



Community



Aspiration



Respect



Excellence



Lincroft Academy

Year 8 Options Booklet 2026



Meridian
Trust

Introduction

This booklet contains all the information you need to prepare for your Year 9 curriculum pathway. We hope you will find it useful. It is divided into six sections which will lead you through the main decisions ahead.

1. Key Dates
2. Personalising Learning at Lincroft Academy
3. Subject Pages
4. Course Outlines for Additional Subjects
5. Careers Education, Information, Advice and Guidance
6. Frequently Asked Questions

To help you make the right choices, please read the information in this information booklet carefully.

Once courses have been allocated, it is not always possible to make changes to your preferred subject and it may no longer be available.

Key Dates

Date	Event
Monday 2 February	Year 8 assembly - An introduction to the options process that demonstrates how to access the GCSE curriculum specifications through our website. Students also start to explore careers and futures in their Life Skills lessons with access to Unifrog to help them understand their skills, abilities, likes and dislikes.
Before Friday 20 March	Year 8 careers guidance meetings - all students will have a conversation with our Level 6 qualified careers advisor. This is a preliminary discussion about interests and an opportunity for students to talk to an impartial adult about the subject options and how they might impact on future interests.
Monday 2 March	Year 8 report sent home- Students should look at their report with a parent/carer and decide which subjects they are good at and which they enjoy.
During March	GCSE Taster sessions- Staff will explain in detail what it is like to study the subject, how learning is assessed, career opportunities and answer any related questions. Sessions for subjects not studied in KS3 will be delivered through assemblies.
Monday 2 March +	Academic Mentoring- Students will have time to go over their report with their tutor and discuss relevant targets.
Tuesday 10 March	Tutor phone calls home. Tutors to make contact with Year 8 parents during Options process.
Thursday 19 March	A session of careers networking with business partners and Alumni; all students will have one session during their school day.
Thursday 26 March (4.45pm – 6:30pm)	Year 8 Options Evening & Subject Fair This is an in-school event for students and parents. It is an opportunity for parents to attend a presentation and the Options Fair to talk to teachers and older students about the subjects offered.
Monday 13 April	Options form opens through MCAS
Monday 20 April	Options form submission deadline- Students need to submit their 4 choices and 2 reserves by 4pm on this date
July 2025	Formal confirmation of allocated options sent to students and parents

The Options Process – Via My Child at School (MCAS)

The Options selection portal will open on 26 March; you will have until Friday 24 April to make your four main subject choices, plus two reserve choices.

When you make your selection you are required to choose either GCSE Geography or GCSE History, and you may then choose three other subjects, ensuring you have placed them in order of preference.

We work hard to ensure each student has their first choices allocated for all options subjects, but there are restrictions in timetabling and group size which may mean that this is not always possible. For this reason, we ask you to choose 2 reserve subjects. If we are unable to accommodate a first choice for any of your subjects, we will contact you personally and discuss other options, before finalising the timetable.

You can complete the options process by accessing the MCAS (My Child at School) app once the options process opens on 26 March. When you complete the process, please ensure you are with your parent or carer who will be able to support you fully with the choices that you make. Log in here [Student Portal - Login](#) and remember to scroll to the bottom of the page to use your usual school Microsoft login details.

It is important to note that you can only submit the options form once. When you complete the options form on the Student Portal, you will be able to see the options you selected on the MCAS App, and vice versa, but once your options are selected, you will not be able to make any changes. This means it is incredibly important for you to take the time to talk to your teachers as well as family members at home to ensure you are making the best choices for you.

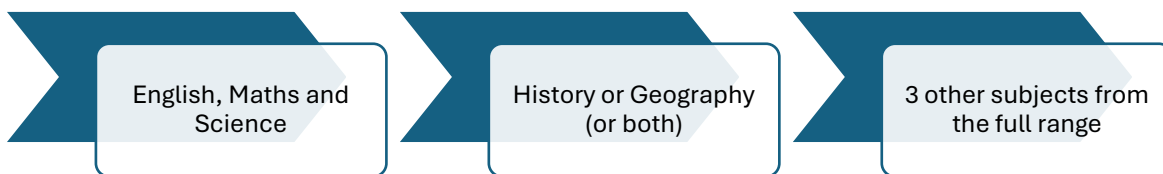
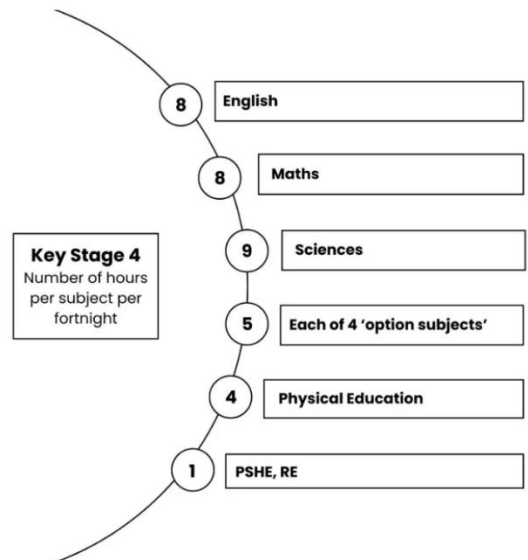
Should you need any advice completing the options process, please contact your form tutor who will be able to support you in the first instance.

Personalising Learning

Lincroft Academy is committed to achievement for all and will support every student to achieve the qualifications and grades that reflect their individual ability, needs and future aspirations. We **care** that every child is known, valued and supported to be the best they can be. We empower our students to become both successful learners and confident, respectful, employable citizens. Our ambitious, broad and inclusive five-year curriculum instils powerful knowledge, skills and rich personal development to nurture the whole child. Students have access to a range of subjects that provide depth of opportunity for learning and meet the diverse local skills needs.

As an inclusive school with a comprehensive intake we offer a range of courses that cover the full academic and vocational spectrum.

All students study English, maths, Science, Core PE and Life Skills. This compulsory curriculum takes up approximately 65% of a students lessons each week. The remaining lessons form part of our personalised provision where students choose up to 4 additional GCSE/vocational courses.



We ensure students are successful by:

- Guiding students onto the most appropriate courses in Year 8;
- Having high expectations of achievement established through our target setting and monitoring process in Key Stage 4;
- Providing high quality teaching and learning, underpinned by the same high expectations;
- Offering effective support and intervention;
- Regularly communicating with parents, subject teachers and tutors, to form an effective partnership.

Core Subjects

All students study English, maths and science. Some students will sit either Combined or Separate Science (Triple) exams. The subject content for both types of examination is largely similar with all students studying Biology, Chemistry and Physics throughout GCSE. All students study triple science content in Year 9 with decisions about the triple pathway made part way through Year 10, based on progress. Those who are entered into Separate Science exams will gain three GCSEs and those who are entered in the Combined Science GCSEs will gain two GCSEs. Each of these courses allow students the opportunity to take Higher tier exams as well as Foundation. Obtaining two GCSEs through Combined Science as opposed to three GCSEs through Separate Science does not restrict students from applying for Science courses beyond GCSE.

GCSE or 'Vocational'?

OCR Nationals are the vocational qualifications we offer. These courses have a coursework or controlled assessment element and can help to spread the load of learning across the course, but still have an external exam at the end.

These courses do require students to organise their time and work hard. Students can move from a vocational path at Key stage Four to a more traditional A level route at Post-16 and vice versa.

Additional Course Costs

Some subjects will be open to additional costs to cover items such as Art Packs (Art), Wood and materials (Design Technology) & Ingredients (Food Tech). Other subjects have compulsory 'learning outside the classroom' events such as Geography and Art where contributions may be required to cover transport costs and entrance fees.

Financial support may be available to those in receipt of Pupil Premium.

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Art GCSE

Art & Design

Examination Board: Eduqas

Course Outline

Art and Design enables you to see the world around you from different perspectives and can lead to many exciting career paths. The skills you gain at GCSE help you with further study and prepare you for industry. It can also complement other subjects, providing ideas for composition and presentation, alongside self-direction and collaboration.

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, a GCSE in Art and Design is a great choice.

You will study a broad-based Art, Craft and Design specification, using a variety of media, techniques and processes. You will explore drawing, painting, printing, photography and three-dimensional design. There will also be trips to local galleries and those in London.

Assessment

“There are two components at GCSE: **Component 1 – Portfolio** (60% of the qualification) and **Component 2 – Externally Set Assignment** (40% of the qualification).

Component 1: Portfolio

This component comprises a major practical portfolio and outcome/s to be based on internally set themes and subject matter developed from personal and/or given starting points.

Component 2: Externally Set Assignment

This component is based on preparatory study that leads to a ten-hour period of sustained focus in which you will produce a response to a chosen theme, visual stimuli or written brief.”

www.eduqas.co.uk

The Portfolio is created through mini projects in Year 9, with the main project produced in Years 10/11.

The Externally Set Assignment preparation time will be during the Spring Term of Year 11.

Future Opportunities

You can continue with Art and Design at A Level locally. However, if you do not want to take your Art and Design studies any further, the transferable skills you gain will be invaluable. Problem solving, creative and critical thinking, investigation, research, communication and teamwork skills, developing, refining and presenting ideas are all regarded highly by employers and universities.

Art and Design leads to many diverse careers in design (graphic, product, textile, fashion, jewellery, hair and make-up, interior, theatre, garden, exhibition and retail). You could also become an artist (working with paint, ceramics and mixed media), an illustrator, photographer, animator, video game designer or an architect. Opportunities also exist within advertising, publishing, marketing and journalism, or as a museum and gallery curator, art therapist or in teaching.

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Business Studies GCSE

Examination Board: OCR

Course Code: J204

Course Outline:

OCR's GCSE (9–1) in Business is an up-to-date and engaging qualification that is relevant to the world of business today. This qualification equips learners with the skills and confidence to explore how different business situations affect business decisions. It is a well-rounded introduction to the subject. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways as well as develop life skills that enable them to become financially and commercially aware.

Key features of this course will enable learners to develop:

- an interest in business and entrepreneurial skills
- connections between theory and practice so that learners can apply their understanding of business to real organisations
- an informed approach that will help learners to evaluate choices and decisions about their own future working lives
- confidence in using both qualitative and quantitative data to make business decisions

Students will also have a range of guest speakers visit during lessons to link the curriculum to the world of work.

Component 1

This component introduces learners to business concepts and issues concerning the activities of a business. It explores the purpose and role of a business from first spotting an enterprising opportunity through to the growth of an established business. It takes a closer look at the role of marketing and human resources.

Business Activity:

- How businesses set up and operate from the start.
- Why are some businesses successful and others are not?

Marketing:

- What makes you buy one product over another?
- How businesses convince us to buy on TV, on labels, on social media etc.

People:

- How businesses set up and operate from the start.
- Why are some businesses successful and others are not?

Component 2

This component takes a closer look at the role of operations and finance and introduces learners to external influences on business. It explores the importance of these influences and how businesses change in response to them. Finally, learners will use

content from both components 1 and 2 to make connections between different elements of the subject.

Operations:

- Have you ever wondered how products are manufactured?
- Did you know Cadbury's make chocolate in the dark?

Finance:

- Calculations of simple costings, revenue & profit calculations.
- Profit percentage calculations. Is 5% profit successful for a business?

Influences on business:

- What happens inside and outside of a business to affect it? For example, the government, weather, competitors, suppliers etc.
- Interdependent nature of business
- Businesses need other businesses to survive.

Assessment:

Component 1: Examination (50%)

Component 2: Examination (50%)

Future Opportunities:

You can continue your business studies at AS and A-level. If you do not want to take your business studies any further, the transferable skills you gain will still be invaluable.

You will develop a deep understanding of the inner workings of companies can give you great insights into what it's like to be a working professional. Good decision-making is an invaluable skill for any working professional to have under their belt. A GCSE in Business Studies can force you to make tough decisions, even if they are only hypothetical ones. The choices you make for an imaginary business may seem arbitrary at times, but this will help you make quicker decisions if it ever becomes a reality.

Business Studies will give you the tools you need to work with numbers proficiently, as you study investment, funding and how to use and interpret financial data. These mathematical abilities are widely useful and will demonstrate to your future employers that you have a logical, analytical mind.

Studying how organisations adjust to a changing market will teach you how to be adaptable in business. This is an extremely useful and desirable quality that will make you more than capable of taking on multiple roles within your career. If you have aspirations of climbing the career ladder and working your way up to the top, then you have to show that you can be adaptable.

The skill of problem-solving plays a significant role in any GCSE Business Studies course.

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Computer Science GCSE

Exam Board: OCR

Specification: GCSE Specification: OCR Computer Science J 277)

Assessment Two 90 minutes written examinations.

Unit 1 J277/01: Computer system (50%)

Unit 2 J277/02: Computational thinking, algorithms, and programming(50%)

Course Outline:

This course will provide students with real, in-depth understanding of how computer technology works. Student will learn how to code in Python so that they can solve a range of problems. The course will help develop students' critical thinking, analysis and problem-solving skills through the study of "Computer Programming and Computational Thinking for Problem Solving".

This course provides excellent training for students who want to study or work in areas that require prior knowledge of these skills. These include Engineering, Financial and Resource Management, Data Science, Aviation, Defence, Medicine and many more. In Computer Science you will learn about:

- How to make computers do what you want them to do
- Modern computer network layouts and how they function
- Building skills in the area of cyber security
- How to code in a high-level programming language

Future Opportunities:

A level computing is currently offered at Sharnbrook and Kimberley College.

This course can lead to opportunities in computer science, data science and artificial intelligence as well as many others.



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Dance GCSE

Examination Board : AQA 8236

Course outline:

The knowledge, understanding, and skills that students are expected to learn during the course is set out in three core areas of dance: performance, choreography, and appreciation.

The GCSE Dance Anthology underpins learning across each of the three core areas.

The anthology's mix of artistic, cultural, and aesthetically diverse works has been selected to broaden students' knowledge and understanding of the wide range of dance choreographed and performed in the United Kingdom today.

The anthology consists of [six short professional dance works](#) each between 12-30 minutes duration. There is a filmed interview with the choreographer or company associate, which explores the choreographic approach of the choreographer and the defining characteristics of each work. Students must study all six works.

Study of the works can inspire students to develop their own performance, creative and choreographic practice, at the same time as the knowledge, understanding and analytical skills required for critical appreciation.

The anthology should be used as an effective way to support the integration of theory and practice. The GCSE Dance Anthology, with details of all six professional works, including films of each performance and interviews with the choreographer or company associate, is available at aqa.org.uk/dance

Assessment:

Component 1: Performance and Choreography

- *Performance - set phrases and Duet/trio*
- 30% of GCSE (40 marks)
- *Choreography – **Solo/Group choreography*** (stimulus released 15th Sept)
- 30% of GCSE (40 marks)
- Internally marked and externally moderated by the AQA

Component 2: Dance Appreciation

- 1 paper Written exam: 1 hour 30 minutes
- 40% of the GCSE (80 marks)
- Questions based on students' own practice in performance and choreography and the GCSE Dance anthology.

Further/Additional reading:

<http://static.roh.org.uk/learning/Infra-final.pdf>

<https://www.stopgapdance.com/productions/artificial-things-2014-stage>

<https://rambert.org.uk/classroom/wp-content/uploads/sites/5/2023/08/Rambert-A-Linha-Curva-Resource-Pack.pdf>

Phoenix Dance Theatre

<https://www.jamescousinscompany.com/gcse-resources>

<https://www.boyblue.co.uk/>

Future Opportunities: Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional, and intellectual capacity. GCSE Dance provides a foundation for a career in dance, performing arts and further studies, including A-Level Dance. Students will become independent learners as well as developing transferable skills that are recognised by universities and employers, such as problem-solving, creativity, collaboration, leadership, and communication.

There are many career opportunities in Dance such as becoming a choreographer, dance artist/performer, costume/set designer, dance administrator, health practitioner, dance manager, movement therapist, dance teacher, dance scientist, education specialist, yoga teacher, pilates instructor.

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Drama GCSE

Examination Board: AQA

Course Outline:

Drama at Key Stage 4 follows the AQA GCSE Drama syllabus. This is a popular subject at Lincroft with a longstanding history of successful performances and strong links with the local community. The GCSE Drama course will suit any student who has a passion for creativity, group work, and who enjoys analysing texts. Key Stage 4 Drama allows students to have their first sustained experience of devising work for performance, and an exploration of a multitude of techniques and conventions. Furthermore, it allows them an opportunity to revisit genres that they would have touched upon in Key Stage 3, in order to enhance their understanding and practical ability in this area.

Assessment

Component 1: Understanding Drama (40%)

Students are required to sit a written examination lasting 1 hour and 45 minutes. There will be three clear sections to the paper. Section A – multiple choice questions; Section B – four questions on a given extract from a set play they have studied; Section C – one question on a piece of live theatre they will have seen during their course.

Component 2: Devising Drama (40%)

Students work in groups to devise an original piece of theatre, based on a given stimulus and performance style. Students are expected to research, develop ideas, collaborate with others, rehearse and refine their work before performing their work to an audience for assessment. As part of the devising process, students will be required to evaluate the successes of their work and each must produce a 'devising log' in order to fulfil the requirements.

Component 3: Texts in Practice (20%)

Students perform two extracts from one play. The play must contrast to the play the students write about in component one. Students may instead decide to specialise in costume/set/sound/lighting design for this element of the course.

Future Opportunities:

All students will be given opportunities to participate in workshops and theatre visits – one of which will be used for their final written exam. Students will be able to participate

in the school's extra-curricular work and present pieces at local events to further gain performance experience. This course will allow progression to A-level Drama and Theatre Studies or BTEC Performance Arts, and will be suitable for students looking for careers in teaching, performance, sales, hospitality and many more.

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Design Technology GCSE

Exam Board : AQA 8552

Course outline:

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

Assessment: Component 1: Exam Paper

What's assessed

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Written exam: 2 hours
- 100 marks, 50% of GCSE

Questions

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in-depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

Assessment

Component 2: Non-exam Assessment (NEA)

What's assessed

Practical application of:

- Core technical principles
- Specialist technical principles
- Designing and making principles

How it's assessed

- Non-exam assessment (NEA): 30–35 hours approx
- 100 marks, 50% of GCSE

Task(s)

- Substantial design and make task
- Identifying and investigating design possibilities
- Producing a design brief and specification
- Generating design ideas
- Developing design ideas
- Realising design ideas
- Analysing & evaluating
- Students will produce a prototype and a portfolio of evidence
- Work will be marked by teachers and moderated by AQA

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English Language and English

Literature GCSE

AQA 8700 / 8702

Course Outline:

English Language and English Literature are examined as discrete subjects, but we study them side-by-side.

There are three areas of study for **English Language**: reading, writing and spoken language.

Students explore a wide range of literature from the 19th, 20th and 21st centuries, reading for enjoyment, appreciation and comprehension. They develop their critical response to literary texts, analysing and evaluating writers' use of language, form and structure.

The experience of reading and responding to a range of texts naturally informs and influences students' own writing. They learn to communicate effectively and accurately on paper, developing an individual and engaging voice.

Students also develop their skills as both speakers and listeners, contributing to a wide range of activities such as discussion and debate, as well as delivering more formal presentations and speeches.

English Literature focuses on the study of a series of set texts: *Macbeth* (Shakespeare); *A Christmas Carol* (19th-century novel); *An Inspector Calls* (modern prose or play text); and *Poems Past and Present: Power and Conflict* (poetry anthology). Students explore the content, theme, structure and use of language in these set texts, as well as considering the importance of the contexts in which they were written. They learn to articulate themselves on paper, using Standard English and an appropriate literary style.

Assessment

English Language: two written papers.

Paper 1: Explorations in Creative Reading and Writing – 1 hour 45 minutes; 80 marks; 50% of GCSE

Students respond to a literature fiction text and produce a piece of descriptive or narrative writing.

Paper 2: Writers' Viewpoints and Perspectives; 1 hour 45 minutes; 80 marks; 50% of GCSE

Students respond to one non-fiction and one literary non-fiction text, and produce a piece of writing that presents a viewpoint.

Spoken English is assessed and certificated separately; it does not contribute to the GCSE grade.

English Literature: two written papers.

Paper 1: Shakespeare and the 19th-century novel – 1 hour 45 minutes; 64 marks; 40% of GCSE.

Students answer two short essay questions (one for each of their set texts: *Macbeth* and *A Christmas Carol*).

Paper 2: Modern texts and poetry – 2 hours 15 minutes; 96 marks; 60% of GCSE.

Students write four essay answers: two on their prepared set texts (*An Inspector Calls* and an anthology of poetry on the theme of *Power and Conflict*), and two responses to unseen poetry.

Future Opportunities

Both English qualifications are important for routes beyond GCSE. Natural progressions are to A-level English Language and Literature, humanities and the arts. A confident command of language is a prerequisite for most professions, and journalism, the media, the law and publishing are a few of the most obvious pathways. The further study of language and literature is, of course, an excellent preparation for any career. More importantly, however, we hope it will establish an enjoyment and appreciation of literature that will last a lifetime.

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Food Preparation and Nutrition GCSE

Exam board: AQA

Course Outline:

This GCSE is an exciting and creative subject as it provides opportunities for students to develop a range of key skills which they can also use in other areas of their studies. As well as being a GCSE subject for those wishing to progress to further education, it is also a recognised qualification within the food and catering industry.

Key Areas of Study

1. Food, Nutrition, and Health

- Understanding macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins and minerals).
- The role of nutrition in maintaining good health and preventing diet-related diseases.
- Dietary guidelines and requirements for different life stages.

2. Food Science

- The functional and chemical properties of food.
- Food processing techniques and how they affect nutritional value.
- The science behind cooking methods and their impact on food structure and taste.

3. Food Safety

- Food hygiene and safe storage practices.
- Cross-contamination and the prevention of foodborne illnesses.
- Understanding food legislation and labeling.

4. Food Choice

- Factors affecting food choices, including culture, religion, and lifestyle.
- The impact of food marketing and labelling on consumer decisions.
- Ethical and environmental considerations, such as food miles and sustainability.

5. Food Provenance and Sustainability

- Understanding where food comes from and how it is produced.
- The impact of food production on the environment.
- Organic vs. conventional farming and food security issues.

Assessment:**Non exam assessments 1 and 2 (50% of grade):**

Task 1, the food investigation task, comprises 15% of the mark and is of 10 hours duration

Task 2, the food preparation task, comprises 35% of the mark and is of 20 hours duration and commences in the second half of the course.

This unit forms a total of 50% of the course

Exam – A written exam of 1 hour 45 minutes which forms the other 50% of the total grade.

Further studies such as A Level food technology, BTEC level 3 food technology. BTEC professional cookery, NVQ culinary arts, BA HONS hospitality management and professional cookery. BA HONS food science, Chef, Restaurant manager, Product developer, Agricultural manager, Nutritional therapist, Research scientist, Teacher.

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Geography GCSE

Examination Board: AQA

Course Code: 8035

Course Outline: The AQA GCSE Geography course is assessed through three examinations, all taken in the summer of Year 11. Each examination is 90 minutes in duration.

Paper 1: Living with the Physical Environment covers The Challenge of Natural Hazards, The Living World, and Physical Landscapes in the UK.

Paper 2: Challenges in the Human Environment focuses on Urban Issues and Challenges, The Changing Economic World, and The Challenge of Resource Management.

Paper 3: Geographical Applications assesses students' geographical skills and fieldwork knowledge. As part of this component, students undertake two fieldwork investigations, focusing on coastal management and urban regeneration. This paper also includes questions based on a pre-released case study.

Assessment:

Paper 1 – Physical Geography – 90 minutes

Paper 2 – Human Geography – 90 minutes

Paper 3 – Geographical Applications – 90 minutes

Future Opportunities:

A GCSE in Geography equips students with transferable skills and provides a strong foundation for further accredited study. Students who study Geography at GCSE often progress to geographical and geological subjects at A level and may continue these disciplines at degree level. The subject is highly valuable for students as it develops strong analytical, evaluative, and critical questioning skills.

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German GCSE

Examination Board: AQA

Course Code: 8662

Course Outline:

German Subject Content

- Theme 1 – people and lifestyle
- Theme 2 – popular culture
- Theme 3 – communication and the world around us

Assessment

GCSE German is 75% (listening, Reading and Writing) exam based and Speaking is non-exam based. Students will need to complete 4 components in the Summer of Year 11.

- Paper 1 –Listening (Foundation or Higher)
- Paper 2 – Speaking (Foundation or Higher)– speaking window in April
- Paper 3 – Reading (Foundation or Higher)
- Paper 4 – Writing (Foundation or Higher)

The entire course content can be assessed in any of the 4 components.

PAPER 1: Listening

What's assessed - Understanding and responding to different types of spoken language

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – dictation in German

PAPER 2: Speaking

What's assessed – Communicating and interacting effectively in speech for a variety of purposes

Non-exam assessment

- 9 minutes (Foundation Tier) + preparation time
- 12 minutes (Higher Tier) + preparation time
- 50 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo

card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 10marks (1 minute at Foundation Tier; 1.5 minutes at Higher Tier)
- Read aloud task and short conversation – 15 marks (2.5 minutes at Foundation Tier; 3.5 minutes at Higher Tier)

Photo card discussion – 25 marks (5 minutes at Foundation Tier; 7 minutes at Higher Tier)

PAPER 3: Reading

What's assessed - Understanding and responding to different types of written language

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 50 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Foundation Tier and Higher Tier

- Section A – reading comprehension questions in English, to be answered in English or non-verbally (40 marks)
- Section B – translation from Target Language into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

PAPER 4: Writing

What's assessed - Communicating effectively in writing for a variety of purposes

- Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation and the Higher Tier
- 25% of GCSE

Foundation Tier

1. Picture description
2. 5 bullet points – 50 words essay
3. Fill in the gap – grammar task
4. Translation – 5 sentences
5. 3 bullet points – 90 words essay

Higher Tier

1. Translation – 5 sentences
2. 3 bullet points – 90 words essay
3. 2 bullet points – 150 words essay

GCSE German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9).

Students must take all four question papers at the same tier. All question papers must be taken in the same series. They all have an equal weighting, so are worth 25% of the final grade. Students will either sit the Foundation, or Higher tier papers and the final decision on this will be made in Year 11. For Foundation tier, students can achieve grade 1–5, on Higher tier, students can achieve grade 4–9.

Future Opportunities:

Research has shown that multilingual people have better problem-solving skills, improved memory, and enhanced multitasking abilities. Such skills gained in Languages are widely transferable and highly sought after by colleges, sixth forms and employers. Foreign language at GCSE supports a developing literacy and can be applied to many different careers such as: tourism, ICT, media, global business, sport, education, marketing, law.

Contact: Mrs B Kuzniar-Jakubek

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Health & Social Care Level 1/2 Cambridge National

Qualification: Level 1/2 Cambridge National

Examination Board: OCR



Course Outline:

The course will provide learners with knowledge, transferable skills and tools to improve their learning in other subjects with the aim of enhancing their employability when they leave education, contributing to both personal development and future economic well-being.

Students will cover two mandatory units and one optional unit.

Mandatory (Compulsory) units (R032 and R033*)

<p>Unit R032: Principles of care in health and social care settings (40%)</p> <p>In this unit you will learn about the importance of the rights of service users, person-centred values and how to apply them. You will also learn about the importance of effective communication skills when providing care and support for service users in health and social care settings and the procedures and measures used to protect individuals such as safeguarding, hygiene and security.</p> <p>1 hour 15 mins written paper, OCR set and marked.</p>	<p>Unit R033: Supporting individuals through life events (30%)</p> <p>In this unit you will learn about life stages and the factors that affect them. You will understand expected and unexpected life events and the impact they will have on physical, social/emotional, and socio-economic aspects in an individual's life.</p> <p>You will research the service providers and practitioners that can support individuals, recommend support, and justify how this will meet the needs of a specific individual.</p> <p>10-12 hours of ongoing non-examined assessment (NEA*)</p>
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Optional unit (currently R035*)

The 2 NEAs are designed to provide learners with the opportunity to build a portfolio of evidence to meet the marking criteria for that unit.

<p>Unit R035: Health promotion campaigns (30%)</p> <p>In this unit you will have the opportunity to explore the various public health challenges the country faces, the approaches used to encourage health and wellbeing and the importance of this to society. You will understand the factors affecting a healthy lifestyle so that campaigns can be designed to target different groups of people. You will also learn how to plan and deliver your own small-scale health promotion campaign and how to evaluate your planning and delivery.</p> <p>10-12 hours of non-examined internal assessment (NEA*)</p>	<p>Topic Area 1: Current public health issues and the impact on society</p> <p>Topic Area 2: Factors influencing health</p> <p>Topic Area 3: Plan and create a health promotion campaign</p> <p>Topic Area 4: Deliver and evaluate a health promotion campaign</p>
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Possible Careers and Further Information:

These skills will help you progress onto further study in the health and social care sector. This may be Level 3 vocational qualifications, such as the Cambridge Technical in Health and Social Care, A levels in psychology, biology or sociology and the following apprenticeships:

- Adult care worker
- Allied Health Profession Support
- Health and Social Care
- Healthcare science assistant
- Maternity and Paediatric Support

It is anticipated that this qualification will also enable you to progress onto a T-Level, such as Health and Healthcare Science, (when/where they are available).

Contact: Mrs J Miotk

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History

Examination Board: Edexcel

Course Code: GCSE – 1H10

Course Outline:

GCSE History comprises of three exams held in the summer at the end of year 11. The topics include: Medicine through Time, Early Elizabethan England, Superpower Relations (1941-1991) and Weimar and Nazi Germany.

Students are assessed on a mix of questions that test key historical skills such as change and continuity, significance, causation, source analysis and use of historical interpretations.

Assessment:

Paper 1: Medicine through time and Medicine on the Western Front

Paper 2: Early Elizabethan England and Superpower Relations (1941-1991)

Paper 3: Weimar and Nazi Germany

Revision Resources:

All pupils have full access to Tassomai for the duration of their GCSE course with a personal log in at the following web address: <https://www.tassomai.com>.

The following resources are very good and are also free:

- **Quizlet:** <https://quizlet.com/login>
- **BBC Revise Wise KS4 History Edexcel:**
<https://www.bbc.co.uk/bitesize/examspecs/zw4bv4j>
- **SENECA:** <https://senecalearning.com/en-GB/>

Future Opportunities:

A History GCSE provides students with many transferrable skills and future opportunities. Many students that have studied History GCSE have gone on to study History and related subjects at A level. It is also useful for students that aspire to study at university as it equips students with excellent written and critical thinking skills.

Contact: Mr A Reast

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Mathematics GCSE

Examination Board: AQA

Course Code: 8300

Course Outline:

Mathematics Subject Content

- Number
- Algebra
- Ratio, Proportion and Rates of Change
- Geometry and Measures
- Probability
- Statistics

Assessment

GCSE Mathematics is 100% exam based and students will need to complete 3 papers in the Summer of Year 11.

Paper 1 – Non-Calculator

Paper 2 – Calculator

Paper 3 – Calculator

The entire course content can be assessed in any of the 3 papers. Each paper is 1 hour 30 minutes long and is out of 80 marks. They all have an equal weighting, so are worth $\frac{1}{3}$ of the final grade.

All 3 papers have a mix of question styles, from short, single mark questions to multi-step problems which build upon reasoning and problem solving skills. The mathematical demand increases as a student progresses through the paper.

Students will either sit the Foundation, or Higher tier papers and the final decision on this will be made in Year 11. For Foundation tier, students can achieve grade 1-5 and on Higher tier, students can achieve grade 4-9.

The higher tier in Mathematics advances students with more complex algebra, geometry and functions.

Future Opportunities:

Mathematics is an essential building block to future studies and employment. The perseverance and dedication required to success in the subject adds to the high reputation that gaining a qualification in mathematics gives.

Having a strong mathematical understanding equips individuals with strategies to aid problem solving and logical thinking. Such skills gained in mathematics are widely transferable and highly sought after by colleges, sixth forms and employers.

Mathematics at GCSE supports a developing financial literacy and can be applied to many different careers.

AQA Level 2 Certificate in Further Mathematics

In Year 11 we provide the opportunity for a small selection of students to study towards an additional GCSE level qualification in Further Mathematics. Students who are achieving high grades in the mocks are offered this pathway as an extension to their mathematical understanding and to maintain their enjoyment in the subject. It is especially helpful for those who wish to take Mathematics further and study it at A-Level.

This qualification is made up of 2 papers, 1 non-calculator and 1 calculator, and is sat in addition to the Mathematics GCSE in Year 11. It is graded in the same way, students can achieve grades 4-9 in this exam.

Contact: Mrs L Alder

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Media Studies GCSE

Examination Board: OCR

Course Code: J200

Course Outline:

This course offers both a theoretical and practical approach to media studies and new media. Students will explore theory and research topics as well as storyboarding, scripting and producing a practical production. There are three units; one is a non-exam assessment and two are external exam units.

A01 – Textual Analysis written exam 1hr 45 minutes worth 70 marks – 35% of total GCSE mark. You will be analysing an unseen extract from a TV programme looking at genre, media language, representation and audience. The set texts are The Lego Movie, Vigil and The Avengers (1965)

A02 – Exploring Media written exam 1 hour 15 minutes worth 70 marks – 35% of total GCSE mark. Set texts are, The Observer newspaper and online content, BBC Radio 1 Live Lounge, MOJO Magazine, Music Video comparative study analysing contemporary music videos including Avril Lavigne and Wheatus .

Creating Media – Non-exam assessment 25-30 hours, worth 60 marks – 30% of total GCSE mark Internally marked and externally moderated. This is an individual practical film making project Throughout the course we integrate several small practical projects to help students develop the skills needed to achieve well on the NEA assessment.

Assessment

- Exam Paper 1 – Promoting Media 35%
- Exam Paper 2 – Music and The News 35%
- EXTERNAL ASSESSMENT – 30%

Future Opportunities:

- Sixth Form and College in Film & Media Production
- Social Media Productions
- Internal & External Communication
- Film Making Skills – Production & Post Production

Contact: Mr Perrins

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Music GCSE

Examination Board: OCR

Course Code: J536

Course Outline:

OCR's GCSE in Music is an engaging, practical course that allows students to work to their strengths and investigate their own musical interests, while broadening their horizons and exposing them to music from around the world and different historical periods. This course enables students to explore performance and composition with a focus on their own instrument and genre choices and offer opportunity to explore new instrumental skills. Through the various genres, styles and eras contained in the Areas of Study they will explore musical context, musical language, and performance and composition skills.



The standard of performing required to achieve the highest marks in the performance aspects of the course is around ABRSM/Trinity Grade 4. Whilst you do not have to be learning to play an instrument or have singing lessons to be able to take GCSE Music, doing so will significantly help you in all aspects of the course, not just performing.

Key features of this course will enable

learners to:

- develop performing skills individually and in groups
- develop composing skills to organise musical ideas
- broaden musical experience and interests
- develop awareness of music technologies and their use in the creation of music
- recognise contrasting genres, styles and traditions of music
- listen to and appreciate their own and others' music
- engage with and appreciate the diverse heritage of music, to promote personal, social, intellectual and cultural development.

Component 1 - Integrated Portfolio 30%



Performance on the learner's chosen instrument.

Composition to a brief set by the learner.

60 Marks

Non-exam assessment

Component 3 - Practical Component 30%

Ensemble performance.

Composition to an OCR set brief.

60 Marks

Non-exam assessment

Component 5 - Listening and appraising 40%

A written listening and appraising paper, with audio recording. 1 hour and 30 minutes.

Aural recognition and context of unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5.

80 Marks

All components are delivered through the investigation and in-depth study of the large variety of music from the past and present, from the western tradition and other world cultures, contained in the five Areas of



Study:

1. My Music
2. The Concerto Through Time
3. Rhythms of the World
4. Film Music
5. Conventions of Pop

Future Opportunities:

All students will be required to play/sing as part of this highly practical course. In addition to the class lessons, there is a wide variety of extra-curricular ensemble groups for GCSE Music students to join, in order to further develop their practical and theoretical understanding of Music.



The OCR GCSE Music course provides a strong foundation for any student wishing to progress on to a course at A-level and BTEC level in both Music and Music Technology. A GCSE in Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and

get the most out of life; it will also allow students the opportunity to develop a career in performance, composition, teaching, and sound for the digital world of film, TV, computer games and advertising.

Do you enjoy listening to different types of Music? Do you enjoy playing different musical instruments? Do you want to be able to compose your own Music? If so, then GCSE Music is for you!!

Contact: Mrs R Runnells

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Physical Education GCSE

Examination Board: Edexcel

Course Outline:

This GCSE in Physical Education will equip students with the knowledge, understanding, skills and values they need to be able to develop and maintain their performance in physical activities. Students will also gain understanding of how physical activities benefit health, fitness and well-being.

The aims and objectives of this qualification are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance
- understand how the physiological and psychological state affects performance in physical activity and sport
- perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance in physical activity and sport
- understand the contribution that physical activity and sport make to health, fitness and well-being
- understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Assessment:

Paper 1 Fitness and Body Systems (36% - 1hr 30mins) Learn about physiological and biomechanical workings of the body and explore how to apply this to your physical training (Topics - Applied anatomy and physiology; Movement analysis; Physical training)

Paper 2 Health and Performance (24% - 1hr 15mins) Develop knowledge about the link between health and performance and explore the contribution that physical activity and

sport make to health, fitness and well-being (Topics - Health, fitness and well-being; Sport psychology; Socio-cultural influences)

Practical (30%) Develop your practical performance skills in three different physical activities. You will choose 3 sports of your choice, however, you must select at least one individual sport and one team sport.

PEP Coursework (Personal Exercise Programme – 10%) – completed in a chosen sport, you will develop your ability to evaluate your personal fitness, creating a training programme that aims to improve your performance

Future Opportunities:

The course works well in its design to allow progression toward a post-16 Physical Education course and eventually higher education or further training. There are many career opportunities such as becoming a physiotherapist, sports nutritionist, personal trainer, sports coach, sports analyst, sports psychologist, sportsman/woman amongst many others.

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Religious Studies GCSE

Examination Board: AQA

Course Code: 8062

Topics Covered

Component 1: **The study of religions: beliefs, teachings and practices**

- Christianity: Beliefs and Teachings
- Christianity: Practice
- Islam: Beliefs and Teachings
- Islam: Practices

Component 2: **Thematic Studies**

- Theme A: Relationships and Families
- Theme B: Religion and Life
- Theme D: Peace and Conflict
- Theme E: Crime and Punishment

Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. We so frequently see the topics we are studying in lessons gracing the newspapers too which, again and again, shows the relevance and importance of religious studies in today's society. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

Assessment: 100% written examination. Each component is examined in a 1h45m exam at the end of the course, with each exam making up 50% of the final grade. Each unit of the course is examined in the same way, with the same 5 types of question which gives us a great opportunity to learn strong structures to support answering the questions. This gives a predictable nature to the exam which makes it a lot easier to approach than other written subjects.

Contact: Miss S Magill

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Science – Biology GCSE

Examination Board: AQA

Course Code: 8461

Course Outline:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Assessment:

- Students sit two papers, each 1 hour and 45 minutes long
- Students can sit higher or foundation tiers
- Each paper is worth 100 marks (50% of GCSE)
- Questions consist of multiple choice, structured, closed short answer, and open response.
- Biology Paper 1 comprises units 1 to 4; Biology Paper 2 comprises units 5 to 7

Intervention Opportunities:

Intervention sessions are held for year 11 students who have been identified as needing extra support. Meridian Trust also run Masterclass events in the run up to mock exams and actual GCSE exams

Future Opportunities:

Science qualifications are highly valued by educational institutions and employers. Science allows you to develop the skills to tackle complex problems in a logical and coherent manner. These skills are widely transferable, making qualifications in science highly sought after by colleges, sixth forms and employers.

Contact: Mrs S Jones

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Science - Chemistry GCSE

Examination Board: AQA

Course Code: 8462

Course Outline:

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Assessment:

- Students sit two papers, each 1 hour and 45 minutes long
- Students can sit higher or foundation tiers
- Each paper is worth 100 marks (50% of GCSE)
- Questions consist of multiple choice, structured, closed short answer, and open response.
- Chemistry Paper 1 comprises units 1 to 5; Chemistry Paper 2 comprises units 5 to 10

Intervention Opportunities:

Intervention sessions are held for year 11 students who have been identified as needing extra support. Meridian Trust also run Masterclass events in the run up to mock exams and actual GCSE exams

Future Opportunities:

Science qualifications are highly valued by educational institutions and employers. Science allows you to develop the skills to tackle complex problems in a logical and coherent manner. These skills are widely transferable, making qualifications in science highly sought after by colleges, sixth forms and employers.

Contact: Mrs S Jones

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Science – Physics GCSE

Examination Board: AQA

Course Code: 8463

Course Outline:

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Assessment:

- Students sit two papers, each 1 hour and 45 minutes long
- Students can sit higher or foundation tiers
- Each paper is worth 100 marks (50% of GCSE)
- Questions consist of multiple choice, structured, closed short answer, and open response.
- Physics Paper 1 comprises units 1 to 4; Physics Paper 2 comprises units 5 to 8

Intervention Opportunities:

Intervention sessions are held for year 11 students who have been identified as needing extra support. Meridian Trust also run Masterclass events in the run up to mock exams and actual GCSE exams

Future Opportunities:

Science qualifications are highly valued by educational institutions and employers. Science allows you to develop the skills to tackle complex problems in a logical and coherent manner. These skills are widely transferable, making qualifications in science highly sought after by colleges, sixth forms and employers.

Contact: Mrs S Jones

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Combined Science GCSE

Examination Board: AQA

Course Code: 8464

Course Outline:

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure, and the properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism

Assessment:

- Students sit six papers, each 1 hour and 15 minutes long
- Students can sit higher or foundation tiers
- Each paper is worth 70 marks (16.7% of GCSE)
- Questions consist of multiple choice, structured, closed short answer, and open response.
- Biology Paper 1 comprises units 1 to 4; Biology Paper 2 comprises

units 5 to 7.

- Chemistry Paper 1 comprises units 1 to 5; Chemistry Paper 2 comprises units 6 to 10.
- Physics Paper 1 comprises units 1 to 4; Physics Paper 2 comprises units 5 to 7.

Revision Resources:

[CGP Combined Science Higher Revision Guide](#)

[CGP Combined Science Foundation Revision guide](#)

[Collins Combined Science Higher Revision Guide](#)

[Collins Combined Science Foundation Revision Guide](#)

[GCSE Combined Science Revision Question Cards](#)

Intervention Opportunities:

Intervention sessions are held for year 11 students who have been identified as needing extra support. Meridian Trust also run Masterclass events in the run up to mock exams and actual GCSE exams

Future Opportunities:

Science qualifications are highly valued by educational institutions and employers. Science allows you to develop the skills to tackle complex problems in a logical and coherent manner. These skills are widely transferable, making qualifications in science highly sought after by colleges, sixth forms and employers.

Contact: Mrs S Jones

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Spanish GCSE

Examination Board: AQA

Course Code: 8692

Course Outline:

Spanish Subject Content

- Theme 1 – People and lifestyle (3 subtopics)
- Theme 2 – Popular culture (3 subtopics)
- Theme 3 – Communication and the world around us (3 subtopics)

Assessment

GCSE German is 75% (listening, Reading and Writing) exam based, and Speaking is non-exam based. Students will need to complete 4 components in the Summer of Year 11.

The entire course content can be assessed in any of the 4 components.

PAPER 1: Listening

What's assessed – Understanding and responding to different types of spoken language

- Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)
- 40 marks (Foundation Tier), 50 marks (Higher Tier)
- 25% of GCSE

(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)

Foundation Tier and Higher Tier

- questions in English, to be answered in English or non-verbally

PAPER 2: Speaking

What's assessed – Communicating and interacting effectively in speech for a variety of purposes

- Non-exam assessment
- 50 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo

card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 10marks (1 minute at Foundation Tier; 1.5 minutes at Higher Tier)
- Read aloud task and short conversation – 15 marks (2.5 minutes at Foundation Tier; 3.5 minutes at Higher Tier)
- Photo card discussion – 25 marks (5 minutes at Foundation Tier; 7 minutes at Higher Tier)

PAPER 3: Reading

What's assessed - Understanding and responding to different types of written language

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 50 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

Foundation Tier and Higher Tier

- •Section A – reading comprehension questions in English, to be answered in English or non- verbally (40 marks)
- •Section B – translation from Target Language into English, minimum of 35 words at Foundation tier and 50 words at Higher tier (10 marks)

PAPER 4: Writing

What's assessed - Communicating effectively in writing for a variety of purposes

- Written exam: 1 hour 10 minutes (Foundation Tier), 1 hour 15 minutes (Higher Tier)
- 50 marks at Foundation and the Higher Tier
- 25% of GCSE

Foundation Tier

1. Picture description
2. 5 bullet points – 50 words essay
3. Fill in the gap – grammar task
3. Translation – 5 sentences
5. 3 bullet points – 90 words essay

Higher Tier

1. Translation – 5 sentences
2. 3 bullet points – 90 words essay
4. 2 bullet points – 150 words essay

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series. They all have an equal weighting, so are worth 25% of the final grade. Students will either sit the Foundation, or Higher tier papers and the final decision on this will be made in Year 11. For Foundation tier, students can achieve grade 1–5 and on Higher tier, students can achieve grade 4–9.

Revision Resources:

These are a list of recommended revision resources, if you wish to purchase one to support your child

CGP – Foundation and Higher [New GCSE Spanish AQA Revision Guide with CGP RevisionHub \(for exams from 2026\) | CGP Books](#)

Future Opportunities:

Research has shown that multilingual people have better problem-solving skills, improved memory, and enhanced multitasking abilities. Such skills gained in Languages are widely transferable and highly sought after by colleges, sixth forms and employers. Foreign language at GCSE supports a developing literacy and can be applied to many different careers such as: tourism, ICT, media, global business, sport, education, marketing, law.

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Sports Studies Level 1/2 Cambridge National

Examination Board: OCR

Course Code: J829

Curriculum Intent

The Cambridge Nationals Sport Studies course is designed to give students a broad and practical understanding of sport and its place in society. Through exploring contemporary issues in sport, learners will develop insight into how these challenges affect different sporting activities and participants. They will also build their practical abilities taking on the roles of both a performer in two sports and a leader in one, developing leadership, problem-solving and decision-making skills in dynamic and changing environments. In addition, students will examine the powerful relationship between sport and the media, learning how sport is represented and the impact this has, using real-life examples to support their understanding.

R184: Contemporary Issues in Sport - 40%

This is assessed by examination 75 minutes 70 marks

Students will be examined on: Issues which affect participation in sport, the role of sport in promoting values, the implications of hosting a major sporting event for a city or country, the role National Governing Bodies (NGBs) play in the development of their sport. The use of technology in sport.

R185: Performance and Leadership in Sports Activities - 30%

This is assessed by a set assignment

In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.

R186: Sports and the Media - 30%

In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You

will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

Why should I study OCR Cambridge National in Sport Studies?

The OCR Cambridge National in Sport Studies is a brilliant option for anyone who has a love sport and are interested in all aspects of sport and leading a healthy and active lifestyle. OCR Cambridge National in Sport Studies is also a good option for those who want to study sport in the context of a vocational sector.

What is the difference between GCSE PE and OCR Cambridge National in Sport Studies?

GCSE PE has 2 written exams, both an hour long which will be sat in year 11. These make up 60% of your overall grade.

You will be assessed in 3 sports, at least one team and at least one individual. This makes up 30% of your overall grade.

10% of your grade is analysing and evaluating performance.

OCR Cambridge National in Sport Studies has 1 exam which is 75 minutes long. The exam is worth 40% of your overall grade. The other 2 units are coursework with some practical elements to them. Each unit is worth 30%.

Do I get assessed practically in OCR Cambridge National in Sport Studies?

You do get assessed practically in OCR Cambridge National in Sport Studies, however it is different to GCSE PE as you do not have to be good at the sport. The practical sport unit is where you will take part in a team and individual sport and lead a session. You will show skills, techniques and tactics within both of these sports, photo evidence will help this and then you will then evaluate your performance.

Contact: Mr R Edwards

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Life Skills at KS4

Intent

At Lincroft Academy Life Skills lessons give our students the knowledge, skills, and attributes they need to enable them to become healthy, independent, and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. We provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our students are encouraged to become critical thinkers and develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Lessons

Students have a designated, timetabled Life Skills lesson once a fortnight. These lessons build on themes and topics introduced at KS3. They also build on a range of assembly themes and reflect the core CARE values. The content reflects the needs and requirements of students as they move into KS4 and prepares them for life post 16.

The Core Curriculum is based around the PSHE Association Thematic Model for Key Stages 3-4. The model covers all the statutory requirements for their phase, meeting the DFE's guidance on Relationship Education (RSE) and Health Education. The three overarching themes are taught through age related content-meeting Statutory standards for Relationship and Sex Education.

- Health and Wellbeing
- Living in the Wider World
- Relationships

In Year 9 examples of topics covered include: Knife Crime, Peer Pressure and Gangs, Managing Conflict, Healthy Relationships, Alcohol and Drug Addiction.

In Year 10 and 11 examples of topics covered include: Mental Health, Wellbeing and self-Esteem, Coping with Stress including Exams, Careers, work experience and Relationships.

A Careers programme which includes visiting speakers, careers fairs, drop down days, a dedicated Careers Advisor in school and use of the software Unifrog helps and supports students to make informed decisions for their future career paths.

Contact: Mrs K Jenkins

Email: KJenkins@lincroft.academy

Duke of Edinburgh



The Duke of Edinburgh Award can be completed as an extra-curricular activity; this is not an option choice.

The Duke of Edinburgh's Award Summary:

The Duke of Edinburgh's Award is a nationally recognised qualification that focuses on improving skills and qualities of young people through a practical, "real-world experience" that benefits the young person and the local community.

There are three levels to the Award, Bronze, Silver and Gold. Lincroft Academy currently offers the Bronze Award to students in Years 9. Students in Year 10 are now offered the opportunity to begin the Silver Award. Typically, students complete the Award in order from Bronze to Gold, however students are able to enter each Award directly provided they meet the minimum age requirements.

How much will it cost?

We aim to run the whole of our DofE programme in-house in order to keep costs to families as low as possible. While the majority of students take part in sectional activities outside of school, most extra-curricular activities within school can contribute in some way to the DofE programme; whether that is attending football practice as part of a physical programme, volunteering in the library or learning a musical instrument. Please speak to Mrs Bird if you are unsure whether your activity counts before starting your programme.

As a guide, for 2024-2025 the cost of each programme was as follows:

Bronze £100

Silver £200

This represents the direct costs of running the programme and all group kit for the expedition sections.

Overview of the 4 sections:

A more detailed overview can be found on the DofE website www.dofe.org

Volunteering: Minimum 3 months – 1hr per week continuously unless alternative durations are agreed with your DofE Manager. This section is designed to promote independence in the participation and allow them to help in the community. This can be completed in person or virtually.

Physical: Minimum 3 months – 1hr per week continuously unless alternative durations are agreed with your DofE Manager. Any physical activity, either team based or individual. It can be an existing activity, or they can start a new one.

Skills: Minimum 3 months – 1hr per week continuously unless alternative durations are agreed with your DofE Manager. They can develop an existing skill, such as playing a musical instrument, or learn a new skill.

Expedition: Probably the most memorable part of the DofE experience is the expedition section. A two day (Bronze) journey through the countryside, with an overnight camp that is completely self-sufficient. Students carry all their equipment needed as they navigate their way in their team, working together to cook an evening meal

To aid planning, students are requested to express their interest in completing the DofE Bronze Award along with their GCSE Options. This is not a commitment, however by having an idea of numbers, we will aim to enable all interested students to take part.

Contact: Mrs K Bird

Email: kbird@lincroft.academy

Careers Education at Key Stage 4

At Lincroft Academy, we are committed to providing our students with a high-quality careers education that equips them with the knowledge, skills, and confidence to make informed decisions about their future. Throughout Key Stage 4, students will engage in a structured careers programme designed to help them explore their options, develop essential employability skills, and prepare for their next steps in education, training, or employment.

What students have already done in Key Stage 3

Before reaching Key Stage 4, students have already taken part in a variety of careers-related activities to help them begin thinking about their future pathways. These include:

- **Small group 1-1s with Mrs Ripley** to support them in choosing their GCSE options and considering future career aspirations.
- **Taster sessions** for GCSE subjects they haven't previously studied, helping them make more informed choices.
- **A speed interviewing event** with local professionals and Lincroft student alumni, giving them insight into different career journeys and opportunities.
- **Careers education during Life Skills lessons**, where they have explored different career paths, employability skills, and workplace expectations.
- **Access to Unifrog**, an online careers platform that allows students to research different career and education pathways, record achievements, and develop their understanding of post-16 options.

Key elements of careers education in Key Stage 4

Our careers programme consists of several key elements, ensuring students receive comprehensive guidance and support throughout their GCSE years.

1. Careers guidance and one-to-one support

Every student in Key Stage 4 will have access to personalised careers guidance from our dedicated careers team. This includes:

- One-to-one meetings with a qualified careers adviser to discuss aspirations, subject choices, and potential pathways.
- Support with creating CVs, cover letters, and preparing for interviews.

- Individualised action plans to help students set goals and track their progress.

2. Careers lessons in life skills

As part of the curriculum, students will participate in dedicated careers lessons and workshops that cover:

- How to research different career pathways and industries.
- The importance of transferable skills and how to develop them.
- Labour market trends and how they affect future job opportunities.

3. Work experience

All Key Stage 4 students will have the opportunity to complete a period of work experience during the summer term of Year 10, giving them first-hand insight into the world of work. This experience allows students to:

- Gain practical knowledge of a chosen industry.
- Develop key employability skills in a real working environment.
- Build confidence and independence.
- Network with professionals who can provide valuable career insights.

4. Employer engagement and industry links

We actively work with local businesses and industry professionals to provide students with exposure to a variety of careers. This includes:

- Guest speaker sessions from professionals across different sectors.
- Careers fairs showcasing opportunities in higher education, apprenticeships, and employment.

5. Post-16 options and application support

To support students in making informed decisions about their next steps, we provide detailed guidance on post-16 options, including:

- College and sixth-form open days and application processes.
- Information on apprenticeships and vocational training.
- Mock interviews practice and application support provided.

6. Developing key skills for the future

Our careers education also focuses on developing the essential skills students need to thrive in any career. We encourage students to build confidence in areas such as:

- Communication and public speaking.
- Leadership and teamwork.
- Problem-solving and critical thinkings
- Digital literacy and adaptability in a fast-changing job market.

We are committed to ensuring that our careers education programme has a meaningful impact on students' future choices. We collate student feedback and engagement levels in careers activities, as well as feedback from employers and alumni who are involved in our events. We also track the percentage of students progressing into further education, apprenticeships, or employment.

Contact: Mrs Ripley

Email: jripley@lincroft.academy

FAQ

Can I do the same subjects as my friends?

Answer: This is not a good basis for making your decision. Your friends will have different ideas to you and may enjoy different types of subjects. Choose subjects for yourself and try not to be influenced by your friends.

I like my teacher. Can I be in his/her group next year?

Answer: The teacher that you will be given will depend upon the choices you have made. It is not possible to choose a teacher. Choose a subject because you like the subject and think you can do well in it.

Will I get the subjects that I have requested?

Answer: We try our very best to give students the preferences that they have requested. We are a growing school and in a small minority of cases, it is not possible to give all choices due to the combination of subjects that you are wishing to do or timetable / group size limitations. Please bear this in mind when choosing your preferences.

Do I have to choose any particular subjects?

Answer: You must choose Geography or History, (you may choose both) you may then choose a combination of any 3 subjects with two reserves.

What is a Vocational qualification?

Answer: BTECs and Cambridge Nationals are work related qualifications suitable for a wide range of students, built to accommodate the needs of employers and allow progression to university. They provide a more practical, real-world approach to learning alongside a key theoretical background.

Should I know what I want to do after GCSEs already?

Answer: No, not necessarily. It is always good to have this in mind if you can but for now make decisions based on areas you like and achieve well at. Many A-level options don't require you to have studied them at GCSE first – for example, Psychology, Economics, Media Studies, History or Law. In general, however, no career will be closed to someone with a broad and balanced curriculum at Key Stage 4. Make decisions around what leaves you with the best opportunities to make the next steps later on.

Where can I go for help?

Answer: You have a big support network around you. This includes your family, tutor, siblings, friends and fellow tutees. Remember that lots of people have done this before so make use of their experience. You could even go online and start looking at Post 16

choices that you may be interested in. If you are at all worried, speak to your tutor or Mrs Ripley our careers advisor.

Key terms

Coursework: work which can be produced in school or at home and makes up a proportion of the final grade.

Controlled Assessment: a piece of work that has to be produced in school in controlled conditions (under the supervision of a member of staff) and makes up a proportion of the overall final grade.

External Assessment: work that will be assessed by the exam board, usually in the form of an exam.