have a willingness to learn, try new things and make mistakes!
- Have an interest in foreign languages and cultures and be prepared to work hard to develop your communication skills in a foreign language.

POST-16 CAREER OPPORTUNITIES

Successful completion of a GCSE in a modern foreign language is often a key requirement for further education. Students have the possibility of continuing either of these two languages onto A-level, and could then study for a degree in languages, which could be combined with other subjects such as business, linguistics or journalism. Possible careers in languages include translation and interpreting, law, journalism, media, business and marketing as well as education.



"You learn about how the world around you is functioning. It develops your understanding and awareness of global and local issues taking place today"

GCSE GEOGRAPHY

CURRICULUM LEADER Mrs Pye

COURSE OVERVIEW

GCSE Geography is a dynamic subject that opens doors and offers you the opportunity to explore both the human and physical world you live in. GCSE geography is split into the following components, each examined separately:

ASSESSMENT METHOD

There will be three exams in the summer of Year 11, one for each component detailed in the course outline.

COMPONENT 1 1 hour 30 mins, 37.5% of the GCSE

COMPONENT 2 1 hour 30 mins, 37.5% of the GCSE

COMPONENT 3 1 hour 30 mins 25% of the GCSE

Each exam will include multiple choice questions, short open, open response and extended writing questions.

COMPONENT 1 - Global Geographical Issues Hazardous Earth, Development Dynamics and Challenges of an Urbanising World.

COMPONENT 2 - UK Geographical Issues The UK's Evolving Physical Landscape (Coasts and rivers), The UK's Evolving Human Landscape (Cities). This unit also includes two pieces of fieldwork, which will be assessed in the Component 2 exam.

COMPONENT 3 - People and Environment Issues: Making Geographical Decisions People and the Biosphere, Forests Under Threat, Consuming Energy Resources. This exam also includes a geographical decision making exercise.

SKILLS REQUIRED

When studying geography many students remark on the overlaps with other subjects. You will find links with nearly all your GCSE subjects, therefore the skills required to be successful are transferable between geography and your other subjects. Literacy and numeracy are both needed in equal measure. However, the most important skill required is your passion and commitment to the course.

POST-16 CAREER OPPORTUNITIES

There has never been a more important time to study geography. The challenges facing the planet in the 21st century such as climate change, energy security, migration and globalisation are all deeply linked to the subject. Many of these are studied in greater depth in the Geography A level course and at degree level. You will find geographers working in a wide range of jobs, from finance to planning, working in the environment to the travel industry, or in international charities or retail.



GCSE GERMAN

CURRICULUM LEADER Miss A Mark

"It is thanks to the languages department at Lady Lumley's for believing in me which helped me believe in myself and succeed in doing what I am passionate about, languages."

COURSE OVERVIEW

The course will give students the opportunity to develop their understanding and communication in their chosen language to a higher level. It will also allow them to learn more about the culture of the countries where their language is spoken, particularly if students take part in the trips offered by the MFL department.

The course comprises of 3 themes over 2 years:

Theme 1: Identity and Culture

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

Theme 3: Current and future study and employment.

ASSESSMENT METHOD

All units will have a Foundation tier (grades 1-5) and a Higher tier (grades 4-9) Students must take all units at the same tier. Each unit is worth 25% of the total grade.

Unit 1 Listening: 35 /45 mins exam at end of Y11.

Unit 2 Speaking: Speaking assessment with class teacher at end of Y11.

Unit 3 Reading: 45 mins or 1 hour exam at end of Y11.

Unit 4 Writing: Written exam at end of Y11 1 hour or 1 hour 15 minutes.

SKILLS REQUIRED

To be successful you need to:

- Have a willingness to learn, try new things and make mistakes!
- Have an interest in foreign languages and cultures and be prepared to work hard to develop your communication skills in a foreign language.

POST-16 CAREER OPPORTUNITIES

Successful completion of a GCSE in a modern foreign language is often a key requirement for further education. Students have the possibility of continuing either of these two languages onto A-level, and could then study for a degree in languages, which could be combined with other subjects such as business, linguistics or journalism. Possible careers in languages include translation and interpreting, law, journalism, media, business and marketing as well as education.

HEALTH & SOCIAL CARE BTEC

QUALIFICATION BTEC Tech Award in Health and Social Care Level 1/Level 2

COURSE OVERVIEW

A useful subject for those thinking about jobs and careers in the health and social care professions or other public-facing roles; NHS (nurse, physiotherapist, paramedic), Police, social worker, counsellor, youth worker, personal trainer, fire service, those looking for a different approach to study or ready to try something new.

This course consists of 3 components.

Human Lifespan Development: How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this?

Health & Social Care Services and Values: Learners study and explore practically, health and social care services and how they meet the needs of real service users.

Health and Wellbeing: Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. What does being healthy actually mean?

“nice friendly environment and the teachers help you to understand”

ASSESSMENT METHOD

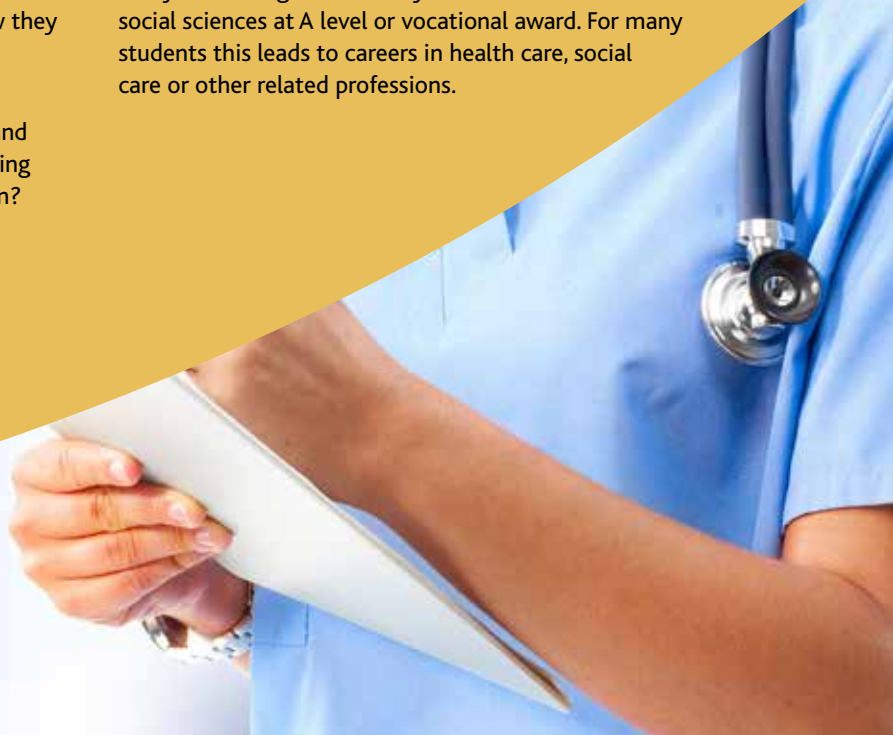
Components 1 and 2 are assessed through internal assessment. There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.


SKILLS REQUIRED

A good work ethic and determination to succeed, well-organised and able to follow instructions, good research skills and good written English

POST-16 CAREER OPPORTUNITIES

Many students go on to study health and social care or other social sciences at A level or vocational award. For many students this leads to careers in health care, social care or other related professions.





"I took History because I have a personal interest in the syllabus and think it is both a relevant and necessary subject to take in order to understand the Modern World"

GCSE HISTORY

LEADER OF HUMANITIES Mrs Pye

COURSE OVERVIEW

The course provides the opportunity to study 20th century history in both breadth and depth. It builds on KS3 study; preparing students for A-level study. Students will identify themes in history from a study of over a 1000 years. Studying a historic environment students will learn how past societies lived. The site will change every year.

Paper One

Period Study : America 1920-1973

Opportunity and Inequality
Boom - America and its people in the 1920s
Bust - Experiences of the Depression and the New Deal
Post War America and Civil Rights

Wider World : Conflict and tension 1875-1918

The causes of First World War
Fighting the First World War
The end of the First World War

Paper Two

Shaping the Nation : Health and the people C1000 to the present day.

Medieval
Renaissance
19th century
Modern medicine

Historical Environment: Norman England

The Normans: conquest and control
Life under the Normans
The Norman Church and monasticism
The historic environment of Norman England

ASSESSMENT METHOD

Paper One: Written Exam – 2 hours

Paper Two: Written Exam – 2 hours. This includes the Historic Environment question.

All exams are taken at the end of Year 11.

SKILLS REQUIRED

- An interest in learning about the past.
- A willingness to take part in discussion and debate.
- A positive work ethic.
- A good level of written English.

POST-16 CAREER OPPORTUNITIES

Choosing history at GCSE is a great foundation for further education and will provide you with crucial skills for A-Level and beyond. Many universities feel that history opens the minds of students and is a great based for courses such as medicine and law. Qualifications in history can gain you entry into a wide range of careers, including television, radio, journalism, the police force, social work and the civil service.



GCSE MEDIA STUDIES

CURRICULUM LEADER Mr R Wilcock

COURSE OVERVIEW

Media Studies is all about understanding the world around you. To fully understand the influence it has, you will study texts from the worlds of television, film, the print media, advertising and popular music and respond to them critically, before using your knowledge to create your own media products.

COMPONENT 1 Exploring the Media

This explores different aspects of the print media. Taking in texts such as: magazines, marketing (film posters), newspapers, or print advertisements.

COMPONENT 2 Understanding Media Forms and Products

This unit focuses on both the wider context of the music and television industries as well as looking at the theories that explain many of their features.

COMPONENT 3 Creating Media Products

This unit gives the students the opportunity to create a media product which will reflect their knowledge and understanding.

ASSESSMENT METHOD

COMPONENT 1 Exploring the Media

Written examination: 1 hour 30 minutes - 40%

COMPONENT 2 Understanding Media Forms and Products

Written examination: 1 hour 30 minutes - 30% of qualification

COMPONENT 3 Creating Media Product

NON-EXAM ASSESSMEN: 30% of qualification

SKILLS REQUIRED

- Have a reasonable standard of written English.
- Have an interest in the world of media; and also a willingness to work hard throughout the whole course.

POST-16 CAREER OPPORTUNITIES

Successful completion of GCSE Media Studies will allow progression to A-level Media Studies or other Level 3 Media courses. There are many varied and exciting careers which Media Studies can be useful for and you can use the skills gained on this course to prepare you for any of them. If you would like a career in Film and Television Production, Journalism, Public Relations or Advertising, then this may be the course for you.



GCSE MUSIC

CURRICULUM LEADER Mrs Welburn-Kelly

WHY SHOULD YOU CHOOSE GCSE MUSIC?

Music is an exciting, creative, inspiring and versatile subject, one which universities and employers regard highly. It is unique in being both an academic, practical and creative subject. Lessons are a fun and dynamic mixture of practical work in the form of preparing and giving performances and composing your own music; and analysing different pieces, discussing musical techniques, styles, opinions and ideas. It wouldn't be Music if the focus wasn't on practical work! 60% of your final grade is based on practical work you have done during the course with only one short listening exam worth 40%. We go on as many music trips as possible so you can experience first-hand, what you have studied in the classroom! Recent and future trips include the London Music residential, performance workshops such as gamelan, folkworks, steel band, and trips to professional theatre, opera, band and orchestra performances.

COURSE OVERVIEW

GCSE Music is split into the following modules:

PERFORMANCE: a solo performance and an ensemble (group) performance prepared throughout the two years (30%).

COMPOSITION: 2 compositions (pieces of music written by you), one in a style of your choice, and one chosen from the exam board list, prepared throughout the two years (30%).

LISTENING AND ANALYSING: A study of many different pieces in varying styles from Popular Music to Musicals, to World Music and Film Music (40% Listening exam). The focus is on what you can hear happening in the Music and effects it creates.

SKILLS REQUIRED

- You should enjoy working with your voice as a singer or on an instrument which you are excited to have lessons on at GCSE with a specialist teacher. This is in addition to your curriculum lessons.
- You should have 'stickability' and be able to commit to learning a piece of music which requires independent practice and persistence.
- You should be eager to expand your cultural horizons and look forward to learning about, playing and composing in different musical styles.



SPORT VOCATIONAL COURSE

QUALIFICATION (FOR EXAMPLE BTEC OR CAMBRIDGE NATIONAL STUDIES)

The course will provide an engaging and relevant introduction to the world of sport. You will develop a range of skills not only needed in the workplace but in other subjects too. These skills include analytical skills, leadership, research and planning, teamwork and communication. This will involve both practical and theory lessons.

WHERE CAN THIS QUALIFICATION TAKE ME IN THE FUTURE?

If you are interested in taking your study of sport further, the subject-specific knowledge and skills outlined above, and developed through studying this qualification, will give you a strong foundation for academic or vocational study at level 3, including apprenticeships.

ASSESSMENT

There will be a mixture of internal and external assessment as part of the vocational qualification. This will mean that some of the assessed work will be completed in school under supervised conditions. For some courses, there is also an external assessment (exam) For some vocational courses you are required to keep a portfolio of your work which is assessed internally or externally depending on the exam board.

**“SPORT is
great as it allows me
to learn more about
sport than just playing.
It has helped me
understand how I
can lead a healthy,
active lifestyle.”**

Progression routes include employment or further training in the following fields:

- Sport and Exercise
- Science Sport
- Leisure and Business Management
- Business Management
- Sports Marketing
- Fitness Training
- Outdoor Education
- Sports Coaching and Leadership
- Teacher Training
- Event Management
- Sports Development

LADY LUMLEY'S SIXTH FORM

We are exceptionally proud of the sixth form and the role it plays in the school community; shaping students' lives and preparing them to be effective members of the local, regional, national and global community of the 21st century. The ethos of "being our best" that permeates through school is really encapsulated at Key Stage 5, with learning, personal development, progression and wellbeing the sixth form diet that students thrive upon.

Students choose from a broad curriculum that offers them multiple pathways beyond sixth form. Their academic development is moulded through high quality teaching and learning, delivered by dedicated members of staff, in a personalised atmosphere. We have a number of small class sizes in sixth form, helping students to maximise their potential in a supportive and challenging learning environment. Their personal development, essential in the modern world, is harnessed through effective daily tutoring and fortnightly lessons of bespoke learning, tailored to student needs. Our ambition is for each student in our sixth form community to play an effective and positive role in the world of tomorrow.

Our students go on to destinations of their choice and we provide careers guidance every step of the way. In 2022, a record number of our sixth form students went on to regional apprenticeships, 82% of our university applicants achieved their first choice placement and a third of our students progressed to Russell Group universities, including Oxbridge. Our learner-centred approach, where we know our students very well, helps to support them for the progression route they desire.

Outside of the classroom, our students learn how to be effective independent learners. This skill is developed through tutor time, assemblies and the fortnightly personal development sessions. Our students are explicitly taught research-based strategies on how to structure their week, how to maximise study sessions, how to utilise learning activities that make them think hard for effective learning, how to review their independent learning, how to utilise their current level of understanding to plan next week's study sessions and how to ensure their wellbeing is being met amidst their sixth form workload.

To further the broad curriculum, sixth form students also have the opportunity to undertake an Extended Project Qualification. This individual piece of work provides students with the chance to explore an area of interest, create a 5,000-word essay on a topic of their choice, research it in-depth with fortnightly guidance and develop highly effective independent work skills that universities, apprenticeships and prospective employers desire.

Away from the academic side of sixth form life, our students enjoy a broad enrichment opportunity. This includes sport, drama, art, debating, setting up their own business, international essay competitions, TED talk discussions, Kindle publishing, MOOC courses, a fabulous Duke of Edinburgh programme and more. Wednesday afternoon is a thriving time of the week for our students to fully immerse themselves in enjoyable enriching activities.

We want all students to be catered for, including those that strive to go to the most competitive universities in the country. Our Aspire Group programme runs each week for this purpose and is tailored towards helping our students develop the mindset and skillset needed to succeed. Current affairs debates, critical thinking skills, analysis of global issues and interview preparation are just some of the group's focuses that help students think differently.

As part of our desire to help students prepare for the world beyond school, we have multiple student leadership opportunities. As well as a sixth form student leadership team that meets fortnightly to help drive the sixth form community forwards, we have year 12 and 13 students working together in study periods to support each other, sixth formers helping out students lower down the school in lessons to support learning and development and we have sixth form students helping with reading in KS3 and KS4 tutor time.