UP HOLLAND
HIGH SCHOOL

GCSE Options 2026

YOUR GUIDE TO MAKING THE RIGHT OPTION CHOICES

COURSE CONTENT
LEARNING METHODS
FUTURE PATHWAYS
ASSESSMENT & TESTING

EVERYONE MATTERS
SCHOOLS TRUST

UP HOLLAND
HIGH SCHOOL

3D Design
Art (Fine)
Business Studies
Computer Science
Geography
History
Hospitality & Catering
Music
Performing Arts
Photography
Religious Studies
Spanish
Sport Studies
Triple Science
English
Maths
Statistics
Combined Science
Core PE
Core Religious Studies

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:

Friday 20th March: Year 9 Options assembly and booklet sent out.
Monday 23rd March - Friday 27th March 'Options Week' – talks in lessons by your subject teachers about the options available.
Thursday 16th 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 2027.

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.

EXAMINATION BOARD AND SPECIFICATION: AQA 8205

3D Design

COURSE CONTENT

If you love being creative, enjoy hands-on making, and want to see your ideas come to life, then 3D Design is the perfect course for you! In this exciting subject, you'll have the chance to explore the world of 3D design through a wide variety of materials, techniques and creative processes. You'll learn how to shape, construct, and manipulate materials, discovering your own unique design style along the way.

Throughout the course, you'll study the work of inspiring designers, makers, and artists—from historical innovators to cutting-edge contemporary creators. 3D Design is all about creative thinking, problem-solving and expressing your ideas in imaginative ways. You'll gain valuable practical, analytical, and design skills that are useful across many different creative careers. With the freedom to explore areas such as architecture, furniture, fashion and jewellery, you'll have plenty of opportunities to find what truly inspires you.

You'll build an impressive portfolio of work based on a range of themes and projects, and you'll complete a personal design project that reflects your own interests and style. This course is ideal for anyone who is curious, creative, and passionate about making. It's a fantastic opportunity to bring your ideas into three dimensions and prepare for a future in the ever-evolving world of design.

LEARNING METHODS

This course gives students the chance to bring their ideas into three dimensions, learning through hands-on, practical projects. They'll begin by creating a framed piece inspired by a design movement such as De Stijl or Pop Art, then move on to an open-ended project based on a moment in time. This allows students to explore their own creative direction, experiment and develop a distinctive style. Along the way, they'll build a strong portfolio while gaining valuable artistic, technical, and problem-solving skills.

FUTURE PATHWAYS

As well as being a qualification recognised by further education providers and employers, 3D design also develops creative and independent thinking skills.

Possible career pathways include: Product designer, Furniture designer, Interior designer, Architect, Set and stage designer, Jewellery designer, Fashion designer, Industrial designer, 3D modeller, CAD technician, Toy designer, Exhibition designer, Visual merchandiser, Teacher, and Maker/entrepreneur in creative industries.

EXAMINATION BOARD AND SPECIFICATION: AQA 8202

3D Design

ASSESSMENT & COURSEWORK

Just like the Art and Photography course, this new course follows the AQA specification. The course is assessed continuously by the subject teacher, with students building a portfolio of coursework that contributes 60% of their final grade. This portfolio provides each student with the opportunity to showcase their individual talents and must include at least one in-depth project. While most of the work is completed during lessons, students are encouraged to attend extra-curricular sessions to refine and develop their projects. The portfolio is completed by Christmas of Year 11.

The external set assessment (Unit 2) accounts for the remaining 40% of the final grade. This takes place in April of Year 11 and consists of a ten-hour practical exam, split into two five-hour sessions. Students have unlimited time to prepare for the exam, but the final piece must be created during the supervised exam sessions.

This structure ensures that students have ample time to develop their ideas while also experiencing the challenge of working under exam conditions.

EXAMINATION BOARD AND SPECIFICATION: AQA 8202

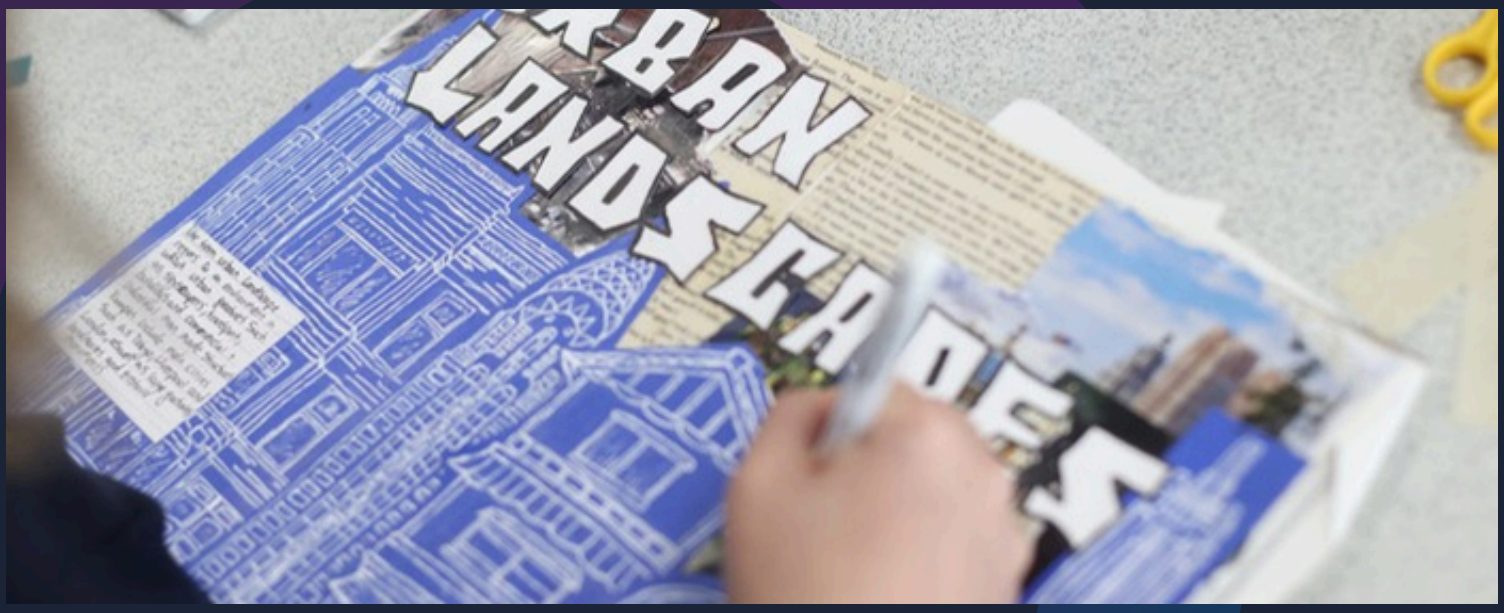
Art (Fine)

COURSE CONTENT

Fine Art offers an inspiring space for creativity, expression and exploration. In this course, you'll immerse yourself in a wide variety of artistic techniques and processes, experimenting with materials, media, and ideas to develop your own individual artistic voice.

You'll explore the work of artists from across time and around the world discovering how their approaches, themes and techniques can influence and inspire your own work. Fine Art encourages curiosity, imagination and independence. As you create, you'll learn to think critically about your choices and develop valuable practical, analytical and conceptual skills that reach far beyond the art studio.

Throughout the course, you'll produce a portfolio of exciting and personal work based on a range of themes and starting points. Whether you love painting, drawing, printmaking or mixed media, Fine Art is the perfect opportunity to express yourself, experiment freely, and build a strong creative foundation for future study or a career in the arts.



LEARNING METHODS

This is a fully practical course where students learn by doing! They will build their portfolios through hands-on research, gathering and developing images, and experimenting with ideas before creating their final pieces in a suitable medium.

Throughout the course, students will explore exciting themes such as Portraiture, Still Life, and the Natural World, allowing them to develop their own unique style and creative approach. It's a fantastic opportunity for students to express themselves visually while gaining valuable artistic and technical skills.

EXAMINATION BOARD AND SPECIFICATION: AQA 8202

Art (Fine)

FUTURE PATHWAYS

As well as being a qualification recognised by further education providers and employers, Fine Art develops creativity, critical thinking and the ability to work independently while exploring personal ideas and visual expression.

Possible career pathways include; Architecture, Fine artist, Illustrator, Art therapist, Gallery curator, Exhibition designer, Art teacher, Arts administrator, Concept artist, Set designer, Community artist, Art conservator, Printmaker, and Creative director.

ASSESSMENT & COURSEWORK

The course is assessed continuously by the subject teacher, with students building a portfolio of coursework that contributes 60% of their final grade. This portfolio is a chance for each student to showcase their individual talents and must include at least one in-depth project. While most of the work is completed during lessons, students are encouraged to attend extra-curricular sessions to refine and develop their projects. The portfolio is completed by Christmas of Year 11.

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This structure ensures students have plenty of time to develop their ideas while also experiencing the challenge of working under exam conditions.

EXAMINATION BOARD AND SPECIFICATION: EDUQAS C510QS

Business Studies

COURSE CONTENT

GCSE Business Studies gives students the opportunity to explore how businesses operate in a range of contexts, from small local enterprises to large multinational companies, both nationally and globally. Students develop an understanding of how different environments and circumstances influence business behaviour and decision-making.

The course covers several key areas:

Business Activity – Understanding how businesses meet customer needs by providing products or services.

Influences on Business – Exploring the external factors that affect how businesses operate, from economic conditions to social and technological changes.

Business Operations – Learning how businesses manage resources and key functions efficiently to maximise profit.

Finance – Understanding the financial activities of a business, including start-up finance, preparing accounts, maintaining records, paying bills, and analysing financial performance.

Marketing – Examining how businesses identify, anticipate, and satisfy customer needs profitably, including market research, analysing trends, and developing marketing strategies using the marketing mix.

Human Resources – Focusing on the people within a business, including recruitment, training, organisation, retention, development, and employee motivation.

Through these topics, students gain practical knowledge, develop analytical skills, and build a solid understanding of how businesses operate, preparing them for further study or a wide range of career opportunities.

COMPUTING FACULTY

PROGRESS LEADER : MRS ANDERSON

EXAMINATION BOARD AND SPECIFICATION: EDUQAS C510QS

Business Studies

LEARNING METHODS

Students develop their knowledge and skills through research, teamwork, and independent study.

They investigate real business scenarios, work collaboratively to analyse information and discuss ideas, and take responsibility for their own learning through independent research. These methods help build practical, analytical, and problem-solving skills valuable for further study and future careers.

FUTURE PATHWAYS

Studying Business at GCSE provides an excellent foundation for further study and future career opportunities. Students can progress to A Level Business, BTEC Business, apprenticeships, or university courses, as well as entry-level roles in the business sector. The skills and knowledge gained in this course—such as problem-solving, teamwork, financial awareness, and analytical thinking—are highly valued by employers across a wide range of industries.

Possible career paths include business consultant, marketing manager, project manager, business administrator, retail manager, marketing assistant, human resources officer, sales executive, and administrative assistant, among many others. This course equips students with the understanding and practical skills needed to succeed in both further education and the world of work.

ASSESSMENT & EXAMINATION

The course is assessed through two written examinations.

Component 1: Business Dynamics is a 2-hour exam, and

Component 2: Business Considerations is 1 hour 30 minutes.

Both exams cover all six topic areas, requiring students to apply their knowledge, skills, and understanding across the full range of the course content.

COMPUTING FACULTY

PROGRESS LEADER : MRS ANDERSON

EXAMINATION BOARD AND SPECIFICATION: OCR COMPUTER SCIENCE (9-1) J277

Computer Science

COURSE CONTENT

The Computer Science GCSE is designed to equip students with the skills and knowledge needed in today's rapidly changing digital world. The course develops problem-solving, logical thinking and practical computing skills that are essential for the 21st century.

Students will study Computer Systems, exploring system architecture, networks, system security and system software. They will also consider the ethical, legal, cultural, and environmental issues that arise in computing.

The course also focuses on Computational Thinking, Algorithms, and Programming teaching students how to break complex problems into smaller parts, identify patterns, ignore irrelevant information and design effective solutions using programming.

LEARNING METHODS

Students will develop their knowledge and skills through a variety of learning methods, including research, teamwork, and independent study.

Practical programming, particularly using Python, forms a key part of the course, allowing students to apply their computational thinking and problem-solving skills to real-world scenarios. These activities help build logical reasoning, technical competence and transferable skills that are highly valuable in further study and future careers.

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.

COMPUTING FACULTY

PROGRESS LEADER : MRS ANDERSON

EXAMINATION BOARD AND SPECIFICATION: OCR COMPUTER SCIENCE (9-1) J277

Computer Science

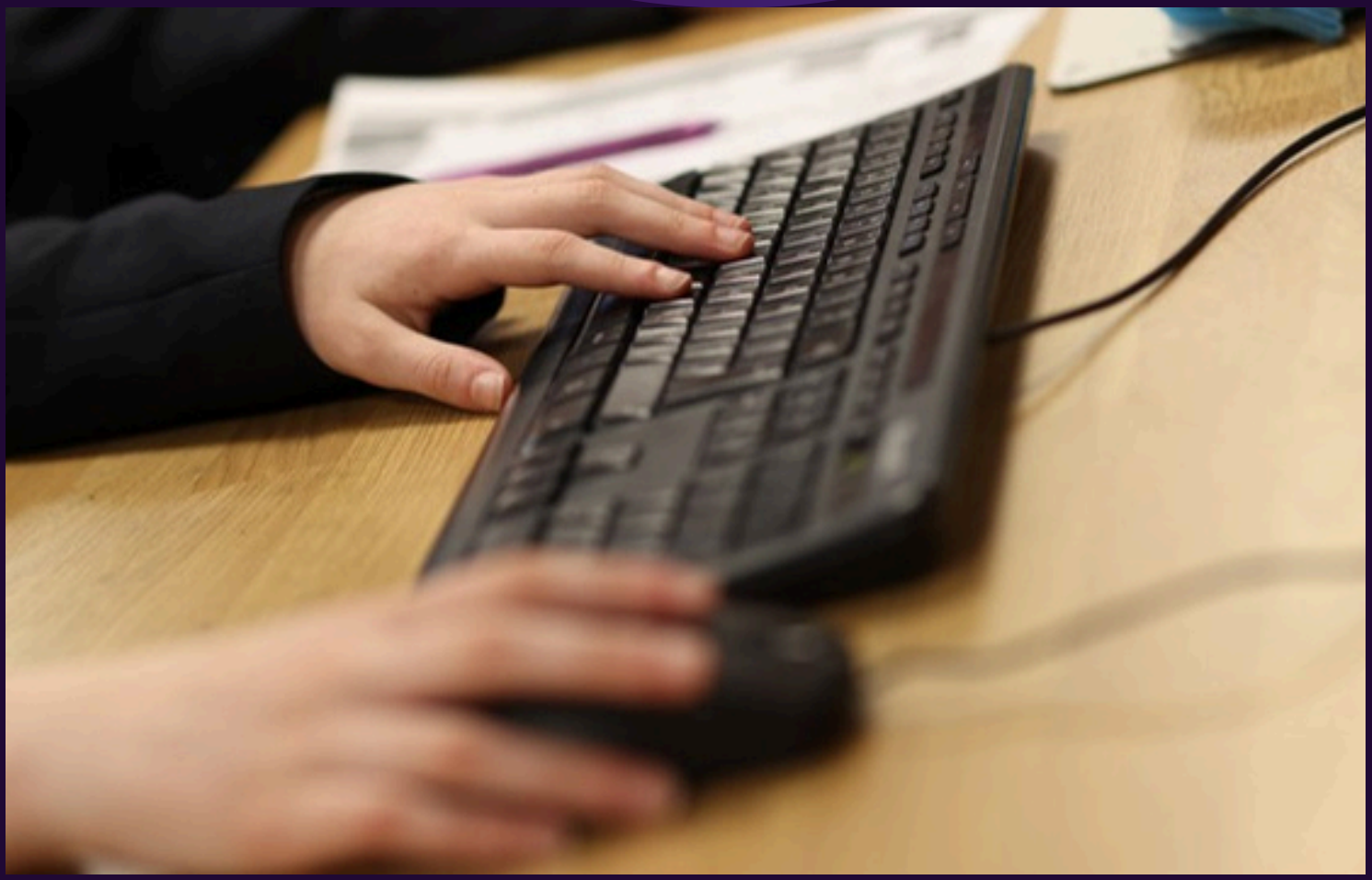
ASSESSMENT & COURSEWORK

Written papers that 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.



HUMANITIES FACULTY

PROGRESS LEADER : MRS JONES

EXAMINATION BOARD AND SPECIFICATION: AQA 8035

Geography

COURSE CONTENT

As part of GCSE Geography, students will develop their understanding of the world through the study of a wide range of engaging case studies from the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). These real-world examples help bring learning to life as students explore key global challenges such as climate change, poverty and deprivation, shifting economic power, and the sustainable use of resources.

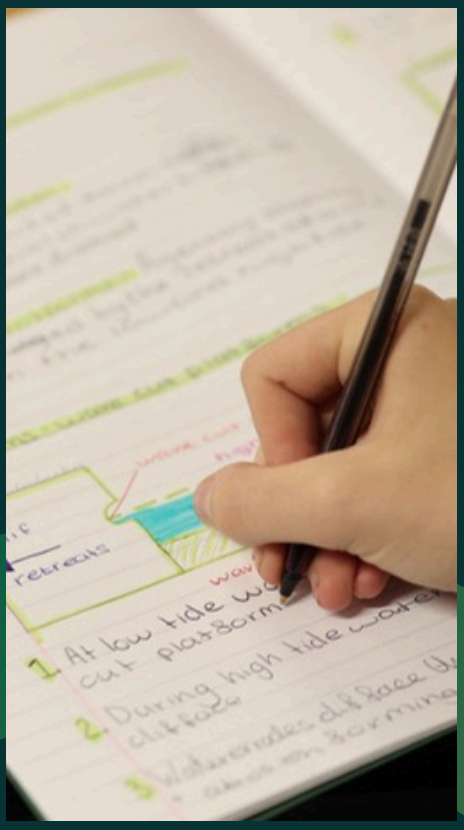
Throughout the course, students are encouraged to think critically and independently, considering different viewpoints, values and attitudes. This approach helps them understand how geographical issues affect people and places at local, national and global scales, while building strong analytical and decision-making skills.

LEARNING METHODS

Students will learn through a varied and engaging range of methods, combining classroom-based study with regular group discussion to explore ideas and develop understanding.

They will handle and interpret data using numeracy skills, make use of audio-visual resources to support learning and take part in fieldwork to investigate geographical issues first-hand.

Extended writing tasks help students develop analytical and evaluative skills, while retrieval activities and regular reflection ensure knowledge is revisited, reinforced and securely embedded over time.



FUTURE PATHWAYS

GCSE Geography enables students to develop a wide range of valuable transferable skills, including literacy, numeracy, ICT and communication. It is a strong academic subject with clear relevance to the modern world, helping students understand and respond to the economic, social and environmental challenges facing society today.

The skills gained through studying Geography are highly valued across many career pathways. These include roles in cartography, working with organisations such as National Parks or the Forestry Commission, town and urban planning, tourism, sales and marketing, as well as careers within the armed forces.

HUMANITIES FACULTY

PROGRESS LEADER : MRS JONES

EXAMINATION BOARD AND SPECIFICATION: AQA 8035

Geography

ASSESSMENT & EXAMINATION

Students will be assessed through three separate written examinations, all of which are taken at the end of the course in Year 11. Each examination lasts one and a half hours and assesses different aspects of the GCSE Geography curriculum.

Paper 1, Living with the Physical Environment, focuses on natural processes and landscapes, including physical geography topics studied throughout the course.

Paper 2, Challenges in the Human Environment, examines human geography, exploring how people interact with and shape the world around them.

Paper 3, Geographical Applications, assesses applied geographical skills, including fieldwork knowledge, data interpretation and decision-making. Together, these examinations provide a balanced assessment of students' geographical knowledge, understanding and skills.

HUMANITIES FACULTY

PROGRESS LEADER : MR WATKISS

EXAMINATION BOARD AND SPECIFICATION: EDUQAS 8239

History

COURSE CONTENT

Students will study a range of historical periods, developing their understanding of how events and individuals have shaped the modern world.

Students will complete two Studies in Depth: Germany in Transition, 1919–39, examining the challenges of Weimar Germany, the rise of Hitler, life in Nazi Germany and The Elizabethan Age, 1558–1603, exploring government, everyday life, religious conflict, and the Spanish Armada.

Students will also complete a Period Study on The Development of the USA, 1929–2000, exploring changes in American society, race relations, and America's role in the wider world.

In addition they will study Changes in Health and Medicine in Britain from c.500 to the present day as part of a Thematic Study alongside a historic site set by the exam board. This course develops strong analytical, research and essay-writing skills preparing students for further study and a wide range of future pathways.

LEARNING METHODS:

Students will develop their skills through group debates, discussions, source analysis, research, presentations and the use of audio-visual resources. The course involves a significant amount of extended writing, so a reasonable standard of literacy is helpful, though not a requirement.

HUMANITIES FACULTY

PROGRESS LEADER : MR WATKISS

EXAMINATION BOARD AND SPECIFICATION: EDUQAS 8239

History

FUTURE PATHWAYS

GCSE History is a highly respected academic qualification that is valued by employers and further education providers alike. Beyond developing a strong knowledge of the past, the course helps students build a wide range of transferable skills, including logical reasoning, research, data analysis, problem-solving, creative thinking and empathy.

These skills are highly relevant across many careers, including law, teaching, journalism, research, accountancy, medicine, policing, social work, and communications. Studying History not only opens doors to future study and career opportunities but also equips students with the critical thinking and understanding of the world needed in everyday life.

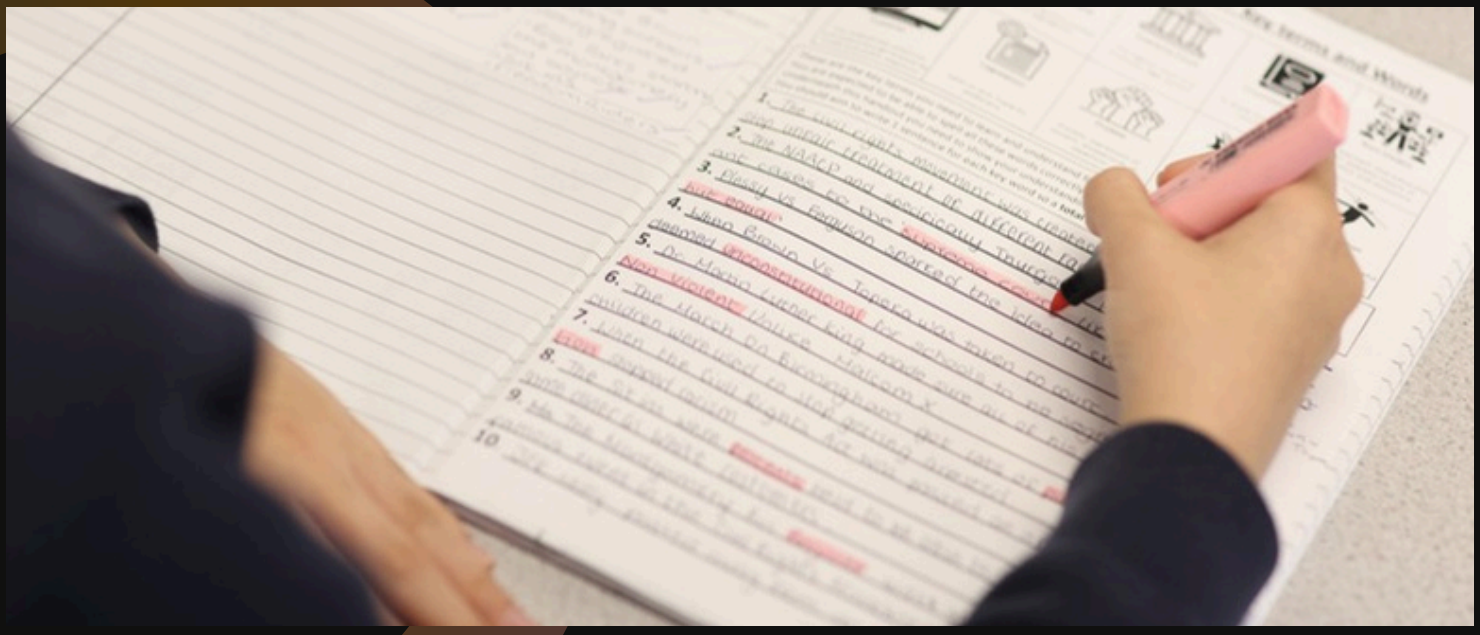
ASSESSMENT & EXAMINATION

The course is assessed through formal examinations taken at the end of Year 11.

The Studies in Depth will be examined in a two-hour exam, split into two papers, and will account for 50% of the overall grade.

The second exam, also two hours long and worth the remaining 50%, covers the Period Study (45 minutes) and the Thematic Study (1 hour 15 minutes).

These assessments give students the opportunity to demonstrate their knowledge, analytical skills, and understanding of historical events, themes, and interpretations.



EXAMINATION BOARD AND SPECIFICATION: WJEC 601/7703/2

Hospitality & Catering

COURSE CONTENT

If you enjoy working with food, have an interest in how the hospitality industry runs, and love learning through practical experiences, then this course could be a perfect fit! Hospitality and Catering offers a fascinating insight into one of the world's largest and most dynamic industries. You'll discover how different providers operate—from restaurants and hotels to event caterers—and explore what makes them successful in a competitive and fast-paced environment.

You will learn about nutrition and food safety, understanding how these influence menu design and customer health. Alongside this, you'll develop practical food preparation and cooking skills, building confidence and competence in the kitchen. The course also focuses on essential transferable skills, including organisation, time management, problem-solving, planning, and communication.

This course combines hands-on practical work with an understanding of the wider industry, giving you the best of both worlds. You'll learn how to plan, prepare and present dishes while appreciating the importance of teamwork, customer service and professionalism.

LEARNING METHODS

Students will learn through a variety of engaging methods that combine practical experience with theoretical knowledge.

They'll take part in hands-on cooking and food preparation, explore key concepts and industry insights in the classroom, research real-world examples using digital resources, and develop their communication skills through presentations and discussions.

This mix of activities ensures a well-rounded understanding of hospitality and catering while building practical, analytical, and teamwork skills.

EXAMINATION BOARD AND SPECIFICATION: WJEC 601/7703/2

Hospitality & Catering

FUTURE PATHWAYS

This course not only helps students develop essential life skills, such as cooking and meal preparation, but also provides a strong foundation for understanding the hospitality and catering industry. It supports students in applying for jobs after school and can lead to further qualifications, including:

WJEC Level 3 Food, Science and Nutrition (Certificate and Diploma)
Level 3 NVQ Diploma in Advanced Professional Cookery
Level 3 Advanced Diploma in Food Preparation and Cookery Supervision
Whether students are looking to pursue a career in catering, hospitality management, or food science, this course provides valuable skills and knowledge for the future.

ASSESSMENT & COURSEWORK

The course is assessed through two key units, combining both external and internal assessments:

Unit 1 – The Hospitality and Catering Industry (5569UA)
Examination assessment worth 40% of the final grade.
The exam includes short and extended answer questions based on real-world scenarios.

Unit 2 – Hospitality and Catering in Action (5569U2)
Internal assessment worth 60% of the final grade.
Students will complete a practical task set by the exam board, which involves:
Planning, designing, and preparing two final dishes
Considering the importance of nutrition in menu planning
Cooking a variety of well-presented, high-quality dishes

This balanced assessment approach allows students to demonstrate both their theoretical knowledge and practical skills, preparing them for further education or careers in hospitality and catering.

EXAMINATION BOARD AND SPECIFICATION: EDUQAS 8131

Music

COURSE CONTENT

Choosing GCSE Music is an exciting opportunity to build on the skills you developed at Key Stage 3. The course allows you to further explore composition, performance and listening skills, while increasing your confidence and understanding of a wide range of musical styles.

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

Whether you are passionate about music or eager to develop your talents further, GCSE Music is the perfect choice to take your musical journey to the next level, offering opportunities to perform, compose and engage with music in a meaningful and inspiring way.

LEARNING METHODS

Students will develop their skills through performing music as both a soloist and as part of an ensemble, creating and developing ideas through composition, and using digital recording equipment to enhance their work.

They will also build listening and appraising skills, learning to analyse and evaluate a wide range of musical styles and performances. These activities help students grow as confident, creative, and well-rounded musicians.

FUTURE PATHWAYS

A qualification in Music provides an excellent foundation for further study at a higher level. In addition, GCSE Music develops transferable skills such as creativity, teamwork, and communication, which are valuable in a wide range of careers.

Possible pathways include becoming a teacher, performer, or music producer, working in the theatre or media industries, pursuing music therapy, or roles in the armed forces.

EXAMINATION BOARD AND SPECIFICATION: EDUQAS 8131

Music

ASSESSMENT & COURSEWORK

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.

PERFORMING ARTS FACULTY

PROGRESS LEADER : MRS CALLAGHAN

EXAMINATION BOARD AND SPECIFICATION: PEARSON BTEC LEVEL 1/LEVEL 2 TECH AWARD IN PERFORMING ARTS: 603/7054/3

Performing Arts

COURSE CONTENT

The Performing Arts course gives students the opportunity to develop practical skills, creativity, and confidence through a range of performance experiences. Over the two-year course, students will complete three units:

Component One – Exploring the Performing Arts (Year 10): Students investigate different performance styles, genres and practitioners to build a foundation of knowledge and understanding.

Component Two – Developing Skills and Techniques in the Performing Arts (Year 10): Focuses on refining performance skills, developing techniques and exploring how to communicate ideas effectively.

Component Three – Performing to a Brief (Year 11): Students apply their skills in response to a given brief, creating and performing work for an audience.

Together, these units allow students to develop practical ability, creative thinking, and an understanding of how performing arts can be applied in a range of contexts.

LEARNING METHODS

Students will develop their knowledge and skills through a combination of theory and practical lessons. For the theory elements, Google classroom is used for research and analysis, reading and question based tasks. Fortnightly home learning ensures that knowledge is revisited and embedded.

Practical lessons take place throughout Years 10 and 11, allowing students to engage in a wide range of skills and techniques across Dance, Drama, and Musical Theatre. While students can specialise in one area, they will have the opportunity to explore all three throughout the two years.

Students build on the skills acquired at Key Stage 3 to complete the course units and are required to perform in front of an audience at regular intervals. Participation in extra-curricular Performing Arts activities is highly recommended to help students reach their full potential, develop confidence, and refine their performance skills.

PERFORMING ARTS FACULTY

PROGRESS LEADER : MRS CALLAGHAN

EXAMINATION BOARD AND SPECIFICATION: PEARSON BTEC LEVEL 1/LEVEL 2 TECH AWARD IN PERFORMING ARTS: 603/7054/3

Performing Arts

FUTURE PATHWAYS

In addition to providing a strong foundation for further study in Performing Arts at a higher level, this qualification opens up a wide range of career opportunities. Students can pursue roles as performers, arts administrators, broadcast presenters, film directors, teachers, technicians, community arts workers, therapists, choreographers, or theatre directors.

The skills developed through this course—such as creativity, teamwork, communication, leadership, and confidence—are highly valued across both performing arts careers and many other professions.

ASSESSMENT & COURSEWORK

The course is assessed through a combination of centre-assessed work and an externally assessed assignment.

Component 1 & 2 – Centre Assessed: Students complete written journals and presentations, record workshops, rehearsals, and performances, participate in tutor-observed sessions, and produce evaluation reports.

Component 3 – Externally Assessed Assignment/Performance: Students produce an ideas log, a skills log, a video-recorded performance, and an evaluation report. These are submitted to the exam board for assessment.

All BTEC set tasks for each unit are compiled in an online folder using Google Classroom, allowing students to keep their work organised and accessible for assessment.

EXAMINATION BOARD AND SPECIFICATION: AQA 8206

Photography

COURSE CONTENT

Discover the power of images and learn how to tell stories through the lens in this creative course. You'll explore a range of digital techniques and artistic processes, experimenting with different ways to capture and edit photographs as you develop your own distinctive visual style.

As part of the course, you'll dive into the work of inspiring photographers and artists from both historical and contemporary contexts. Their ideas, techniques, and themes will help spark your imagination and guide your own creative development. Photography is about more than just using a camera—it's about observation, creativity and communication. You'll learn to think critically building practical and analytical skills that are highly valued across many creative industries.

Throughout the course, you'll produce a portfolio of imaginative work based on a variety of themes and starting points. You'll also complete personal projects that reflects your own interests. Whether you're passionate about digital media, visual storytelling, or simply love capturing the world around you, this course offers an exciting opportunity to express yourself and develop skills that can lead to a wide range of creative futures.

LEARNING METHODS

In this hands-on course, students will bring their ideas to life, building their portfolios through research, experimentation, and creative development. They will explore a range of themes such as Portraiture, Still Life, and the Natural World, developing their own unique style and artistic voice.

Along the way, students gain valuable practical and technical skills, while enjoying the freedom to express themselves visually and explore their creativity in exciting and personal ways.

FUTURE PATHWAYS

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

Possible careers 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.

ART & DESIGN TECHNOLOGY FACULTY

PROGRESS LEADER : MR CHILVERS

EXAMINATION BOARD AND SPECIFICATION: AQA 8206

Photography

ASSESSMENT & COURSEWORK

The course is assessed continuously by the subject teacher, with students building a portfolio of coursework that contributes 60% of their final grade. This portfolio is a chance for each student to showcase their individual talents and must include at least one in-depth project. While most of the work is completed during lessons, students are encouraged to attend extra-curricular sessions to refine and develop their projects. The portfolio is completed by Christmas of Year 11.

The external set assessment (Unit 2) makes up the remaining 40% of the final grade. This takes place in April of Year 11 and consists of a ten-hour practical exam, split into two five-hour sessions. Students have unlimited time to prepare for the exam, but the final piece must be created during the supervised exam sessions.

This structure ensures students have plenty of time to develop their ideas while also experiencing the challenge of working under exam conditions.

RELIGIOUS STUDIES FACULTY

PROGRESS LEADER : MISS LEE

EXAMINATION BOARD AND SPECIFICATION: AQA RSA

Religious Studies

COURSE CONTENT

GCSE Religious Studies gives students the opportunity to explore two major world religions alongside important philosophical and ethical issues that affect local, national, and global communities. The course encourages thoughtful discussion, critical thinking, and respect for different beliefs and viewpoints, helping students to better understand the diverse world around them.

Students will study two examination papers. Paper 1: Study of Religions focuses on Christianity and Islam, exploring their key beliefs, teachings, and practices. Paper 2: Thematic Studies examines a range of ethical themes, including relationships and families, religion and life, peace and conflict, and religion, crime, and punishment. These topics allow students to consider real-world issues from a variety of religious and non-religious perspectives.

Through studying these areas, students develop strong skills in analysis, evaluation, and extended writing, while gaining a deeper understanding of the beliefs, values, and moral questions that continue to shape society today.

LEARNING METHODS

Students will develop their understanding through group debate and discussion, classroom-based learning, the use of audio-visual resources, research and presentations, extended writing, and self and peer reflection. As the course involves a significant amount of extended writing, a reasonable standard of literacy is helpful, though not a requirement.

RELIGIOUS STUDIES FACULTY

PROGRESS LEADER : MISS LEE

EXAMINATION BOARD AND SPECIFICATION: AQA RSA

Religious Studies

FUTURE PATHWAYS

GCSE Religious Studies helps students develop a wide range of transferable skills, including literacy, communication, critical thinking, and evaluation. The course is highly relevant to modern society, encouraging students to engage with contemporary moral, ethical and social issues from a range of perspectives.

The GCSE provides a strong foundation for further study in subjects such as theology, history, politics, and psychology. Many of the skills developed through studying religions are also valuable in a wide range of careers, including public services, law, teaching, journalism, research and social work.

ASSESSMENT & EXAMINATION

The course is assessed through two formal examinations, both taken at the end of Year 11. Each exam lasts 1 hour and 45 minutes and assesses one of the units studied during the course. Both papers are equally weighted, with each contributing 50% of the final grade.

MODERN FOREIGN LANGUAGES FACULTY

PROGRESS LEADER : MISS DUFFY

EXAMINATION BOARD AND SPECIFICATION: AQA 8692

Spanish

COURSE CONTENT

GCSE Spanish gives students the opportunity to develop their language skills while exploring topics that are relevant to everyday life and the wider world. Building on the foundations learned at Key Stage 3 the course covers three key themes:

Theme 1: People and Lifestyle – Students study identity and relationships, healthy living, lifestyle choices, education and work.

Theme 2: Popular Culture – This theme covers free-time activities, customs, festivals and celebrations, as well as celebrity culture.

Theme 3: Communication and the World Around Us – Students explore travel and tourism, media and technology, the environment and the places where people live.

Throughout the course, students develop confidence in speaking, listening, reading, and writing in Spanish, while gaining cultural awareness and practical communication skills that are useful in further study, travel, and everyday life.

LEARNING METHODS

Students will continue to develop their skills in speaking, listening, reading, and writing in Spanish, building on the key language structures and vocabulary they have learned in Years 7 to 9. Success in the course requires students to be organised, motivated, and willing to work independently outside of class, particularly by revising exam-style responses across the three course themes.

While the course includes a speaking assessment, students should note that this is completed individually with the class teacher, not in front of the whole class or in groups, allowing each student to demonstrate their abilities in a supportive environment.

MODERN FOREIGN LANGUAGES FACULTY

PROGRESS LEADER : MISS DUFFY

EXAMINATION BOARD AND SPECIFICATION: AQA 8692

Spanish

FUTURE PATHWAYS

A Modern Foreign Language is recognised as a key academic subject, making it a highly respected qualification for both employers and further education.

Studying a language not only develops communication and cultural skills but also opens doors to a wide range of careers. Language skills are particularly valuable in fields such as business, manufacturing, wholesale and retail, banking and finance, travel and transport, tourism, public administration, the media, hospitality, education, and the voluntary sector.

ASSESSMENT & EXAMINATION

GCSE Spanish is a linear qualification, meaning all exams are taken at the end of the course. Students will be entered for either the Foundation Tier (grades 1–5) or the Higher Tier (grades 3–9) and must complete all four papers at the same tier.

The course is assessed through four question papers:

Listening: Understand and respond to spoken Spanish, identifying key information and details from different types of audio.

Speaking: Communicate in Spanish through a role play, photo card discussion, and general conversation on familiar topics.

Reading: Understand and interpret written Spanish texts, answering questions to show comprehension.

Writing: Produce written Spanish using a range of vocabulary and structures to convey information and opinions.

This structure ensures students demonstrate their skills across all areas of language learning, from comprehension to communication.

PHYSICAL EDUCATION FACULTY

PROGRESS LEADER : MRS MCKAY

EXAMINATION BOARD AND SPECIFICATION: OCR CAMBRIDGE NATIONALS L1/2 SPORT J829

Sports Studies

COURSE CONTENT

The Sport Studies course is designed to give students a broad understanding of sport, combining practical performance with theoretical knowledge. Over the two-year course, students will complete three units:

R184 – Contemporary Issues in Sport (external exam) – exploring current topics and challenges within the world of sport.

R185 – Performance & Leadership in Sport – developing practical skills, performance techniques and leadership abilities in a range of sports.

R187 – Increasing Awareness of Outdoor & Adventurous Activities – focusing on outdoor activities and the skills required to participate safely and effectively.

LEARNING METHODS

In Sport Studies, students develop both practical and theoretical skills through a combination of classroom and physical activity. For the theory elements, students complete computer-based tasks via Google Classroom, including independent writing and research, group work, self-marked quizzes, reading and question-based activities and online and in-class discussions. Regular homework helps to revisit and embed knowledge throughout the course.

Practical Core PE lessons take place throughout Years 10 and 11, allowing students to engage in a variety of team and individual sports, developing the skills and understanding needed for the Performance & Leadership (R185) unit. Outdoor and adventurous activities on site support the development of skills and knowledge for the R187 unit.

Students build on the skills acquired at Key Stage 3, with leadership tasks that involve guiding peers and younger students. Participation in regular physical activity and extra-curricular sport is essential to help students achieve their maximum potential, both practically and academically.

PHYSICAL EDUCATION FACULTY

PROGRESS LEADER : MRS MCKAY

EXAMINATION BOARD AND SPECIFICATION: OCR CAMBRIDGE NATIONALS L1/2 SPORT J829

Sports Studies

FUTURE PATHWAYS

In addition to providing a strong foundation for further study in Physical Education or Sport at a higher level, this qualification opens up a wide range of career opportunities. Students can pursue roles in coaching, physiotherapy, teaching, the leisure and fitness industry, youth work, sports development, sports psychology, sports science and medicine, outdoor education, and the armed forces.

The skills developed through this course—such as leadership, teamwork, communication, and analytical thinking—are highly valued in both sport-related careers and many other professions.

ASSESSMENT & COURSEWORK

The course is assessed through a combination of exams, practical performance, leadership tasks, and centre-assessed work.

R184 – Contemporary Issues in Sport: 1 external exam, worth 40%, taken in Year 11.

R185 – Performance & Leadership in Sport: 2 practical assessments in different sports, with written evaluations of performance, and 1 leadership assessment, including planning, worth 40% of the total grade.

R187 – Increasing Awareness of Outdoor & Adventurous Activities: 1 centre-assessed task, worth 20%.

OCR set tasks are completed for each unit and compiled in an online folder via Google Classroom, ensuring all work is organised and accessible for assessment.

SCIENCE FACULTY

PROGRESS LEADER : MR BURGESS

EXAM BOARD SPECIFICATION: BIOLOGY AQA 8461. CHEMISTRY AQA 8462. PHYSICS AQA 8463

Triple Science

COURSE CONTENT

Students who choose Triple Science will study Biology, Chemistry, and Physics as three separate subjects rather than following the Combined Science course. This allows students to explore each science in greater depth and will lead to separate examinations in all three disciplines.

Throughout the course, students will develop strong skills in questioning, investigation, and critical thinking, while exploring how science influences society and impacts everyday life. Triple Science provides an excellent foundation for further study in science and related careers.

LEARNING METHODS

Students will develop their knowledge and skills through a wide range of learning methods, including the use of I.C.T., practical experiments, and project-based work. Lessons encourage problem solving, decision making, discussion, and critical thinking, allowing students to investigate scientific ideas, analyse results, and apply their understanding to real-world situations. These approaches help students build confidence, independence, and the analytical skills needed for further study and future careers in science.

FUTURE PATHWAYS

A qualification in Science provides a strong foundation for a wide range of post-16 courses and future career opportunities. Studying Science helps students develop analytical thinking, problem-solving skills, and a deeper understanding of the world around them.

Science qualifications can lead to careers in areas such as medicine, dentistry, forensic science, microbiology, zoology, robotics, geology, veterinary medicine, meteorology, nutrition, aeronautics, physical training, psychiatry and engineering. The skills gained are highly valued across many scientific, technical, and healthcare professions, making Science an excellent choice for students with a curiosity about how the world works and an interest in future innovation.

SCIENCE FACULTY

PROGRESS LEADER : MR BURGESS

EXAM BOARD SPECIFICATION: BIOLOGY AQA 8461. CHEMISTRY AQA 8462. PHYSICS AQA 8463

Triple Science

ASSESSMENT & EXAMINATION

Triple Science is assessed at the end of the two-year course, with students sitting examinations in Biology, Chemistry, and Physics. Each subject is awarded a separate GCSE grade, meaning students achieve three GCSEs in total.

Practical work completed during Science lessons is assessed through the written examinations, where students are required to apply their knowledge of experimental techniques, methods, and analysis.

Assessment consists of six examinations, each lasting 1 hour and 45 minutes:
Biology: Paper 1 (Units 1–4) and Paper 2 (Units 5–7)
Chemistry: Paper 1 (Units 1–5) and Paper 2 (Units 6–10)
Physics: Paper 1 (Units 1–4) and Paper 2 (Units 5–8)

This assessment structure allows students to demonstrate both their scientific understanding and their ability to apply practical and analytical skills across all three sciences.

ENGLISH FACULTY

PROGRESS LEADER : MRS HALSEY

EXAMINATION BOARD AND SPECIFICATION: EDUQAS C700QS & C720QS

English

COURSE CONTENT

In English, students study both the GCSE English Language and GCSE English Literature qualifications. Throughout both courses, students explore a range of texts from different time periods and genres, helping them to develop strong analytical, evaluative and creative skills.

Within the English Literature GCSE, students will study key set texts including a Shakespeare play (Romeo and Juliet), a 19th-century novel (A Christmas Carol), a post-1914 play (An Inspector Calls), and a selection of poetry from 1789 to the present day. These texts allow students to explore themes, characters, language and context in depth.

The English Language qualification involves students studying fiction and non-fiction texts from the 19th to 21st century, whilst developing their own writing skills across a range of forms, including prose, transactional and persuasive writing.

Across both Language and Literature, students will learn to respond to texts critically and thoughtfully, consider different interpretations, and express their ideas clearly and effectively in extended written responses.

LEARNING METHODS

Students will learn how language is used in different contexts and how it can be adapted to suit purpose and audience. They will then apply this understanding by emulating a range of styles and techniques in their own writing, developing accuracy, creativity and confidence in written communication.

FUTURE PATHWAYS

English Language and Literature are highly valued qualifications that supports students in whatever pathways they choose to follow. Strong spoken and written communication skills are essential across all subjects and help students succeed throughout their GCSE studies.

An English qualification also provides a solid foundation for further study at A Level and beyond, and can open up a wide range of career opportunities, including journalism, film and television, publishing, research, writing, education and many other professions where communication skills are key.

ENGLISH FACULTY

PROGRESS LEADER : MRS HALSEY

EXAMINATION BOARD AND SPECIFICATION: EDUQAS C700QS & C720QS

English

ASSESSMENT & EXAMINATION

GCSE English Language

Students will be assessed through two written examination papers and a spoken language assessment.

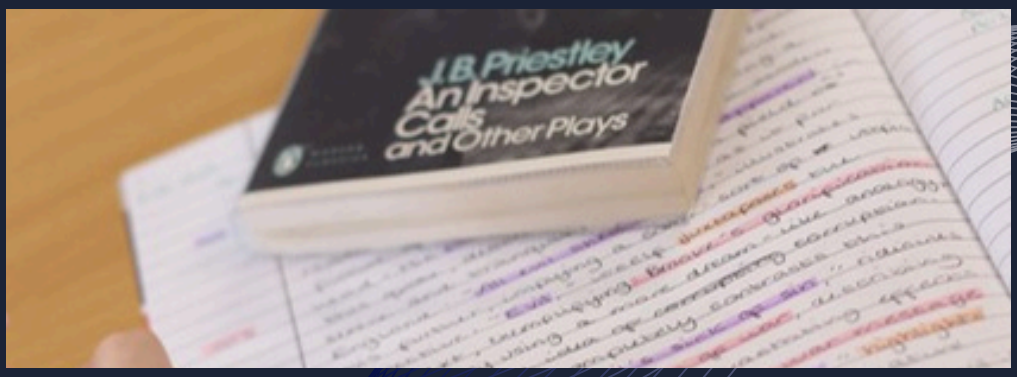
One paper is a 1 hour 45-minute examination focusing on 20th century literature reading and creative prose writing, worth 40% of the final grade.

The second paper is a 2 hour examination on 19th and 21st century non-fiction reading, alongside transactional and persuasive writing, worth 60%.

In addition, students will complete a Spoken Language non-examined assessment, where they will deliver a prepared speech and respond to questions.

GCSE English Literature

Assessment is through two written examinations taken at the end of the course. The first is a 2 hour examination on Shakespeare and poetry, worth 40% of the final grade. The second is a 2 hour 30-minute examination covering post-1914 prose, 19th century prose and unseen poetry, worth 60%.



EXAMINATION BOARD AND SPECIFICATION: EDEXCEL 1MA1

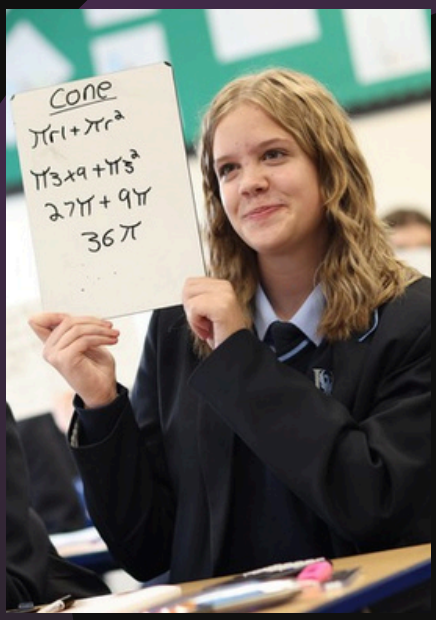
Mathematics

COURSE CONTENT

GCSE Mathematics aims to develop confident, fluent and resilient mathematicians who can apply their knowledge and skills in a wide range of contexts. Throughout the course, students build a secure understanding of mathematical methods and concepts, learn how to select and apply appropriate techniques to solve problems, and develop the ability to reason mathematically by making deductions, drawing conclusions and justifying their answers.

Students are also taught to interpret, present and communicate mathematical information clearly and accurately in a variety of forms.

Assessment covers the key areas of number, algebra, ratio, proportion and rates of change, geometry and measures, and statistics and probability, ensuring students develop a well-rounded and practical understanding of mathematics.



LEARNING METHODS

Students will develop their skills through a range of learning approaches, including regular problem solving tasks that encourage logical thinking and resilience.

Independent learning is supported alongside opportunities for peer teaching and group work, allowing students to explain ideas, learn from one another and build confidence.

Research activities and the effective use of ICT help deepen understanding, while project work enables students to apply their knowledge creatively and practically in extended tasks.

FUTURE PATHWAYS

A GCSE in Mathematics provides an incredibly strong foundation for a wide range of future study and career opportunities.

It is particularly valuable for students considering careers in engineering, accountancy, medicine, science, research, finance, technology, and many other fields that require analytical and problem-solving skills.

Mathematics is highly regarded by both employers and further education providers, making it an essential qualification for academic and professional success.

MATHEMATICS FACULTY

PROGRESS LEADER: MRS REID

EXAMINATION BOARD AND SPECIFICATION: EDEXCEL 1MA1

Mathematics

ASSESSMENT & EXAMINATION

All students will sit three examination papers at either Higher or Foundation Tier: Each paper lasting 1 hour 30 minutes.

Paper 1 – Non-Calculator

Paper 2 – Calculator

Paper 3 – Calculator

The assessments cover all areas of the mathematics curriculum, with the proportion of content varying between the two tiers:

Topic	Foundation Tier	Higher Tier
Number	28%	18%
Algebra	23%	33%
Ratio, proportion and rates of change	28%	23%
Geometry and measures	18%	23%
Statistics & Probability	18%	18%

This structure ensures students are assessed across all key areas, allowing them to demonstrate their problem-solving, reasoning, and analytical skills in a variety of mathematical contexts.

MATHEMATICS FACULTY

ASSISTANT PROGRESS LEADER : MR TAYLOR

EXAMINATION BOARD AND SPECIFICATION: EDEXCEL 1ST0

Statistics

COURSE CONTENT

Students will develop an understanding of how statistical techniques are used in a range of authentic investigations and real-world contexts. They will learn how to identify patterns and trends by carrying out calculations and using a variety of data visualisation techniques to interpret information effectively.

The course will highlight how statistical methods are applied across the curriculum, supporting learning in subjects such as Mathematics, Science, Geography and Business. Students will also learn to critically evaluate data, calculations and conclusions, enabling them to assess information they may encounter in both academic study and everyday life.

Students will explore how modern technology supports the collection, analysis, and visualisation of large quantities of data and how this information can be used to support informed decision-making. They will develop the skills required to create diagrams, graphs and other visual representations of data in order to communicate findings clearly.

Throughout the course, students will learn how data can be organised, processed and presented effectively, including the use of statistical measures to summarise and compare datasets. They will also apply appropriate mathematical and statistical formulae, strengthening their analytical and problem-solving skills.

LEARNING METHODS

Students will develop key skills through a variety of learning activities. Problem-solving tasks encourage logical thinking and the application of knowledge, while independent learning helps students take responsibility for their progress. Peer teaching and group work promote collaboration and communication.

Students will also complete research and project work, using ICT to collect, analyse, and present information effectively, developing valuable skills that support learning across the curriculum.

MATHEMATICS FACULTY

ASSISTANT PROGRESS LEADER : MR TAYLOR

EXAMINATION BOARD AND SPECIFICATION: EDEXCEL 1ST0

Statistics

FUTURE PATHWAYS

Studying Statistics helps students develop a wide range of valuable cognitive, interpersonal and intrapersonal skills, including problem solving, critical thinking, communication and decision-making. These skills are highly valued across many industries and can support progression into a variety of career pathways.

Careers linked to Statistics include roles in technology, such as data analyst, data scientist, and engineering. Opportunities also exist within public services, where statisticians analyse data for organisations such as the police, fire, and ambulance services.

In the health and wellness sector, statistical skills are used in areas such as animal health, clinical trials, public health research and sports performance analysis. Statistics is also important in fields such as environmental science and finance, leading to careers such as environmental statistician or financial analyst.

ASSESSMENT & EXAMINATION

Students will be assessed through two written examinations: Paper 1 and Paper 2, each worth 80 marks. The examinations assess students' understanding and application of key statistical concepts across the course.

The content assessed includes:
The collection of data
Processing, representing and analysing data
Probability

Assessment Overview:
Students must answer all questions on each paper.
Both papers assess the full course content.
Questions will cover statistical methods in both familiar and unfamiliar contexts, as well as the different stages of the statistical enquiry cycle.

The examinations include a mixture of short, medium, and extended response questions, allowing students to demonstrate their reasoning, interpretation, and analytical skills.

SCIENCE FACULTY

PROGRESS LEADER : MR BURGESS

EXAM BOARD SPECIFICATION: AQA 8464

Combined Science

COURSE CONTENT

Students who do not choose to study Triple Science will follow the GCSE Combined Science course. This course includes key elements of Biology, Chemistry, and Physics, allowing students to develop a broad and balanced understanding of science. Throughout the course, students learn how to question ideas, think critically, and explore how scientific developments impact society and their own lives.

Students who wish to study Biology, Chemistry, and Physics as separate subjects, and achieve three individual GCSE grades, can choose Triple Science as one of their option subjects. Further details about this pathway can be found on the Triple Science subject page.

LEARNING METHODS

Students studying GCSE Combined Science will develop their knowledge and skills through a wide range of engaging learning activities. The use of ICT supports research, data analysis, and the presentation of scientific ideas, while regular problem-solving tasks encourage logical thinking and the application of scientific concepts.

Students will take part in practical experiments, allowing them to investigate scientific principles first-hand. Decision-making and project work help students apply their understanding to real-world situations, while class discussions promote collaboration and the ability to explain and justify ideas.

Throughout the course, a strong emphasis is placed on critical thinking, enabling students to question evidence, evaluate information, and develop a deeper understanding of how science works in the world around them.

SCIENCE FACULTY

PROGRESS LEADER : MR BURGESS

EXAM BOARD SPECIFICATION: AQA 8464

Combined Science

FUTURE PATHWAYS

A qualification in Science provides a strong foundation for a wide range of post-16 courses and future career pathways. The knowledge and skills developed through studying science are highly valued and open doors to many specialist fields.

Possible career routes include medicine, dentistry, veterinary science, forensics, microbiology, zoology, geology, meteorology, nutrition, robotics, aeronautics, engineering, physical training, psychiatry, and other science-based professions. This makes Science a versatile and valuable qualification for students considering a broad range of future opportunities.

ASSESSMENT & EXAMINATION

Combined Science is assessed at the end of the two-year course, with students sitting examinations in Biology, Chemistry, and Physics. Combined Science is a double award, therefore students completing the Combined Science GCSE pathway will receive two GCSE grades in total.

Practical work completed during Science lessons is assessed through the written examinations, where students are required to apply their knowledge of experimental techniques, methods, and analysis.

Assessment consists of six examinations, each lasting 1 hour and 15 minutes:
Biology: Paper 1 (Units 1-4) and Paper 2 (Units 5-7)
Chemistry: Paper 1 (Units 1-5) and Paper 2 (Units 6-10)
Physics: Paper 1 (Units 1-4) and Paper 2 (Units 5-7)

This assessment structure allows students to demonstrate both their scientific understanding and their ability to apply practical and analytical skills across all three sciences.

PHYSICAL EDUCATION FACULTY

PROGRESS LEADER : MRS MCKAY

Core PE

COURSE CONTENT

At Up Holland, our Key Stage 4 PE programme is designed to help students excel in the sports and activities they have already experienced at KS3, while also encouraging them to enjoy new challenges and develop a lifelong love of physical activity.

Students will take part in one practical lesson per week, with elements of choice built into the curriculum to suit individual interests. All students will complete a core block of Fitness, Athletics, and a Games activity in both Year 10 and Year 11.

In addition, students will select from a wide range of activities to create a 6-block learning journey tailored to their personal motivations. Activity options include: Football, Netball, Rugby, Hockey, Basketball, Table Tennis, Trampolining, Box Fit, Gymnastics, Volleyball, Badminton, Yoga, Pilates, Rounders, Cricket, Athletics, Tennis, and Softball.

Lessons are designed to maximise participation, with a focus on specific LORIC themes each half term. Students will explore how sport and physical activity contribute to personal development, teamwork, resilience, and wellbeing, all while enjoying active, healthy participation.

High levels of physical activity are encouraged both in and out of the classroom, and students are continuously signposted towards extra-curricular and community opportunities to support ongoing engagement 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.

RELIGIOUS STUDIES FACULTY

PROGRESS LEADER : MISS LEE

Core RS

COURSE CONTENT

Religious Studies gives students the opportunity to explore a wide range of moral, ethical, and philosophical questions, helping them reflect on their own beliefs while considering the perspectives of others.

Students will study topics that have a direct impact on our local, national, and global communities. These include Rights and Responsibilities, Relationships, Identity, Medical and Environmental Ethics, and Equality. Lessons and discussions will also cover areas such as law, democracy, conflict, human rights, international organisations, the media, animal rights, and the influence of key historical and contemporary figures.

The course encourages critical and analytical thinking, develops strong reasoning skills, and supports students in forming well-considered arguments. Core Religious Studies also provides an excellent foundation for those who wish to progress to GCSE Religious Studies, complementing the more in-depth study of religion, ethics, and philosophy.

LEARNING METHODS

Students will engage in a wide range of learning activities designed to develop both their knowledge and skills. Group discussion and debate encourage students to share ideas, challenge viewpoints, and learn to articulate their thoughts clearly. Independent thinking and reflection allow students to form their own opinions, evaluate different perspectives, and develop a deeper understanding of complex issues.

Source analysis teaches students how to interpret, question, and evaluate information from a variety of historical, religious, and ethical resources. Lessons are supported by audio-visual resources, which help bring topics to life and make abstract concepts more accessible. Students will also undertake research tasks, enabling them to investigate topics in depth, and will present their findings to the class, building confidence in communication, reasoning, and analytical skills.

Through this combination of activities, students develop critical thinking, problem-solving, and independent learning skills, all of which are essential not only for Religious Studies but across the wider curriculum and in future education.

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 16th 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

- 3D Design ☐
- Art (Fine Art) ☐
- Computer Science ☐
- History ☐
- Hospitality/Catering ☐
- Photography ☐
- Triple Science ☐

Option Y

- Geography ☐
- History ☐
- Religious Studies ☐
- Sports Studies ☐

Option Z

- Business Studies ☐
- Geography ☐
- History ☐
- Music ☐
- Performing Arts ☐
- Spanish ☐

UP HOLLAND HIGH SCHOOL

EVERYONE MATTERS SCHOOLS TRUST