

# Langley Park School for Girls

Enabling everyone to thrive - acting with kindness, determination and respect



## YEAR 9 GUIDED CHOICES 2026-28

#TEAM

LPGS



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Enabling everyone to thrive – acting with kindness, determination and respect.

Headteacher: Mr S Whittle, MA (Cantab), PGCE, NPQH



February 2026

## YEAR 9 GUIDED CHOICES

We have entered an exciting period for Year 9 students, and I hope that this communication will provide you with all the information you need to support your child with their Guided Choices.

At Langley Park School for Girls we seek to ensure our curriculum is ambitious in its breadth and depth, supporting high aspirations and enabling our students to achieve in Key Stage 4 studies and in a wide range of GCSE and vocational qualifications, both in external examinations and ongoing assessment.

Your child will be able to take 9 or 10 qualifications. They will be able to choose up to 4 subjects which will be studied alongside the compulsory core courses. These four are comprised of a humanity subject, a modern foreign language and 2 free choices. In addition to this they will continue to have lessons in Physical Education, PSHCE and will continue to study and sit the GCSE Religious Studies qualification in Year 10.

### What information has my child already received?

In recent weeks Year 9 students have received a wealth of information to help them consider the subjects they would like to study as they enter the next stage of their educational journey. A launch assembly provided students with an overview of the Guided Choices process and this was followed by a series of sessions introducing them to the subjects that are new in Key Stage 4. Alongside this, they are being provided with information from their subject teachers about qualifications in Years 10 and 11. Our Careers Adviser has spoken to the year group as a whole and students are completing Unifrog tasks to help them reflect on their options.

### What is next?

The next step is our online launch event, where at home, you can find out all you need to know about our Guided Choices process. Our **Year 9 Guided Choices Event** will go live on the [website](#) and [Firefly](#) on Wednesday 11<sup>th</sup> February. You will receive an email containing a link. This is a recorded presentation that you may then access at any time. It is supported by our **Guided Choices Booklet** containing course information that will be published on our website at the same time.

Your child will receive a Firefly task during the week commencing 2<sup>nd</sup> March. This comprises a link to an online form where they make their choices. Please ensure your child opens this.

### Where can we access information?

Further details regarding courses are available on [Firefly](#), where families can access subject presentations from Heads of Subject. Do take a look at this information in order to support your child in making their decisions.

### How does my child submit their choices?

Please take time to view the information with your child, these are important decisions and options are **not** allocated on a 'first come first served' basis. The deadline for choices to be submitted is Wednesday 25<sup>th</sup> March.

The school reserves the right to exercise its professional judgement when coming to a final decision as to which subjects are to be studied. We endeavour to provide all students with their first-choice subjects, however it may be necessary to discuss your child's option choices if they cannot be accommodated for any reason including oversubscription, insufficient uptake or other operational reasons. Students will be asked to identify reserve choices and these will be used where necessary.

We expect to confirm your child's choices by the end of June. Please do contact Heads of Subject (contact details are in the Guided Choices booklet) should you have specific subject related questions, otherwise more general enquires should be directed to Ms Sunman, Assistant Head Teacher, [cs@lpgs.bromley.sch.uk](mailto:cs@lpgs.bromley.sch.uk).

Yours faithfully,

**Ms C Sunman**

**Assistant Headteacher, Curriculum and Personal Development**

## GUIDED CHOICES PATHWAY

**LPGS students will study:**

Core/Option	Tiered paper?	Number of terminal examinations	Number of GCSE qualifications
English Language	No	2	1
English Literature	No	2	1
Mathematics	Yes Foundation – Grades 1-5 Higher – Grades 3-9	3	1
Combined Science	Yes Foundation – Grades 1-5 Higher – Grades 4-9	6	2
Religious Studies	No	2 (in Year 10)	1
Core PE	N/A	None	0
Choice 1: Geography or History	No	Geography 3 History 2	1
Choice 2: German or Spanish or French	Yes	4	1
Choice 3	Selected by student		
Choice 4	Selected by student		

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

All students will be asked to select one subject from each block A – D as well as reserve choices. In their selection they must ensure they pick at least one Humanities subject and one MFL subject. This will ensure all students will study a broad, balanced and ambitious curriculum.

## BLOCKING PATTERN

Block A	Block B	Block C	Block D
History	History	History	History
Geography	Geography	Geography	Geography
German	German	French	French
Spanish	Spanish	German	Spanish
Food	Drama	Spanish	Drama
Health & Social Care (vocational)	Art	Dance	Food
Photography	Dance	Computing	Music
Sociology	Health & Social Care (vocational)	iMedia (vocational)	Psychology
Triple Science	Learning Support	PE	Sociology
Textiles	Triple Science	Psychology	
	Textiles		

### Key Points

- A small number of students will be offered an alternative pathway. The students and their families will be contacted directly by Mr Chinery or Ms Sunman to discuss this.
- Students are allowed to choose two Humanities subjects if they wish.
- Students cannot start a new language at GCSE and students are expected to continue with the language currently being studied in Year 9. Those who do not currently study a language will be contacted by the SEND team.
- The vocational courses are all GCSE equivalent and count as such for application to the Sixth Form. They are a combination of Non-Exam Assessment (NEA)/coursework and examination (please read page 36 for more detail).
- Students choosing GCSE PE will study this as well as the non-examined core PE that the full cohort will do.
- Whilst we endeavour to make the choices work for all, unfortunately some students will miss out on their first choices. When this happens the reserve choices will be used.
- The process is not 'first come first served' but families will need to have completed the process by **9am on Wednesday 25 March 2026**. Late applications will be organised after all other students have been allocated classes.
- Students wishing to amend their choices after the submission day will only be considered after all other students have been allocated classes.
- Students' subject allocations will be confirmed at the end of June
- If you have any queries, please contact Ms C Sunman, [cs@lpgs.bromley.sch.uk](mailto:cs@lpgs.bromley.sch.uk).

## SUBJECTS

	Pages
English Language and English Literature	7
Mathematics	11
Science	14
Religious Studies	15
Geography or History	16,18
Modern Foreign Language (French, German or Spanish)	19

All students will study the following subject:

- Physical Education (non-examined)

## OPTIONAL SUBJECTS

Students will choose courses from those below, following guidance from their tutors, Head of Year, subject teachers and Careers Advisor. They will also be asked to choose reserves, which will be used if necessary.

Computer Science	20
Dance	21
Drama	23
Fashion and Textiles	24
Fine Art	25
Food and Nutrition	26
Geography	16
History	18
Music	27
Photography	28
Physical Education	29
Psychology	32
Sociology	34
Triple Science	14

## VOCATIONAL COURSES

Health and Social Care	37
iMedia (ICT)	38

*DISCLAIMER: All information correct at the time of publishing, February 2026*

## IMPORTANT DATES IN 2026

<b>4<sup>th</sup> February</b>	Year 9 Guided Choices subject presentations go live	An opportunity for parents/carers and students to explore different subject areas
<b>11<sup>th</sup> February</b>	Key Stage 4 Guided Choices launch	The Guided Choices presentation will be available on the website <a href="#">here</a> and Firefly <a href="#">here</a> .
<b>Week beginning 2<sup>nd</sup> March</b>	Online Guided Choices forms open	Students will be sent a Firefly task.
<b>25<sup>th</sup> March</b>	Deadline for Guided Choices forms	Guided Choices form closes at 9am
<b>End of Summer Term</b>	Choices confirmed with students	

### COMPLETING THE GUIDED CHOICES FORM

The form will be completed electronically. The system is not 'first come, first served' so please take your time in considering the choices. The system will close on **Wednesday 25<sup>th</sup> March 2026 at 9am**.

### EXAM AWARDING BODIES

AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
PEARSON EDEXCEL	<a href="http://www.pearson.com">www.pearson.com</a>
EDUQAS WJEC	<a href="http://www.eduqas.co.uk">www.eduqas.co.uk</a>
OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
NCFE	<a href="http://www.ncfe.org.uk">www.ncfe.org.uk</a>

## ENGLISH LANGUAGE AND ENGLISH LITERATURE EDUQAS WJEC & OCR

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

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

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

Students will enjoy both the depth and breadth of texts they will study, which may include R.L Stevenson's 'Strange Case of Dr Jekyll and Mr Hyde', alongside more modern novels such as George Orwell's 'Animal Farm'.

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

### Accurate Writing

Accurate writing comes from planning and proof-reading.

A simple form of planning is to **PAF** (purpose, audience and form)

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

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

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

Handwriting is important in examinations. Encourage your child to check that upper-case and lower-case rules are followed (e.g. Gg Hh Dd). They should also be careful to size their lettering correctly and to join up their handwriting. Recent educational research shows that, for girls, a failure to join up correctly is associated with an average drop of a whole grade in GCSE English.<sup>1</sup> This will also help students to write quickly and to avoid losing marks for technical inaccuracy because it is unclear to the assessor if they are using capital letters correctly.

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

## **Wider Reading**

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

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

## **Exam and Assessment Information**

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

\*There are no longer tiers of entry for these exams, with the exams assessed at GCSE Grades 1-9.

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

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

**Contact:** Ms J Walker, Head of English  
[jw@lpgs.bromley.sch.uk](mailto:jw@lpgs.bromley.sch.uk)

## ENGLISH LANGUAGE

### GRADE DESCRIPTIONS

#### Grade 8

##### Critical Reading and Comprehension

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

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

##### Writing

To achieve grade 8, candidates will be able to:

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

#### Grade 5

##### Critical Reading and Comprehension

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

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

##### Writing

To achieve grade 5, candidates will be able to:

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

## ENGLISH LITERATURE

### GRADE DESCRIPTIONS

#### Grade 8

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

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

#### Grade 5

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

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

**Contact:** Ms J Walker, Head of English  
[jw@lpgs.bromley.sch.uk](mailto:jw@lpgs.bromley.sch.uk)

## MATHEMATICS – PEARSON (1MA0)

All Year 9 students have started experiencing some of the content from the GCSE syllabus, ready to start their GCSE studies in 2026.

The aims of Maths GCSE are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

The grading is 9 – 1 with 9 being the highest attainable grade. The Higher tier covers grades 9 – 3 and the Foundation tier grades 5 – 1. There is an overlap of content in the Higher and Foundation tier enabling final decisions about tier of entry to be made after the trial examinations in Year 11.

The Maths GCSE is a linear course with no controlled assessment or coursework. At the end of Year 11 the students will sit three equally weighted papers each 1½ hours long and worth 80 marks. Paper one will be a non-calculator paper, whilst papers two and three allow calculators. Students are not provided with formulae sheets for these exams.

### **The Course Structure:**

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

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

### **Student Resources:**

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

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

In addition to the textbooks, all students have access to the online version of Maths Watch which has video tutorials of all topics for revision and practice [mathswatch.co.uk](http://mathswatch.co.uk). Your child will have been given login details for this. To support further with the development and mastery of skills within Mathematics, we would suggest using [www.mathsgenie.co.uk](http://www.mathsgenie.co.uk) and [corbettmaths.com](http://corbettmaths.com) which have a whole host of examination papers and exam questions by topic available.

**Contact:** Mrs S Arivanantham, Head of Maths  
[sar@lpgs.bromley.sch.uk](mailto:sar@lpgs.bromley.sch.uk)

# MATHEMATICS

## GRADE DESCRIPTIONS FOR GCSE GRADED 9 TO 1: MATHEMATICS

### Grade 8

To achieve grade 8, candidates will be able to:

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

### Grade 5

To achieve grade 5, candidates will be able to:

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

### Grade 2

To achieve grade 2, candidates will be able to:

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

## LEVEL 2 CERTIFICATE IN FURTHER MATHEMATICS (AQA - 8365)

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

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

Subject content:

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

You may find out more about this qualification and look at specimen assessment materials at:

<https://www.aqa.org.uk/subjects/mathematics/aqa-certificate/mathematics-8365/specification>

### Assessment:

Two papers are sat at the end of Year 11

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

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

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

**Contact:** Mrs S Arivanantham, Head of Maths  
[sar@lpgs.bromley.sch.uk](mailto:sar@lpgs.bromley.sch.uk)

## SCIENCE - AQA

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

It is our intention that throughout Key Stage 4:

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

The following pathways are offered:

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

### The Courses: GCSE (all AQA)

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

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

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

Students will be given the opportunity to select Triple Science (for separate GCSEs in Biology, Chemistry and Physics) as one of their option choices. Places on the Triple Science course are limited and will be allocated on the basis of a formal assessment.

**Contact:** Miss V Parry, Head of Science  
[vp@lpgs.bromley.sch.uk](mailto:vp@lpgs.bromley.sch.uk)

## RELIGIOUS STUDIES - AQA

### Course Description:

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

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

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

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

### Part One: The Study of Religions: Beliefs, Teachings and Practices

#### Christianity

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

#### Islam

- **Beliefs and teachings -** Key beliefs, authority
- **Practices -** Worship, duties and festivals

### Part Two: Thematic Studies

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

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

### Method of Assessment:

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

**Contact:** Mrs S Heaton, Head of Religious Studies  
[sh@lpgs.bromley.sch.uk](mailto:sh@lpgs.bromley.sch.uk)

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

**Course Description:**

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

At GCSE, we study Edexcel B GCSE Geography.

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

- Coastal study – typically undertaken in Spring term of Year 10
- Urban study – typically undertaken in Summer term of Year 10

**Topics of Study:**

This course consists of three externally examined papers to be assessed in May/June of Year 11.

The makeup of the exam papers is a mixture of questions assessing recall (multiple choice, state, identify, name), explanation and extended written answers. Each paper includes at least 3 essay questions of 8-16 marks. The papers also include numerical calculation and data interpretation questions.

In Unit 3, students have to justify decisions around global future issues through data interpretations and extended writing.

**Component 1 (37.5%, 94 marks): Written Examination of 1hr30mins**

**The paper includes:**

Topic 1: Hazardous Earth  
Topic 2: Development Dynamics  
Topic 3: Challenges of an Urbanising World

**Component 2 (37.5%, 94 marks): Written Examination of 1hr45mins**

**The paper includes:**

Topic 4: The UK's evolving physical landscape  
Topic 5: The UK's evolving human landscape  
Topic 6: Geographical investigations

**Component 3 (25%, 64 marks): Written examination of 1hr30min**

**The paper includes:**

Topic 7: People and the Biosphere  
Topic 8: Forests Under Threat  
Topic 9: Consuming Energy Resources

**Key Skills Development**

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

**Educational Progression and Career Opportunities**

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

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

**Contact:** Ms A Hudson, Head of Geography  
[ahu@lpgs.bromley.sch.uk](mailto:ahu@lpgs.bromley.sch.uk)

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

**Course Description:**

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

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

The paper includes:

• **America, 1920-1973: Opportunity and Inequality**

This course includes a study of American people and the 'Boom', Americans' experiences of the Depression and New Deal and Post-World War Two America.

• **Conflict and Tension, 1918-1939: The Inter-war Years**

This course includes a study of the peace treaties after World War One, the work of the League of Nations and international peace and the origins and outbreak of World War Two, including the role of Hitler.

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

The paper includes:

• **Britain: Health and the People: c1000 to the Present Day**

This course looks at the development of medicine and public health in Britain from the Middle Ages until the Modern Day and studies how factors such as war, chance and the government led to changes in treatments.

• **Elizabethan England: c1568-1603**

The study will focus on the major events of Elizabeth I's reign considered from economic, religious, political, social and cultural standpoints, and arising contemporary and historical controversies. Within this course, students will also study an aspect of the historical environment, each year a site of historical interest will be chosen, for example an Elizabethan theatre or Tudor manor house, and this will further enrich students' understanding of the Elizabethan period.

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

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

**Contact:** Miss E Allen, Head of History  
[ea@lpgs.bromley.sch.uk](mailto:ea@lpgs.bromley.sch.uk)

## MODERN LANGUAGES - EDEXCEL

### German, French or Spanish

**(Options codes: German GCSE 9 – Full Course, French GCSE 9 – Full Course, Spanish GCSE 9 – Full Course)**

German, French or Spanish are available to students who have studied them at Key Stage 3 or who have a solid foundation of the language because they speak it at home.

#### **Course Description:**

Combining clear, concise and straightforward assessments with engaging, meaningful and relatable content, the new GCSE courses equip students for life and careers in a global setting. The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

#### **Subject Content:**

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

#### **Assessments:**

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

Paper 1: Speaking in German / French / Spanish

Paper 2: Listening and understanding in German / French / Spanish

Paper 3: Reading and understanding in German / French / Spanish

Paper 4: Writing in German / French / Spanish

**Contact:** Ms F Artini, Head of MFL and Spanish  
[fa@lpgs.bromley.sch.uk](mailto:fa@lpgs.bromley.sch.uk)

Mr F Davis, Head of German  
[fd@lpgs.bromley.sch.uk](mailto:fd@lpgs.bromley.sch.uk)

Ms M Heery, Head of French  
[mhe@lpgs.bromley.sch.uk](mailto:mhe@lpgs.bromley.sch.uk) <mailto:>

## **COMPUTER SCIENCE – OCR (Options code: Computing GCSE 9 – 1 Full Course)**

### **Course Description:**

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

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

The course is divided into 2 units:

#### **Unit 1: Computer Systems**

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

#### **Unit 2: Computational Thinking, Algorithms and Programming**

This unit focuses on software development and will introduce students to algorithms and programming in a very practical way. Students will use Python to learn about programming constructs, computational logic and how to produce robust programs. They will gain an understanding of how a computer translates their code and learn to represent numbers in binary and hexadecimal. As part of this unit, students will be required to design, write and debug their own code to solve specific problems.

#### **Method of Assessment:**

<b>Unit 1:</b>	Written paper (80 marks)	50%
<b>Unit 2:</b>	Written paper (80 marks)	50%

#### **Choose Computer Science if you want to:**

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

**Contact:** Mr P Brookes  
[pbr@lpgs.bromley.sch.uk](mailto:pbr@lpgs.bromley.sch.uk)

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

**Course Description:**

Dance is a powerful and expressive subject, which encourages students to develop their creative, physical, emotional and intellectual capacity. It will promote a healthy lifestyle, teamwork and actively engages students to develop as effective and independent learners.

This course recognises the role of dance in young people's lives. Students will not only study the concepts of dance but will also engage with historical and cultural contexts and develop analytical and evaluative skills.

Students will study a dance anthology of six professional works that will develop their ability to critically appraise dances of different styles and provides a springboard for their own choreography.

**Specification Elements:**

**1: Performance**

Students must develop and apply the knowledge, understanding and skills required to perform a dance as a soloist (in the style of Contemporary) and in a duet/trio (in the style of Jazz). Students will need to demonstrate their knowledge and understanding of performance skills.

**2: Choreography**

Students must learn how to respond creatively to an externally set stimulus, to choreograph their own complete dance for a soloist or a group in the style of contemporary.

**3: Dance Appreciation**

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

**Assessments:**

**Practical 60% Theory 40%**

Students must complete **both** assessment components.

**Component 1: Performance and Choreography**

**What is assessed?**

1: (a) Set phrases through a solo performance (approximately one minute in duration)  
(b) and a duet/trio performance (three and a half minutes in duration)

2: Perform a solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

**How it is assessed?**

Internally marked and externally moderated

**Performance**

1: 30% of GCSE, 40 marks (a) 16 marks for set phrases and (b) 24 marks for duet/trio performance)

**Choreography**

2: 30% of GCSE, 40 marks

Total component 60%

Non-exam assessment (NEA) marked by the centre and moderated by AQA

## Component 2: Dance Appreciation

### What is assessed?

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

### How it is assessed?

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

### Questions

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

**Contact:** Miss C Marcham  
[cma@lpgs.bromley.sch.uk](mailto:cma@lpgs.bromley.sch.uk)

**DRAMA - Eduqas**  
**(Options code: Drama GCSE 9 – 1 Full Course)**

**Course Description:**

GCSE Drama allows students to build on the skills learnt at Key Stage 3, with a particular focus on working in small groups to produce polished pieces of drama, both scripted and devised. They will also explore a set text, 'Find Me' by Olwen Wymark, from the perspective of an actor, a director and a designer, learning about set, costume, lighting and sound design; and how these elements contribute to creating impact on an audience. Students will watch both live and digitally recorded theatre productions as part of the course, participating in at least one trip to the theatre to watch an appropriate professional production. It is important to note that, whilst lessons will be largely practical, there is a significant written element to the course, with 70% of the overall marks being awarded for written coursework and the written exam.

As well as gaining a respected academic GCSE qualification, students choosing GCSE Drama benefit from developing highly valued life and employment skills, such as communication skills, creativity and group working skills. Drama students need to have interest in and enthusiasm for performance and a willingness to rehearse outside lesson times when preparing for the practical exams. Whilst most students choose to participate in the two practical exams as a performer, there is the option to choose a design route (costume or lighting design) for either or both of these two components if design is an area of interest.

**Method of Assessment:**

**Component 1: Devising Theatre – Practical, 40% of GCSE**

- Performance of the devised piece (15 marks)
- Portfolio documenting the process (30 marks)
- Evaluation in timed conditions (15 marks)

**Component 2: Performing From a Text – Practical, 20% of GCSE**

- Performance of two extracts from a published play text (60 marks)

**Component 3: Interpreting Theatre – Written exam (1.5 hours), 40% of GCSE**

- Section A: A series of questions on the set text (45 marks)
- Section B: A question on a live theatre performance seen as part of the course (15 marks)

**Contact:** Ms H Stanley, Head of Drama  
[hst@lpgs.bromley.sch.uk](mailto:hst@lpgs.bromley.sch.uk)

## **FASHION AND TEXTILES - PEARSON (Options code: Textiles GCSE 9 – 1 Full Course)**

### **Course Description:**

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

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

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

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

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

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

Students will be expected to demonstrate the ability to:

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

Students will need to have a genuine curiosity, interest and passion for the subject, evidence of hard work and commitment to date from exam results and past commitment to learning records.

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

### **Materials/Equipment:**

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

**Contact:** Mr E Fox Joyce, Head of Visual Arts Faculty & Design & Technology  
[ef@lpgs.bromley.sch.uk](mailto:ef@lpgs.bromley.sch.uk)

Mrs C Keeble, Head of Art and Design  
[ck@lpgs.bromley.sch.uk](mailto:ck@lpgs.bromley.sch.uk)

## **FINE ART – PEARSON (Options code: Art GCSE 9 – 1 Full Course)**

### **Course Description:**

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

Students will be encouraged to:

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

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

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

### **Materials/Equipment:**

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

Paint materials – acrylic paints – various paint brushes – watercolours

Students must buy an Art Pack from the Art Department with equipment needed for the course and sketchbooks. The cost of the pack is currently £65.

### **Career Opportunities:**

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

**Contact:** Mr E Fox Joyce, Head of Visual Arts Faculty and Design & Technology  
[ef@lpgs.bromley.sch.uk](mailto:ef@lpgs.bromley.sch.uk)

Mrs C Keeble, Head of Art and Design  
[ck@lpgs.bromley.sch.uk](mailto:ck@lpgs.bromley.sch.uk)

## FOOD PREPARATION and NUTRITION – AQA

### Course Description:

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

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

### Assessment:

#### One written paper (50% of the GCSE)

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

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

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

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

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

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

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

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

Both NEA are marked by the class teacher and moderated externally by AQA.

All formal board set assessments are completed in Year 11.

**Contact:** Mrs A Honour, Teacher in charge of Food  
[aho@lpgs.bromley.sch.uk](mailto:aho@lpgs.bromley.sch.uk)

## **MUSIC - EDUQAS** **(Options code: Music GCSE 9 – 1 Full Course)**

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

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

This is what some students say about GCSE Music:

*"It's really varied; there's something for everyone"*  
*"It's a really close community - you make friendships that last a lifetime"*  
*"I loved it!"*

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

**Performing: 30%, internally marked and externally moderated**

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

Each performance is marked out of 36 and the combined time minimum is four minutes.

**Composing: 30%, internally marked and externally moderated**

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

Each composition is marked out of 36

**Appraising - Written Examination: 40% of the qualification**

One listening examination (1hr 30 minutes approx) that includes identification and analysis questions on two set works as well as additional 'unfamiliar' pieces from the following areas of study:

- AOS 1: Musical Forms & Devices
- AOS 2: Music for Ensemble
- AOS 3: Film Music
- AOS 4: Popular Music

**Contact:** Ms G Sheppard, Head of Music  
[gs@lpgs.bromley.sch.uk](mailto:gs@lpgs.bromley.sch.uk)

## **PHOTOGRAPHY, LENS AND LIGHT-BASED MEDIA - PEARSON (Options code: Photograph GCSE 9 – 1 Full Course)**

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

Students will be encouraged to:

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

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

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

### **Materials/Equipment:**

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

All students get free access to Adobe CC and programmes such as Photoshop and Lightroom etc. Students are then able to use these industry standard pieces of software for free at school and at home.

All students need to buy 3 x A3 plastic display wallets (approx. £5 to £10 each) to store the pages of work they need to print out during the course.

### **Career Opportunities:**

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

**Contact:** Mr E Fox Joyce, Head of Visual Arts Faculty and Design & Technology  
[ef@lpgs.bromley.sch.uk](mailto:ef@lpgs.bromley.sch.uk)

Mrs C Keeble, Head of Art and Design  
[ck@lpgs.bromley.sch.uk](mailto:ck@lpgs.bromley.sch.uk)

## **PHYSICAL EDUCATION – AQA** **(Options code: PE GCSE 9 – 1 Full Course)**

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

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

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

### **Course Description:**

#### **Theory: 60%**

There will be **2** exam papers which will both be assessed in Year 11. These are a mixture of multiple choice/objective test questions, short answer questions and extended answer questions.

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

##### **What is assessed?**

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

##### **How it is assessed:**

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

#### **Paper 2: Socio-cultural influences and wellbeing in physical activity and sport**

##### **What is assessed?**

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

##### **How it's assessed:**

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

#### **Practical: 40%**

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

##### **What is assessed?**

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

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

## How it is assessed:

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

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

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

3 sports = 75 marks

Assessment, analysis and evaluation of 1 sport = 25 marks

Totalling 100 marks for NEA

## LIST OF THE AVAILABLE SPORTS WHICH CAN BE ASSESSED

### Individual sports

AMATEUR BOXING

ATHLETICS

BADMINTON

CANOEING/KAYAKING (SLALOM)

CANNOT BE ASSESSED WITH DOUBLES BADMINTON ACTIVITY  
CANNOT BE ASSESSED IN BOTH CANOEING AND KAYAKING

CANOEING/KAYAKING (SPRINT)

CANNOT BE ASSESSED WITH CANOEING/KAYAKING SPRINT, ROWING  
OR SCULLING

CYCLING TRACK OR ROAD CYCLING ONLY

CANNOT BE ASSESSED IN BOTH CANOEING AND KAYAKING  
CANNOT BE ASSESSED WITH CANOEING/KAYAKING SLALOM, ROWING  
OR SCULLING

DANCE

CANNOT BE ASSESSED IN TRACK CYCLING AND IN ROAD CYCLING  
CAN ONLY BE USED FOR ONE ACTIVITY

DIVING

PLATFROM DIVING ONLY

GOLF

GYMNASICS (ARTISTIC)

FLOOR ROUTINES AND APPARATUS ONLY  
CANNOT BE RHYTHMIC GYMNASTICS

EQUESTRIAN

ROCK CLIMBING

CAN BE INDOOR OR OUTDOOR CLIMBING

SCULLING

CANNOT BE ASSESSED WITH ROWING, CANOEING OR KAYAKING  
CANNOT BE ASSESSED WITH SNOWBOARDING

SKIING OUTDOOR/INDOOR ON SNOW

CANNOT BE ASSESSED WITH SNOWBOARDING  
MUST NOT BE ON DRY SLOPES

SNOWBOARDING OUTDOOR/INDOOR ON SNOW

CANNOT BE ASSESSED WITH SKIING  
MUST NOT BE ON DRY SLOPES

SQUASH

CANNOT BE ASSESSED WITH DOUBLES SQUASH

SWIMMING

CANNOT BE SYNCHRONISED SWIMMING  
CANNOT BE PERSONAL SURVIVAL

CANNOT BE LIFESAVING

TABLE TENNIS

CANNOT BE ASSESSED WITH DOUBLES TABLE TENNIS

TENNIS

CANNOT BE ASSESSED WITH DOUBLES TENNIS

TRAMPOLINING

### Team sports

ASSOCIATION FOOTBALL

CANNOT BE FIVE-A-SIDE OR FUTSAL

BADMINTON

CANNOT BE ASSESSED WITH SINGLES BADMINTON

BASKETBALL

CANNOT BE ASSESSED WITH HURLING

CAMOGIE

CANNOT BE ASSESSED WITH ONE ACTIVITY

CRICKET

CAN ONLY BE USED FOR ONE ACTIVITY

DANCE

MUST BE FIELD HOCKEY. CANNOT BE ASSESSED AS ICE

GAEILIC FOOTBALL

HOCKEY OR ROLLER HOCKEY

HANDBALL

HOCKEY

HURLING	CANNOT BE ASSESSED WITH CAMOGIE
LACROSSE	
NETBALL	CANNOT BE ASSESSED WITH SCULLING, CANOEING OR KAYAKING
ROWING	THIS CAN ONLY BE USED FOR ONE ACTIVITY
RUGBY LEAGUE	CANNOT BE ASSESSED WITH RUGBY UNION OR RUGBY SEVENS
RUGBY UNION	CANNOT BE TAG RUGBY
SQUASH	CAN BE ASSESSED AS SEVENS OR FIFTEEN-A-SIDE
TABLE TENNIS	CANNOT BE ASSESSED WITH RUGBY LEAGUE AND CANNOT
TENNIS	BE TAG RUGBY
VOLLEYBALL	CANNOT BE ASSESSED WITH SINGLES SQUASH
	CANNOT BE ASSESSED WITH SINGLES TABLE TENNIS
	CANNOT BE ASSESSED WITH SINGLES TENNIS

**Contact:** Miss C Harris, Head of PE & Health Faculty  
[chr@lpgs.bromley.sch.uk](mailto:chr@lpgs.bromley.sch.uk)

**PSYCHOLOGY - AQA**  
**(Options code: Psychology GCSE 9 – 1 Full Course)**

**Course Description:**

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

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

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

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

**Method of Assessment:**

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

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

## Paper 2: Social context and behaviour

### What is assessed

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

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

### How it is assessed

Written exam: 1 hour 45 minutes

100 marks

50% of GCSE

### Questions

Section A: multiple choice, short answer and extended writing (25 marks)

Section B: multiple choice, short answer and extended writing (25 marks)

Section C: multiple choice, short answer and extended writing (25 marks)

Section D: multiple choice, short answer and extended writing (25 marks)

**Contact:** Mrs C Ximines, Head of Psychology

[cx@lpgs.bromley.sch.uk](mailto:cx@lpgs.bromley.sch.uk)

## **SOCIOLOGY - AQA** **(Options code: Sociology GCSE 9 – 1 Full Course)**

### **Course Description:**

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

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

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

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

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

### **Subject Content**

1. [The Sociological Approach](#)
2. [Social Structures Social Processes And Social Issues](#)
3. [Families](#)
4. [Education](#)
5. [Crime And Deviance](#)
6. [Social Stratification](#)
7. [Sociological Research Methods](#)

### **Assessments**

#### **Paper 1: The Sociology of Families and Education**

What is assessed

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

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

How it is assessed

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

Questions:

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

#### **Paper 2: The Sociology of Crime and Deviance and Social Stratification**

What is assessed

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

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

How it is assessed:

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

Questions

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

**Contact:** Mrs R Ellinson, Head of Sociology

[re@lpgs.bromley.sch.uk](mailto:re@lpgs.bromley.sch.uk)

## VOCATIONAL COURSES

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

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

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

Pearson Edexcel – BTECs  
OCR – Cambridge Nationals  
NCFE – VCerts

Both of the vocational courses offered at LPGS have a next-step Level 3 course that learners can progress on to at Sixth Form or Further Education college.

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

## **HEALTH AND SOCIAL CARE - OCR (Options code: Health Soc CNAT Level 1/2)**

### **Course Description:**

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

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

### **R033 & R035 (coursework units)**

In these units you will be covering the following topics:

- Knowledge and understanding of human growth and development
- Knowledge and understanding of how people deal with major life events
- Knowledge and understanding of the sources of support available to individuals
- Practical demonstration through designing and delivering a health promotion campaign

### **R032 (externally assessed unit)**

Principles of care in health and social care settings – students will be required to understand the key topics that are important when caring for and protecting people in health and social care. Topics include:

- The rights of service users in health and social care setting
- Person centred values
- Effective communication in health and social care settings
- Protecting service users and service providers in health and social care setting

### **Method of Assessment:**

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

Students' work will be assessed as a Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction or Level 2 Distinction\*.

<b>OCR Level 1/Level 2 Cambridge National in Health and Social Care</b>				
<b>Unit number</b>	<b>Unit title</b>	<b>GLH</b>	<b>Level</b>	<b>How is it assessed</b>
<b>R032</b>	Principles of care in health and social care settings	48	1/2	Synoptic External
<b>R033</b>	Supporting individuals through life events	36	1/2	Internal
<b>R035</b>	Health promotion campaigns	36	1/2	Internal

**Contact:** Miss C Harris, Head of Health & Social Care  
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## **ICT – OCR Cambridge National in Creative iMedia (Options code: ICT)**

### **Outline**

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

### **Course Description:**

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

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

The course is made up of 3 units. The first unit is Creative iMedia in the media industry. In this unit, students will learn about the media industry, digital media products, how they are planned, and the media types which are used to convey meaning, create impact and engage audiences. The second is visual identity and digital graphics and in this unit, they will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. This will develop skills in such things as photo editing using Photoshop. The third unit is interactive digital media where students will learn greater skills to develop attractive and interactive products such as websites and animations.

### **Methods of Assessment:**

The units will be assessed as follows:

<b>Unit</b>	<b>Unit name</b>	<b>Assessment</b>	<b>Percentage of final grade</b>
R093	Creative iMedia in the media industry	Written examination	40%
R094	Visual identity and digital graphics	Coursework	30%
R097	Interactive digital media	Coursework	30%

### **Practical Examination**

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

### **Coursework**

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

**Contact:** Mr P Brookes  
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