



Lingfield
COLLEGE



GCSE Options Guide 2024



● Introduction



**Mr Craig Fast,
Deputy Head –
Academic**

“
The workload in your GCSE years can be demanding, but this is an exciting and rewarding time for most students. To make progress, you will benefit from a consistent approach, where deadlines are met and quality is maintained.
”

As Year 9 students you have now reached an exciting stage in your educational journey: Your first opportunity to choose your learning pathway and make decisions about which subjects you'd like to study. Throughout Years 7, 8 and 9, you will have worked on developing skills, mindsets and competencies to become effective and independent learners. Your GCSE years are the time to put this learning to good use.

This guide is designed to provide you and your parents with the information you will need to make the important but often difficult decisions about which subjects to study at GCSE.

In Years 10 and 11, you will continue to study the core subjects of English, Maths, Science, and a Modern Foreign Language. The rest are up to you.

There is a lot to consider: What activities do you enjoy? What skills do you hope to improve? What styles of teaching and learning appeal to you most? What do you hope to study beyond GCSE?

These questions need careful consideration as you embark on your GCSE journey. Try not to worry about how hard or demanding you perceive a subject to be. Instead, consider if it will fire your enthusiasm or stimulate your curiosity. Your GCSE years will be a far more enjoyable experience if you study subjects you find interesting and engaging.

Fortunately, you are not alone. There is a skilled team of teachers and support staff behind you to field questions, listen to your ideas, and advise about the realities or consequences of your choices. Please have a good look through all the options available, then talk to your Form Tutor, teachers and parents before making a final decision.

The choice is yours, but we're here to help!

Year 10 and Year 11 Curriculum



Lingfield College students generally study nine or ten subjects at GCSE as a combination of core and optional choices. We offer a broad curriculum to ensure that your timetable provides a varied experience, allowing you to develop a wide range of skills, discover your interests and give you some flexibility of choice for your Sixth Form Studies.

Whatever your future ambitions, you should be able to find subject options you will enjoy.

Students often find the decision about which subjects not to take to be more challenging than finding something they'll enjoy, but you must not worry, as we are here to help. Teachers will be offering guidance and advice throughout the decision-making process, so you will have all the information you need to choose the right options.

All students are entered for GCSE or IGCSE examinations, which are taken at the end of Year 11. The subjects require two years of preparation and will be assessed by formal written paper(s) or submitted coursework/ portfolio (also known as non-exam assessment). There are details of how you will be assessed for each subject within this guide.

The curriculum for Years 10 and 11 comprises of four areas of study/activity:

- **GCSE Curriculum subjects**
- **Games** – Our curriculum continues with a double lesson afternoon each week, alongside opportunities for students to participate in competitive and recreational activities before and after school.
- **PSHE (Personal, Social, Health and Economic Education)** – The PSHE Programme is undertaken once a week during form time. Sessions are designed to help students grow personally and socially by addressing topical subjects such as study skills, health education, careers and relationships.
- **Co-Curricular Activities** – Participating in School activities, trips and clubs remains a fundamental part of the Lingfield experience in Years 10 and 11. Outside formal lessons, these opportunities complement academic study, provide different learning experiences, and support health and well-being.

Subject Choices

CORE SUBJECTS

The core subjects taken by all students are:

English Language

English Literature

Mathematics

Modern Foreign Language

– one subject must be picked from French, German or Spanish

Science

– Biology, Chemistry and Physics are taught separately, leading to two or three GCSEs dependent upon your pathway.

Throughout Years 10 and 11, you will have four lessons for English, four lessons for Maths, and six lessons for Science each week.

OPTIONS

You will choose four optional subjects, one of which should be a language. There is also the option of studying two languages.

Art and Design

Computer Science

Drama

Economics

Food Preparation and Nutrition

French

Geography

German

History

Media Studies

Music

Physical Education

Religious Studies

Spanish

Throughout Years 10 and 11, you will have three lessons each week for each optional subject.

When Choosing your Subjects, Consider:

- ✓ Your ability/aptitude for the subject
- ✓ Your interest and enthusiasm for your chosen subjects
- ✓ The relationship of your chosen subjects to each other
- ✓ Your plans for A Level study, higher education and career

Option Blocks

We construct provisional options blocks for timetabling to ensure the maximum number of students take the subjects they want. The subject blocks are announced at the options evening. We organise the optional subjects into three blocks where you can choose one subject from each block.

To the right is an **example** of how this might look; however, this changes annually. If a subject is very popular and there are teaching resources available, we may offer the subject in different blocks at a later stage.

EXAMPLE OPTIONS BLOCK FROM 2020

BLOCK ONE

Art
Drama
Economics
History
Media Studies
Physical Education
Religious Studies

BLOCK TWO

Art
Computer Science
French
Food and Nutrition
Geography
History
Media Studies

BLOCK THREE

Computer Science
Economics
Geography
Media Studies
Music
Physical Education
Religious Studies



Support in your Decision Making

To support you in your subject choice, we organise the following activities;

- The Year 9 Options Evening in January marks the start of the process. At this event, the Head of Year will hold an informative talk in the Auditorium, and you will have a chance to visit departments and speak to teachers about the subjects on offer. This is an ideal opportunity to learn about the assessment process and ask any questions you may have about any aspect of your GCSE years.
- During Tutor Time and PSHE lessons, there will be time to discuss the options process, subject choices and learn about career pathways with your Form Tutors. They are best placed to understand what taking specific subjects will mean for you.
- The Year 9 Parents evening the following week is a further opportunity to discuss your intentions with your subject teachers.
- Students and their parents are given access to online resources such as Unifrog, a comprehensive careers guidance platform, which will support GCSE selection based on future career path ideas.



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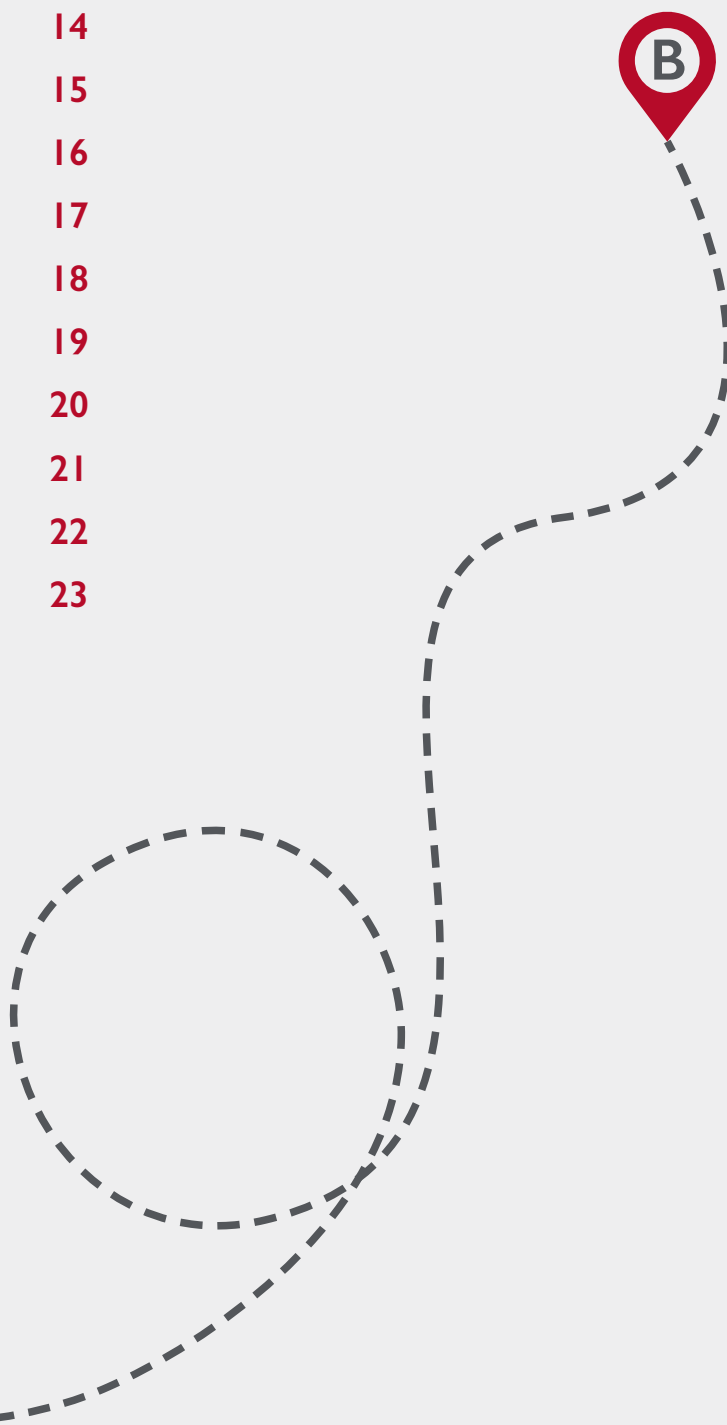
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HEAD OF DEPARTMENT:

Mr Michael Maranzano

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ASSESSMENT:

Two 2 hour exams. Each worth 50% of final marks. Calculators can be used.



FUTURE PATHWAYS:

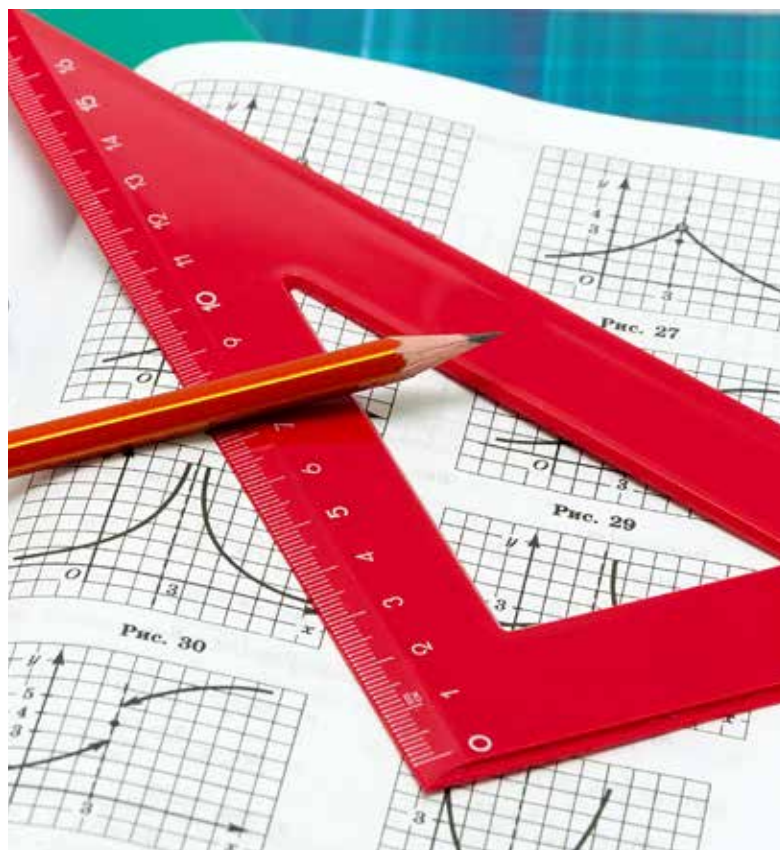
A Levels or Degree Courses in Finance, Design, Science, Medicine, Business. Careers Engineer, Architect, Doctor, Accountant, Meteorologist.



SUBJECT HIGHLIGHTS:

Some students are invited to study for the OCR Additional Mathematics alongside their IGCSE qualification. There is also the opportunity to join the Year 10 trip to Maths in Action.

● Mathematics EDEXCEL IGCSE 4MA1



Mathematics plays a vital role in modern life and as a foundation for further studying in many subjects. Studying Mathematics equips students with the knowledge and skills to think analytically, develop logical reasoning, think critically about the world around them and help solve problems by finding solutions. Achievement at GCSE Mathematics is highly sought after in universities and by employers.

What will I learn?

The IGCSE is an interesting and challenging course that suits all students, and provides excellent foundations for the further study of Mathematics in the Sixth Form.

The top sets are expected to study for OCR Level 3 FSMQ: Additional Mathematics beginning in Year 10. This course supports the IGSE but also provides a taste of A Level Mathematics.

The style of questions on the IGCSE paper requires students to go beyond the recall of facts and the application of learned processes. Students will also need to be able to interpret, analyse, and problem solve within the five key areas of Mathematics:

- Number
- Algebra
- Graphs
- Shape and Space
- Handling Data



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English Language & English Literature

AQA 8700 / 8702

English is one of the most important qualifications you can obtain as a foundation for further study and for future careers. All students will take two GCSEs – English Language and English Literature. Students read, interpret, and respond to a wide range of exciting literary texts which develop confident written and spoken language skills and sophisticated reading interpretation and analytical skills that prepare them for A Level and beyond.

What will I learn?

Drama one play, possible choices are:

- JB Priestley – *An Inspector Calls*
- Willy Russell – *Blood Brothers*

Modern Texts one text, possible choices are:

- William Golding – *Lord of the Flies*
- George Orwell – *Animal Farm*
- Kazuo Ishiguro – *Never Let Me Go*

Shakespeare

- *Romeo and Juliet*
- *Macbeth*

19th Century Novels one text, possible choices are:

- Robert Louis Stevenson – *The Strange Case of Dr Jekyll and Mr Hyde*
- Charles Dickens – *A Christmas Carol*
- Charles Dickens – *Great Expectations*

As well as a Poetry section



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HEAD OF DEPARTMENT:

Mrs Ashleigh Halling-Brown

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ASSESSMENT:

English Language

All texts will be unseen

Paper 1: Explorations in Creative Reading and Writing. Written exam. 1 hour 45 Minutes. 50% of final marks

- Section A: Reading. One fiction text
- Section B: Writing. Descriptive or narrative writing

Paper 2: Writers' Viewpoints and Perspectives. Written exam. 1 hour 45 minutes. 50% of final marks

- Section A: Reading. One non-fiction text and one literary non-fiction text
- Section B: Writing. Writing to present a viewpoint

Non-examination assessment:

Spoken language. The focus here is on presenting, responding to questions and feedback and use of standard English. This is internally assessed throughout the course. Spoken language skills endorsement is reported alongside (but does not contribute to) the GCSE grade.

English Literature

Paper 1: Shakespeare and the 19th Century Novel. Written exam. 1 hour 45 minutes. 40% of final marks

- Section A: Shakespeare
- Section B: 19th Century Novel

Paper 2: Modern Text and Poetry. Written exam. 2 hours and 15 minutes. 60% of final marks

- Section A: Modern Texts
- Section B: Poetry
- Section C: Unseen Poetry

FUTURE PATHWAYS:

Journalism, Law, Marketing, Teaching, Communications, Media, and so much more.

SUBJECT HIGHLIGHTS:

Trips to The Globe and other London theatres. Visits from touring Theatre Companies.



HEAD OF DEPARTMENT:

Mr Jonathan Grant

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ASSESSMENT:

Combined Science Trilogy:

Two written exams in each science. (biology, chemistry, physics). 1 hour 15 minutes each. Each worth approximately 16.7% of final marks.

Separate Sciences:

Two written exams in each science (biology, chemistry, physics). 1 hour 45 minutes each. Each worth 50% of final marks.

Practical Skills:

There are extensive opportunities for practical work throughout each Science course. These skills are assessed as part of the written exams.



FUTURE PATHWAYS:

Climate Engineer, Dentistry, Engineer, Forensic Scientist, Geneticist, Medicine, Nursing, Occupational Health, Research, Sports Rehabilitation, Teaching, Veterinary Science, plus many more rewarding and stimulating careers.



SUBJECT HIGHLIGHTS:

Practical lessons constantly challenge and excite students.



Did you know?

Are you fascinated by the night sky and exploration of the Universe? You can choose to study GCSE Astronomy as an extra option through our co-curricular programme.

Science (Biology, Chemistry, Physics) AQA 8461, 8462, 8463, 8464



Science is relevant to everyone, and the study of it, helps us to learn and discover the world we live in. Skills learnt in Science such as critical thinking, problem solving and reasoning, are transferable into many workplace situations and are highly valued by employers.

Students have the option of taking one of **two** routes for studying Science. During the summer term of Year 10, they are guided by their Science teachers, who will advise which route is the most applicable for them.

Route 1. Combined Science Trilogy

Students study all three Sciences, Biology, Chemistry and Physics but with a reduced course content. This allows pupils to focus on the core concepts in each science specification and results in **two** GCSEs.

Route 2. Separate Sciences

Students taking this route will study biology, chemistry and physics separately and they will cover more content. This results in **three** GCSEs.

What will I learn?

Both the Combined Science Trilogy and the Separate Science specifications follow the same topics as listed below:

Biology topics:

- Cell structures
- Human Biology
- Plants as Organisms
- Genetics

Chemistry topics:

- Acids, Bases and Salts
- Bonding and structure
- The Periodic Table
- Rates of Reaction

Physics topics:

- Forces
- Waves
- Electricity
- Nuclear Physics



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Modern Foreign Languages (French, German, Spanish)

AQA 8658, 8668, 8698

As the world becomes more digitalised and interconnected, the need for intercultural communication is clear. Not only will learning a language broaden a students' personal horizons, but it will be a significant advantage professionally. A student who can speak several languages will increase their prospects in the job market both in the UK and internationally.

Other benefits include:

- Improved reading skills
- Enhanced knowledge and understanding of countries and communities where the language is spoken
- Development of important life skills, enabling students to adapt to linguistic and cultural changes, so they are equipped to deal with unfamiliar and new situations
- Ability to engage in meaningful conversations in different languages.

What will I learn?

All students are expected to study at least one Modern Foreign Language to GCSE level, but they can choose to learn two languages at GCSE. In all three languages, the focus is on communication and culture.

The topics covered are:

Theme 1 – Identity and culture

1. Me, my family and friends
2. Technology in everyday life
3. Free-time activities
4. Customs and festivals in French/German/Spanish speaking countries/ communities

Theme 2 – Local, national, international and global areas of interest

1. Home, town, neighbourhood and region
2. Social issues
3. Global issues
4. Travel and tourism

Theme 3 – Current and future study and employment

1. My studies
2. Life at school/college
3. Education post-16
4. Jobs, career choices and ambitions



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HEAD OF DEPARTMENT:

Mrs Christelle Fournès

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ASSESSMENT:

Paper 1: Listening. Written Exam. 35 minutes (Foundation). 45 minutes (Higher). 25% of final marks

Paper 2: Speaking. Oral Exam. 7-9 minutes (Foundation). 10-12 minutes (Higher) + 15 supervised minutes preparation. 25% of final marks.

Paper 3: Reading. Written Exam. 45 minutes (Foundation). 1 hour (Higher). 25% of final marks.

Paper 4: Writing. Written Exam. 1 hour 10 minutes (Foundation). 1 hour 15 minutes (Higher). 25% of final marks.



FUTURE PATHWAYS:

Languages work in tandem with many other subjects such as Business, Economics, Law, Politics and History.



SUBJECT HIGHLIGHTS:

Residential Trips Abroad. Students can partake in a variety of language competitions to sharpen and enhance their skills.

Did you know?

70% of British employers value language skills in their employees and over 60% of British trade is with non-English speaking countries.





Art & Design AQA 8202

Students who want to develop skills in Art and Design, expand their creativity and imagination, and learn about Art past and present, will enjoy GCSE Art. They have the opportunity to get involved in and work with a wide range of media and techniques including sculpture, drawing, painting, printmaking, photography and textiles. After the initial guided projects, they will begin to work independently, explore their ideas, and be supported through regular individual and group tutorials. Lingfield Art Department aims to foster creativity and imagination to give students the confidence to take risks and experiment to create innovative and exciting work! This qualification can lead to Art and Design related employment or courses such as A Level Art & Photography, progressing to Higher Education courses in a multitude of visual design fields.

Students planning to study this course will need to be well-motivated, open to new ideas and willing to work hard. Studying Art should not be considered an easy option but a fascinating and enjoyable one.

What will I learn?

There are four assessment objectives, students will undertake preparatory studies, observation work, contextual studies, development and outcomes for each.

1. Creative and imaginative concepts and the practical skills for communicating and expressing ideas, feelings and meanings in Art and Design
2. Investigative, analytical, experimental and interpretative capabilities, as well as, aesthetic understanding and critical thinking
3. Understanding of codes and conventions in Art and Design and awareness of contexts in which they operate
4. Knowledge and understanding of Art and Design in contemporary societies and across other periods and cultures

“

Studying this subject at GCSE taught me that there are no limits within Art. We are taught to embrace our creativity and believe in our ability no matter what level we start at. My experiences at GCSE and beyond are setting me up for a career in the creative arts industry.

”



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HEAD OF DEPARTMENT:

Mrs Vicky Lewis

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ASSESSMENT:

Both components are assessed internally by departmental staff and then moderated by the AQA.

Component 1: Portfolio. 60% of final marks. A portfolio of work will be completed through this two-year course and submitted for final assessment. Students must carefully select, organise and present this portfolio as a representation of their course of study. It should include both, a sustained project and a selection of further work undertaken.

Component 2: Externally set assignment. 40% of final marks. Students will creatively respond to a chosen starting point from an externally set paper, relating to the subject title. They will have approximately 12 weeks to develop their preparatory studies. This will culminate in a 10-hour final period of sustained focus under examination conditions (over two school days).



FUTURE PATHWAYS:

Architecture, Fashion Design, Graphic Design, Video Game Design, Set Design, Interior Design and Advertising.



SUBJECT HIGHLIGHTS:

Various trips to museums and galleries. The chance to explore wider visual art techniques of graphics, textile and digital media elements.



HEAD OF DEPARTMENT:

Mr Ben Allen-Monk

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ASSESSMENT:

Paper 1: Computer Systems. Written Exam. 1 hour 30 minutes. 50% of final marks. Calculators must not be used.

Paper 2: Computational Thinking, Algorithms and Programming. Written Exam. 1 hour 30 minutes. 50% of final marks. Calculators must not be used.



FUTURE PATHWAYS:

Students who enjoy Computer Science at GCSE and are keen to continue, can study A Level Computer Science courses. At university, there is a wide range of computer-based degrees with options to specialise in areas of particular interest to the pupil.



SUBJECT HIGHLIGHTS:

Opportunity to develop understanding of programming and complex algorithms in a practical challenging environment and applying knowledge to real life scenarios. International Enrichment Trips including San Francisco. Individual programming challenges.



I have really enjoyed studying GCSE Computer Science. The best part was learning in detail how a computer system works and its capabilities.



• Computer Science OCR J277

GCSE Computer Science gives students a real, in-depth understanding of how computer technology works and the opportunity to take a look at what goes on “behind the scenes”. This course provides excellent preparation for further studies and future employment in the field of Computer Science, fostering the development of critical thinking, analysis and problem-solving skills. Students will acquire the skills to design, write, and test computer programs in languages such as Python or Visual Basic, while exploring the evolution of computer technology and the effects it has had on the world around us.

What will I learn?

- Understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic, algorithms, and data representation
- Analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- The ability to think creatively, innovatively, analytically, logically, and critically
- Understand the components that make up digital systems and how they communicate with one another and with other systems
- Understand the impacts of digital technology on the individual and to broader society
- To apply mathematical skills relevant to Computer Science



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Drama WJEC/EDUQAS C690

Drama is one of only a handful of truly 'creative' subjects. At GCSE the course provides an excellent balance between giving students the opportunity to express themselves creatively as well as challenging them to engage in more rigorous academic study of theatrical literature. Drama is not just about acting and performance it is about developing soft skills such as creativity, imagination, critical thinking, self-confidence, collaboration and communication. These skills are increasingly valued by employers.

What will I learn?

This course aims to develop a deep understanding of creating, performing and responding to Drama, as performers and/or designers. Students will investigate a variety of forms, styles, genres, as well as looking at the historical, social and cultural context of drama.

- A study of the set text *Find Me* by Olwen Wymark
- Study of two key theatre practitioners: Stanislavski and Brecht
- Devising Theatre techniques including Physical Theatre and symbolism.
- Exploration of a range of script extracts from various plays

There are also opportunities for focus and assessment in the design elements of the subject for those who show a particular interest.

Students may choose one option from the list below:

- Lighting design
- Sound design
- Set design (including props)
- Costume design (including hair and make-up)

“
We get excited when we see Drama on our timetable.
”



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HEAD OF DEPARTMENT:

Mr Josh McEwan

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ASSESSMENT:

Component 1: Devising Theatre. Practical Exam. Internally assessed. 40% of final marks. Students will work as part of a group to devise an original piece of theatre based upon either the techniques of an influential theatre practitioner or a genre in response to a stimulus set by the WJEC.

Students must formally present their performance. In addition, submit a written portfolio of supporting evidence and an evaluation of the final performance under timed conditions.

Component 2: Performing from a Text. Practical Exam. Externally assessed. 20% of final marks. Students can be assessed as a performer and/or design technician. Students will study extracts from an existing play script. They will then perform from two extracts.

Component 3: Interpreting Theatre. Written Exam. Externally assessed. 1 hour 30 minutes. 40% of final marks.

- **Section A:** A series of questions on a set text
- **Section B:** Analyse and evaluate a given aspect of a live theatre performance seen during the course



FUTURE PATHWAYS:

Creative Arts, Law, Teaching, Management & Leadership, Police, Social Care and Psychology.



SUBJECT HIGHLIGHTS:

Theatre Trips. Opportunity to work collaboratively. Live performance opportunities.



HEAD OF DEPARTMENT:

Mr Joss Bolton

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ASSESSMENT:

Two final written exams. A mixture of short answers, diagrams, maths and essay questions.

Paper 1: Microeconomics & Business Economics.

Written Exam. 1 hour 30 minutes. 50% of final marks.

Paper 2: Macroeconomics & The Global Economy.

Written Exam. 1 hour 30 minutes. 50% of final marks.



EXPECTATIONS OF STUDY:

Students considering this course should have a minimum of seven 6s across their top subjects, including English and Maths, in all Year 9 reports and the end-of-year assessment. Students must be willing to learn extensive key terms on which they will be tested regularly. The exam assesses writing skills; therefore most homework will be essay-based.



FUTURE PATHWAYS:

Economics graduates have some of the highest starting salaries of any discipline. Employers claim that people studying Economics are excellent analytical and critical thinkers, making them sought after across the country.



SUBJECT HIGHLIGHTS:

Open class discussions as students tackle difficult topics such as poverty and market failure; these help students build an understanding of the world around them.

Economics EDEXCEL IGCSE 4ECI



Economics is about all the fascinating things that are taking place around us at the moment – why are superstar footballers paid so much and nurses so little? What are the implications of Google having over 90% of the online search market? Why does the government believe reducing immigration will create a “high-wage, high-value” economy? Why are house prices going up so fast? As well as learning about some of the crucial things happening today, Economics teaches key skills such as critical analysis, which will be needed when students move up into the Sixth Form and beyond.

What will I learn?

In Year 10, students will learn about the choices we make when we spend our money or allocate our time. Students will study how this affects firms and how firms seek to achieve their objectives. They will get an understanding of a key topic of our times, market failure, and what governments can do to help correct these failures. In Year 11 students will study how economies function and what policies can be used to help them grow sustainably. Additionally, they will also learn about globalisation and international trade.

“

I find economics very thought-provoking. I enjoy learning about concepts that can be applied to current world issues and understanding how they link to each other.

”



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Food & Nutrition OCR J309

Food Preparation and Nutrition is an excellent choice for students who have a genuine interest in cooking food and provides an opportunity to be creative, independent and learn essential life skills. The subject aims to provide students with knowledge and understanding of a broad range of practical and safe cooking skills by planning, preparing, and cooking various dishes whilst using different techniques and equipment.

What will I learn?

In studying Food Preparation and Nutrition, students will:

- Learn about different foods, ingredients, processes and techniques
- Develop practical cooking skills
- Understand about balanced diets and healthy eating
- Plan, prepare and cook a range of dishes based on skill development
- Know how to plan and cost a meal
- Produce dishes of high quality with an emphasis on presentation

Practical sessions will help pupils develop some essential skills which will be useful in other subjects and their future lives. These include organisation skills, team working skills and communication skills.



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HEAD OF DEPARTMENT:

Mrs Vicky Lewis

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ASSESSMENT:

Non-Examined Assessment: Food Investigation Task. 15% of final marks. Students will investigate and evaluate the working characteristics, functional and chemical properties of ingredients. They will submit a report (1500-2000 words) explaining their findings.

Non-Examined Assessment: Food Preparation Task. 3 hours. 35% of final marks. Students will research a topic set by the OCR, followed by a three-hour practical session to prepare, cook and serve their chosen menu.

Paper 3: Food Preparation & Nutrition. Written Exam. 1 hour 30 minutes. 50% of final marks.



FUTURE PATHWAYS:

Hospitality & Catering, Retail, Personal Training and Coaching, Food science, Nutritionist, Health Care, Personal Training.



I have chosen Food and Nutrition because I like to cook in my free time. Within the course, we learn how to make recipes that are beneficial for life at home and in the future. As well as cooking, we learn health and safety skills within the kitchen. My personal favourite topic we have done is learning how to bake the perfect Victoria sponge! We also get to eat food!





HEAD OF DEPARTMENT:

Mrs Amy Greetham

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ASSESSMENT:

The assessment consists of three written papers. Fieldwork is assessed through two compulsory investigations, based on the topics and is assessed as part of paper 3.

Paper 1: Living with the Physical Environment. Written Exam. 1 hour 30 minutes. 35% of final marks.

Paper 2: Challenges in the Human Environment. Written Exam. 1 hour 30 minutes. 35% of final marks.

Paper 3: Geographical Applications. Written Exam. 1 hour 15 minutes. 30% of final marks.



FUTURE PATHWAYS:

The complex nature of the large-scale problems we study, such as climate change, allows for evaluation, problem-solving, decision-making, and communication through discussion and debates. This makes Geography a highly respected subject by universities and employers, which will open up options for students.



SUBJECT HIGHLIGHTS:

Trip to Iceland. Closer to home, the field trip to the River Tillingbourne to collect data is always fun and engaging.



I chose GCSE Geography as it is such an interesting and relevant subject and I feel that it helps me understand the world around me better. I enjoyed it so much I continued with Geography at A level!



Geography AQA 8035

Geography helps make sense of the world around us. It is an adventurous, relevant and valuable subject that gives students the chance to get to grips with some of the big questions which affect our world and understand the social, economic and physical forces and processes that shape and change our planet. Today, there are many challenges, from climate change and migration to natural disasters and energy resources. By studying Geography at GCSE, students will be a step ahead in understanding the complexity of these issues and know to recognise the urgency needed in taking action.

What will I learn?

Physical Geography: Causes, effects and responses of earthquakes, tropical storms and climate change. The opportunities, challenges and the sustainable management of tropical rainforests and cold environments and the physical processes shaping our coastal and river landscapes and the impact of flooding and erosion on communities.

Human Geography: Opportunities and challenges facing urban areas and how cities can become more sustainable. The causes and consequences of uneven development and strategies to reduce this development gap. How resources of food, water and energy are essential to human development but are facing challenges to meet the growing demand.

Geographical Applications: Fieldwork is a key component of studying Geography at GCSE. Students will complete two days of fieldwork investigation outside the classroom. Currently the department takes students to undertake a river fieldwork investigation at the River Tillingbourne and to Juniper Hall in Mickleham.



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History EDEXCEL IGCSE 4H11

History allows students to develop a deep understanding of the many key events in the past that have shaped the world we live in today. Through personal research, class discussion, source evaluation and appropriate written work, students will enjoy discovering the past and acquire a genuine interest and enthusiasm for the subject. But, more than this, students will develop a lively and enquiring mind that refuses to accept information at face value, weigh the evidence and conflicting opinions, detect bias, and help decide what they believe the truth to be.

What will I learn?

The course consists of four units of equal value:

Paper 1

- **A World Divided: Superpower Relations, 1943-1972** – Cold War-era fascinating topics, for example, the Korean War, Berlin Wall and the Cuban Missile Crisis.
- **Dictatorship and Conflict in the USSR, 1924-53** – Stalin transformed the Soviet Union from an underdeveloped country to an industrial one. This topic explores purges, WWII and conditions in Soviet Russia.

Paper 2

- **The Changing Role of International Organisations: The League and the UN, 1919-c2011** – This topic explores the creation, successes and challenges to the League of Nations, the UN and its work up to 2011.
- **The USA, 1918-1941** – This topic looks at how the USA became the economic centre of the world, the divisions in society, the film industry, and the economic highs and lows of the period, the New Deal era.

“

We learn how to analyse historical texts and sources in depth. I can now write more complex responses to questions, which has helped in my other subjects too.

”



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HEAD OF DEPARTMENT:

Mrs Suzanne Allen-Monk

Email: allen-monks@lingfieldcollege.co.uk



ASSESSMENT:

Paper 1: Written Exam. 1 hour 30 mins. 50% of final marks.

Paper 2: Written Exam. 1 hour 30 mins. 50% of final marks.

The papers are a mix of shorter questions e.g. source impression, source comparison, describe and explain questions. There is also an essay based question in each of the four sections.



EXPECTATIONS OF STUDY:

Students must be committed to extensive reading and ready to tackle the substantial content covered in the IGCSE curriculum. Regular revision and weekly review tests reinforce knowledge, along with frequent essay submissions to hone historical analysis and writing skills.



FUTURE PATHWAYS:

Many of our students continue on to study A Level and Degree level. It is a popular subject for Lawyers, Politicians, Civil servants, Journalists.



SUBJECT HIGHLIGHTS:

Residential trip to Berlin. Thriving enrichment activities such as History Club and Politics Club.



HEAD OF DEPARTMENT:

Miss Janine Halket

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ASSESSMENT:

Students are assessed through a mixture of coursework and examination. The exam is based on the theoretical framework of Media. Students use a range of media texts, across nine different media forms to strengthen their knowledge and understanding of Media Language, Representation, Audience and Industry.

Paper 1: Media One. Written Exam. 1 hour 30 minutes. 35% of final marks.

Paper 2: Media Two. Written Exam. 1 hour 30 minutes. 35% of final marks.

Non-Examined Assessment: Creating a Media Product. 30% of final marks. Students have a choice of 5 production briefs, including magazines, websites and music video production. Assessed internally by departmental staff and then moderated by the AQA.



FUTURE PATHWAYS:

Advertising, Journalism, Graphic Design, Film & Television Production, Website Development and much more.



SUBJECT HIGHLIGHTS:

Practical media lessons with on-location filming. Trips to The British Film Institute and Production Studios.



Media is a great way to express yourself creatively through using digital technologies. I loved creating my own magazine using Photoshop and now want to work in the industry! It has also opened my eyes to the world around me and the power of the media.



Media Studies AQA 8572



Media Studies brings together creative production and engaging analysis. Students explore all nine media forms including, film, magazines, news, advertising, music videos, social media and television. This offers students a broad understanding of the world around them and how the media has the power to shape the society in which they live. Alongside the theoretical exploration of the media, students will enhance their critical thinking and creativity. They will develop their digital production skills and learn how to design, produce and edit a media product intended for a specific target audience.

What will I learn?

- Textual analysis of media texts
- Understanding the impact of representation
- An institutional understanding of how media businesses work
- Understanding the power of media and its effects
- Graphic Design and Brand Identity
- Production Skills using Adobe Creative Cloud
 - Photoshop
 - Premiere



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Music AQA 8271

The GCSE Music course is designed to be open to any pupil who has enjoyed Key Stage 3 Music, plays a musical instrument to a good standard, and enjoys listening to a wide range of musical styles and genres. The course offers students the opportunity to perform on their instrument, compose using specific music technology, develop their skills and knowledge in the theory of Music, and receive a good grounding in the history of Classical Music, Pop, Jazz, Folk, and Musical Theatre. Music GCSE provides students with the opportunity to hone skills they will use for the rest of their lives no matter what career pathway they choose. It helps build confidence in presenting in front of audiences, teamwork through collaboration with an ensemble/choir; resilience through rehearsing and learning pieces and develops keen essay writing skills.



“

My favourite thing about Music GCSE is being able to have creative freedom through my composition. It has helped me understand more about the pieces I play on my instrument and how they were created.

”



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HEAD OF DEPARTMENT:

Miss Sophie Brack

Email: bracks@lingfieldcollege.co.uk



ASSESSMENT:

Component 1: Understanding Music. Listening Exercises and Written Questions. 1 hour 30 minutes. 40% of final marks. Students listen to 9 extracts covering a range of genres, answering aural questions such as identifying instruments, cadences, and diction. They will also answer two essay-style questions on set works chosen by the exam board: 1) Beethoven Symphony No.1, Mov I and 2) Queen: Bohemian Rhapsody, The Seven Seas of Rhye, Love of My Life.

Component 2: Performing Music. 30% of final marks. Students record one solo performance and one ensemble performance. A combined minimum recital time of 4 minutes must be met.

Component 3: Composing Music. 30% of final marks. Students compose two compositions over the two years. A free composition (in the style of their choice) and composition to a brief set by the exam board. Compositions must meet a minimum combined time of 3 minutes.



PRE-REQUISITES:

- Students must play a musical instrument to a minimum standard of Grade 3 or 4 by the end of Year 9.
- They must have weekly instrumental lessons with a peripatetic teacher.
- Students should be part of at least one, ideally two ensembles within the department.
- Students should have a sound knowledge of music theory and be able to read staff notation (treble and bass clef) comfortably, even if it is not the normal notation for their particular instrument, e.g. Drums / Guitar.



FUTURE PATHWAYS:

Students who take Music GCSE often go on to take Music A level and degrees. The skills learnt on the GCSE Music course will complement a range of other A Level subjects in the future.



SUBJECT HIGHLIGHTS:

Regular trips to see musicals and hear professional orchestras. Lots of Masterclasses and workshops.



HEAD OF DEPARTMENT:

Mr Phillip Douse

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ASSESSMENT:

Component 1: Fitness and Body Systems. Written Exam. 1 hour 30 minutes. 36% of final marks.

Component 2: Health and Performance. Written Exam. 1 hour 15 minutes. 24% of final marks.

Component 3: NEA Practical performance. 30% of final marks. Three sports will be assessed first in lessons and then officially in a practical exam by an external moderator during school time.

Component 4: Personal Exercise Programme. Non Examined Assessment. 10% of final marks. Students will produce a personal exercise programme, planning, analysing and evaluating their performance. This is a controlled assessment under exam style conditions, moderated externally by the exam board.



FUTURE PATHWAYS:

Having a Sports GCSE is a valuable resource for those considering the Sciences to move into Medicine or Physiotherapy. It is also an excellent foundation for Psychology and Sociology.



SUBJECT HIGHLIGHTS:

This subject will integrate the study of high-performance sport with your own experience as an athlete or sportsperson. Students will also partake in various sports tours and fixtures throughout the year.



PE is one of my favourite subjects; I find it very relevant and practical as I can develop a deeper understanding of everyday sporting activities and movements.



Physical Education EDEXCEL IPE0



Do you enjoy the challenge of sport? Are you inspired by events such as the Olympics? Want to know more about the fantastic world of sports performance? Physical Education at GCSE is a stimulating and challenging learning experience. The course aims to give students a rounded and holistic introduction to the world of physical education, sport and sport science through a combination of physical performance and academic challenges.

What will I learn?

Students will undertake various practical activities, including team and individual sports, and demonstrate their abilities in increasingly challenging situations. Students will also learn the theoretical concepts that underpin how sporting performances can be developed and enhanced and apply this in practice. They will cultivate the ability to think, act and react under pressure, whilst also developing transferable skills, including decision-making, psychological understanding of people, independent thinking, problem-solving and analytical skills.

Topics will include;

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Health, fitness and well-being
- Sport psychology
- Socio-cultural influences
- Use of data



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Religious Studies OCR J625

Religious Studies is a challenging and thought-provoking subject, inspiring creative, independent thinkers who can analyse beliefs, teachings, and other relevant and meaningful issues in today's multi-ethnic, multi-faith society. Students will develop and refine key transferable skills throughout the course, preparing them for life beyond school, which is beneficial for the transition to A Level and further studies.

Students will research and debate religious and moral beliefs in a safe and questioning environment. They will consider ideas critically, identify strengths and weaknesses, and reach decisions about how persuasive they are. Religious Studies is not about encouraging students to arrive at any particular conclusion; it is the journey to explore ideas, clearly explain them and share differences of opinion.

What will I learn?

There are two halves to the course:

Component 1: The study of religions

Students study two religions: Christianity and Buddhism, with a focus on learning:

- The beliefs, teachings and practices of the religion and their basis in sources of wisdom and authority.
- The influence of the beliefs, teachings and practices studied on individuals, communities and societies.

Component 2: Religion, philosophy and ethics in the modern world

Students learn about four religious, philosophical and ethical themes:

- Relationships and families
- The existence of God
- Religion, peace and conflict
- Dialogue between religious and non-religious beliefs and attitudes



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HEAD OF DEPARTMENT:

Mr Alexander Gaunt

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ASSESSMENT:

Component 1: The Study of Religions. Written Exam. 2 hours. 50% of final marks.

Component 2: Religion, philosophy and ethics in the modern world. Written Exam. 2 hours. 50% of final marks.



FUTURE PATHWAYS:

Religious Studies is excellent preparation for the future study of Social Sciences such as Law, Sociology and Psychology. Employers look favourably on the subject skills developed for a career in Medicine, Emergency Services, The Armed Forces and the Caring Professions.



SUBJECT HIGHLIGHTS:

Students particularly enjoy the interactive and dynamic way questions are researched and debated in lessons.



It teaches us about real-life.



