



FINHAM PARK
MULTI ACADEMY TRUST

Lyng Hall School

YEAR 10 OPTIONS 2026



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Introduction

Dear Parents/Carers and Students,

This options guide is intended to help you choose, from the optional courses available, what you will study throughout Years 10 & 11. It also gives information about the core and compulsory subjects which you must study such as Maths, English and Science.

In Years 10 & 11 ALL students will study:

- English Literature & English Language
- Maths
- Science (Combined or Triple)
- PE (Core non examined)
- PSHE/ RE (Core non examined)

In addition you will need to select **four** further subjects from the optional courses. Students studying Mandarin will choose **three** further subjects.

You will need to think carefully about what to choose and why. Students will follow their chosen subjects throughout Years 10 & 11 and will not be able to swap once courses have started, therefore it is important at this time to be choosing subjects which match your interests and possible future career aspirations.

Due to the choices that students make, some courses may require modification. Therefore it is possible that not all courses will run, particularly if student uptake is low. Every effort will be made to allocate the highest preferences, however, we cannot guarantee this.

In this booklet you will find course information for all the courses offered / studied in Years 10 and 11.

At the front of the booklet there is information on Maths, English Literature and English Language that ALL students study. All students must also study either Combined science or choose triple science as an option.

The option subjects are arranged alphabetically in the booklet starting with Art.

Please be aware that students can only pick 1 of ART, Photography or Graphic Design.

Students should be picking a balance of subjects - for example not picking IT, Media and Enterprise as this doesn't give them a balanced curriculum.

All students must study PE as part of Government curriculum regulations but this is a non examined subject and does not give a qualification.

All Students will also study PSHE and RE through Tutor time and dedicated sessions - this is also non examined. Students can choose to study RE as a GCSE option.

Dianne Fowler

Assistant Headteacher

The Curriculum

At Lyng Hall School, we believe that every pupil is capable of excellence and we encourage every pupil to push themselves and achieve their potential. We set high standards for all our pupils and expect **"Excellence for and from all"**. We help students develop their talents; spiritual and social; intellectual and emotional; aesthetic and physical through the provision of a broad and balanced curriculum, which is responsive to, and supportive of, their needs and aspirations. This fosters intellectual curiosity and academic achievement and motivates them to grow to their full potential.

All students must study the following:

English (literature and language), mathematics, science (this can be completed as the double combined science course, worth two GCSEs, or triple science where the individual subjects of biology, chemistry and physics are studied) and physical education (non examined).

Alternative Pathways to GCSE

We offer a wide range of pathways to GCSE to not only meet the specific learning needs of our students but to enable them to be highly employable. We refer to these as vocational subjects and include various different qualifications including BTECs.

Key Dates

Monday 2nd February - Options booklet available on the website and emailed to parents.

Monday 2nd February – Friday 13th February - Students will receive information and taster sessions in lesson time for all option subjects on offer. Tutors to discuss in tutor time.

Tuesday 3rd February - 3:30-5:00pm - Options evening in school. Parents evening appointments bookable with English, Maths and Science teachers in the dining room. All options subjects will be running stalls in the theatre for parents / students to ask questions / discuss courses available.

Wk beginning 23rd February - Students will be asked to identify their initial top 4 subjects - this is not final and just gives us an indication of popularity of subjects.

Wk beginning 16th March - Students will be asked to make their final option choices.

Entry Options

Edexcel Single Award (Linear) GCSE leading to grades 1-9

Students will be entered for Higher or Foundation tier.

Method of Assessment

Three written papers are taken in Year 11, one non calculator and two calculator papers : each contributes 33.3% of the final grade.

There are 2 tiers of assessment:

Foundation (grades 1-5)

Higher (4-9).

Students are entered at the tier appropriate to their attainment level.

**COURSE OUTLINE**

The Maths course will cover the following areas:

- Number
- Ratio and proportion
- Algebra
- Statistics and probability
- Geometry and measures

$$\int \frac{x+5}{x^2-2x-3} dx$$

$$\frac{2}{3} dx = \int \frac{2}{x-3} dx - \int \frac{1}{x} dx$$

$$= 2 \ln(x-3) - \ln$$

$$= \ln \frac{(x-3)^2}{x+1} + C$$

FOR FURTHER INFO
SEE MRS GLANCY

Mathematics

This course will enable students to appreciate the uses of Maths in Society with an increased emphasis on the functional aspects of the subject, whilst enabling them to acquire skills essential for advancement in their chosen path after leaving school.



What can this course lead onto?

GCSE Maths is a required qualification for further study in many areas. For those wishing to study mathematical, scientific, economics based subjects, a good GCSE grade is essential. Grade 6 or 7 is often a requirement for entry to Maths related A-Level subjects such as AS/A2 Maths/ Further Maths etc.

At university most degree level courses require applicants to have a minimum grade 5 qualification in maths. Elements of maths are used in all careers. Some fields require daily and skilled use of mathematical concepts, such as science, business and accountancy.



FOR FURTHER INFO
SEE MRS GLANCY

English Literature

CORE

Your English Literature course is a challenging, and knowledge heavy, qualification. Active engagement with all core texts is essential and it will be expected that the students would read through these at least twice. We will always seek to find opportunities to see live performances of these texts—this can add an extra element of excitement to investigating these stories. We would also encourage you to look for the same opportunities.

Paper 1—Shakespeare and 19th Century

Within this component students study two periods in the literary canon, Jacobean and Victorian, that present significant challenges in terms of language. However, it is an engaging component that enables a cultural understanding of our Literary Heritage—with a study of Shakespeare's *Macbeth* and Dicken's *A Christmas Carol*.

Paper 2—Modern Texts and Poetry

Thematically linked, this component will enable students to study Priestley's *An Inspector Calls* or Golding's *Lord of the Flies*. It invites students to observe social issues that have repeatedly challenged writers. Our second unit of this paper explores a range of poetry on the subject: power and conflict. Whilst our final unit allows students the freedom to explore unseen poetry.



**FOR FURTHER INFO
SEE MISS HAGAN**

English Language

Reading (Paper 1 and 2 Section A—50%)

You will gain confidence in answering questions about complex texts (fiction and non fiction) in an exam situation. In the final exam you will explore three different unseen texts, from the 19th, 20th and 21st century. To prepare for this, you will study a wide range of fiction and non fiction texts by different types of writers. You will be encouraged to develop your personal responses to texts, and evaluate how authorial methods have shaped your critical thinking.



Writing (Paper 1 and 2 Section B—50%)

The writing component of your two examinations, just two questions, are worth 50% of your whole qualification. The development of this skillset is the cornerstone of our studies. On Paper 1, you will explore creative writing—looking predominantly at descriptive and narrative responses to imagery or opening lines. Within Paper 2, you will be challenged to adapt your non-fiction voices into various forms including, but not limited to, articles, letters and speeches.



Speaking and listening

This is an unweighted component, awarded separately with a: Pass, Merit or Distinction. They're required to prepare a 2 minute speech on a topic of their choice, followed by questions. This third area is an essential skillset to support students in their future career paths, when they attend interviews or deliver presentations.



FOR FURTHER INFO
SEE MISS HAGAN

Science Double Award

This is a Two year course leading to two GCSEs in Science. The qualification consists of Biology, Chemistry and Physics combined into a series of topics covering all the important areas for essential knowledge and understanding with preparation for further study in Science related areas.

Course content and organisation

The course is divided into :

7 Biology Topics including: Cells, Organisation of the human body, Homeostasis, Health and Diseases, Inheritance, Variation and Evolution, Bioenergetics and Ecology

10 Chemistry Topics including: Atomic Structure and the Periodic Table, Bonding, Chemical Changes, Chemical Quantities, Chemical Changes, Chemical Analysis, Organic Chemistry, Earth's resources and the Earth's Atmosphere.

8 Physics Topics including: Energy, Forces and Motion, the Particle Model of Matter, Atomic Structure and Radioactivity, Magnets and Electromagnets, Electricity, and Waves.

Practical investigations and scientific skills will be studied at regular intervals as part of the course.

Assessment

Pupils will complete regular quizzes and past paper questions in lessons and a half-termly test. They also undergo mock examinations at the end of year 10 and in November and March in year 11. The data from these assessments will be used to assess pupil performance and progress, to set targets and decide on the final tier of entry.

The Final examination consists of 6 x 1 hour 15-minute Papers taken either at foundation level to attain a Grade 1 to 5, or Higher tier for Grades 4 to 9.

When completed you attain a Double grade, e.g. 5-5, so achieve two GCSE grades for Science.

Expectations for home learning in Science

All Double Science students will be expected to complete a minimum of 1 hour of home learning every week using the online Century Tech system

<https://app.century.tech/login/>



FOR FURTHER INFO
SEE MR GAYNOR

Art – BTEC Tech Award

Please be advised, pupils will only be able to select **ONE** Art subject.
(Art/ Photography/ Graphics)

The **Art BTEC Tech Award** prepares students for careers in creative industries that contribute to the UK economy. The course builds job ready skills such as idea development, drawing and making, use of materials, design thinking, project planning, and meeting deadlines, with clear links to careers in art, design, illustration, fashion, architecture, and creative media.

Students also develop transferable skills including teamwork, problem solving, communication, and time management. The course helps them build a strong portfolio, understand industry expectations, and improve their chances of progressing into further study, apprenticeships, or employment.



How the Course Works

Most assessment comes from practical coursework completed in lessons. Students explore artists and themes, experiment with materials and techniques, develop ideas, and produce final outcomes. They record their process in a portfolio to show progress and creative decision making.

Assessment

Component 01 focuses on coursework. Students are assessed on research, idea development, experimentation, refinement, and the quality of their final artwork, rather than a traditional written exam.

Component 02 is a final task set by the exam board and completed in school under controlled conditions. This task allows students to apply the skills and knowledge built across the course, rewarding creativity, sustained effort, and practical ability in a way that reflects real creative industry practice.

What Can This Lead To?

This course supports progression to Art A Level or BTEC Level 3, as well as subjects such as graphic design, illustration, fashion, creative media, animation, and fine art. It also links to careers in design, advertising, visual merchandising, concept art, teaching, gallery work, and other creative industries.

Pupils suited to BTEC Tech Award Art often:

- Enjoy creative and practical subjects
- Prefer coursework over written exams
- Like experimenting with materials and ideas
- Want to build a portfolio of creative work
- Are interested in art, design, or creative careers

**FOR FURTHER INFO
SEE MR JAMES**

Child Development

BTEC Tech Award

. If you have an interest in working with children; in a nursery setting, within CAMHS, as a midwife, doctor or any profession that specialises or links to children, then this course will be beneficial for you. The course focuses on Children from birth to five years old and consists of one exam unit and two coursework components

Our Intent:

In Child Development our aim is to inspire young people to pursue meaningful careers working with children as well as instilling the professional skills and personal attributes needed to work in this field. Studying Child Development offers pupils the opportunity to we explore the key patterns of growth and development between the ages of 0 to 5 years. Pupils also perfect the practical techniques needed to plan, structure and develop different kinds of play to promote learning in an early years setting.

By following this specification we endeavour to ensure all of our pupils develop a passion for childcare led by the belief that every child should have access to safe, structured and meaningful learning opportunities led by a responsible, well informed professional. Throughout the course students will cover topics such as external factors affecting growth and development, adapting play for differently abled children and structuring play to enhance learning opportunities.



FOR FURTHER INFO
SEE **MRS MCMAHON**

Dance

BTEC Tech Award

The BTEC Tech Award in Dance is a practical introduction to life and work in the performing arts, so you can develop your understanding of the sector and see whether it's an industry you'd like to be part of.

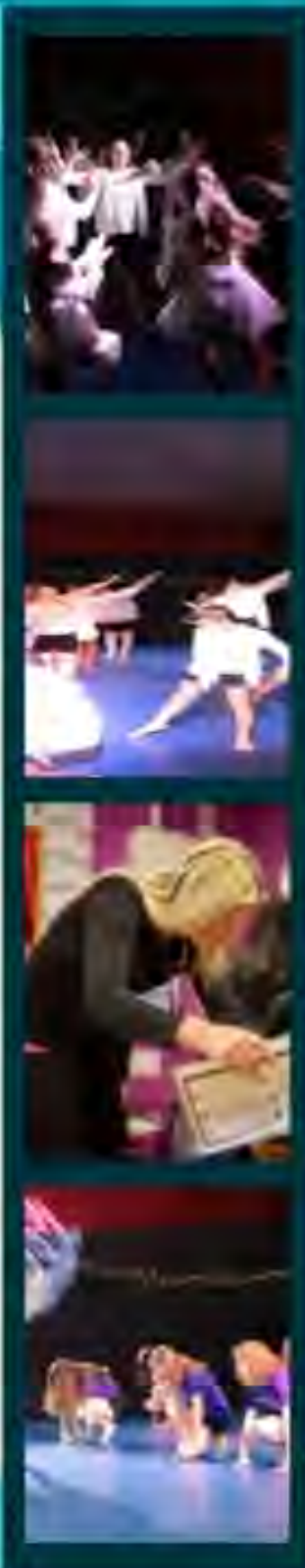
The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure of explore, develop and apply has been developed to allow you to build on and embed your knowledge. This allows you to grow in confidence and then put into practice what you have learned.

The first two components (explore and develop) are covered in year 10.

For component 1 you will explore dance styles and discover performance roles and processes.

For component 2 you will take part in workshops, classes and rehearsals in a variety of dance styles to develop your existing skills. You will then apply these skills in performance and reflect on your progress. Component 3 (apply) takes place in the final year of study. You will use a set brief to come up with ideas for a final performance. You will take part in workshops and rehearsals and review the process using an ideas and skills log. This ends with a final performance of a dance piece to your chosen audience and you will reflect on your performance. BTEC dance focuses on building skills which will give you the confidence to progress in whatever path you choose.

With a BTEC Tech Award you have the opportunity to apply academic knowledge to everyday and work contexts, giving you a great starting point for academic or vocational study post-16, as well as preparing you for future employment.



Pearson BTEC Tech Award in Digital Information Technology

The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy. The modern world expects digital skills to be as important as English and maths. Having both technical skills and business understanding is the key to success.

The Pearson BTEC Level 1/Level 2 Tech Award in Digital Information Technology is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by studying project planning, data management, data interpretation, data presentation and data protection as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs.



Units breakdown

There are two internally assessed units where students will engage in practical tasks to develop their Information Technology skills and knowledge, and one examined unit

The qualification has 3 mandatory units covering the following topics:

- Exploring User Interface Design Principles and Project Planning Techniques (PSAB marked by the school and verified by the exam board)
- Collecting, Presenting and Interpreting Data (PSAB marked by the school and verified by the exam board)
- Effective Digital Working Practices (written examination) – An exam worth 60 marks will be completed under supervised conditions.

Qualities

No prior study of IT is necessary, but applicants should have technical ability. In particular a good grasp of spreadsheets is needed for Component 2.



FOR FURTHER INFO
SEE
MR CARRINGTON

Drama •

BTEC Tech Award

OPTION


The performing arts department at Lyng Hall is a high-profile department that not only delivers three different subjects (drama, dance and music) but is also committed to providing outstanding opportunities in the performing arts to all students. At the heart of this are the school's productions, a winter showcase and the summer musical, which key stage 4 students form a crucial part of.

New for this year, students of dance and drama have their own uniform to further increase the subjects' prestige in the school.

Drama

The BTEC Tech Award in drama is a practical introduction to life and work in the performing arts, so you can develop your understanding of the sector and see whether it's an industry you'd like to be in.

The course is made up of three components: two that are internally assessed and one that's externally assessed. The three-block structure of explore, develop and apply has been developed to allow you to build on and embed your knowledge. This allows you to grow in confidence and then put into practice what you have learned.

The first two components (explore and develop), are covered in year 10. For component 1 you will explore acting styles and discover performance roles and processes.

For component 2 you will take part in workshops, classes and rehearsals in a variety of acting styles to develop your existing skills, you will then apply these skills in performance and reflect on your progress and performance.

Component 3 (apply) takes place in the final year of study. You will use a set brief to come up with ideas for a final performance. You will take part in workshops and rehearsals and review the process using an ideas and skills log. This ends with a final performance of an acting piece to your chosen audience and you will reflect on your performance.

BTEC drama focuses on building skills which will give you the confidence to progress in whatever path you choose.

With a BTEC Tech Award you have the opportunity to apply academic knowledge to everyday and work contexts, giving you a great starting point for academic or vocational study post-16, as well as preparing you for future employment.

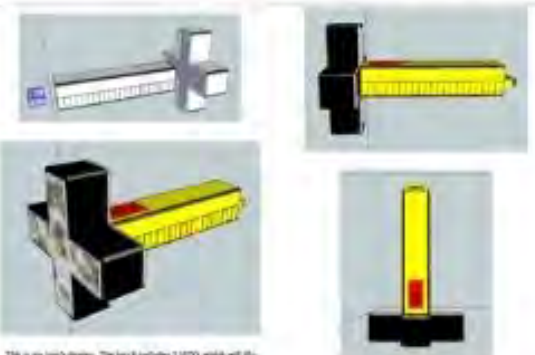
FOR FURTHER INFO
SEE www.lynghall.com

Engineering Design – OCR

OCR Level 2 Cambridge National in Engineering Design prepares students for further study, apprenticeships, and careers in engineering, design, and technical industries.

Pupils gain practical skills in designing, problem solving, technical drawing, CAD, modelling, and building prototypes. They learn how to develop ideas, test solutions, and improve designs, similar to how engineers work in real jobs.

The course also builds important workplace skills such as teamwork, communication, organisation, and time management.



This is my bench design. The bench includes 2 USB's which will also include the bench area, a fan for the bench and a fan for the bench area. It also includes a power for a power supply.

How the course works

Students learn through practical engineering and design projects. They research real products, develop ideas, produce technical drawings and CAD work, build models or prototypes, and evaluate how well their solutions meet a design brief. Most learning is hands on and focused on problem solving, creativity, and applying technical knowledge.

Assessment

The qualification is assessed through a mix of coursework and an external exam.

Overall weighting
40% external exam
60% coursework (NEA)

Assessment units

R038 Principles of Engineering Design
Written exam set and marked by OCR.
Worth 40% of the final grade.

R039 Communicating Designs
Internally assessed coursework, portfolio based.
Worth 30% of the final grade.

R040 Design, Evaluation and Modelling
Internally assessed coursework, focused on design and prototyping.
Worth 30% of the final grade.

What Can This Lead To?

This course supports future pathways into Level 3 engineering or design courses, apprenticeships, college, or careers in areas like engineering, manufacturing, construction, product design, and technology.



FOR FURTHER INFO
SEE MR JAMES

Pearson BTEC Level 1/2 Tech Award in Enterprise

The Tech Award Level in Enterprise is equivalent to 1 GCSE. It focuses on how businesses start, run and grow successful Businesses. Students learn through a balance of:

- Coursework assignments based on realistic business scenarios
- Exam board set tasks and exams
- Practical enterprise activities

It is ideal for students who enjoy applied learning, prefer being assessed throughout the course rather than only through final exams and want to understand how businesses work in the real world.



Units Breakdown

- Component 1 Exploring Enterprises (Internal assessment)
- Component 2 Planning and Presenting an Enterprise Idea (Internal assessment)
- Component 3 Marketing and Finance for Enterprise (External exam)

FUTURE PROGRESSION: This course could lead to Further Education courses in Business, Enterprise or Management. It could also lead to Apprenticeships in areas such as HR, Digital Marketing, Retail or Hospitality as well as providing a strong foundation for anyone who wishes to set up their own business.

QUALITIES

Students are likely to succeed on this course if they:

- Have an interest in business, enterprise and entrepreneurship
- Are organised and able to meet coursework deadlines
- Can work well independently and as part of a team
- Are comfortable developing their presentation and communication skills

FOR FURTHER INFO
SEE
MR HILL

At GCSE level the students follow the **AQA** GCSE Geography course. The students will study a range of different geographical themes during the course at scales ranging from local to global as well as completing fieldwork in the local area including a trip to Birmingham. The themes are:

Natural Hazards

This involves the nature and distribution of natural hazards such as hurricanes, volcanoes and floods, the processes responsible for the natural hazards and the effects of these hazards on people.

The Living World

This unit looks at ecosystems ranging from small systems like ponds to tropical rainforests. Our case study for this unit is on deserts, which examines the challenges and opportunities of living in a hot, dry environment.

Rivers and Coasts

This is a physical geography unit where we study physical processes and land forms related to the dynamic landscapes of rivers and coasts, looking at how humans interact with these systems and how rivers and coasts are managed.

Urban Issues and Challenges

This theme looks at how towns and cities have developed and why so many people now live in cities. We use the example of Rio de Janeiro as our case study, learning about what it is like to live there for both rich and poor.

The Changing Economic World

This interesting theme includes industrial activities and systems, economic activity, growth and change and international disparities, trade and interdependence. It looks at why some countries are much richer than others and how this problem could be resolved.

Resource Management

This topical theme examines how we exploit natural resources and the damage this causes as well as the unfair distribution of resources and the problems caused by this.



FOR FURTHER INFO

SEE

FOR FURTHER INFO

Graphic Design - BTEC Tech Award (Art)

Please be advised, pupils will only be able to select **ONE** Art subject.
(Art/ Photography/ Graphics)

The **BTEC Tech Award in Graphic Design** prepares students for careers in creative and digital industries that support the UK economy. The course builds job ready skills such as visual communication, layout design, branding, typography, digital image editing, idea development, project planning, and meeting deadlines, with clear links to careers in graphic design, advertising, marketing, publishing, web design, and creative media.

Students also develop transferable skills including teamwork, problem solving, communication, and time management. The course helps them build a strong portfolio, understand industry expectations, and improve their chances of progressing into further study, apprenticeships, or employment.



How the Course Works

Most assessment is based on practical coursework completed in lessons. Students respond to design briefs, research designers, experiment with visual styles and digital tools, develop ideas, and produce final design outcomes, recorded in a portfolio.

Assessment

Component 01 is coursework, assessing research, idea development, experimentation, refinement, and the quality of final design work.

Component 02 is a final exam board set task completed in school under controlled conditions, allowing students to apply their skills in a realistic design context.

What Can This Lead To?

This course supports progression to Graphic Design A Level or BTEC Level 3, as well as creative media, digital design, illustration, and web design. It also links to careers in graphic design, branding, marketing, social media, publishing, and other creative industries.

Pupils suited to BTEC Tech Award Graphic Design often:

- Enjoy creative and digital design work
- Prefer practical coursework over written exams
- Like working with computers, layouts, and visual ideas
- Want to build a portfolio of design work
- Are interested in careers in design, media, or marketing



Marwell Zoo

FOR FURTHER INFO
SEE MR JAMES

Why is History so important to study at GCSE?

People who study history are fearless explorers of the past. They investigate past politics, societies, cultures, languages, health, art, education, money, conflicts and more, look at how things have developed over time and connect the dots to understand how we got where we are today.

You'll learn valuable skills...

Apart from studying a wide range of exciting historic periods, you'll learn a range of handy skills that will help you with A-levels and future work.

These include:



- excellent communication and writing skills
- how to construct an argument
- research and problem skills
- investigation and problem-solving skills
- analytical and interpretation skills.

**We follow the new AQA specification for GCSE which includes 4 modules:**

Health and the People (Medicine through time)

This thematic study will enable students to gain an understanding of how medicine and public health developed in Britain over a long period of time.

Germany 1894-1945

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship – the development and collapse of democracy and the rise and fall of Nazism

Conflict and Tension: The Inter-War Years: 1918-1939

This unit enables students to understand the complex and diverse interests of different individuals and states including the Great Powers. It focuses on the causes of the Second World War and seeks to show how and why conflict occurred and why it proved difficult to resolve the issues which caused it.

England under the Normans

This depth study allows the student to revisit 1066 and to refine many of the basic assumptions made when they were fledgling Historians! It focuses upon the Norman invasion of England and the immediate repercussions in terms of social, economic, political, religious and military impact.

What jobs can history help me with?

**Archaeologist, teaching, lecturing,
law, medicine, art, journalism, politics,
Civil Service** The list is endless.

FOR FURTHER INFO
see
MS BURTON

Hospitality & Catering – WJEC

OPTION

At Lyng Hall School we offer pupils the opportunity to study a Level 1/2 vocational qualification in Hospitality and Catering. Students can gain a level 2 qualification at a pass, merit or distinction level. This course is a GCSE equivalent so has the same standing as a 1-9 graded GCSE course.

Content of the Course

The course is split into two units:

- **Unit 1**—The Hospitality and Catering Industry.
(written exam worth 40%)
- **Unit 2**— Hospitality and Catering in Action. (coursework and practical assessment worth 60%)

Unit 1 consists of:

The hospitality and catering industry
How providers operate
Health and safety
Food related ill health

Unit 2 requires application of knowledge within:

Nutrition in the body
Nutritional needs of specific groups
Environmental considerations
Skill and method levels
Evaluation of products

Practical work will take place at least once a fortnight and you will be required to supply ingredients for these lessons.



FOR FURTHER INFO
SEE
MRS COLETTA

Pearson BTEC Tech Award in Creative Media Production

This qualification is for learners interested in taking a hands-on course alongside their GCSEs that will offer them an insight into what it is like to work in the Creative Media sector – transecting many exciting and vibrant industries such as film; television; games, web and app development, and publishing – giving students an introduction that keeps all of their options open and allows them to make an informed decision about their future learning.



Units Breakdown

- Component 1: Exploring Media Products (Internal assessment)
- Component 2: Developing Digital Media skills (Internal assessment)
- Component 3: Create a Media Product in Response to a Brief (External exam)

FUTURE PROGRESSION: This course could lead to careers in areas such as Journalism, Advertising and Marketing, Publishing, Broadcast Production, TV production.

QUALITIES

Students are likely to succeed on this course if they:

- Are organised and able to meet coursework deadlines
- Can work well independently and as part of a team
- Are comfortable developing their presentation and communication skills

FOR FURTHER INFO

SEE

MR CARRINGTON

Our music offering is two courses in one, covering both music itself and also music technology. The exact qualification that is taken will depend on the existing skills and passions of the learners who opt for the subject, but in recent years we have offered both BTEC and NCFE qualifications.

The department is well resourced with its own digital recording studio and live room, two music technology suites (one running Logic Pro, the other Ableton Live) as well as practice rooms with a range of instruments and a wide range of live sound equipment. As well as the capable department staff we also have a number of visiting instrumental teachers who will help students build instrumental skill. Key stage 4 learners make an important contribution to the extracurricular music programme at Lyng Hall, taking part in shows and productions and often assisting with tech in our well-equipped theatre.

Music students will study lots of different parts of music making – performing (including how to practise effectively and develop their stagecraft), listening critically and knowledgably, musical elements, music history, composition, how technology has influenced music making and music technology skills such as studio recording, mixing, mastering and live sound.

Music technology is offered in Lyng Hall's own sixth form with strong outcomes, and learners have the potential to enter the billion pound UK music industry in a variety of roles such as a performer, engineer, producer or promoter.

Studying music has also been shown to develop many transferrable skills such as time management, determination and independence and it has been demonstrated that those who study music often achieve better overall.

Learners should have a passion for the subject and be prepared to work as part of a team as well as independently. Proficiency on an instrument or as a singer can be beneficial but is not essential as learners can focus on music technology and/or build those skills during the course.



FOR FURTHER INFO
SEE
MR HARRISON

Photography – BTEC Tech Award (Art)

Please be advised, pupils will only be able to select **ONE** Art subject.
(Art/ Photography/ Graphics)

The **Photography BTEC Tech award** prepares students for careers in creative and digital industries that support the UK economy. The course builds job ready skills such as camera use, image editing, project planning, client communication, and meeting deadlines, with clear links to careers in media, advertising, social media, journalism, and design.

Students also gain transferable skills including teamwork, problem solving, and time management. The course helps them build a strong portfolio, understand industry expectations, and improve their chances of progressing into further study, apprenticeships, or employment.



How the Course Works

Most of your assessment comes from class-based coursework. You will experiment with techniques, develop your ideas, take photographs and present your final pieces.

Assessment

Assessment is mainly based on practical coursework completed in lessons, where students develop ideas, produce artwork, and document their progress in a portfolio. Pupils are marked on research, experimentation, refinement, and the quality of their final outcomes, rather than a traditional written exam. (Component 01)

Students also complete one final task set by the exam board in school under controlled conditions. This allows them to apply the skills and knowledge built throughout the course, rewarding creativity, sustained effort, and practical ability in a way that reflects real creative industry practice. (Component 02)

What Can This Lead To?

This course can lead to studying Photography A-level/BTEC level 3, creative media, graphic design, film, digital arts, and careers such as photojournalism, fashion photography, editing, social media content creation and more!

Pupils suited to BTEC Tech Award Art often:

- Enjoy creative and practical subjects
- Prefer coursework over written exams
- Like experimenting with materials and ideas
- Want to build a portfolio of creative work
- Are interested in art, design, or creative careers



FOR FURTHER INFO
SEE MR JAMES

Psychology GCSE

OPTION



Why should you study Psychology at GCSE?

Psychology is the scientific study of human behaviour and how the mind works. If you are interested in careers linked to this such as being a psycholo-gist, mental health nurse or therapist, or if you just want to know more about how your brain works then this is the course for you.

Until this year, Psychology was only available at A level but due to popular de-mand, it will now be offered at Key Stage Four. It is a challenging subject which requires good mathematical skills, as well as good literacy skills so may be of particular interest to students taking triple science.

What is included in the course?

We will follow the new AQA specification for GCSE which has two compo-nents as detailed below:

Cognition and behaviour

1. Memory
2. Perception
3. Development
4. Research methods

Social context and behaviour

1. Social influence
2. Language, thought and communication
3. Brain and neuropsychology
4. Psychological problems

How will I be assessed?

Psychology is assessed by two exams of 1 hour 45 each at the end of the course. There is no course work but you will be given tasks to complete for practice during the two years as well as mock exams and end of unit tests.

FOR FURTHER INFO
SEE MISS TAYLOR

Religious Education

GCSE

The course explores the relevance of religious belief, practices, values and traditions for Christians and Muslims. Half of the course will focus on learning and understanding the reasons people have for their beliefs and practices. The other half will challenge you to think about different attitudes people have towards the issues and to come up with your own informed opinions.

Where can I use Religious Education in the future? Some roles include; Administration, Advice worker, counsellor, doctor, housing advisor, journalist, lawyer, lecturer, librarian, minister of religion, politician, psychologist, social worker, teacher, youth and community leader, nurse, nursery nurse.

What skills will be developed? Students should develop a range of transferable skills such as; clear and logical thinking, critical enquiry, empathy, interest in moral, social and political ideas, literacy and expression, negotiating, organizing, planning, problem solving, research, understanding different ideas and people, working to deadlines, working with others, especially with different backgrounds and beliefs to our own.

Whilst the first paper focuses on beliefs and practices, paper two relates those beliefs to contemporary topics and examines how Religious and secular beliefs affect how people live their lives. The themes we study are

- * relationships and families , * religion and life, * religion peace and conflict
- * religion crime and punishment.

By studying these themes students gain a greater awareness of both differences and similarities between religions. It also enables them to consider their own opinions and what they consider to be right or wrong. In this way religious education encourages personal development as well as allowing students to learn the skills of critical evaluation and justification of a point of view . Most importantly , the study of religion enable our students to develop an understanding of the world around them and enables them to appreciate the diverse nature of Coventry and Lyn Hall school so enabling greater community cohesion and promoting the shared values of the school.



FOR FURTHER INFO
SEE MISS PUNNI

Sociology

GCSE

OPTION

GCSE Sociology allows you to gain knowledge and understanding of key social structures, processes and issues through the study of families, education, crime and deviance and social stratification. You will develop analytical, assimilation and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

What is included in the course?

Paper 1:

The Sociology of Families
The Sociology of Education
Relevant areas of social research and methodology

Paper 2:

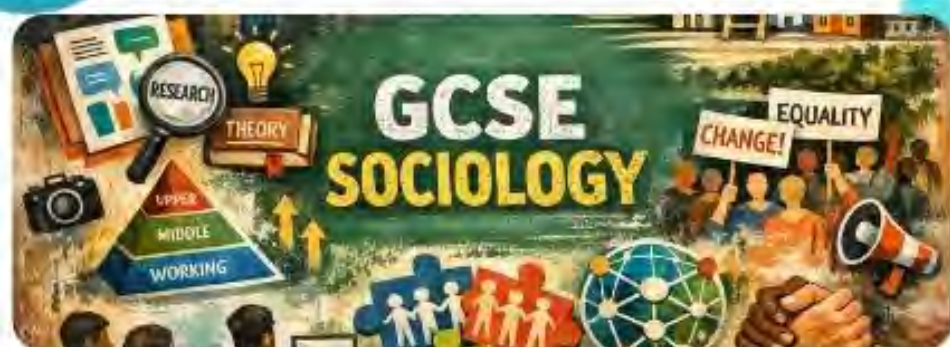
The Sociology of Crime and Deviance
The Sociology of Social Stratification
Relevant areas of social research and methodology

How is it assessed?

You will sit two exams (as detailed above) in the summer of year 11, each counting 50% towards your final grade.

Key skills needed:

Sociology is an essay based subject so strong literacy skills are required to succeed in this course.



FOR FURTHER INFO
SEE MISS TAYLOR

Spanish GCSE

OPTION

'Communication is the key that opens the door to opportunity'

Spanish is spoken by 500 MILLION people!

Be your own person, with the skills and value of two!

Languages are really important in the world we live in and give you great skills for the rest of your life. The internet has brought everyone much closer together so chatting, blogging and networking with people of different languages from all over the world is easy. Imagine all the other people you could communicate with and all the amazing places you could travel to or work at and all because you can speak their language.



What are classes like?

Language classes at GCSE are interactive, fun and with lots of activities to help your listening, reading, speaking and writing skills. Learning from songs to remember grammar, pretending to interview a famous Spanish celebrity; watching a soap opera in Spanish, or writing your horoscope. Your progress is rapid. You can talk more confidently, read and understand Spanish texts, write longer detailed pieces ...and all this in a foreign language.

The assessment

You are marked on 4 areas - Reading, Writing, Listening & Speaking. Each worth 25% of the final grade.

What will I study?



These are the theme and topics you will learn. Including; the culture and lifestyle of foreign countries, school life, food, travel, sports, famous people, traditions and customs.



FOR FURTHER INFO
SEE MRS PRIEST

Sport – BTEC Tech Award

The Pearson BTEC Level 1/Level 2 Tech Award in Sport is for learners who want to acquire sector-specific applied knowledge and skills through vocational contexts by exploring the different types and providers of sport and physical activity and the equipment and technology available for participation as part of their Key Stage 4 learning. The Tech Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and skills in the following areas:

- Investigating provisions for sport including equipment and facilities to enhance sport
- Planning and delivery of sport drills and sessions
- Fitness for sport including fitness testing and methodology

Course Assessments

Component 1: Preparing Participants to Take Part in Sport and Physical Activity
Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 5 hours of supervised assessment. 60 marks.

Component 2: Taking Part and Improving Other Participants Sporting Performance
Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. The Pearson-set Assignment will be completed in approximately 4 hours of supervised assessment. 60 marks.

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity
External assessment set and marked by Pearson, completed under supervised conditions. The assessment will be completed in 1.5 hours within the period timetabled by Pearson. 60 marks.



FOR FURTHER INFO

SEE

MRS MCMAHON

Triple Science

This course will include Biology, Chemistry and Physics as three separate GCSE subjects. If you are thinking of doing a science subject at A-level or want to study Sciences, Engineering, Medicine, Pharmacy or Optometry at University you should consider Triple Science.

This is a two-year course leading to 3 GCSEs in Biology, Chemistry and Physics. Covers all the essential knowledge and understanding in preparation for further and higher study in the Sciences.

Course content and organisation

7 Biology Topics including: Cells, Organisation of the human body, Homeostasis, Health and Diseases, Inheritance, Variation and Evolution, Bioenergetics and Ecology

10 Chemistry Topics including: Atomic Structure and the Periodic Table, Bonding, Chemical Changes, Chemical Quantities, Chemical Analysis, Organic Chemistry, Earth's resources and the Earth's Atmosphere.

9 Physics Topics including: Energy, Forces and Motion, the Particle Model of Matter, Atomic Structure and Radioactivity, Magnets and Electromagnets, Electricity, Waves and Space Physics

21 Required Practical investigations will be studied at regular intervals as part of the course that will be examined in the written papers at the end of the course.

Assessment

Pupils will complete regular quizzes and past paper questions in lessons and a half-termly test. They also undergo mock examinations at the end of year 10 and in November and March in year 11. The data from these assessments will be used to assess pupil performance and progress, to set targets and decide on the final tier of entry.

The Final examinations for each of the three disciplines consists of 2 x 1 hour 45-minute Papers (so a total of six papers across the three sciences) taken either at Foundation level to attain a Grade 1 to 5, or Higher tier for Grades 4 to 9.

Expectations for home learning in Science

All Separate Science students will be expected to complete a minimum of 45 minutes of home learning every week for each of the three sciences using the online Century Tech system

<https://app.century.tech/login/>



Post 16 entry requirements for Science

At least a grade 6 in Separate Sciences or 6-6 in Double Science is required to study AS/A Level in Biology, Chemistry or Physics.

A grade 4-4 in Double Sciences or a grade 4 in all three separate sciences is required to study BTEC Applied Sciences.

FOR FURTHER INFO
SEE MR GAYMON

Community Languages GCSE

We offer GCSEs in most of the Community Languages spoken amongst Lyng Hall pupils. GCSEs in Community Languages have been taught and coaching provided for Lyng Hall pupils who have achieved excellent grades in Polish, Panjabi, Arabic, German, Portuguese, Chinese, Russian, Turkish, Gujrati, Swahili and Urdu in the last few years.

We are very proud of the variety of languages spoken by our pupils and their families. We actively encourage our pupils to take GCSE in their home language.

We have twilight classes for subjects where there are enough pupils interested. Pupils who already have literacy skills in their home language are coached and prepared for GCSE exam by a language specialist in school.

Examination Boards – Various examination boards are used depending on the qualification offered for the subject. For example, the Panjabi exam is taken with AQA, Turkish with OCR and Chinese with Edexcel, and other languages IGCSE qualifications.

Assessment – GCSE exams in Modern Foreign Languages contain four skill aspects: reading, writing, speaking and listening. Each skill area carries equal marks. The assessment is based on an approximately 30 –40 minute external exam in each skill area.



FOR FURTHER INFO
SEE
MISS LAZARSKA

Further Information

If you need further information regarding a particular subject then please contact the member of staff named on the bottom of the subject page