UP HOLLAND HIGH SCHOOL

Dedicated to Excellence

Options Booklet 2024

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 24th January:** Year 9 Options assembly and booklet sent out.
- **Wednesday 24th January - Thursday 1st February** 'Options Week' – talks in lessons by your subject teachers about the options available.
- **Thursday 8th February:** 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 2025.

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:

JAGUAR LAND ROVER LIDL GCHQ SECURITY SERVICE MI5

Fine Art

Faculty: Art & Design Technology **Progress Leader: Mr S Chilvers**

Examination Board and Specification: AQA 8202

Course Content:
Students of GCSE Fine Art will study a range of themed modules as part of their coursework which will make up a portfolio that will represent 60% of their mark. Students will also undertake a full project set by the AQA exam board in Year 11 which is worth 40% of the grade. All Art GCSEs follow the same format, and there is no written exam.

To do well in Art you do need to have some drawing ability – no matter which Art course you focus on. 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:
Within the context of fine art, students must demonstrate understanding of contextual studies exploring artists and cultures. Students also need to express an ability to use materials, as appropriate to personal intentions. For example: printmaking, drawing, collage, digital media and painting.

Assessment Methods:
The course is continually assessed by the subject teacher to form a portfolio of coursework then by an externally assessed practical examination.

The portfolio counts for 60% of the total grade and should demonstrate the individual talents of each student. It must contain at least one sustained project. This work will be completed mostly in lesson time but students are encouraged to attend extra-curricular sessions to improve and develop their work. This portfolio will be completed by Christmas of Year 11.

The external set assessment (Unit 2) counts for 40% of the total grade and takes place in April of Year 11. It is a ten hour practical exam, broken down into two five hour sessions. The students have unlimited preparation time but the final response must be completed during the exam session itself.

Future Pathways:
As well as being a qualification recognised by further education providers and employers, Art also develops creative and independent thinking skills.

Possible career pathways include: advertising, graphic design, TV and film, fashion, photography, animation, costume and make-up, fine art, teaching, hairdressing and jewellery.

Computer Science

Faculty: Computing **Progress Leader: Mr R Birchall**

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.

Creative iMedia - ICT

Faculty: Computing **Progress Leader: Mr R Birchall**

Examination Board and Specification: OCR Level 1/2 Cambridge National in Creative iMedia J834

Course Content:

The Cambridge National in Creative iMedia develops knowledge, understanding and practical skills suitable for use within the media industry. Students apply their learning in practical, real life situations such as: developing visual identities for clients; planning and creating original digital graphics and planning, creating and reviewing original digital media products.

The qualification will also help you to develop learning and skills that can be used in other life and work situations, such as: thinking about situations and deciding what is required to be successful; exploring different options and choosing the best way forward to a solve problem; exploring and generating original ideas to find imaginative solutions to problems; selecting the best tools and techniques to use to solve a problem; appropriate use of media to convey meaning and use of planning techniques to complete tasks in an organised way which meet deadlines.

Assessment Methods:

There are three units of assessment, one written exam and 2 internally assessed and externally moderated units (NEA). Students must complete ALL units to be able to claim the qualification.

Unit R093: Creative iMedia in the media industry is a **written exam** and focuses on the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences.

Unit R094 (NEA): Visual identity and digital graphics is assessed by **completing a set assignment**. In this unit you will learn how to develop visual identities for clients.

Unit R097 (NEA): Interactive digital media is assessed by **completing a set assignment**. In this unit you will learn to design and create interactive digital media products for chosen platforms.

Grading ranges from Distinction* at level 2 (Grade 8.5 equivalent), to a Pass at level 1 (Grade 1 equivalent).

Future Pathways:

The knowledge and skills you develop will help you to progress onto further study in the media industry. This may be other vocational qualifications including the Level 2 or Level 3 OCR Cambridge Technicals in Digital Media and/or Information Technology; the T Level Qualification in Digital Production Design and Development or Media, Broadcast and Production; or the Media and Broadcast Assistant Pathway Apprenticeship. The qualification also helps to develop other transferable skills including creative thinking, digital presentation, planning and problem solving that will be valuable in other life and work situations.

Geography

Faculty: Geography **Progress Leader: Mrs S Akers-Warburton**

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 **living conditions in the Ancoats district of Manchester**, circa 1790 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 understanding, appreciation and the practical skills needed to work in Britain's fourth largest industry: hospitality and catering. Students learn how they operate and what they have to take into account to be successful. There is the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations.

Practical sessions see students develop food preparation and cooking skills through a variety of dishes. It also offers them the opportunity to develop transferable skills such as problem solving, organisation and time management, planning and communication.

This programme of study provides learners with the opportunity to develop a range of specialist and general skills that would support their progression to both further education and employment within the 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:

Since 2010, 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age groups. The hospitality and catering sector includes all businesses that provide food, beverages, and/or accommodation services. This includes restaurants, hotels, pubs and bars. It also includes airlines, tourist attractions, hospitals and sports venues; businesses where hospitality and catering is not their primary service but is increasingly important to their success.

This course will develop key life skills including cooking, as well as understanding and appreciating the hospitality and catering industry. This will help when applying for jobs after school.

Music

Faculty: Performing Arts **Subject Lead: Mr J Lyon**

Examination Board and Specification: Eduqas 8131

Course Content:

Students taking Music will gain the opportunity to develop a wide variety of musical skills in composition, performance, listening and appraising. Throughout the course a wide range of musical styles are studied, which will give students an increased confidence and understanding of music. This qualification is linear which means that students will sit all of their exams and submit all their non-exam assessments at the end of the course.

Students considering opting for GCSE **should feel confident on an instrument** and wish to develop their knowledge, passion and interest further. It is strongly recommended that students opting to study GCSE Music **are currently involved in playing an instrument or singing** due to the assessment requirements of the course. Students with no existing playing ability will be at a disadvantage if they opt for GCSE Music.

Learning Methods:

Study of performances as a soloist and ensemble (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 techniques 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 to 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 recording 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, talent agent, community arts worker or therapist, choreographer, theatre director.

Photography

Faculty: Art & Design Technology **Progress Leader: Mr S Chilvers**

Examination Board and Specification: AQA 8206

Course Content:
Students studying GCSE Photography will use lens-based and light-based media to introduce a variety of creative experiences that explore a range of digital photographic techniques and processes. Students will explore relevant images, artefacts and resources relating to photography from the past and from recent times, which will be integral to the investigating and making process.

The course also develops design skills, problem solving, creative thinking, and independent thought. Students will complete a portfolio of coursework based on a variety of starting points, along with personal project work inspired by photographers and artists. This will be based on their own strengths and interests.

Learning Methods:
This is a practical course. Portfolio work is developed through practical research, collecting and developing images and ideas then creating final pieces in an appropriate media. Students will explore themes such as portraiture, fashion photography, marketing, natural form and the world around us.

Assessment Methods:
The course is continually assessed by the subject teacher to form a portfolio of coursework then by an externally assessed practical examination.

The portfolio counts for 60% of the total grade and should demonstrate the individual talents of each student. It must contain at least one sustained project. This work will be completed mostly in lesson time but students are encouraged to attend extra-curricular sessions to improve and develop their work. This portfolio will be completed by Christmas of Year 11.

The external set assessment (Unit 2) counts for 40% of the total grade and takes place in April of Year 11. It is a ten hour practical exam, broken down into two five hour sessions. The students have unlimited preparation time but the final response must be completed during the exam session itself.

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.

Psychology

Faculty: Psychology **Progress Leader: Mr D Blackledge**

Examination Board and Specification: Pearson Edexcel (1PS0)

Course Content:
GCSE (9-1) Psychology is a new specification and looks to ask students to explore, investigate, question and consider why psychology matters. Students studying GCSE Psychology will explore a range of concepts relating to human behaviour. In section A (paper 1) students will cover 5 compulsory topics which are listed below:

- **Development** – How did you develop?
- **Memory** – How does your memory work?
- **The brain and neuropsychology –** How does your brain affect you?
- **Psychological problems –** How would psychological problems affect you?
- **Social Influence** - How do others affect you?

In section B (paper 2), the paper consists of the following compulsory and chosen topics:

- **Criminal psychology** – Why do people become criminals?
- **Sleep and dreaming** – Why do you need to sleep and dream?
- **Research methods** – How do you carry out psychological research?

Learning Methods: Students will be expected to demonstrate and apply the knowledge, understanding and skills described in the content. This will be delivered through activities involving; problem solving, independent learning, peer teaching, group work, research, use of I.C.T and project work.

Assessment Methods:
Paper 1 is a written examination: 1 hour and 45 minutes, **55%** of the qualification, 98 marks. The first five sections each cover one of the topics listed in the course content. These sections will include multiple-choice, short-open and open-response questions. The sixth section will contain two extended open-response questions. These questions will focus on debates within psychology and the interrelationships between the core areas of psychology.

Paper 2 is a written examination: 1 hour and 20 minutes, **45%** of the qualification, 79 marks. These sections will include multiple-choice, short-open and open-response questions, and one extended open-response question.

Future Pathways:
Students may progress from this qualification to: GCEs (A-levels), for example in psychology, biology and geography. Level 3 vocational qualifications are available, such as; BTEC Level 3 in Health and Social Care, Applied Science and Children's Care.

Employment in a wide range of careers (with further training) or a science-based apprenticeship. Careers include; Forensic Psychologist, Clinical Psychologist, Sports Psychologist, Occupational Psychologist, Counsellor, Neuroscientist, Public Sector i.e. Police, Armed Forces etc.

Religious Studies

Faculty: Religious Studies & PSHE **Progress Leader: Mr L Betney**

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 8698

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. Identity & Culture: me, my family and friends; technology in everyday life; free-time activities; customs and festivals in Spanish-speaking communities.
2. Local, national, international & global areas of interest: home, town, neighbourhood and region; social issues; global issues; travel and tourism.
3. Current & future study and employment: my studies; life at school/college; education post-16; jobs, career choices and ambitions.

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 Science

Faculty: PE **Progress Leader: Mrs S McKay**

Examination Board and Specification: OCR Cambridge Nationals Level 1/2 Sport Science J828

Course Content:
The course will involve students completing 3 units over two years. These are:
R180 – Reducing the Risk of Sports Injuries (external exam)
R181 – Applying the Principles of Training
R182 – The Body's Response to Physical Activity and How Technology Informs This

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 R181 and R182 units. Work completed in Science (Biology) will support understanding in R182.

Fitness activities will be undertaken as part of the R181 unit as students are required to produce a personalised training programme and review their own performance. Students will develop the skills already acquired in Year 9 Fitness lessons to complete the Principles of Training unit.

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

Assessment Methods:
- **R180** - 1 external exam (40%) Reducing the Risk of Sports Injuries to be sat in Year 11
- **R181** – 1 written centre assessed task including a practical training plan (40%)
- **R182** - 1 written centre assessed task (20%) The Body's Response to Exercise

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 Sport Science 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, child development, health and the armed forces.

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 both on and off site to develop the skills and knowledge required for R187.

Students will develop the skills already acquired in Year 8 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: Mrs N Jennings**

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 **Progress Leader: Mrs S Halsey**

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: Mrs N Jennings**

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, including one Pathway Choice lesson and a compulsory Concept Lesson. All students will complete a block of Fitness and Athletics 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 a 6 block learning journey. Activity choices include: Football, Netball, Rugby, Hockey, Basketball, Table Tennis, Trampolining, Gymnastics, Dodgeball, Volleyball, Badminton, Yoga, Rounders, Cricket, Athletics, Tennis, Softball.

Concept lessons aim to maximise participation with a focus on a specific LORIC theme 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 & PSHE **Progress Leader: Mr L Betney**

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 8th February.

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. 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	
Art		Geography		Computer Science	
Geography		History		Creative iMedia	
Hospitality & Catering		Hospitality & Catering		Geography	
Photography		Psychology		History	
Sport Science		Religious Studies		Music	
Sport Studies		Spanish		Performing Arts	
Triple Science		Triple Science		Psychology	