



Options Booklet 2025

Your guide to making the
right option choices

Introduction

Welcome to your options booklet. Over the next couple of weeks, you have some important decisions to make and this booklet will help you think about the subject choices that are right for you. Decisions you make should help you to achieve the employment, or gain a place on the college course, of your choice in the future. It is important that you read this booklet thoroughly and seek help from staff members if you have further questions.

We have designed a programme of events to help you make your choices:

- **Wednesday 19th March**: Year 9 Options assembly and booklet sent out.
- **Monday 24th March - Friday 28th March** 'Options Week' - talks in lessons by your subject teachers about the options available.
- **Thursday 24th April**: Year 9 Partnership/Options Evening where you will have the opportunity to further discuss your option choices and make your final decision.

All students at Up Holland will follow a core curriculum comprising English, Mathematics, Science, Physical Education and Religious Studies. These subject pages can be found at the back of this booklet. You will choose at least one of: Computer Science; Geography; History; Spanish or Triple Science, and two other subjects.

You will choose a subject from each of three option blocks, details of these blocks can be found at the back of the booklet. There may be some of you who will require a more personalised learning pathway and members of staff will be in touch to discuss this with you if necessary.

Once you have made these initial choices senior staff will review and discuss with you your options in a follow up meeting. This will ensure they are subjects that staff feel confident that you can achieve well in and secure positive grades for your future.

In addition to this all students will study GCSE Statistics within your maths lessons during Year 10. There is a large crossover between the content of GCSE Statistics and GCSE Maths and so studying Statistics in Year 10 will further aid your understanding of the Mathematics GCSE. You will sit your Statistics GCSE in the summer of 2026.

The choices available to you are designed to maximise success for every child in the school. We hope that you are able to decide on the courses which will allow you to achieve your potential at Up Holland High School and have an enjoyable two years in Key Stage 4.

English Baccalaureate

Faculty: Covers English, Maths, Science, History or Geography and MFL

About the EBacc

The English Baccalaureate, or “EBacc” is a qualification which is comprised of GCSEs in

- English Language and Literature
- Mathematics
- The Sciences
- History or Geography
- A Modern (or ancient) Foreign Language

To achieve the EBacc students must study at least *seven* GCSEs in the above *five* areas.

Why Study the EBacc?

It is believed that studying this combination of subjects is essential to improving the life chances of young people as it will give them access to a full range of employment options when they leave secondary education.

Further Information

For students who are academically focussed, achieving the EBacc is a fantastic way of showing off your abilities to prospective universities. At this stage it is often difficult to know what you will want to do as an adult so taking EBacc subjects means that you are keeping your options open. Getting a qualification for the subjects in the EBacc does not mean you then need to take them on to degree level, but having the qualification will certainly help you to get on your preferred course at some of the best universities.

Future Pathways:

Taking the EBacc combination will future-proof your prospects because the variety of subjects offer a range of skills and knowledge which are respected by employers and prestigious universities alike. Having a Modern Foreign Language qualification will open up a world of opportunities and can broaden your horizons as well as providing an insight into other cultures. Employers value languages so that we can compete in the global market and more recently, languages have become a compulsory requirement for many graduate schemes, some of which are shown here:



Three-Dimensional Design

Faculty: Art & Design Technology

Progress Leader: Mr S Chilvers

Examination Board and Specification: AQA 8203

Course Content:

The Three-Dimensional Design course is part of the AQA Art & Design specification and focuses on the design, prototyping, and creation of both functional and aesthetic products, objects, and environments, helping students develop intellectual, creative, and practical skills.

Throughout the course, students explore a range of design areas, including architectural design, sculpture, ceramics, product design, jewellery and body adornment, interior design, and environmental, landscape, or garden design.

By working across these different disciplines, students will gain a comprehensive understanding of three-dimensional design while honing their ability to create innovative and functional solutions.

Learning Methods:

Students will explore how sources inspire three-dimensional design by researching historical, contemporary, cultural, social, environmental, and creative contexts. They will then use research to generate ideas, considering how forms and purposes can address specific needs, whether personal or based on external factors such as client expectation, audience, or project details. This process will guide them in developing practical skills through design and hands-on creation.

Assessment Methods:

The course is continually assessed by the teaching staff to form both a portfolio of coursework and an external practical assessment. The coursework portfolio, worth 60% of the final grade, showcases each student's individual talents and must include at least one sustained project. While most work is completed in lessons, students are encouraged to attend extra sessions to refine their skills. The portfolio is finalised by Christmas of Year 11.

The externally set assessment (Unit 2) makes up the remaining 40% and takes place in April of Year 11. This includes a ten-hour practical exam, split into two five-hour sessions. Students have unlimited preparation time, but the final piece must be completed during the exam.

Future Pathways:

Students completing the Three-Dimensional Design course can pursue a wide range of future pathways. These include careers in product design, architecture, sculpture, interior design, jewellery and body adornment, and ceramics. Additionally, students may explore opportunities in environmental or urban design, or in set and exhibition design for film, theatre, and events. The course also provides a strong foundation for further education, allowing students to progress to university or art school to study specialised fields such as industrial design, product design, or architecture.

Fine Art

Faculty: Art & Design Technology

Progress Leader: Mr S Chilvers

Examination Board and Specification: AQA 8202

Course Content:

GCSE Fine Art offers an exciting and creative journey where students explore a variety of themed modules, building a diverse portfolio that accounts for 60% of their final grade. In Year 11, students take on an inspiring full project set by the AQA exam board, contributing the remaining 40% of their mark. Unlike other subjects, Art GCSEs follow a practical, hands-on approach with no written exam.

To do well in Fine Art you do need to have some drawing ability. You will need to draw and paint and you will also need to enjoy Art and Design as well as show high levels of commitment and self-motivation to do well.

Learning Methods:

In GCSE Fine Art, students go beyond simply creating artwork—they must demonstrate a deep understanding of contextual studies, exploring the work of artists and different cultures to inform their own creative practice.

Equally important is the ability to experiment with and effectively use a range of materials in line with personal artistic intentions. This combination of research, creativity, and hands-on practice ensures a well-rounded experience.

Assessment Methods:

GCSE Fine Art is a practical and creative course that is assessed throughout the year. Students build a portfolio, which makes up 60% of their final grade, showcasing their skills with at least one major project. Most of this work is done in class, but students are encouraged to attend extra sessions to improve their work. The portfolio is completed by Christmas in Year 11.

The final 40% of the grade comes from an externally set assessment in April of Year 11. This includes a ten-hour practical assessment, split into two five-hour sessions. Students have unlimited time to prepare their ideas, but the final piece must be created during this ten-hour period.

Future Pathways:

GCSE Fine Art is not only a valuable qualification recognised by colleges and employers, but it also helps develop creativity and independent thinking skills that are useful in many careers.

Studying Art can lead to exciting pathways in any of the creative industries. Whether students pursue a creative career or simply want to develop their artistic skills, this course provides a strong foundation for the future.

Business Studies

Faculty: Computing

Progress Leader: Mrs M Anderson

Examination Board and Specification: Eduqas Business studies :C510QS

Course Content:

The subject content enables students to apply their knowledge and understanding to different business contexts, including businesses ranging from small enterprises to large multinationals and businesses operating in local, national and global contexts. Learners are required to develop an understanding of how these contexts impact on business behaviour.

The course involves:

Business activity – The nature of business activity and how it is concerned with meeting the needs of customers by providing a product or service.

Influences on business - understand that all businesses operate in an external environment and there are a number of external influences that impact on business activity.

Business operations - business operations are concerned with the efficient management of the key functions and resources within a business to maximise profit.

Finance - finance function manages the financial activities of a business. It will have a number of roles including start-up finance, the preparation and creation of financial accounts, maintaining financial records, paying bills and analysing financial performance.

Marketing - involves identifying, anticipating and satisfying customer needs in a profitable way. Marketing affects all functions of a business and includes a wide range of activities including researching the market, analysing the market and developing a marketing strategy through the implementation of the marketing mix.

Human resources - Focus on the human function within a business. It involves the recruitment, training, organisation, retention, development and motivation of employees.

Learning Methods:

Research, team working and independent study.

Assessment Methods:

Component 1 : Business Dynamics – written examination (2 hours)

Component 2: Business considerations – written examination (1 Hour 30 minutes)

Both components assess content from all six topic areas, so learners will be required to draw together knowledge, skills and understanding from across the subject content in each assessment.

Future Pathways:

A level business, BTEC business, Apprenticeships, University, Entry level business roles. Possible career paths: business consultant, marketing manager, project manager, business administrator, retail manager, marketing assistant, HR, sales executive, administrative assistant.

Computer Science

Faculty: Computing

Progress Leader: Mrs M Anderson

Examination Board and Specification: OCR Computer Science (9-1) - J277

Course Content:

The Computer Science GCSE is relevant to the modern, changing world of computing, and designed to boost computing skills essential for the 21st century. The course involves:

Computer Systems – introduces students to system architecture, networks, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Computational thinking, algorithms and programming – Computational thinking involves breaking a complex problem down into smaller parts, establishing a pattern, ignoring unnecessary information and designing a solution through programming.

Learning Methods:

Research, team working and independent study. Programming using Python.

Assessment Methods:

Written papers will be taken at the end of Year 11.

Computer systems (01): written paper (1 hour 30mins) consisting of systems architecture, memory and storage, networks, security, system software and ethical, legal, cultural and environmental concerns and data representation – worth 50% of final mark.

Computational thinking, algorithms and programming (02): written paper (1 hour 30mins) consisting of algorithms, programming techniques including debugging, computational logic, translators and facilities of languages – worth 50% of final mark.

Programming project (03/04): - 20 hours of programming covered using Python. In this task students must think computationally to solve a task and while doing so create a report detailing the creation of their solution, explaining what they did and why they did it. This consists of programming techniques, analysis, design, development, testing and evaluation and conclusions. This is compulsory but not assessed by the exam board.

Future Pathways:

This qualification provides a platform for students to study for an A Level qualification at college or to a Level 3 vocational qualification in a similar field.

Possible careers include: Programmers who work in many settings, including corporate information technology ("IT") departments, big software companies, small service firms and government entities of all sizes; Systems Architects are hired by all types of companies, since any company that relies on its own computer network needs someone to ensure infrastructure is properly designed. Cyber security careers like Security Specialist - An entry-level role with huge potential; Security Administrator - Keep security systems running smoothly every day; and Cryptographer - Write the code that hackers can't crack.

Geography

Faculty: Geography

Progress Leader: Mrs R Jones

Examination Board and Specification: AQA 8035

Course Content:

Students will study case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Learning Methods:

Classroom based study, group discussion, data handling involving numeracy skills, use of audio-visual resources, fieldwork, extended writing, retrieval activities and reflection.

Assessment Methods:

Students will be assessed through three separate examinations. Each examination will last one and a half hours, Paper 1 - Living with the Physical Environment, Paper 2 - Challenges in the Human Environment and Paper 3 Geographical Applications. The examinations will take place at the end of the course.

Future Pathways:

GCSE Geography allows students to develop many transferable skills such as literacy, numeracy, I.C.T. and communication skills. It is a strong academic subject with a great deal of relevance in a society facing many economic and social challenges.

Some of the many professions where skills developed through Geography can be beneficial include: cartography, working for National Parks or the Forestry Commission, town planning, tourism, sales, marketing and the armed forces.

History

Faculty: History

Progress Leader: Mr S Watkiss

Examination Board and Specification: Eduqas 8239

Course Content:

Students will complete two "Studies in Depth" (one British and one non-British), a Period Study and a Thematic Study. They will also undertake a piece of work focusing on an historic site. The two Studies in Depth are:

- **Germany in Transition, 1919–39** (Challenges to Weimar Germany, Weimar the Golden Years, The Rise of Hitler, life in Nazi Germany and Hitler's foreign policy)
- **The Elizabethan Age 1558-1603** (Elizabethan government, lifestyles of the rich and poor, the Catholic threat and the Spanish Armada, The Puritan threat and the Religious Settlement)

For the Period Study, students will focus on **The Development of the USA, 1929-2000**. Topics include changes in American society, changing attitudes towards race and America's role in the wider world (Cold War).

For the Thematic Study, students will study **Changes in Health and Medicine in Britain**, circa 500 to present day. The historic site will be **Letchworth Garden City C.1903 to the present day**

Learning Methods:

Group debate, discussion, source analysis, use of audio-visual resources, research and presentation. The study of History involves a significant amount of extended writing so a reasonable standard of literacy would be advantageous, although this is not a prerequisite of the course.

Assessment Methods:

The course will be assessed through two formal examinations to be taken at the end of Year 11. The Studies in Depth will be examined in one 2 hour examination (split into two papers) accounting for 50% of the total grade. There will also be one 2 hour examination worth 50% that will consist of a 45 minute examination of the Period Study and a 1 hour and 15 minute examination of a Thematic Study.

Future Pathways:

GCSE History is highly regarded as a strong academic qualification by employers and in further education. It gives students a wide range of transferable skills such as logical argument, research skills, analysis of data, problem solving, creative thinking and empathy. Some professions where these skills may apply include: the law, teaching, journalism, research, accountancy, medicine, the police, social work and communications.

Hospitality and Catering

Faculty: Art & Design Technology

Assistant Progress Leader: Mrs K Evans

Examination Board and Specification: WJEC 603/7022/1

Course Content:

This course is designed to develop students' understanding, appreciation, and practical skills required to work in Britain's fourth-largest industry: hospitality and catering. Students will explore how these businesses operate and the factors that contribute to their success. They will also learn about important issues such as nutrition and food safety.

Practical sessions focus on developing food preparation and cooking skills through a variety of dishes. Students will also have the chance to strengthen transferable skills, including problem-solving, organisation, time management, planning, and communication.

This programme offers students the opportunity to gain both specialist and general skills, providing a solid foundation for progression into further education or employment within the hospitality and catering industry.

Learning Methods:

Each of the units of the WJEC Vocational Award in Hospitality and Catering has been designed so that knowledge, skills and understanding are developed through tasks that have many of the characteristics of real work in the sector. This is completed through individual and group practical work, classroom-based study, research using I.C.T. and other media.

Assessment Methods:

Unit 1 - The Hospitality and Catering Industry (5409UB) is an external exam assessment worth 40%. This is to be taken in Year 11.

Unit 2 - Hospitality and Catering in Action (5409U2) is an internal assessment worth 60%. The exam board will set a task, covering the importance of nutrition. Individuals will plan and design 2 dishes for 2 different people as per the task and then cook & present covering a number of key skills. This will be completed in Year 10.

Future Pathways:

As of 2022, the UK hospitality and catering industry employed around 3.5 million people, making it the third-largest employer in the country. This sector includes businesses that provide food, beverages, and accommodation services, such as restaurants, hotels, bars, airlines, tourist attractions, hospitals, and sports venues. The industry has been a major source of employment for younger age groups, particularly those aged 18-24.

This course will help students develop essential life skills, including cooking, and provide a deeper understanding of the hospitality and catering industry. This knowledge will be valuable when applying for jobs after school.

Music

Faculty: Performing Arts

Subject Lead: Mr J Lyon

Examination Board and Specification: Eduqas 8131

Course Content:

Choosing GCSE Music is an exciting opportunity to build on the skills you've developed at KS3. The course allows you to further explore composition, performance, and listening skills, while deepening your confidence and understanding of a wide range of musical styles.

If you enjoyed your KS3 music lessons, you'll find the transition to GCSE Music both natural and rewarding. This practical, hands-on course nurtures your creativity and helps you refine the performance skills you've already mastered, enabling you to grow as a confident and versatile musician.

Whether you're passionate about music or simply eager to develop your talents, GCSE Music is the perfect choice to take your musical journey to the next level.

Learning Methods:

Performing music as a soloist and ensemble musician (group), creating ideas through composition, using digital recording equipment and developing listening and appraising skills.

Assessment Methods:

There are three components to the course

1. **Component 1: Understanding Music: 40%: 1 hour 15 min exam.** This is a listening and contextualising exam. This involves the study of two set works (Bach 'Badinerie' and Toto 'Africa') and also the study of works from Musical Theatre, Jazz, Popular Music, Film Music and Western Classical Music.
2. **Component 2: Performing Music: 30%: Non-exam assessment** This will involve two recordings, one will be a solo performance and one will be an ensemble. This is controlled assessment and therefore marked internally and moderated externally.
3. **Component 3: Composing Music: 30%: Non-exam assessment.** Students must compose two compositions. One will be a free composition (anything they wish to compose) completed by end of Year 10 and the other involves composing to a brief at the start of Year 11. This is controlled assessment meaning it is marked internally and moderated externally.

Future Pathways:

A qualification in music can prepare students for study in the subject at a higher level. In addition, GCSE Music can link to other vocations and employment opportunities that involve teamwork and creativity. Possible career paths might include: teacher, performer, music production, work in the theatre industry, media occupations requiring composition, music therapist or work in the armed forces.

Performing Arts

Faculty: Performing Arts

Progress Leader: Mrs M Callaghan

Examination Board and Specification: Pearson BTEC Level 1/Level 2 Tech Award in Performing Arts: 603/7054/3

Course Content:

The course will involve students completing 3 units over two years these are:

Component One – Exploring the Performing Arts (Year 10)

Component Two – Developing skills and techniques in the Performing Arts (Year 10)

Component Three – Performing to a Brief (Year 11)

Learning Methods:

For the theory elements of the course, computer-based Google Classroom learning including group work, self-marked quizzes, reading, question-based tasks and discussion are used. Fortnightly home learning ensures that knowledge is revisited and embedded.

Practical lessons will take place throughout Year 10 and 11 and will engage students in a variety of skills and techniques, including all three areas of the Performing Arts – Dance, Drama and Musical Theatre. Students will be able to specialise in one area later in the course but will have access to all three throughout the two years.

Students will develop and build on the skills already acquired in Key Stage 3 to complete the units and will be required to perform in front of an audience at frequent stages throughout the course.

Participation in regular Performing Arts opportunities and extra-curricular sessions is highly recommended to ensure maximum potential is achieved.

Assessment Methods:

- 2 centre assessed assessments: Component 1&2. They will comprise of a combination of written journals and presentations, video recordings of workshops, rehearsals and performances, tutor observations and an evaluation report.
- 1 externally assessed assignment/performance: Component 3. This will comprise of an ideas log, a skills log, a video recorded performance and an evaluation report, all of which will be sent off to be assessed by the exam board.

BTEC set tasks will be completed for each unit and compiled in an online folder using Google Classroom.

Future Pathways:

As well as the opportunities for studying Performing Arts at a higher level, a qualification in Performing Arts provides students with a variety of career pathways including: performer, arts administrator, broadcast presenter, film director, teacher, technician, community arts worker, therapist, choreographer, theatre director.

Photography

Faculty: Art & Design Technology

Progress Leader: Mr S Chilvers

Examination Board and Specification: AQA 8206

Course Content:

GCSE Photography is a creative course that encourages self-expression through lens-based and light-based media. Students explore digital photography techniques while developing their own artistic voice.

Students will complete a digital portfolio of coursework based on a variety of creative starting points, along with personal project work inspired by photographers and artists. This will be based on their own strengths and interests.

Alongside creating their work, students are required to annotate and evaluate their progress, reflecting on their ideas, techniques, and the work of others. They will also focus on the process of editing and refining their photos, ensuring they develop a well-rounded approach to their creative practice.

Learning Methods:

Inspired by influential photographers and artists, students create unique projects that reflect their interests. With a focus on storytelling and creative problem-solving, this course provides the freedom to develop meaningful and expressive work.

Assessment Methods:

The course is continually assessed by the teaching staff to form both a portfolio of coursework and an external practical assessment.

The coursework portfolio, worth 60% of the final grade, showcases each student's individual talents and must include at least one sustained project. While most work is completed in lessons, students are encouraged to attend extra sessions to refine their skills. The portfolio is finalised by Christmas of Year 11.

The externally set assessment (Unit 2) makes up the remaining 40% and takes place in April of Year 11. This includes a ten-hour practical exam, split into two five-hour sessions. Students have unlimited preparation time, but the final piece must be completed during the exam.

Future Pathways:

As well as being a qualification recognised by further education providers and employers, Photography also develops creative and independent thinking skills. Possible career pathways include: Photographer, Press Photographer, Graphic Designer, Magazine Features Editor, Television Camera Operator, Medical Photographer, Advertising Art Director, Digital Marketer, Film/Video Editor, Media Planner, Teacher, Visual Merchandiser and Web Designer.

Religious Studies

Faculty: Religious Studies

Progress Leader: Miss Y Lee

Examination Board and Specification: AQA Religious Studies A

Course Content:

This GCSE course allows students to study two religions, as well as key philosophical and ethical issues facing the local, national and international community. Students will study:

Paper 1 – Study of Religions

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

Paper 2 – Thematic Studies

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

Learning Methods:

Students will learn through group debate and discussion, classroom-based study, use of audio-visual resources, research and presentation, extended writing and self and peer reflection.

Study involves extended writing so a reasonable standard of literacy would be advantageous, although this is not a prerequisite of the course.

Assessment Methods:

The course will be assessed through two formal examinations. Both will take place at the end of Year 11.

Each examination lasts 1 hour and 45 minutes and assesses one of the units described above. Each paper is worth 50% of the total grade.

Future Pathways:

GCSE Religious Studies allows students to develop many transferable skills such as literacy and communication skills. It has a great deal of relevance in today's society.

The GCSE offers foundational learning for future study in various areas: theology, history, politics, psychology.

Some of the skills developed through the study of religions apply in public services, the law, teaching, journalism, research and social work.

Spanish

Faculty: Modern Foreign Languages

Progress Leader: Miss L Duffy

Examination Board and Specification: AQA 8692

Course Content:

Students will build on and develop the language and skills acquired at Key Stage 3. The course at GCSE covers three key topic areas. These are:

1. Theme 1: People and lifestyle: Identity and relationships with others, healthy living and lifestyle, education and work
2. Theme 2: Popular culture: Free-time activities, customs, festivals and celebrations. Celebrity culture
3. Theme 3: Communication and the world around us: Travel and tourism, including places of interest. Media and technology. The environment and where people live.

Learning Methods:

Students enhance their skills of speaking, listening, reading and writing in Spanish and build on the key language structures that they have developed understanding of during Years 7 to 9.

Students will need to be organised and motivated to work independently outside of class to succeed. They will particularly need to spend time revising exam responses from across the three course themes. Though there is a speaking assessment, it is important for students to know that this is taken individually with the class teacher, not in groups or in front of the class.

Assessment Methods:

As this qualification is linear, students will sit all their exams at the end of the course. GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 3–9). Students must take all four question papers at the same tier.

Paper 1: Listening: Understanding and responding to different types of spoken language.

Paper 2: Speaking: Communicating and interacting effectively in speech for a variety of purposes.

Paper 3: Reading: Understanding and responding to different types of written language.

Paper 4: Writing: Communicating effectively in writing for a variety of purposes.

Future Pathways:

A Modern Foreign Language is accredited as one of the core academic subjects comprising the EBacc. As such it is viewed as a strong academic qualification by both employers and further education providers. Some of the many professions where language graduates work and language skills may apply include: business, manufacturing, wholesale and retail, banking and finance, travel and transport, tourism, public administration, the media, hotels and catering, education and the voluntary sector.

Sport Studies

Faculty: PE

Progress Leader: Mrs S McKay

Examination Board and Specification: OCR Cambridge Nationals Level 1/2
Sport Studies J829

Course Content:

The course will involve students completing 3 units over two years. These are:

R184 - Contemporary Issues in Sport (external exam)

R185 - Performance & Leadership in Sport

R187 - Increasing Awareness of Outdoor & Adventurous Activities

Learning Methods:

For the theory elements of the course, computer-based Google Classroom tasks are set including independent writing and research, group work, self-marked quizzes, reading, question-based tasks and online and class discussion. Regular home learning ensures that knowledge is revisited and embedded.

Practical Core PE lessons will take place throughout Years 10 and 11 and will engage students in a variety of sports; including team games and individual activities to develop the skills and understanding needed for the R185 unit.

Outdoor and adventurous activities will take place on site to develop the skills and knowledge required for R187.

Students will develop the skills already acquired in KS3 to complete the Performance & Leadership (R185) unit and leadership tasks will involve leading peers and younger students.

Participation in regular physical activity and extra-curricular sport is imperative to ensure that maximum potential is achieved.

Assessment Methods:

- **R184** - 1 external exam (40%) Contemporary Issues in Sport (R184) to be sat in Year 11
- **R185** - 2 practical assessments in 2 sports with written evaluation of their performance. 1 leadership assessment including planning. (40%)
- **R187** - 1 centre assessed assessment (20%) in Outdoor & Adventurous activities.

OCR set tasks will be completed for each unit and compiled in an online folder using Google Classroom.

Future Pathways:

As well as the opportunities for studying Physical Education/Sport at a higher level, a PE/Sport qualification provides students with a variety of career pathways including: coaching, physiotherapy, teaching, the leisure and fitness industry, youth work, sports development, sports psychology, sports science/medicine, outdoor education and the armed forces.

Triple Science

Faculty: Science

Progress Leader: Mr G Burgess

Examination Board and Specification: Biology AQA 8461. Chemistry AQA 8462. Physics AQA 8463

Course Content:

Students opting for Triple Science will study this course, rather than the Combined Science course. These students will study Biology, Chemistry and Physics as separate sciences and will take examinations in all three of these sciences.

Students will learn how to question, develop critical thinking and will look at how science impacts on society and on their own lives.

Learning Methods:

Use of I.C.T., problem solving, practical experiments, decision making, project work, discussion, critical thinking.

Assessment Methods:

Triple Science is assessed at the end of the two year course. Each separate science carries a separate grade meaning students will be awarded three separate GCSE grades. Practical work carried out during Science lessons will be assessed in these terminal examinations. The examinations comprise of 6 exams all of which are 1 hour and 45 minutes long and are listed below;

- Biology paper 1 (units 1-4) and Biology paper 2 (units 5-7)
- Chemistry paper 1 (units 1-5) and Chemistry paper 2 (units 6-10)
- Physics paper 1 (units 1-4) and Physics paper 2 (units 5-8)

Future Pathways:

A qualification in Science can help prepare students for a variety of post-16 Science courses. The types of career paths open to students with Science qualifications might include: medicine, dentistry, forensics, microbiology, zoology, robotics, geology, veterinary medicine, meteorology, nutrition, aeronautics, physical trainer, psychiatry and engineering.

English

Faculty: English

Acting Progress Leader: Miss H Asran

Examination Board and Specification: Eduqas C700QS & C720QS

Course Content:

Students will study both English Language and Literature.

Students will study several texts during the course, including:

- A Shakespeare play (Romeo and Juliet)
- A selection of poetry from 1789 to the present day
- Post-1914 prose and drama (An Inspector Calls)
- 19th Century prose (A Christmas Carol)
- 19th and 21st Century non-fiction texts
- Prose writing
- Transactional writing
- Persuasive writing

Students will study literary heritage poetry and prose, contemporary prose and drama. They will develop skills in responding to texts critically, sensitively and in detail and consider different approaches to texts and alternative interpretations.

Learning Methods:

Students will be taught to analyse how language is used in different contexts and adapted to suit a different audience. They will be taught how to analyse a variety of texts and how to then emulate those styles in their own writing.

Assessment Methods:

GCSE English Language:

Students will be assessed through two examination papers:

- A 1 hour 45-minute examination on 20th Century Literature Reading and Creative Prose Writing (40%)
- A 2 hour examination on 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing (60%)

GCSE English Literature:

Students will be assessed through two examination papers:

- A 2 hour examination on Shakespeare and Poetry (40%)
- A 2 hour 30-minute examination on Post-1914 Prose, 19th Century Prose and Unseen Poetry (60%)

Future Pathways:

English is a valuable qualification, no matter what future aspirations students may have. A good command of spoken and written English also benefits other GCSEs. An English qualification can also provide students with a platform to study the subject at a higher level and can lead to careers such as journalism, film and television, research, writing and teaching.

Mathematics

Faculty: Mathematics

Progress Leader: Mrs E Reid

Examination Board and Specification: Edexcel 1MA1

Course Content:

The aims and objectives of Level 1/Level 2 GCSE (9-1) in Mathematics are to enable students to:

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

Students will be assessed on: number; algebra; ratio, proportion and rates of change; geometry and measures and statistics & probability.

Learning Methods:

Problem solving, independent learning, peer teaching, group work, research, use of I.C.T., project work.

Assessment Methods:

All students will sit 3 papers at either Higher or Foundation tier: Paper 1 - Non Calculator / Paper 2 - Calculator / Paper 3 - Calculator.

The assessments will cover the following content headings:

	Foundation proportion	Higher proportion
1 Number	28%	18%
2 Algebra	23%	33%
3 Ratio, proportion and rates of change	28%	23%
4 Geometry and measures	18%	23%
5 Statistics & Probability	18%	18%

Future Pathways:

Mathematics can help students looking for a career in areas such as engineering, accountancy, medicine, science and research. Mathematics is also seen as being an important qualification by employers and further education providers.

Statistics

Faculty: Mathematics

Assistant Progress Leader: Mr A Taylor

Examination Board and Specification: Edexcel 1STO

Course Content:

- The use of statistical techniques in a variety of authentic investigations.
- Identifying trends by carrying out calculations and data visualisation techniques.
- The application of statistical techniques across the curriculum.
- Critically evaluating data, calculations and evaluations that would commonly be encountered in studies and everyday life.
- Understand how technology has enabled the collection, visualisation and analysis of large quantities of data to inform decision making, and how to generate diagrams and visualisations to represent data.
- Understand ways that data can be organised, processed and presented, including statistical measures to compare data.
- Apply appropriate mathematical and statistical formulae.

Learning Methods:

Problem solving, independent learning, peer teaching, group work, research, use of I.C.T., project work.

Assessment Methods:

Paper 1 and Paper 2

Written examination – 80 marks each

Content:

1. The collection of data
2. Processing, representing and analysing data
3. Probability

Assessment Overview

- Students must answer all questions
- The papers assess all content
- Questions on statistical methods, familiar and unfamiliar contexts and the component parts of the statistical enquiry cycle
- The papers contain short response, medium response and extended response questions

Future Pathways:

Statistics is recognised to develop learners' cognitive, interpersonal and intrapersonal skills. Statistics can open the door to career pathways in;
Technology – Data analyst, data scientist, engineer.

Public services – Data analyst for fire, police, ambulance services.

Health and wellness – Animal health / clinical trial / public health statistician / sport statistician.

Environments and finance – Environmental statistician, financial analyst.

Combined Science

Faculty: Science

Progress Leader: Mr G Burgess

Examination Board and Specification: Combined Science AQA 8464

Course content:

Students who do not choose to study Triple Science will study GCSE Combined Science. Each course contains elements of Biology, Chemistry and Physics. Students will learn how to question, develop critical thinking and will look at how science impacts on society and on their own lives.

Students wishing to study Biology, Chemistry and Physics as separate sciences, receiving three separate GCSE qualifications, can choose to study Triple Science as one of their options. Please see the Triple Science subject page for further information.

Learning Methods:

Use of I.C.T., problem solving, practical experiments, decision making, project work, discussion, critical thinking.

Assessment Methods:

The Combined Science course is assessed through examinations taken at the end of Year 11. Practical work carried out during Science lessons will be assessed in these terminal examinations. The examinations comprise of 6 exams all of which are 75 minutes long and are listed below;

- Biology paper 1 (units 1-4) and Biology paper 2 (units 5-7)
- Chemistry paper 1 (units 1-5) and Chemistry paper 2 (units 6-10)
- Physics paper 1 (units 1-4) and Physics paper 2 (units 5-7)

Students will be awarded two GCSE grades for the Combined Science course.

Future Pathways:

A qualification in Science can help prepare students for a variety of post-16 Science courses. The types of career paths open to students with Science qualifications might include: medicine, dentistry, forensics, microbiology, zoology, robotics, geology, veterinary medicine, meteorology, nutrition, aeronautics, physical trainer, psychiatry and engineering.

Physical Education (Core)

Faculty: PE

Progress Leader: Mrs S McKay

Examination Board and Specification: N/A

Course Content:

Our vision for Key Stage 4 PE at Up Holland involves providing students with opportunities to **Excel** in activities that have been previously studied at KS3. In addition, we aim to support them in finding new ways to **Enjoy** taking part in sport and physical activity in order to establish lifelong participation.

Students will take part in 2 practical lessons per week, with an element of choice built into curriculum pathways. All students will complete a block of Fitness, Athletics and a games activity in Year 10 & Year 11.

Students will choose a Pathway to follow based on their individual motivations and will select from a range of activities to fill an 8 block learning journey. Activity choices include: Football, Netball, Rugby, Hockey, Basketball, Table Tennis, Trampolining, Box Fit, Gymnastics, Dodgeball, Volleyball, Badminton, Yoga, Pilates, Rounders, Cricket, Athletics, Tennis, Softball.

Lessons aim to maximise participation with a focus on specific LORIC themes per half term. Students will explore ways in which sport and physical activity can contribute to personal development whilst enjoying healthy participation.

High levels of physical activity are encouraged and students will continue to be signposted towards extra-curricular and community opportunities in sport and exercise.

Learning Methods:

Students will learn in a similar style to that established in years 7, 8 and 9, taking part in a variety of practical activities and roles. More emphasis will be placed on independent learning and leadership roles, with students taking more responsibility for organising their own learning activities. School P.E. kit remains the same throughout Years 7 to 11.

Assessment Methods:

Students will be awarded with an ATL (Attitude to Learning) grade for each activity in core P.E. This will assess their ability to work independently, remain focussed, attempt challenges, be self-motivated and work with resilience at all times.

Future Pathways:

Armed services, sports journalism, sport retailer (shops), sport broadcaster, sports management, sport administration, sports coaching, health promotion, sports medicine, community sports, outdoor pursuits, sports science, diving, physiotherapist, teaching, fitness instructor, police force, travel and tourism, ground keeping, professional sport, physiology, sports psychologist, movement therapist.

Religious Studies (Core)

Faculty: Religious Studies

Progress Leader: Miss Y Lee

Examination Board and Specification: N/A

Course Content:

Religious Studies gives students the opportunity to explore a variety of moral and ethical questions in the context of their own lives whilst also considering the views of others.

Students will cover a variety of topics that affect our local and national community for example: Rights and Responsibilities, Relationships, Identity, Medical and Environmental Ethics, and Equality.

These topics will include lessons and discussion on the following: law, democracy, conflict, Human Rights, international organisations, the media, animal rights, and influential figures.

The course will support critical and analytical thought as well as develop reasoning skills. The Core Religious Studies will also complement those opting to study GCSE Religious Studies.

Learning Methods:

Group discussion and debate, independent thinking, reflection, source analysis, use of audio-visual resources, research and presentation.

Assessment Methods:

The Religious Studies core curriculum is not formally assessed. However, knowledge will be assessed in class and extended writing questions will be set to develop cross-curricular literacy and communication skills.

Future Pathways:

As well as providing students with an understanding of some of the big questions they may encounter in day to day life, the Religious Studies course provides students with a platform for further study if they so wish. Their understanding of the topics covered in the course may contribute towards careers such as public services, social work, medicine, or education.

Option Choices

The subjects that are available in each option block are shown below. It is important that you and your parent/carer look at this information together and decide carefully which subjects you will choose, in preparation for making your final choice at the Year 9 Partnership/Options evening on Thursday 24th April.

You need to choose one first choice option from each of the option blocks shown below.

At least one of your first choices must be a blue (underlined) subject.

Once you have chosen your three first choice subjects, you will need to choose two other subjects as reserve choices. These can be any of the subjects you have not already chosen, but they should not both be from the same option block. When we are putting together your options, if your first choice is not available, we will use these reserve choices. In addition, if your chosen course is oversubscribed we will use your ATL score in that subject to help us select the students. You will be informed if we need to do this.

Use the information below to start thinking about what subjects you would want to choose, and if you have any questions, make sure you ask your Personal Development tutor, or your class teacher, as soon as possible.

OPTION X		OPTION Y		OPTION Z	
Business Studies		3D Design		Business Studies	
<u>Geography</u>		Art		<u>Computer Science</u>	
<u>History</u>		<u>Geography</u>		<u>Geography</u>	
Hospitality & Catering		<u>History</u>		<u>History</u>	
Photography		Hospitality & Catering		Music	
<u>Spanish</u>		Religious Studies		Performing Arts	
Sport Studies		<u>Triple Science</u>		<u>Spanish</u>	
				<u>Triple Science</u>	