

Year 9 Preferences Booklet

2025



LONGSANDS ACADEMY

Astrea Academy Trust

INSPIRING BEYOND MEASURE



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We believe ‘every minute matters’

Message from Dr Cusick

Dear Students

Choosing your GCSE subjects is an exciting and important milestone in your educational journey. As you enter Year 9 you're beginning to shape your future, and the decisions you make now will help guide your learning over the next four years and beyond. This booklet has been created to help you navigate the preferences process and provide you with the information you need to make informed choices.

The subjects you select for your GCSEs are a vital part of your academic development. They will not only reflect your interests and strengths but also play a key role in determining the pathways available to you when you leave education at 18, whether that be Higher Education, apprenticeships, or entering the workforce. It's essential to choose subjects that both challenge and inspire you, and which align with your personal ambitions and long-term goals. At Longsands, we believe that students are entitled to be immersed in 'the best that has been thought and said' to induct them into the 'conversations of mankind'.

In this booklet you will find detailed information about the wide range of subjects available with information about each subject, the types of assessment you will face, and how the subject can contribute to your future opportunities. We encourage you to read through the descriptions carefully and take the time to consider what interests you most, what you excel at, and what will keep you engaged throughout your GCSE years.

While this is an exciting time, we understand it can also feel a little overwhelming. You may have many questions about what to choose or how to balance your subjects. We recommend discussing your options with teachers, tutors, and family members who know you well and can offer valuable insights. It's also important to keep in mind that there's no 'perfect' combination of subjects—what matters most is selecting the ones which are the best fit for your personal strengths, interests, and future aspirations.

Remember, this is your opportunity to take ownership of your learning and make decisions that reflect who you are and where you want to go. Take your time, explore your options, and be confident in the choices you make. This is the first step towards achieving your goals and setting the foundation for a successful future.

Good luck, and we look forward to supporting you through this exciting stage of your education!

Dr C Cusick
Principal



Welcome to the Year 9 GCSE Preferences Process

Throughout the first three years of their secondary education, your child has received a broad and balanced curriculum, following the national curriculum guidelines. It is now time to make informed decisions and prepare for new courses in Years 10 and 11 leading to GCSEs (or equivalent). These qualifications will finish in Year 11, in June 2027, with public examinations.

All students will study a curriculum based of core subjects and option subjects following national guidelines. A student's curriculum will include

- English Language
- English Literature
- Mathematics
- Science
- Religion, Philosophy & Ethics
- Computing
- Core PE
- 3 X Options Subjects
- Personal Development

This booklet provides details of the subjects available to our students in Years 10 and 11, together with the subject selection process and timescale for choices to be made. We want each student to choose wisely, having considered his or her own aptitudes and abilities, and hope that parents and carers will be able to support their children in making these important educational decisions.

To help with this process we will guide students along varying choices and ensure that all students are accessing a curriculum that stretches and challenges but also supports. Once your child has made their selection, a member of staff will meet with them to finalise their courses for Year 10. We will discuss their strengths and weaknesses as well as their future aspirations to ensure the course they choose support them in their quest.

Students must submit their subject choices on the options form no later than **Monday 24th February**. Confirmation of choices will be made later in the academic year

Mrs K Ward

Vice Principal – Quality of Education

‘I am the master of my fate, I am the captain of my soul’. We have the responsibility to become the best we can be.

The Curriculum in Years 10 and 11

At Longsands Academy, our curriculum is designed to fulfil our core purpose which aims to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. Intellectual curiosity and resilience are developed through a curriculum taught by subject specialists who impart the powerful knowledge and cultural capital that places students in a strong position to question and debate the world around them. Our provision is tailored so that all students follow a curriculum that will maximise their chances to achieve academic excellence and success in public examinations, as well as promoting positive emotional wellbeing and mental health, enabling them to successfully access the next chapter of their lives. In Years 10 and 11, students continue to study a rich, broad, and balanced curriculum. Alongside the core subjects listed below, students have an opportunity through the Year 9 Preferences process to express a preference for three of the subjects that they will study in Year 10 and 11.

Core GCSE Subjects: English Language, English Literature, Mathematics, Science (either Combined Science or Biology, Chemistry and Physics)

Core Non-Examined Subjects: Core PE; Personal Development; Religion, Philosophy & Ethics; Computing.

Preference 1: Geography or History

Preference 2: French or Spanish

Preference 3: Art, Business Studies, Health and Social Care, Computer Science, Design & Technology: Product Design/Textiles, Design & Technology: Food & Nutrition, Media Studies, Music, Photography, Physical Education, Religious Education or Sport

Please note that in exceptional circumstances we offer an alternative curriculum, where we consider this to be appropriate, for example, for a student with SEND. This will be discussed further with you and your child after they have selected their options.

Will I be guaranteed my subject preferences?

Please be aware that subjects can only run if enough students choose them; there are also limits on class sizes. The Academy always does its best to provide students with first preferences, but, if we cannot, we will contact you directly to explain the reasons why and ask students to choose another subject from the relevant block.

Making Subject Selections: Advice and Guidance

The following section contains a summary of factors that it is worth considering prior to making a selection. Students who are in any doubt should talk their options through with parents/carers, and subject teachers at Parent Consultations on who will be happy to advise. Students should consider:

- 1. Interest in the subject.** Read this booklet carefully and speak to teachers to find out about the GCSE courses. Motivation is a key part of GCSE – particularly when it comes to non-examination assessment/coursework components – so students should choose subjects they are interested in.
- 2. Career goal.** It is important to check which subjects are required, or strongly favoured, by universities offering the appropriate courses. For further information, see Mrs Martindale or visit the careers section in the Library.
- 3. Strengths.** Another obvious factor to consider when deciding is which subject areas students have been performing strongly in, as this should give them confidence in the selection.
- 4. Own choice.** Students should do what is right for them academically and avoid making choices based on personal relationships (family, friends, teachers).
- 5. Workload.** Students who struggle with organisation and longer pieces of work may need to check carefully that the workload will be manageable. If extended writing or project work is not a strength, then avoid selecting too many subjects with large non-examination assessment/coursework components. Again, please discuss concerns about this with the subject teacher or head of year who will be able to advise further.

A summary of the methods of assessment

Subject	Exam Board	Assessment Method	Non-Examined Assessment
Business Studies	AQA	Exams- 2 Papers	Yes- internal assessment
Health and Social Care	OCR	Exam and coursework	Yes- equating to 40% of grade
Computer Science	AQA	Exams- 2 Papers	Yes- approximately 20 hours
Constructing the Built Environment	WJEC	Internal and external assessments	Yes- equating to 50% of grade
Design & Technology	OCR	Portfolio and external assessment	Yes- equating to 50% of grade
English Language / Literature	AQA	Exams- 2 Papers	n/a
Fine Art	Edexcel	Coursework and exam	Yes- equating to 60% of grade
Food Preparation & Nutrition	WJEC / Eduqas	Coursework and exam	Yes- equating to 50% of grade
French	AQA	Exams - 4 papers, listening, reading, speaking and writing	n/a
Geography	AQA	Exams- 3 Papers	n/a
History	Edexcel	Exams- 3 Papers	n/a
Mathematics	AQA	Exams- 3 Papers	n/a
Media Studies	Eduqas	Exam	Yes- equating to 30% of grade
Music	OCR	Coursework and exams	Yes- equating to 60% of grade
Photography	OCR	Coursework and exam	Yes- equating to 60% of grade
Physical Education & Sport	OCR	Exams and Practical performance	Yes- equating to 40% of grade
Religious Education	AQA	Exams- 2 Papers	n/a
Science	AQA	Exams- 6 Papers	n/a
Spanish	AQA	Exams - 4 papers, listening, reading, speaking and writing	n/a

Grading

GCSE qualifications were reformed in 2016 and have been designed to be more challenging than before. The updated grading structure reflects this change meaning that GCSEs are graded from 9 to 1 (with 9 being the highest grade) rather than A* to G. Whilst direct comparison with the old style grading system is not completely possible a simple view would be as follows:

Current	9	8	7	6	5	4	3	2	1	U	
Previous	A*		A	B		C	D	E	F	G	U

In line with government policy, GCSE grade 5 should be considered as a 'strong pass'. For each examination, the top 20 per cent of those who get grade 7 or above will get a grade 9 – the very highest performers.

BTECs, Technical Awards and Vocational Award qualifications are graded on a pass, merit or distinction on a Level 2 or Level 1 basis.

When will I begin studying my GCSEs?

The selection students are about to make is for the academic years 2025-26 and 2026-27 , not for this current year (Year 9). Students are required to maintain appropriate behaviour and full commitment to work in all lessons throughout the remainder of this year, regardless of whether they are taking that subject at GCSE or not. This is because the Year 7-9 curriculum is designed to provide a strong platform for transition to GCSE.

All students are expected to perform well in the end of Year 9 assessments in all subjects, including those they have not chosen for study in Year 10. If necessary, the Academy will ask students to resit assessments so that they can demonstrate their commitment and ability.

Longsands Sixth Form Entry Criteria

The grades achieved at the end of Year 11 enable students to progress to the next level at Longsands Sixth Form, to courses at further education colleges, or to employment with training. Longsands Sixth Form has over 200 students and a choice of a wide range of courses.

Courses on offer at Longsands Sixth Form are Level 3 qualifications, either A-Levels or vocational courses. For A-Level courses, students must have achieved five grade 5 passes at the end of Year 11 (which should typically include Maths and English) for entry into the sixth form. There are also subject specific criteria, details of which may be found in the Sixth Form prospectus. The most up- to-date information on course and entry requirements will be provided each year to students in Year 11.

100% effort always

Core Subjects

Course Outline



English Language

All students will be working towards the AQA GCSE English Language award. Students will continue to work on improving technical and communication skills across the syllabus. The course will involve looking closely at use of language in different styles of writing and exploring a wide range of unseen texts. A wide range of reading from the 19th, 20th and 21st Centuries will be encouraged. Speaking and listening is still a compulsory component, in the form of spoken language, but will be awarded separately from the GCSE. As this course is linear, there will be two examinations at the end of the course.

*Any questions - please contact Ms K Smith
Head of English and Media via
Kelly.Smith@astrea-longsands.org*

English Literature

In addition to English Language, all GCSE students will also embark upon the study of English Literature in Year 10. Students will study a range of texts including a 19th Century text, a play by Shakespeare, a modern text and a range of poetry, giving an insight into some of the skills required at A Level. Creative ability will be developed through reading and writing and students will be encouraged to engage in wider reading in order to inspire them further. As this course is linear, there will be two examinations at the end of the course.

ASSESSMENT METHOD: Literature

Paper One (40% of final grade: 1 hour 45mins)

- **Section A:** Shakespeare play (analysis of a provided extract and making links to whole text)
- **Section B:** 19th Century novel (analysis of a provided extract and making links to whole text)

Paper Two (60% of final grade: 2 hours 15mins)

- **Section A:** Modern Text (analysis of a provided question and making links to whole text)
- **Section B:** Poetry Anthology (analysis of a specified poem and making links to another poem from the anthology)
- **Section C:** Unseen Poetry (analysis and comparison of two unseen poems)

Available to: All Students

Qualification: GCSE

Awarding Body: AQA

ASSESSMENT METHOD: Language

Paper One: Explorations in creative reading and writing (50% of final grade: 1 hour 45 mins)

- **Section A:** Analysis of one unseen fiction text to establish the writer's intentions and techniques: 4 questions
- **Section B:** Creative writing using images as stimulus: choice between image or written stimulus

Paper Two: Writers' viewpoints and perspectives (50% of final grade 1 hour 45 mins)

- **Section A:** Analysis and comparison of two unseen texts (non-fiction): 4 questions
- **Section B:** Producing a non-fiction written text to a set form, audience and purpose: 1 set question

POST 16

Opportunities and Careers

English will provide students with a key qualification and equip them with essential independent skills in thinking, reading, writing, speaking and listening. Students will develop the ability to read and understand both literary and non-literary texts, and develop accuracy, fluency and style to communicate ideas more effectively through writing and speaking. These skills are useful in all aspects of modern academic and professional life, from researching briefs and writing professional letters, to developing the ability to discuss ideas and give presentations. It is consequently one of the first qualifications people are asked about by prospective employers, as good communication skills are an important part of the modern workplace. A good pass in GCSE English Language is often an essential requirement for entry into higher and further education and students will be able to apply many of these skills to work in other subject areas.

Available to: All Students

Qualification: GCSE

Awarding Body: AQA (8300)



Course Outline

ASSESSMENT METHOD: 100% Exam

The new GCSE will be assessed by three examinations, each lasting 1.5 hours.

The first of these papers is a non-calculator paper.

Any questions regarding the course, please contact Mrs J Philpott, Head of Maths and Business via Julia.Philpott@astrea-longsands.org

POST 16 Opportunities and Careers

GCSE Maths is generally required by most employers, certainly by those wishing to go on to higher education. It provides a very good background for those hoping to go into commerce or industry, particularly those professions with a financial emphasis.

Most university courses in any subject require a specific grade in Mathematics at GCSE. Previously, a grade 4 has been deemed sufficient to achieve a pass. However, there is increased expectation that students will aspire to achieve a 'strong' pass which is a grade 5. At the time of writing, students who fail to achieve a grade 4 will be required to resit mathematics irrespective of their chosen sixth form education.

Students wishing to study mathematics at A-level will need to aim for a minimum of grade 7. Students who gain a grade 5 or higher may wish to opt for Core Maths which offers an opportunity to continue with some maths and gain an AS Level qualification.

Tiers: There are two tiers of entry: Higher (grades 9-4) and Foundation (grades 5-1). Currently, around half of our students are entered at each tier.

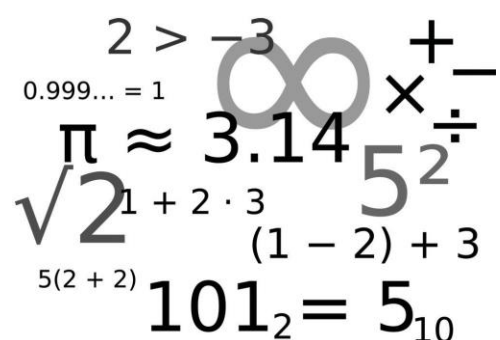
The key areas of study continue to be:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Statistics and probability

Students build on existing KS3 mathematics concepts, all of which are relevant to the exam. The GCSE has an emphasis on proportional reasoning and problem solving. This involves questions which combine two or more topic areas. Higher tier involves studying topics such as surds, set theory, Sine and cosine rules, iterative processes, algebraic proof and application of algebraic techniques when solving a range of problems. Foundation tier now includes topics such as Venn diagrams, standard form, sampling, trigonometry, quadratic equations and algebraic graphs. All students will have access to 'mathswatch' and 'sparx maths', both of which cover all necessary skills.

Mathematics is a versatile tool that can be used in many other subjects such as Science, Economics, Music and Geography.

Students in set 1 are also offered the opportunity to study for a Level 2 Certificate in Further Mathematics, (AQA 8365) which works as an effective bridging qualification between GCSE and A-level maths. This qualification greatly extends the scope of algebraic techniques and includes work on matrices and introductory calculus.



SEPARATE SCIENCES (GCSE)

Course Outline



Separate Sciences

Formally known as 'Triple Science', students studying the separate Sciences, undertake separate GCSE qualifications in Biology, Chemistry and Physics and will gain three discrete GCSEs at the end of the course.

Separate Sciences will provide the strongest possible foundation to studying any of the Sciences at A-level, and students will have three specialist Science teachers, whether following separate or combined pathways

“

"I've really enjoyed studying the separate Sciences and I've found it has really helped me with other subjects, such as GCSE PE and Maths. If I find parts difficult, I go to my teachers to get help."

”

Any questions regarding Science, please contact Mr Martin, Head of Science via Peter.Martin@astrea-longsonds.org



Qualification: GCSE

Awarding Body: AQA

The Science faculty will select the most appropriate pathway for each Science learner within the Academy. A decision as to whether it is Combined Science Trilogy or the Separate Sciences will be made in July. Both options are taught over eleven hours per fortnight by three subject specialists (for Biology, Chemistry and Physics).

ASSESSMENT METHOD:

Separate Sciences

Six Papers: Two Biology, two Chemistry and two Physics. Each will assess different topics and all will be sat at the end of Year 11.

Duration: All the papers are 1 hour 45 minutes.

Tiers: Foundation or higher.

Weighting: The papers are equally weighted. Each is worth 50% of the grade and has 100 marks available.

Question Types: Multiple choice, structured, closed, short answer and open response.

POST 16

Opportunities and Careers

A-levels in Biology, Chemistry and Physics can be accessed by this route of study. However, students will need to meet the subject requirements before gaining entry onto the A-level courses.

Qualification: GCSE

Awarding Body: AQA



Course Outline

Combined Science (Trilogy)

Formally known as 'Double Science', students studying the Combined Science: Trilogy will cover the three Science disciplines in the traditional fashion, and will study separate units of Biology, Physics and Chemistry.

Combined Science: Trilogy will provide a good foundation to studying the Sciences at A-level.

Students will also have three teachers for Combined Science and finish with a double weighted GCSE in Combined Science (worth two GCSEs).

The Science faculty will select the most appropriate pathway for each Science learner within the Academy. A decision as to whether it is Combined Science Trilogy or the Separate Sciences will be made in July. Both options are taught over eleven hours per fortnight by three subject specialists (for Biology, Chemistry and Physics).

ASSESSMENT METHOD:

Combined Science (Trilogy)

Six Papers: Two Biology, two Chemistry and two Physics. Each will assess different topics and all will be sat at the end of Year 11.

Duration: All the papers are 1 hour 15 minutes.

Tiers: Foundation or higher. (we only enter higher tier at separate).

Weighting: The papers are equally weighted. Each is worth 16.7% of the grade and has 70 marks.

Question Types: Multiple choice, structured,

“

“Combined Science is challenging and interesting with some fun practicals!”

“I like that we study separate units of Biology, Chemistry and Physics, as this has now given me a better idea of the subject that I'd like to study at A-level.”.

”

POST 16

Opportunities and Careers

A-levels in Biology, Chemistry and Physics can be accessed by this route of study. However, students will need to meet the subject requirements before gaining entry onto the A-level courses.



PHYSICAL EDUCATION (Core)



Course Outline (no exam)

Please also see page 32 for details of Physical Education as a GCSE preference choice.

We aim to provide a Physical Education that delivers:

- Passion – to promote a healthy active lifestyle and lifelong love of sport.
- Participation – to provide opportunities to enjoy and commit to sporting activities.
- Performance – to set appropriate challenges enabling students to reach their potential.

Students have one hour of core PE throughout KS4, in which we offer a broad range of activities.

At Key Stage 4 there is a pathway structure. In recognition of the maturity and sporting understanding, we allow each student the opportunity to tailor PE to his/her needs and interests, with guidelines to ensure variety.

Students follow pathways in Performance, Participation in Sport, Health & Fitness and Leadership. The pathways encompass each student's unique characteristics and personalises PE to create an experience that we feel will encourage lifelong participation and develop a healthy active lifestyle.

Extra-Curricular Physical Education and School Sport

The department provides an outstanding provision of PE and Sport. All students will continue to be provided with opportunities for competition at all levels: this includes clubs from all pathways below.

Training for these clubs takes place during lunch times and after school. Further provision is offered to students through inter-form competition, District, County and National fixtures/competitions.

Examples of the Key Stage 4 Pathway Structure:

Performance Sports

Rugby	Athletics	Badminton	Ultimate Frisbee
Football	Softball	Handball	Golf
Cricket	Rounders	Volleyball	Table Tennis
Tennis	Netball	Futsal	Gymnastics
Basketball	Hockey	Softball	Dodgeball

Participation in Sport

Health and Fitness

Aerobics	Dance	Boxercise
Trampolining	Yoga	Pilates
Cheerleading	Cross Country	Exercise to music

For further information contact
Miss Dixon, Head of PE via
kate.dixon@astrea-longsands.org

Course Outline (no exam)

The Personal Development and Careers Education, Information, Advice and Guidance (CEIAG) programme is taught across four strands:

- Relationships
- Living in the Wider World inc. CEIAG
- Health and Wellbeing
- Citizenship

Some of the key components are:

- Mental Health
- Post 16 Transitions
- Healthy Relationships including Relationships and Sex Education
- Respectful Britain
- Financial Awareness
- Being Independent

What is the subject about?

The Key Stage 4 course examines many of the changes and demands involved in becoming an adult. The opportunities and responsibilities associated with adolescence and adulthood are investigated and students' changing perceptions of society are explored. Students will consider many of the conflicts and emotions that teenagers may experience. PD is taught once a fortnight in both Years 10 and 11.

What is CEIAG?

The (Careers Education, Information, Advice and Guidance) CEIAG element of Personal Development enables learners to understand themselves, research and evaluate information, explore opportunities and develop the skills they need to manage their careers. All students receive dedicated careers lessons as well as employer engagement activities and one-to-one guidance.

What will students get out of the subject?

The course will provide students with a wide variety of information related to all aspects of Personal Development. Students will be encouraged to discuss in an open way a wide variety of personal and social issues which relate to teenagers. Therefore, throughout the course, students will be developing skills such as co-operation, communication and resilience.



For further information contact Mr Powell Personal Development and Careers Lead via James.Powell@astrea-longsands.org



Preference 1

Course Outline



Geography is about understanding the world's people, places and environments. Its popularity has increased over the past decade due to growing interest in environmental issues and global challenges. The course covers a wide range of topics, from the impacts of earthquakes and climate change to global food supply and the management of cities.

Fieldwork is a vital component of the GCSE Geography course, providing students with an opportunity to consolidate and extend their geographical understanding as well to become more independent learners by building research and investigation skills.

Therefore, as a compulsory part of the course, students carry out two practical fieldwork investigations. One is a coastal study at Sheringham in Norfolk, and the second a human fieldwork study of urban regeneration in Olympic Park, London.

Understanding of the fieldwork investigation will be tested in Paper 3 along with an Issue Evaluation. This is a decision-making exercise based on a pre-release resources booklet made available 12 weeks before the exam.

POST 16

Opportunities and Careers

A-Level Geography:

Builds on GCSE topics like climate change, urbanisation, hazards and development.

Vocational Courses:

Options such as Environmental Science, Travel and Tourism, or Urban Planning.

Apprenticeships:

Geography skills apply in areas like surveying, construction, or environmental management.

Geography is recognised as a 'facilitating subject' by universities, making it an excellent foundation for diverse career paths. Studying geography develops skills in problem-solving, data analysis, critical thinking, and teamwork, which are highly valued in many fields.

Qualification: GCSE

Awarding Body: AQA

ASSESSMENT METHOD:

Paper 1: Living with the Physical Environment.

1 ½ hour paper worth 35%

Section A: Challenge of natural hazards: earthquakes, weather hazards, climate change.

Section B: The living world: ecosystems, tropical rainforests, hot deserts.

Section C: Physical landscapes in the UK: coastal landscapes, river landscapes

Paper 2: Challenges in the Human Environment.

1 ½ hour paper worth 35%

Section A: Urban Issues and Challenges, urbanisation, urban change in the UK, urban sustainability and regeneration.

Section B: Changing Economic World, changing UK economy, development gap, emerging economies.

Section C: Challenges of Resource Management, water management.

Paper 3: Application and Skills.

1 ½ hour paper worth 30%

Issue evaluation, fieldwork, geographical skills.



For further information please contact Mrs O'Riordan, Head of Geography via Carrie.Oriordan@astrea-longsands.org

Qualification: GCSE**Awarding Body:** Edexcel**ASSESSMENT METHOD: 100% Exam****Paper 1 - Thematic Study & Historic Environment**

Medicine in Britain c1250-present and
The Western Front in the First World War,
1914-18. 1 hour and 15 minutes exam

30% of the GCSE**Paper 2 - Period and British Depth study**

Superpower relations and the Cold War,
1941-91 and Early Elizabethan England, 1558-88
1 hour and 45 minutes exam **40% of the GCSE**

Paper 3 - Modern Depth Study

Weimar and Nazi Germany, 1918-39

1 hour and 20 minutes exam **30% of the GCSE**

**Course Outline**

The objective of the course is to develop understanding of a range of different historical periods. In Year 10, students begin with Paper 1. The course begins by examining the Western Front in the First World War. The course continues with a focus on the way medicine has changed over time - right up to present day pandemics! After Christmas of Year 10, the focus moves to Paper 3. This begins with a study of the Weimar Republic and how Hitler came to power. The course then moves on to look at life in Nazi Germany. The final unit in the first year of the GCSE is a study in the relationship between the USA and USSR in the Cold War.

In Year 11, students continue with their Cold War course by examining key Cold War crisis points such as the Berlin Wall and Cuban Missile Crisis. The course concludes with an investigation of Early Elizabethan England, paying particular attention to Elizabeth's reign.

We hope to offer GCSE History students the opportunity of two curriculum enrichment trips. In Year 10 History students usually visit some of the battlefields of the First World War. In Year 11 the department often offers a trip to Berlin, as part of their study of Germany and the Cold War.

POST 16**Opportunities and Careers**

The skills gained through studying History are applicable to many careers including politics, the Civil Service, teaching, law and journalism. History provides a fantastic opportunity to ignite and engage a passion and interests in culture, society and politics.

Studying History will help students develop into an independent learner, a critical thinker and a decision maker. All of these personal assets will make students stand out as they progress to A-level, university and/or the workplace. Students who study GCSE History often continue to study History at A-level and take Politics, English, and other humanities subjects alongside it.

*For further information please contact
Mr Morton, Head of History via
William.Morton@astrea-longsands.org*

Preference 2



Course Outline

The four language skills, Listening, Speaking, Reading and Writing, are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- **Identity and culture** [family & friends, technology & free time]
- **Local, national, international and global areas of interest** [town, voluntary work, healthy lifestyles, environment, holidays]
- **Current & future study & employment** [school, careers, ambitions]

POST 16

Opportunities and Careers

Students will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of French speaking countries and their cultures.

A GCSE of a grade 6 or above in this subject gives the opportunity to continue studies at A level. Knowledge of a foreign language is also a very useful advantage to any type of employment. In addition students will have the basis for learning language taken later in life. Speaking more than one language fluently can lead to careers in teaching, translating and interpreting, finance, sales and marketing in many different business sectors.

In an increasingly competitive job market, employers value students who have a language qualification, as it demonstrates not only the ability to speak another language, but also that a student has good analytical skills and powers of deduction.

Qualification: GCSE

Awarding Body: AQA

ASSESSMENT METHOD:

Each of the four skills are tested separately and each is worth 25% of the final grade awarded.

Listening, Reading and Writing are all tested in a single exam at the end of the course. Speaking consists of three tasks in a single recorded session: role-play, questions about two pictures and a conversation on two topics, the first of which is chosen by the student.

Enrichment Opportunities

- French Study trip
- Language Leaders
- Masterclasses
- Meet a translator
- Creative translation competition

For further information regarding the course please contact Mrs Alden, Head of MFL via Clare.Alden@astrea-longsands.org

“A person who knows two languages is worth two people” French Proverb

“I chose a language at GCSE because I felt it was essential to making progress through school and life. People are impressed when they see you can speak a language and it gets you further in jobs and education.”

“I took a language GCSE because I feel like having another language is an important skill to have if you are travelling or doing business worldwide. It was also fun.”

“I chose French at GCSE in order to develop my language skills and to be able to learn different languages more easily.”

Course Outline



The four language skills, Listening, Speaking, Reading and Writing, are set in common contexts, addressing a range of relevant contemporary and cultural themes. They are organised into three themes, each broken down into topics and sub-topics.

The three themes are:

- **Identity and culture** [family & friends, technology & free time]
- **Local, national, international and global areas of interest** [town, voluntary work, healthy lifestyles, environment, holidays]
- **Current & future study & employment** [school, careers, ambitions]

POST 16

Opportunities and Careers

Students will develop transferable skills that support higher education study and the transition to employment, together with an understanding and appreciation of Spanish speaking countries and their cultures.

A GCSE of a grade 6 or above in this subject gives the opportunity to continue studies at A level. Knowledge of a foreign language is also a very useful advantage to any type of employment. In addition students will have the basis for learning language taken later in life. Speaking more than one language fluently can lead to careers in teaching, translating and interpreting, finance, sales and marketing in many different business sectors.

In an increasingly competitive job market, employers value students who have a language qualification, as it demonstrates not only the ability to speak another language, but also that a student has good analytical skills and powers of deduction.

Qualification: GCSE

Awarding body: AQA

ASSESSMENT METHOD:

Each of the four skills are tested separately and each is worth 25% of the final grade awarded.

Listening, Reading and Writing are all tested in a single exam at the end of the course. Speaking consists of three tasks in a single recorded session: role-play, questions about two pictures and a conversation on two topics, the first of which is chosen by the student.

Enrichment Opportunities

- Language Leaders
- Masterclasses
- Meeting a translator

*For further information regarding the course please contact Mrs Allden, Head of MFL
Clare.Allden@astrea-longsands.org*

“A person who knows two languages is worth two people” French Proverb

“I chose a language at GCSE because I felt it was essential to making progress through school and life. People are impressed when they see you can speak a language and it gets you further in jobs and education.”

“I took a language GCSE because I feel like having another language is an important skill to have if you are travelling or doing business worldwide. It was also fun.”

“I chose German at GCSE in order to develop my language skills and to be able to learn different languages more easily.”

Preference 3

Qualification: GCSE

Awarding Body: AQA



Course Outline

ASSESSMENT METHOD:

External Assessments

There are 2 external assessments for the AQA GCSE in Business. Each paper is 1hr 45mins in length and worth 90 marks.

Paper 1: Influences of operations and HRM on business activity

Paper 2: Influences of marketing and finance on business activity

Internal Assessment

Students' understanding will be assessed throughout the course in various ways, including through presentations and observations.

During the course learners will be given formal assessments which allow us to check progress and offer tailored support to help students improve. These assessments will be recorded and reported to parents.

During each half term there will be 2 internal assessments, which may take place in controlled conditions, or be given as an extended homework exercise.

(During the first half term of the course students will be given only one internal assessment.)

Course Learning Aims

AQA GCSE Business aims to develop students as enterprising individuals, with the ability to think commercially and creatively to demonstrate business acumen, to draw on evidence to make informed business decisions and to solve business problems.

Skills Development

This course will help students develop a range of transferable skills, including problem solving and decision making, as well as developing teamwork and students' ability to work independently.

Learners will develop numeracy and financial skills and will apply these to real situations.

Academy Requirements

Students will need to have a genuine interest in and enthusiasm for business studies and current affairs.

Department Expectations

The Business Department and its staff require students to maintain an excellent attitude to learning by respecting its other students, staff and the department resources. In addition, learners are expected to complete homework activities in full and on time.

Students are expected to undertake independent study which will include homework, project work and keeping up to date with business issues via media sources.

POST 16

Opportunities and Careers

The programme is designed to give students the skills and confidence to be able to progress onto a Level 3 programme of study in this area.

*For further information please contact
Mrs J Philpott, Head of Maths and Business via
Julia.Philpott@astrea-longsands.org*

Qualification: GCSE

Awarding Body: AQA



Course Outline

ASSESSMENT METHOD:

Paper 1 - Written assessment focusing on computational thinking and problem solving including the following themes:

- Fundamentals of algorithms
- Programming (programming (Python) and theoretical knowledge)
- Fundamentals of data representation.

(Comprises a 2 hour written exam, 50% of total marks)

Paper 2 - Written assessment including the following topics:

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Cyber security
- Relational databases and structured query language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy (theoretical knowledge and SQL programming).

(Comprises a 1 hour 45 minute written exam, 50% of total marks)

Programming Projects development and documentation of scenario based programs covering the full life cycle of software development. These projects build and reinforce skills and knowledge to support Paper 1.

*For further information please contact
Assistant Principal – Mr S Robinson via
[Stephen.Robinson@astrea-
longsands.org](mailto:Stephen.Robinson@astrea-longsands.org)*

GCSE Computer Science is an academically challenging course which suits students who enjoy science and have good mathematical ability. Students completing this course will be equipped with the logical and computational skills necessary to succeed at A Level (or equivalent), the workplace or beyond.

This is a course that has real relevance in our modern world. While students will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on 'behind the scenes'.

As part of this, they will investigate computer programming, which many students find interesting. Through this study of computer programming, the course will help students develop critical thinking, analysis and problem-solving skills.

For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

In this way, the course will stimulate interest and engagement with technology and technology-related careers.

POST 16

Opportunities and Careers

This GCSE provides students with the skills, knowledge and understanding to progress onto our A-Level in Computer Science, a highly academic well-respected qualification offering great opportunities to progress to university or degree-level apprenticeships in STEM fields.

DESIGN and TECHNOLOGY DEPARTMENT

The Design and Technology Department offer two GCSE subjects in Years 10 and 11: Product Design and Food Preparation & Nutrition. The Department also offers a Level 1/2 qualification in Constructing the Built Environment. The suitability for these courses will be reviewed by the Head of Department to ensure the qualification is an appropriate pathway for the student.

FOOD PREPARATION and NUTRITION^(GCSE)

Course Outline

The new GCSE in Food Preparation & Nutrition will equip students with the knowledge, understanding and skills required to cook, apply the principles of food science, nutrition and healthy eating. The course will encourage students to cook, enabling them to make informed decisions about food and nutrition and allowing them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life.

Over the two year course students will:

- ✓ Explore a variety of food commodities
- ✓ Learn about nutrition
- ✓ Gain knowledge of the science of food
- ✓ Consider food spoilage and how it can be prevented
- ✓ Learn a variety of cooking and food preparation methods
- ✓ Gain knowledge of diet and good health
- ✓ Consider food manufacture and production
- ✓ Discuss sustainability
- ✓ Experience meal planning

The coursework is divided into two parts which are both undertaken in Year 11:

- A scientific investigation into the preparation and cooking of food, for example 'pastry.'
- Creating dishes to form a menu, including research, trialling and tasting, cooking, presenting and evaluating.

Qualification: GCSE

Awarding Body: WJEC / Eduqas

ASSESSMENT METHOD:

Written paper 50% - Coursework 50%

The course is broken into two parts:

- 'The Principles of Food Preparation & Nutrition'
- 'Food Preparation & Nutrition in Action'

POST 16

Opportunities and Careers

This course will give a good basis on which to build a career in one of the largest, most dynamic and constantly changing industries, 'Food and Hospitality.' It allows progression to A Level Food or Catering College, more than that though, it will give students an understanding of food products, ingredients and cooking methods.

A large part of the course will be about learning practical skills and the science of food through cookery and testing. Students who wish to enter careers in food science, catering, marketing, hospitality, sports, dietetics, nursing or other health-related occupations may find the course of benefit.

*For further information regarding these courses, please contact Head of Technology,
Mrs Kirk via Donna.Kirk@astreu-jongsands.org*

DESIGN and TECHNOLOGY DEPARTMENT

(GCSE) PRODUCT DESIGN/TEXTILES

Qualification: GCSE

Awarding Body: OCR



Course Outline

GCSE Product Design is made up of 50% coursework and 50% exam. Topics covered include working with wood, fabric, polymers and metals and students have the ability to choose the direction of the coursework project. Students will quickly develop a range of skills and understanding of different techniques through both group and independent challenges. The subject will allow learners to be creative and experimental, enabling them to develop innovative and unique designs and products. During the coursework task students will be designing and making an innovative product for a target user of their choice and developing this product through to final completion. Students who enjoy designing, being creative and a range of practical and design challenges will find the Design and Technology course immensely rewarding.

ASSESSMENT METHOD:

Unit 1 Written Paper

- Core knowledge of Design and Technology principles.
- Demonstrate understanding of materials and processes learnt.

Externally assessed - written examination, 2 hours, 50% of the final grade.

Unit 2 Iterative Design Challenge

- Exploring needs and requirements when designing.
- Creating solutions to meet those needs.
- Evaluating whether the needs have been met.
- E-portfolio created to show steps taken.
- Final prototype created.

Internally assessed – Approx. 40 hours, 50% of the final grade.

POST 16

Opportunities and Careers

The world of Design and Technology is very broad and encompasses a variety of practical based areas from Engineering and Graphic Products to Textiles and Food. This course will be beneficial if wanting to study any design based subject at post 16.

(Level 1/2 Award) CONSTRUCTING THE BUILT ENVIRONMENT

Qualification: Level 1/2 Award

Awarding Body: WJEC



Course Outline

In Year 1, Constructing the Built Environment is made up of Unit 1 Safety and Security and Unit 3 Planning.

In Year 2, students will cover Unit 2 which is the practical element of the course.

The course is devised around the concept of a 'plan, do, review' approach to learning which will include working with wood and brick and developing decorating skills.

POST 16

Opportunities and Careers

The programme is designed to give students the skills and confidence to be able to progress onto a Level 3 programme of study in this area.



Course Outline

Qualification: GCSE

Awarding Body: Pearson Edexcel

ASSESSMENT METHOD:

The coursework is 60% of the final GCSE grade, with a final examination at the end of Year 11 worth 40%.

This exam is a practical project and can be in any of the specialisms in which students have developed skills throughout the GCSE course.

The exam consists of a set preparation time (about 10 weeks), with teacher guidance and input, and a final outcome produced independently under exam conditions (10 hour exam).

If students choose to take GCSE Fine Art, they will be given the opportunity to explore and develop a wide range of skills in a variety of art specialisms. In Year 10, there is a strong emphasis on skills building. Learners will be able to explore different specialisms, including photography, drawing, painting and print making. Students will be encouraged to develop and experiment with ideas, methods and media to improve upon and expand artistic knowledge.

Enrichment Opportunities

There will be trips to London and Cambridge to visit galleries and to take photographs. An exhibition of students' work will take place during the Summer term.

POST 16

Opportunities and Careers

All the activities within the Art & Design Department will enable students to develop creative and practical skills, and to broaden their visual appreciation of art.

The programme is designed to give the skills and confidence to be able to progress onto a Level 3 programme of study in this area.

Students wishing to study Fine Art must have an interest in the creative process and be willing to generate their own ideas for projects. Students need to enjoy problem-solving in order to realise ideas through experimentation with materials and techniques.

An interest in studying the work of other artists and practitioners is also important. There is a large amount of practical coursework and students must be prepared to commit to weekly home work throughout the course to develop their portfolio. Learners will complete a short project in Year 10, based on a specific starting point. This will be in preparation for the main coursework project and will be marked as supporting work.

The main coursework project starts after Easter in Year 10. Students will be given a set starting point, from which they will create a project brief. The project will involve studying and learning from the work of other artists, as well as developing practical skills, through experimentation with materials and techniques. Students will be encouraged to work to their strengths, choosing from the skills explored during the year, and refining them to create an original piece of work as the project Final Outcome. Home work is set weekly and will relate to the practical coursework. To succeed in this course, independent study must become an integral part of students' way of working.

*For further information please contact
Ms Sanders, Head of Visual Arts,
via Gina.Sanders@astrea-longsands.org*



Course Outline



The qualification is for learners aged 14-16 who wish to develop knowledge in Health and Social care.

40% exam where the students will develop knowledge and understanding covering all ages of the society, types of care settings, the rights of service users, person centered value, special methods of communication such as braille, british sign language, Makaton, safeguarding- safety measures, infection prevention.

60% coursework under heading- Supporting individuals through life stages (30%) and health promotion campaign (30%) the live briefs are different each year.

They will need access to interviewing family or friend to aid with their coursework.

Good essay writing skills is needed to achieve the best possible grade in their controlled coursework which they will start in year 10.

Qualification: Level 1/2 Award

Awarding Body: OCR

ASSESSMENT METHOD:

There will be both exam and coursework components.

We will be following the OCR National level 1 and 2 qualification syllabus.

*For further information see Mrs. Kirk,
Head of Design and Technology, via
Donna.Kirk@astrea-jonasnds.org*

POST 16

Opportunities and Careers

Nursing, Midwifery, Social worker, Occupational Therapist, Counsellor, Dietitian, Health Visitor

Health and Social care also help develop many skills such as interpersonal communication, time management, taking initiative and team and independent working.

'Working in Health and social care could mean you can take your skills anywhere in the UK and the world!'



Qualification: GCSE

Awarding Body: Eduqas

Course Outline



ASSESSMENT METHOD:

Assessment will be a combination of 70% exam and 30% NEA or coursework element

There are 2 exam papers :

Component 1 Exploring media language, representation, industry & audiences worth 35% of overall grade.

Component 2 Media products in depth, worth 35% of overall grade.

Component 3 Individual NEA (Non examined component) - coursework unit) worth 30% of overall grade.

“*Media is fun, interesting and quite easy to understand. It’s satisfying because I am working hard and getting the grades I want.*”

“*Media is definitely one of my favourite subjects. It’s informative and interesting.*”



POST 16

Opportunities and Careers

With the media being such a big influence on today’s society the ability to analyse and deconstruct media texts is a key skill.

As such, studying Media is invaluable to any career path which values creativity, teamwork skills, individual initiative and effective communication skills.

Many of our students also continue to study Media and Film at A level and have gone on to degree courses, as well as working for the BBC and Pinewood Studios.

Most of us watch films, watch TV and use social media and websites.

Media Studies gives us the skills to understand how the media influences us and how we use it.

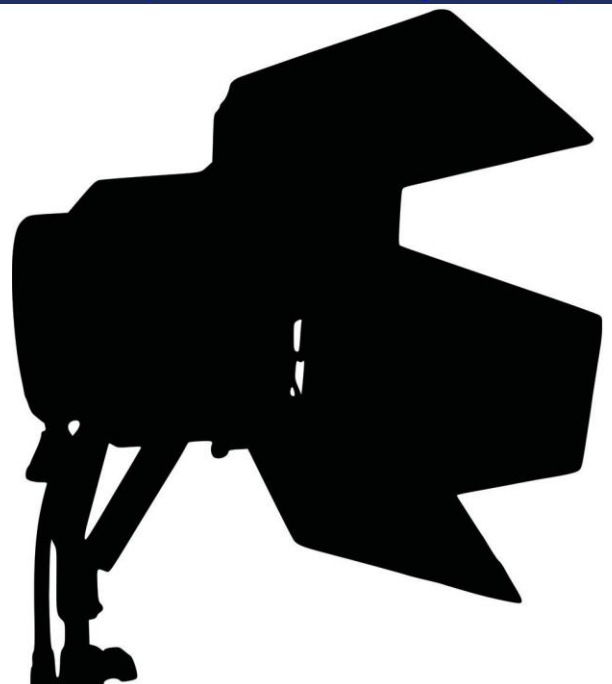
Students will study how camera, sound, editing, colours, fonts, typography and lighting all combine to create a message in a range of media, including advertising, video games, music video, social media, magazines, TV crime drama and film marketing. Students will then analyse how different audiences make meaning of these messages.

Of course creative work is also important and learners will use media software to make short films and print texts; helping to learn theory through practice. For the non assessed coursework students will use Photoshop to create marketing information, such as a film poster and DVD cover, using appropriate colours, fonts, language, images and an attractive layout to appeal to an audience.

For further information please contact

Head of English and Media ,Ms Kelly Smith

via Kelly.Smith@astrea-lonsands.org





Course Outline

There are five areas of study:

- My music
- The concerto through time
- Rhythms of the world
- Film music
- Conventions of pop

Integrated portfolio

Students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing.

They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

Practical component

Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.

Listening and appraising

This component focuses on areas of study 2, 3, 4 and 5. Students demonstrate their knowledge and understanding of musical elements, contexts and language.

Independent learning resources

Rhinegold GCSE Music OCR Revision Guide

Events/Key Dates

Trips to see musicals and concerts over the two year course, performance workshops and collaborative work with other music students.

*For further information please contact the
Head of Music, Mr B Parkes, via
Byrn.Parkes@astrea-lonsands.org*

Qualification: GCSE

Awarding Body: OCR

ASSESSMENT METHOD:

Integrated Portfolio (30%)

Solo performance and composition coursework.

Practical Component (30%)

Ensemble performance and composition coursework.

Listening and Appraising (40%)

Listening, appraising and notation skills exam.

What special skills do students need?

- **Genuine interest** or ability to play a musical instrument or sing is essential. Students can also use music technology software such as Cubase to realise a performance.
- **Commit to improve** on an instrument over time.
- **Discipline** to practice the instrument regularly.
- **Willingness** to work hard at developing a wide range of musical skills, including listening and performing and using the students own time to enhance their musicality.
- **Real interest** in listening to music in their spare time.

POST 16

Opportunities and Careers

Many employers view a Music qualification highly. It shows that the student is capable of individual discipline and also of having a creative and analytical mind.

During the course, listening skills will enhance the aural perception needed in language examinations. Students performing skills will give them confidence in playing to an audience – useful if intending to pursue, for example, Drama or Law. It is an essential qualification for anyone considering A levels in Music, Music Technology or Performing Arts.

Qualification: GCSE

Awarding Body: Pearson Edexcel

ASSESSMENT METHOD:

The coursework is 60% of the final GCSE grade, with a final examination at the end of Year 11 worth 40%. This exam is a practical project and can be in any of the specialisms in which students have developed skills throughout the GCSE course. The exam consists of a set preparation time (about 10 weeks), with teacher guidance and input, and a final outcome produced independently under exam conditions (10 hour exam).

Students choosing to take GCSE photography, will be given the opportunity to gain a practical introduction to photography using DSLR cameras and Photoshop image manipulation.

In Year 10 there is a strong emphasis on skills building. Learners will explore how to use manual settings on the camera to capture creative images using natural, as well as studio, lighting. Students will experiment with different photographic styles and subjects, such as portraits and cityscapes, to help to develop an individual approach to capturing photographic images.

Enrichment Opportunities

There will be trips to London and Cambridge to visit galleries and to take photographs. An exhibition of students' work will take place during the Summer term.

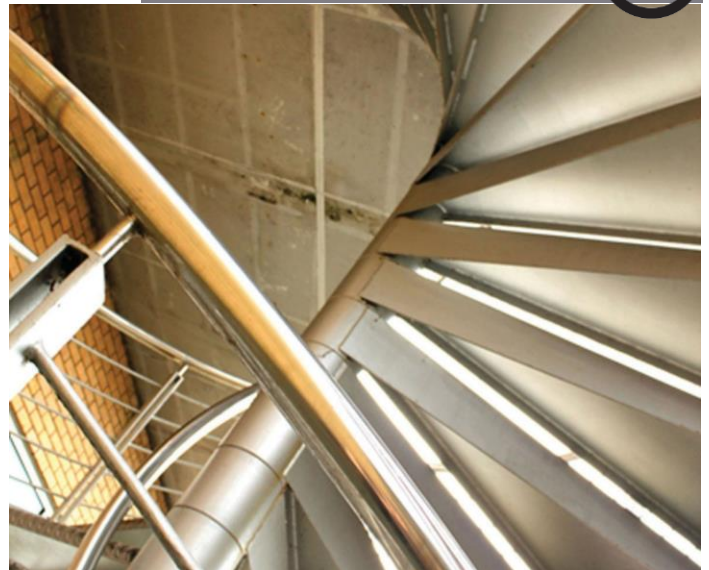
POST 16

Opportunities and Careers

All the activities within the Art & Design Department will enable students to develop creative and practical skills, and to broaden visual appreciation of art.

The programme is designed to give the skills and confidence to be able to progress onto a Level 3 programme of study in this area.

Course Outline



Students wishing to study GCSE Photography must have an interest in the creative process and be willing to generate their own ideas for projects. Students need to enjoy problem-solving in order to realise ideas through experimentation with materials and techniques.

An interest in studying the work of other artists and practitioners is also important. There is a large amount of practical coursework and students must be prepared to commit to weekly home work throughout the course to develop their portfolio.

Students will complete a short project in Year 10, based on a specific starting point. This will be in preparation for the main coursework project and will be marked as supporting work. The main coursework project starts after Easter in Year 10. Students will be given a set starting point, from which they will create a project brief. The project will involve studying and learning from the work of other artists, as well as developing practical skills, through experimentation with materials and techniques. Students will be encouraged to work to their strengths, choosing from the skills explored during the year, and refining them to create an original piece of work as the project Final Outcome.

Home work is set weekly and will relate to practical coursework. To succeed in this course, this independent study must become an integral part of students' way of working.

*For further information please contact
Ms Sanders, Head of Visual Arts,
via Gina.Sanders@astrea-longasands.org*



Course Outline

Studying Physical Education will open students' eyes to the amazing world of sports performance. Students can perform and then through the academic study, learn how to improve performance through the application of theory.

Each sub-component will be assessed in lessons via topic tests. Students will participate in a range of practical activities and will be assessed at the end of each unit.

KS4 core PE lessons will also be used to facilitate the process. For a full list of possible practical performance options (NEA) and the theoretical specification, please see web links below:

[OCR GCSE \(9-1\) Physical Education J587 Guide to Non-exam Assessment \(NEA\)- Version 1.4 \(July 2020\)](#)

[OCR GCSE \(9-1\) Physical Education J587 Specification](#)

We also offer a BTEC Sport Level 1/2 course which may be suitable for selected students.

For further information contact Miss Dixon, Head of PE via Kate.Dixon@astrea-longsands.org

POST 16

Opportunities and Careers

Do you...

Want to become a Personal Trainer? Thinking about A Level PE or BTEC Sport in the 6th Form? Think that physiotherapy or PE teaching might be for you?

Want the knowledge to keep yourself fit, healthy and active for life? Find the human body fascinating?

If so, GCSE Physical Education is for you.

Qualification: GCSE

Awarding Body: OCR

ASSESSMENT METHOD:

Component 1 Exam (1 hour paper 30%)

Physical Factors Affecting Performance
Anatomy and Physiology
Physical Training

Component 2 Exam (1 hour paper 30%)

Socio-cultural Issues and Sports Psychology
Sports Psychology
Socio-cultural influences
Health, Fitness and Wellbeing

Component 3 (Practical performance and AEP 40%)

Performance and Physical Education
Performance practical in three activities (Individual/Team/Individual or Team)
Analysing and Evaluation Performance (AEP)

Component 1

1. Applied anatomy and physiology

- The structure and function of the skeletal system
- The structure and function of the muscular system
- Movement analysis
- The cardiovascular and respiratory systems
- Effects of exercise on body systems

2. Physical Training

- Components of fitness
- Applying the principles of training
- Preventing injury in physical activity and training

Component 2

1. Socio-cultural influences

- Engagement patterns of different social groups in physical activities and sports
 - Commercialisation of physical activity and sport
 - Ethical and socio-cultural issues in physical activity and sport
- Sports psychology
 - Health, fitness and wellbeing

Qualification: GCSE

Awarding Body: AQA

ASSESSMENT METHOD: 100% Exam

There are two, 1 hour 45 minute, written exams and no controlled assessment

For further information please contact

Mr Milne, Assistant Principal, via

Jay.Milne@astrea-longsands.org

POST 16

Opportunities and Careers

Much of the course can be directly linked with other subjects and everyday life, leading to the subject being highly desired in numerous occupations and career choices.

These include jobs such as: doctors, journalists, lawyers, teachers, analysts, social workers, the list is endless.

Companies and especially universities recognise the unique skills that religious studies develop, and it should also be noted that this course is fast becoming a key subject for Universities, because of the diversity of society in general and how important it is to have knowledge of other people's beliefs.

Course Outline



In Year 10 the beliefs teachings and practices of the two largest religions, Christianity and Islam are studied.

Students will investigate the influence of the beliefs, teachings and practices studied on individuals, communities and societies.

In Year 11 the religious, philosophical and ethical themes, of relationships, religion and life, crime and punishment and the existence of God are investigated.

This course will open students eyes and thoughts to discover not only how others react to situations, but to make them consider what a person should do and think.

It will stimulate understanding of a student's own self and environment.







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