



UNIVERSITY ACADEMY
LONG SUTTON



UNIVERSITY OF
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University Academy Long Sutton

GCSE Options Booklet

2025

www.uals.org.uk

INTRODUCTION

MR S GILMAN

Dear Parents/Carers,

This is an opportunity for you, together with your child and staff at the Academy to shape your child's education at University Academy Long Sutton.

There are certain courses that your child will be required to study as part of the National Curriculum. These are English, Mathematics, Science, Religious Studies, Physical Education, Computing and a Citizenship/RSHE Programme.

The Government expects most learners to follow a more traditional curriculum. This would include Maths, English, Science and three other GCSE subjects. By following this style of curriculum, pupils will be prepared for their post-16 learning and have a range of qualifications that meet the needs of potential colleges, employers, and universities.

Nationally, there is an expectation that the option choices offered are broad. This in turn, means that there is an expectation for each pupil to choose at least one Humanities subject from block 1.

However, for some of our learners, studying a pure GCSE pathway may be difficult. Therefore, a skills based curriculum may be more appropriate. Within this Options Booklet there are descriptions of the various courses available. Please read them carefully and utilise the Options Evening available to ask further questions and seek guidance.

1. **What is a GCSE?** – This is a qualification that is mainly followed throughout the UK. A practical GCSE usually comprises of an element of coursework and the major part is an exam at the end of Year 11; whereas all other GCSEs are now 100% Linear Examinations.

2. At UALS, we have long recognised the need for all pupils to have access to a form of Vocational Education. These qualifications usually comprise of modules of coursework or portfolio evidence which focus around the aspect of an industrial sector. Due to the delivery style of the qualification which now includes a minimum 25% external examination, the pupil has a huge sense of control in what they achieve. In addition to increasing pupils' awareness of the world of work, these courses place greater emphasis on coursework and the learning style lends itself to project work allowing pupils to work at their own pace.

3. Due to the Raising of the Participation Age agenda, all young people now stay in education post 16. Our curriculum is designed to allow pupils to continue traditional academic learning, vocational/work based learning or a combination of the two.

4. We cannot guarantee that your child will be able to study all of his/her option choice courses. In the past the vast majority of pupils have received all of their first choices but we do recognise that this is no consolation if your child is unsuccessful in all of his/her first choice subjects.

5. We look forward to working together on what can be a difficult, sometimes daunting, but ultimately very interesting and rewarding process. Our pupils have always approached this sensibly and thoughtfully. Good attendance and continuous effort will ensure this will be the case this year.

GRADING STRUCTURES

GCSE qualifications will be awarded on a grade scale of 9 (the highest grade) to 1 (the lowest grade).

 Department for Education

GCSE Grading

New Grading Structure

Old Grading Structure

9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GCSE ENGLISH LANGUAGE

MISS M PAPWORTH

Exam Board/Qualification Code

AQA 8700

Grade Boundaries: 9 - 1



INTRODUCTION

All pupils are required to follow a compulsory GCSE course of English Language and English Literature.

Therefore, there is no 'option' attached to this staple discipline.

SKILLS	STAR RATING
Skills	★ ★ ★ ★ ★
Numeracy	★ ★ ★ ★ ★
Communication	★ ★ ★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Group Work	★ ★ ★ ★ ★
Examination	100%
Controlled Assessment	None

COURSE OVERVIEW

The overview of study for English Language constitutes the following criteria:

Reading 50%

Reading and assessment occurring on high quality challenging 19th, 20th and 21st century texts, each one providing effective models for pupils' own writing.

The texts will include literature, extended literary non-fiction, essays, reviews and journalism (both printed and online).

Scope of study

Critical reading and comprehension – this includes identifying and interpreting themes, ideas and information in a range of literature, drawing inferences and justifying with evidence, identifying bias and reflecting critically and evaluatively on texts.

Summarising

Evaluating writers' vocabulary

Comparing two or more texts

Writing 50%

Producing clear and coherent text: to describe, narrate, explain, instruct, argue or persuade.

Grammar, form, selecting vocabulary, organising texts to suit audience and purpose.

For impact – selecting, organising and emphasising facts, ideas and key points with evidence; creating emotional impact through rhetorical devices.

Spoken Language

Presenting information and ideas – prepared spoken presentations; different purposes and audiences

Responding to questions and feedback

Using standard English appropriately

GCSE ENGLISH LANGUAGE

MISS M PAPWORTH

Exam Board/Qualification Code

AQA 8700

Grade Boundaries: 9 - 1

CONTINUED ASSESSMENT

Paper 1: Explorations in Creative Reading & Writing

Section A

Literary Fiction Reading (25%)

Section B

Descriptive or Narrative Writing (25%)

Exam: 1 hour 45 minutes

Overview of Examination Papers

Section A – Reading (40 marks) (25%) – One single text

1 short form question (1 x 4 marks)

2 longer form questions (2 x 8 marks)

1 extended question (1 x 20 marks)

Section B – Writing (40 marks) (25%)

1 extended piece of writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writers Viewpoints & Perspectives

Section A

Responses to reading – One non-fiction and one literary non-fiction (25%)

Section B

Writing to present a viewpoint (25%)

Exam: 1 hour 45 minutes

Overview of Examination Papers

Section A – Reading (40 marks) (25%) – Two linked texts

1 short form question (1 x 4 marks)

2 longer form questions (1 x 8, 1 x 12 marks)

1 extended question (1 x 16 marks)

Section B – Writing (40 marks) (25%)

1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Non-exam Assessment (NEA)

Spoken language 0%

A recorded presentation during KS4

(Pass, Merit, Distinction)

GCSE ENGLISH LITERATURE

MISS M PAPWORTH

Exam Board/Qualification Code

AQA 8702

Grade Boundaries: 9 - 1



INTRODUCTION

All pupils are required to follow a compulsory GCSE course of English Language and English Literature.

Therefore, there is no 'option' attached to this staple discipline.

SKILLS	STAR RATING
Skills	★★★★★
Numeracy	★★★☆☆
Communication	★★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	★★★★★
Examination	100%
Controlled Assessment	None

COURSE OVERVIEW

Expectations

- Read and understand a range of classic literature, making connections across reading
 - Read critically and evaluatively
 - Read widely and often
- Study significant aspects of the English literary heritage
- Write accurately, effectively and analytically about reading – using Standard English
- Use a wide range of vocabulary and understand the significance of grammatical, literary and linguistic terms

Detailed Study

- 1 play by Shakespeare
- 1 19th Century novel
- 15 thematically linked poems written from 1789
- 1 1914 prose fiction or drama

AQA Syllabus GCSE English Literature Examination Overview

Paper 1 (40%): Shakespeare & the 19th Century Novel

Exam: 1 hour 45 minutes

Section A

Shakespeare: Pupils will answer 1 question on their play of choice. They will be required to write in detail about an extract from the play then write about the play as a whole.

Section B

The 19th- century novel: Pupils will answer 1 question on their novel of choice. They will be required to write in detail about an extract from the novel and then write about the novel as a whole.

Paper 2 (60%): Modern texts, poetry and unseen poetry

Exam: 2 hours 15 minutes

Section A

Modern texts: Pupils will answer 1 essay question from a choice of 2 on their studied modern prose or drama text.

Section B

Poetry: Pupils will answer 1 comparative question on 1 named poem printed on the paper and 1 other poem from their chosen anthology cluster.

Section C

Unseen poetry: Pupils will answer 1 question on an unseen poem and 1 question comparing this poem with a second unseen poem.

GCSE ENGLISH LITERATURE

MISS M PAPWORTH

Exam Board/Qualification Code

AQA 8702

Grade Boundaries: 9 - 1

CONTINUED ASSESSMENT

Paper 1: Choose 1 - Shakespeare

Macbeth
Romeo & Juliet
The Tempest
The Merchant of Venice
Much Ado About Nothing
Julius Caesar

Choose 1 – 19th Century Novel

Robert Louis Stevenson – The Strange Case of Dr Jekyll & Mr Hyde
Charles Dickens – A Christmas Carol
Charles Dickens – Great Expectations
Charlotte Brontë – Jane Eyre
Mary Shelley – Frankenstein
Jane Austen – Pride & Prejudice
Sir Arthur Conan Doyle – The Sign of Four

Paper 2: Choose 1

JB Priestley – An Inspector Calls
Willy Russell – Blood Brothers (musical version)
Dennis Kelly – DNA
Shelagh Delaney – A Taste of Honey
Winsome Pinnock – Leave Taking
Chinonyerem Odimba – Princess and The Hustler
William Golding – Lord of the Flies
AQA Anthology – Telling Tales
George Orwell – Animal Farm
Meera Syal – Anita and Me
Stephen Kelman – Pigeon English
Kit de Waal – My Name is Leon

Poetry

Pupils will study one cluster of poems taken from the AQA Poetry Anthology, *Poems Past and Present*. There is a choice of three clusters, each containing 15 poems. The poems in each cluster are thematically linked and were written between 1789 and the present day.

Cluster Titles:

- Love & relationships
- Power & conflict
- Worlds & lives

Pupils should study all 15 poems in their chosen cluster and be prepared to write about any of them in the examination.

Unseen Poetry

In preparing for the unseen poetry section of the examination, pupils should experience a wide range of poetry in order to develop their ability to closely analyse unseen poems. They should be able to analyse and compare key features such as their content, theme, structure and use of language.

COMBINED SCIENCE

MRS N LEEPER

Exam Board/Qualification Code

Edexcel 1SC0

Grade Boundaries: Awarded as a double grade, e.g. 5-5 17 grades from 1-1 to 9-9

INTRODUCTION

There are 2 possible Science courses, both of which are Level 2 courses and follow the Edexcel exam board. Pupils can achieve all GCSE grades on each course, though the numbers of GCSEs vary between the courses. All pupils will start their GCSE science course after Easter and begin to study Combined Science initially in Year 9. Pupils who show an aptitude for and enjoy learning Science may choose the option to study Triple Science, which consists of additional units. All other pupils will continue with Combined Science. The Triple Science option is open to all pupils and is particularly useful for those who are thinking of studying science at a higher level. All examinations are sat in the summer at the final year of the course.

SKILLS	STAR RATING
Skills	☆☆☆☆
Numeracy	☆☆☆☆
Communication	☆☆☆☆
Creativity	☆☆☆☆
Practical	☆☆☆☆
Group Work	☆☆☆☆
Examination	100%
Controlled Assessment	None

COURSE OVERVIEW

The Combined Science GCSE is split into 6 equal units of 16.6% each. There are 6 exams, (2 Biology, 2 Chemistry and 2 Physics), sat in the summer at the end of the course. Each exam is 1 hour 20 minutes in duration and is a combination of short answer questions and extended writing. There is a series of 18 core practical activities which each pupil has an opportunity to complete during the GCSE course. These are assessed in the exam with a variety of question styles.

Biology

- B1 Key biological concepts
- B2 Cells and control
- B3 Genetics
- B4 Natural selection and genetic modification
- B5 Health, disease and the development of medicines
- B6 Plant structures and their functions
- B7 Animal coordination, control and homeostasis
- B8 Exchange and transport in animals
- B9 Ecosystems and transport in animals

Examination

Paper 1: Topics 1-5 50%
Paper 2: Topics 1, 6-7 50%
1 hour 10 minutes per paper

Each paper is made up of:

- 40% Recall knowledge
- 40% Apply knowledge
- 20% Analyse information
- 10% Maths skills overall
- 15% Practical skills overall

Chemistry

- C1 States of matter
- C2 Methods of separating and purifying substances
- C3 Atomic Structure
- C4 Periodic table
- C5 Ionic bonding
- C6 Covalent bonding
- C7 Types of substance
- C8 Calculations involving masses
- C9 Acids
- C10 Electrolytic process
- C11 Obtaining and using metals
- C12 Reversible reactions and equilibria
- C13 Groups in the periodic table
- C14 Rates of reaction
- C15 Heat energy changes in chemical reactions
- C16 Fuels
- C17 Earth and atmospheric science

Examination

Paper 1: Topics 1-15
Paper 2: Topics 3-7, 9, 16-17
1 hour 10 minutes per paper

Each paper is made up of:

- 40% Recall knowledge
- 40% Apply knowledge
- 20% Analyse information
- 10% Maths skills overall
- 15% Practical skills overall

Physics

- P1 Motion
- P2 Forces and motion
- P3 Conservation of energy
- P4 Waves
- P5 Light and the electromagnetic spectrum
- P6 Radioactivity
- P7 Energy forces doing work
- P8 Forces and their effects
- P9 Electricity and circuits
- P10 Magnetism and the motor effect
- P11 Electromagnetic induction
- P12 Particle model
- P13 Forces and matter

Examination

Paper 1: Topics 1-6
Paper 2: Topics 7-13
1 hour 10 minutes per paper

Each paper is made up of:

- 40% Recall knowledge
- 40% Apply knowledge
- 20% Analyse information
- 10% Maths skills overall
- 15% Practical skills overall

TRIPLE SCIENCE

MRS N LEEPER

Exam Board/Qualification Code

Edexcel 1BI0, 1CH0, 1PH0

Grade Boundaries: 9-1 Foundation: 1-5 Higher: 4-9

PROGRESSION

Combined Science provides a starting point for a wide range of courses. Colleges, universities and many employers will look more favourably at those individuals who hold 2 good GCSE grades in science.

INTRODUCTION

The Triple Science course can be chosen as an option and builds on the Combined Science course. There are additional units for each scientific discipline. The Triple Science course has the same range of grades as the Combined Science, but they are awarded as single grades. This will mean that each pupil will obtain separate GCSEs in Biology, Chemistry and Physics. The extra content is listed below, there may be additional unit content or extra units.

Triple Science is assessed in the same way as the Combined Science, although the examinations are 1 hour 45 minutes long and there are 6 more core practical activities.

There are lots of new ideas, names and techniques to learn and you have to be good at writing under pressure to be able to succeed.

COURSE OVERVIEW

Biology

- Key concepts in Biology
- Cells and control
- Genetics
- Natural selection and genetic modification
- Health, disease and the development of medicines
- Plant structures and their functions
- Animal coordination, control and homeostasis
- Exchange and transport in animals
- Ecosystems and material cycles

Chemistry

- Key concepts in Chemistry
- States of matter and mixtures
- Chemical changes
- Extracting metals and equilibria
- Separate Chemistry 1
- Groups in the periodic table
- Rates of reaction and energy changes
- Fuels and Earth science
- Separate Chemistry 2

Physics

- Key concepts of Physics
- Motion and forces
- Conservation of energy waves
- Light and the electromagnetic spectrum
- Radioactivity
- Astronomy
- Energy – Forces doing work
- Forces and their effects
- Electricity and circuits
- Static electricity
- Magnetism and the motor effect
- Electromagnetic induction
- Particle model
- Forces and matter

ASSESSMENT

Depending upon scientific ability, candidates will be entered for Foundation Tier (Grades 1-5), or Higher Tier (Grades 4-9).

This is reviewed periodically during the GCSE course.

Pupils will be required to sit 6 written papers, 2 per subject. There is no weighting to the papers, each being worth 50% of the total mark.

The practical elements to the course are taught as CORE PRACTICAL, and assessed throughout the exams.

PROGRESSION

These GCSEs provide pupils with an ideal springboard to study science at university. As they are examined in the individual subjects, they also provide pupils with an opportunity to demonstrate which subject areas they particularly excel in and to study some of the more interesting areas of science in real depth.

GCSE MATHS

Dr Leader

Exam Board/Qualification Code

AQA 8300

Grade Boundaries: 9 - 1

INTRODUCTION

The aims of this GCSE specification are to encourage the candidates to:

- Consolidate basic skills and meet appropriately challenging work
- Apply mathematical knowledge and understanding to solve problems
- Think and communicate mathematically – precisely, logically and creatively
- Use functional mathematics skills and techniques in a range of reasonable topics
- Appreciate the place and use of Mathematics in a social and worldly context
- Understand the interdependence of different branches of Mathematics
- Acquire the skills needed to use technology such as calculators and computers effectively
- Acquire a firm foundation for all forms of further study

SKILLS	STAR RATING
Literacy	★ ★ ★ ★ ★
Numeracy	★ ★ ★ ★ ★
Communication	★ ★ ★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Group Work	★ ★ ★ ★ ★
Examination	100%
Controlled Assessment	None

COURSE OVERVIEW

The course consists of the following elements:

Number & Algebra

This is the study of decimal values, number, relationships, functional relationships, equations and formulae.

Geometry & Measure

This section comprises the use of properties of shape, position, movement and transformation and develops an understanding of measurement.

Statistics & Probability

This section combines the study of statistics with the development of methods for calculating probabilities.

Applied Mathematics & Functional Skills

This section assesses the ability of candidates to apply their knowledge in real-life contexts. It is an integral part of the GCSE course.

ASSESSMENT

Depending upon mathematical ability, pupils will be entered for Foundation Tier (Grades 5-1) or Higher Tier (Grades 9-4). This is reviewed periodically throughout the course.

Pupils will be required to sit 3 written papers, 1 non-calculator and 2 calculator, each of which is worth 1/3 of the overall grade. There is no controlled assessment.

Pupils are required to bring a scientific calculator to lessons. We recommend a "Trueview" scientific calculator so pupils can see the calculation on the screen as it is written on the page.

PROGRESSION

Mathematics is a core subject which gives pupils a greater understanding of the world in which they live. Mathematics is useful to pupils pursuing a wide range of careers, including accounting, business, computing, engineering, nursing and teaching (among many others).

Mathematics is a benefit when studying most subjects at A-Level, introducing Sciences, Social Sciences, Business Studies and Geography. University courses often require pupils to have a good understanding of Mathematics, as many courses require a good level of numeracy to undertake the course.

GCSE MEDIA STUDIES

MRS E HOCKLEY

Exam Board/Qualification Code

Eduqas GCSE Media Studies/603/1115/0

Grade Boundaries: 1 - 9

INTRODUCTION

As a GCSE Media Studies pupil, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why.

You will study lots of different media forms, such as: magazines, adverts, posters, newspapers and video games. There's also a significant amount of practical work where you might create magazines, television programmes, advertisements and more. In your practical work, you'll be able to apply what you've learned about the media in the production of your own media products.

SKILLS	STAR RATING
Literacy	☆☆☆☆
Numeracy	☆☆☆☆
Communication	☆☆☆☆
Creativity	☆☆☆☆
Practical	☆☆☆☆
Group Work	☆☆☆☆
Examination	None
Controlled Assessment	100%

COURSE OVERVIEW

Component 1: Exploring the Media

Section A: Exploring Media Language and Representation

Section B: Exploring Media Industries and Audiences

Component 2: Understanding Media Forms and Products

Section A: Television

Section B: Music Videos

Component 3: Creating Media Products Non-exam assessment 30% of qualification

An individual media production for an intended audience in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.

ASSESSMENT

Assessment will consist of a mixture of examinations and non-examined assessment.

Component 1: Written examination: 1 hour 30mins, 40% of qualification

Component 2: Written examination: 1 hour 30mins, 30% of qualification

Component 3: Non-exam assessment: Media Production, 30% of qualification

GCSE COMPUTER SCIENCE

MRS D STANTON

Exam Board/Qualification Code

Eduqas

Grade Boundaries: 9-1



INTRODUCTION

The GCSE Computer Science specification enables learners to develop computational thinking skills built on a sound base of conceptual learning and understanding. This is a very challenging course which requires pupils to analyse abstract problems, breaking solutions down into logical small steps. Pupils will need to learn to computer language (Python) and should have a strong interest in the way computers work.

SKILLS	STAR RATING
Literacy	★
Numeracy	★ ★ ★ ★ ★
Communication	★ ★ ★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Group Work	★ ★ ★ ★ ★
Examination	100%
Controlled Assessment	0%

COURSE OVERVIEW

The WJEC Eduqas GCSE in Computer Science encourages learners to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs to do so think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society apply mathematical skills relevant to computer science.

ASSESSMENT

Component 1: Understanding Computer Science This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security, authentication and data management and the impacts of digital technology on wider society as well as algorithms and programming constructs. **1 hour 45-minute Examination 50% 100 marks**

Component 2: Computer Programming This component investigates problem solving, programming languages, data structures and data types, program design, implementation and testing. Learners are required to produce a programmed solution to a set task which will then be the basis for examination. **2 hour Examination 50% 80 marks**

PROGRESSION

Pupils will be able to progress onto any Post-16 Computing or ICT course, with the potential to then go onto University. Pupils will also be suitably qualified to take up an apprenticeship in Network Maintenance, Web Programming or Programming.

There are many different careers pupils can progress into, such as:

Graphic Designer, publishing, games design, database administration, network management and software design.

GCSE HISTORY

MRS R MONEY

Exam Board/Qualification Code

Edexcel 1HIA

Grade Boundaries: 9 - 1



INTRODUCTION

GCSE History will allow pupils to study different aspects of the past, to engage with key issues, such as conflict, understand what drives changes and how the past influences the present.

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	★★★★★
Communication	★★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	★★★★★
Examination	100%
Controlled Assessment	0%

COURSE OVERVIEW

Crime & Punishment Through Time c 1000 to Present Day

This thematic study focuses on an understanding of the nature and process of change. It will involve identifying key trends and turning points across the theme of crime and punishment in the UK. The key factors are: attitudes in society, individuals and institutions (like the Church and the Government), and science and technology. This covers topics like the Norman Conquest; The Gunpowder Plot, Witchcraft, smugglers, highwaymen and the case for the death penalty in the 20th century. Part of this paper also includes a study of one historic environment. For this topic, we will study Whitechapel c 1870-1900 (Jack the Ripper).

Early Elizabethan England (1558-1588)

This British depth study is about Queen Elizabeth I and her reign between the periods of 1558-1588. This includes Elizabethan society and the extent of the Puritan challenge; the significance of Catholic plots, including Mary, Queen of Scots. In the later years, we also investigate piracy and the role of Sir Francis Drake and end with the Spanish Armada.

Weimar and Nazi Germany (1918-1939)

This is an in-depth study of Germany between the two World Wars. It looks in detail at the problems facing Germany after World War I and tracks the rise of Hitler's National Socialist German Worker's Party in the 1920s. It then moves on to examine how Hitler seized control during the Great Depression, the establishment of a dictatorship and Nazi attitudes towards women, youths, education and the persecution of minority groups.

The American West (1835-1895)

This period study focussing on how tribal life operates; their way of life and belief systems. It then moves on to looking at migration and the development of the West including cattle ranching, homesteaders, mountain men, and how people's roles changed throughout time in America during this period. The topic also covers how the tensions and conflicts rise amongst the different groups of people.

ASSESSMENT

All units will be assessed by exams at the end of Year 11.

Thematic Study: 30% of overall GCSE

Period & British Depth Study: 40% of overall GCSE

Modern Depth Study: 30% of overall GCSE

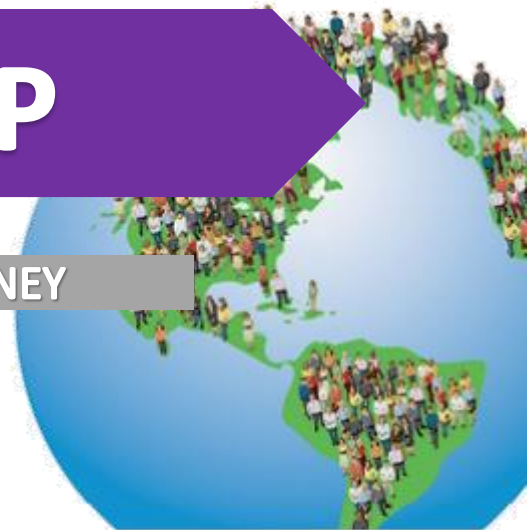
GCSE CITIZENSHIP

Exam Board/Qualification Code

Edexcel 1CS0

Grade Boundaries: 9 - 1

MRS R MONEY



INTRODUCTION

Citizenship studies are about how people take an active part in democratic politics and work together for a better society, locally, nationally and globally. **Pupils will learn about:**

Power & Democracy

The Operation of Government

The Legal System

The Role of the UK & the wider world

They will also:

Evaluate different controversial and topical issue with political, social, ethical, economic and environmental dimensions in local to global contexts.

Experience taking citizenship action and learn from trying to make a difference themselves.

Pupils must plan and complete their own social action project to become active citizens,

enabling out of the classroom opportunities and enhancing valuable life skills.

SKILLS	STAR RATING
Literacy	★ ★ ★ ★ ★
Numeracy	★ ★ ★ ★ ★
Communication	★ ★ ★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Group Work	★ ★ ★ ★ ★
Examination	100%
Controlled Assessment	0%

COURSE OVERVIEW

2 exams 1 hour 45 minutes each

Each paper is worth 80 marks

Paper 1: Themes A, B & C

Paper 2: Themes D & E

Paper 1:

Section A: Living together in the UK

Section B: Democracy at work in the UK

Section C: Law & Justice

Paper 2:

Section D: Power & Influence

Section E: Taking Citizenship Action

(which will relate to a project taken up by the class in their community)

ASSESSMENT

A01

Demonstrate knowledge and understanding of citizenship concepts, terms and issues (30%)

A02

Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions (30%)

A03

Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements (40%)

GCSE GEOGRAPHY

MRS F SWAIN

Exam Board/Qualification Code

Edexcel: 1GB0

Grade Boundaries: 9 - 1

INTRODUCTION

Geography is about promoting understanding of the character of places, the complex nature of peoples' relationships and interactions with their environment and the importance of human affairs and activities.

SKILLS	STAR RATING
Literacy	☆☆☆☆
Numeracy	☆☆☆☆
Communication	☆☆☆☆
Creativity	☆☆☆☆
Practical	☆☆☆☆
Group Work	☆☆☆☆
Examination	100%
Controlled Assessment	None

COURSE OVERVIEW

	GLOBAL GEOGRAPHICAL ISSUES	UK GEOGRAPHICAL ISSUES	PEOPLE AND ENVIRONMENT – MAKING GEOGRAPHICAL DECISIONS
Content Overview	<p>HAZARDOUS EARTH 2 studies of tectonic hazards and tropical storms</p> <p>DEVELOPMENT DYNAMICS A study of emerging country</p> <p>CHALLENGES OF AN URBANISING WORLD A study of a developing or emerging country</p>	<p>THE UK'S EVOLVING PHYSICAL LANDSCAPE 2 studies of coastal and river landscapes and issues Fieldwork investigation: Physical</p> <p>THE UK'S EVOLVING HUMAN LANDSCAPE 2 Studies of Dynamic inner-cities and changing rural settlements Fieldwork investigation: human</p>	<p>PEOPLE AND THE BIOSPHERE FORESTS UNDER THREAT</p> <p>CONSUMING ENERGY RESOURCES All 3 topics will form the basis of the decision-making context. Pupils will be expected to draw across their conceptual knowledge and understanding from the whole course.</p>
Assessment Overview	<p>37.5%</p> <p>94 Marks</p> <p>1 hour 30 minutes written paper</p>	<p>37.5%</p> <p>94 Marks</p> <p>1 hour 30 minutes written paper</p>	<p>37.5%</p> <p>64 Marks</p> <p>1 hour 15 minutes written paper</p>

ASSESSMENT

There are 3 exams which make up the overall grade and will all be sat during the June of Year 11. Pupils will also have mock exams of Units 1 and 2 during the course to indicate their progress.

The subject will be taught in a wide variety of ways, depending on the topic being covered at the time. Teachers will use a wide variety of strategies ranging from whole class teaching to small group work. This will be ideal preparation for further study, allowing pupils to take responsibility for their own learning whilst remaining under the overall direction of their teacher. Video, the internet and Geographical Information Systems (GIS) are used where appropriate to supplement class based work.

This course requires all pupils to attend a fieldtrip to carry out a geographical investigation. This will incur a cost, but there is funding in place for eligible pupils.

GCSE DRAMA

MISS G SHARPLES

Exam Board/Qualification Code

EDUQAS

Grade Boundaries: 9 - 1



INTRODUCTION

This course is incredibly rewarding and will widen pupils' skills within performance, directing and evaluating Drama overall. You will learn the basic concepts of drama techniques and how to fully take on exciting and challenging characters. Pupils will develop their own drama work and explore various well-known play-texts. Throughout this course, you will build strong collaborative skills and develop greater literacy skills. This course is structured with 60% practical and 40% written assessments.

It is essential in order to succeed within this course that all rehearsals during lunchtime and after school are fully attended.

SKILLS	STAR RATING
Literacy	★ ★ ★ ★ ★
Numeracy	★ ★ ★ ★ ★
Communication	★ ★ ★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Group Work	★ ★ ★ ★ ★
Examination	40%
Non-Exam Assessment	60%

COURSE OVERVIEW

Component 1: Devising

You are given various sets of stimulus material to research and explore. You will choose specific style, form and structure for your performance and chosen stimulus.

You will develop, in groups, a 10-20-minute performance where you will be assessed on your Drama techniques, characterisation and overall fluency. Pupils can choose to perform or take a design role – music, lighting, costume and make-up.

Component 2: Performance from Text

You will perform extracts from a specific play-text. You will also explore various theatre styles, ensemble work and build strong characterisation. This is performed to an external assessor.

Component 3: Theatre Makes in Practice

You will evaluate a live theatre performance by visiting a well-known play in a local theatre and analyse a set text explored as an actor, designer and director.

The text is currently *Inspector Calls* by J Preistley.

ASSESSMENT

Component 1: 40% Overall Grade

A portfolio covering the creating and developing process and analysis and evaluation of this process. This will be handwritten/typed evidence between 1500-2000 words.

Component 2: 20% Overall Grade

Pupils will perform to an external moderator.

Component 3: 40% Overall Grade

Pupils will respond to questions based on the chosen performance text. They will also develop an analytical response to a live theatre performance as part of a written GCSE examination.

PROGRESSION

A GCSE in Drama can open doors to many different career paths as it develops pupils' confidence and group work skills.

Progression from the GCSE in Drama can lead to study in:

A-Levels in Drama and Theatre, BTEC National Award in Performing Arts, BTEC National Certificate in Performing Arts and BTEC Diploma in Performing Arts.

GCSE MUSIC

MRS N MURRAY

Exam Board/Qualification Code

EDUQAS C660QS

Grade Boundaries: 9 - 1

INTRODUCTION

GCSE Music is an exciting and interesting option to take which allows pupils to develop an in depth knowledge of many styles of music.

If you enjoy performing and listening to music in your own time, and if you enjoy being creative by composing your own music, then GCSE Music is the option for you!

It will allow you to do all these things and encourage you to develop your own individuality in the subject. There will be opportunities for independent learning when working on individual solo performances and compositions, as well as working in a team for ensemble performances too.

It is recommended that if you choose to take this GCSE, you have lessons on your instrument of choice as this will support you further in the performance part of the course. Some funding is available to help pupils with this.

In GCSE Music, you will have the opportunity to see performances of live music, and you will be encouraged to take an active part in the concerts and performances that take place at UALS throughout your GCSE years.

SKILLS	STAR RATING
Literacy	☆☆☆☆
Numeracy	☆☆☆☆
Communication	☆☆☆☆
Creativity	☆☆☆☆
Practical	☆☆☆☆
Group Work	☆☆☆☆
Examination	40%
Controlled Assessment	60%

COURSE OVERVIEW

This course is split into 4 different areas of study:

AOS 1 ~ Musical Forms and Devices

It covers music from the Western Classical Tradition (1650-1910) focusing on structural forms and devices. There is also a set work in the AOS: Badinerie by J.S. Bach.

AOS 2 ~ Music for Ensemble

This covers chamber music, musical theatre, blues, and jazz with a focus on timbre and texture.

AOS 3 ~ Film Music

This AOS covers film music focusing on the effect of timbre, tone colour and Dynamics.

AOS 4 ~ Popular Music

This covers pop, rock, fusion and Bhangra. It also includes the set work Africa by Toto.

ASSESSMENT

- Component 1 – Performing (30%) – 1 ensemble and 1 solo or ensemble
- Component 2 – (30%) 2 compositions – 1 free choice, 1 set by Eduqas
 - Appraisal – (40%) Listening exam based on the areas of study.

Pupils will sit the exam in June of Year 11. This is externally marked. Component 1 and 2 are internally marked and externally moderated.

GCSE FOOD PREPARATION & NUTRITION

MISS T ANDREW

Exam Board/Qualification Code

AQA 8585

Grade Boundaries: 9 - 1



INTRODUCTION

The course will appeal to you if you:

- Have a keen interest in food and healthy eating
- Want to follow a course that develops knowledge and understanding through practical involvement
- Want to know more about nutrition and food science
- Want to improve your range of culinary skills

SKILLS	STAR RATING
Literacy	★ ★ ★ ★ ★
Numeracy	★ ★ ★ ★ ★
Communication	★ ★ ★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Group Work	★ ★ ★ ★ ★
Examination	50%
Non Exam Assessment	50%

COURSE OVERVIEW

AQA GCSE Food Preparation and Nutrition is an exciting and creative course which focuses on practical cooking skills to ensure you develop a thorough understanding of nutrition, food provenance and the working characteristics of foods.

The course covers 5 core topics:

1. Food, Nutrition & Health
2. Food Science
3. Food Safety
4. Food Choice
5. Food Provenance

ASSESSMENT

Exam – 1 hour 45 minutes

100 marks

Multiple Choice Questions 20 marks

5 Questions with a number of sub-questions

Non-Examined Assessment (NEA) 50% of final grade

NEA Task 1 Food Science Investigation

Each pupil produces a written or electronic report of 1500-2000 words explaining findings of a practical investigation, including photographic evidence which demonstrates their understanding of the working characteristics, functional and chemical properties of ingredients.

NEA Task 2 Food Preparation Assessment

Pupils will need to prepare, cook and present a final menu of three dishes to meet the needs of a specific context. On completion of the practical element, pupils will analyse and evaluate the outcomes through sensory testing, nutritional analysis, costing and identifying improvements to their dishes. Pupils will produce a concise portfolio containing no more than 20 sides of A4.

GCSE DESIGN & TECHNOLOGY

MRS H PICKWORTH

Exam Board/Qualification Code

AQA 8552

Grade Boundaries: 9 - 1

INTRODUCTION

We are all users of products. If you are creative, enjoy a challenge and have a passion for design, then this course is for you.

The course is strictly an academic route which requires you to develop your design capability by developing ideas while using computer aided design and manufacturing (CAD/CAM).

SKILLS	STAR RATING
Literacy	☆☆☆☆
Numeracy	☆☆☆☆
Communication	☆☆☆☆
Creativity	☆☆☆☆
Practical	☆☆☆☆
Group Work	☆☆☆☆
Examination	50%
NEA Non examined assessment	50%

COURSE OVERVIEW

This course provides opportunities to develop skills through activities including:

- Investigating designers from a range of different eras and disciplines
- Analysing existing products to learn how ergonomic, anthropometric and new technologies have influenced design
- Design tasks that develop a range of techniques, skills and processes including computer aided design and manufacture

ASSESSMENT

Over the 2-year duration of the course, pupils will be assessed in 2 ways. 50% of your grade will be a non-examined assessment (NEA), which will feature a detailed 20 page, A3 portfolio to tell the story of how you researched, designed and developed your design idea. This is to be completed at the end of Year 10 and beginning of Year 11.

The remaining 50% of your final grade is a 2-hour exam, which will test your design and technology knowledge.

Paper 1

What's Assessed?

Core technical principles
Specialist technical principles
Designing and making principles

How is it Assessed?

Written exam: 2 hours
100 marks
50% of GCSE

Questions

Section A – Core Technical Principles (20 marks)

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

Section B – Specialist Technical Principles (30 marks)

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

Section C – Designing and Making Principles (50 marks)

A mixture of short answer and extended response questions.

Non-Examined Assessment

What's Assessed?

Practical application of:
Core technical principles
Specialist technical principles
Designing and making principles

How is it Assessed?

Non-examined assessment: 30-35 hours approx.
100 marks
50% of GCSE

Tasks

Substantial design and make task

Assessment criteria:

Identifying and investigating design possibilities
Producing a design brief and specification
Generating design ideas
Developing design ideas
Realising design ideas
Analysing and evaluating

Pupils will produce a prototype and a portfolio of evidence

LEVEL 1/2 ENGINEERING

MR T PENN

Exam Board

Eduqas/WJEC

Grade Boundaries: P1-D2*

INTRODUCTION

This vocational award in Engineering has been designed to support learners in schools and colleges who want to learn about the engineering vocational sector and the potential it can offer them for their careers or further study. It is most suitable as a foundation for further study which would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment.

SKILLS	STAR RATING
Literacy	☆☆☆☆
Numeracy	☆☆☆☆
Communication	☆☆☆☆
Creativity	☆☆☆☆
Practical	☆☆☆☆
Group Work	☆☆☆☆
Examination	50%
NEA Non examined Assessment	50%

COURSE OVERVIEW

There are 3 units which will be studied and assessed throughout the course:

Unit 1: Manufacturing Engineering Products

This provides learners with the opportunity to interpret different types of engineering information in order to plan how to manufacture engineering products. Learners will develop knowledge, understanding and skills in using a range of engineering tools and equipment in order to manufacture and test an end product.

Unit 2: Designing Engineering Products

This allows learners to explore how an engineered product is adapted and improved over time, and it offers learners the opportunity to apply their knowledge and understanding to adapt an existing component, element or part of the engineering outcome that they manufactured for Unit 1.

Unit 3: Solving Engineering Problems

This unit introduces learners to a range of considerations that impact on engineering design and how modern engineering has had an impact on modern day life at home, work and society in general.

You will develop important skills which are useful in any industry, such as time management, critical thinking, communication and taking on responsibility.

ASSESSMENT

You will be assessed through a mixture of exams and project work.

Unit 1: This will be controlled assessments in the form of assignment work which will be provided by the examining body.

This is worth 40% of the overall qualification.

Unit 2: Unit 2 will also be controlled assessments in the form of assignments work provided by the examining body.

This is worth 20% of the overall qualification.

Unit 3: This unit is a single exam which is worth the remaining 40% of the overall qualification. The exam is 1 hour 30 minutes which is made up of multiple choice questions along with short extended answers.

Final grades can range from a Level 1 pass to a Level 2 Distinction*, dependant on achievement at each stage.

LEVEL 1/2 TECH AWARD DIGITAL INFORMATION

TECHNOLOGY

MRS E HOCKLEY



Exam Board/Qualification Code

Pearsons BTEC Level 1/2 Tech Award
in Digital Information Technology

Grade Boundaries: L1P-L2D

INTRODUCTION

This qualification is the same size and level as a GCSE and is aimed at everyone who wants to find out more about how IT skills are used in the real world. You will develop skills in the use of IT tools and techniques, as well as knowledge of IT systems, technologies and security issues.

Pupils will also learn about the IT product development process and how to apply this process to develop IT solutions to analyse and manage data. Pupils will also develop important skills which are useful in any industry, such as problem solving, decision making, innovation, project management, team working and communication.

The ability to use a computer effectively is an essential life skill. Computer skills enable pupils to understand and use technology to improve their personal and academic lives. Certified computer skills can help pupils' future prospects by making them more attractive to employers, whilst increasing their ability to communicate and access information and services in their personal life.

SKILLS	STAR RATING
Literacy	☆☆☆☆
Numeracy	☆☆☆☆
Communication	☆☆☆☆
Creativity	☆☆☆☆
Practical	☆☆☆☆
Group Work	☆☆☆☆
Examination	100%
Controlled Assessment	0%

COURSE OVERVIEW

What is the course structure?

This course is split into 3 components, which focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve this qualification.

What subjects will I study?

3 different components will be studied throughout the course:

Component 1: Exploring User Interface design principles and project planning techniques – learners will develop their understanding of what makes an effective user interface and how to effectively manage a project.

Component 2: Collecting, Presenting and Interpreting Data – learners will apply their knowledge and understanding of how organisations use data to help with decision making by using appropriate skills and techniques to develop a spreadsheet to model data for a specific brief.

Component 3: Effective Digital Working Practices – learners will learn to apply decision making skills and techniques in line with different organisations use digital systems and the wider implications associated with their use.

ASSESSMENT

This qualification is assessed using all 3 components:

Components 1 and 2 are 6 hour internal controlled assessments equating to 60% of the overall qualification. These are completed in exam conditions.

Component 3 is an external examined unit, lasting 1 hour 30 minutes which is made up of short and extended response questions, worth 40% of the overall qualification.

A grade must be obtained in all 3 components to achieve overall in this qualification.

GCSE STATISTICS

DR LEADER

Exam Board/Qualification Code

AQA 8382

Grade Boundaries: 9 - 1



INTRODUCTION

For GCSE Statistics, we use AQA as the exam board. There are 2 levels of entry for GCSE; Higher Tier leading to grades 9-4 and Foundation Tier, leading grades 5-1.

COURSE OVERVIEW

This option is available to pupils of all ability levels. The skills which pupils learn will really help them in their normal Mathematics lessons, as well as letting them see how Mathematics is used in the real world.

The course will also benefit candidates studying other subjects where data is heavily used, such as Science, Geography and Business.

The course consists of the following elements:

Planning and data collection

Processing, representing and analysing data

Reasoning, interpreting and discussing results

Probability

Pupils are taught to consider more than just how to calculate data and by the end of the course, they should be able to explain their findings and interpret what data means.

ASSESSMENT

Pupils are assessed by 2 examinations of 1 hour 45 minutes each at the end of the course.

Candidates will have access to a calculator in these examinations. Coursework is no longer a part of this qualification.

Depending on ability, pupils may be entered for Higher Tier or Foundation Tier. This is reviewed periodically throughout the duration of the GCSE course.

PROGRESSION

This qualification is useful in many areas, particularly for pupils who plan on studying post-16 courses in Mathematics, Economics, Science (including Psychology), Business or Geography. It would also be particularly useful for anyone planning on running their own business.

GCSE ART & DESIGN

MRS R LAWSON

Exam Board/Qualification Code

Edexcel 1AD0

Grade Boundaries: 9-1

INTRODUCTION

The GCSE course in Art & Design is a 2-year qualification which aims to encourage any pupils that enjoy drawing, painting, printing and making to further their artistic flair, by developing work from a wide variety of starting points.

The work will be based on 1 coursework project (Component 1) and an externally set assignment (Component 2). Work will be assessed through project work and a final examination.

In Year 11, pupils will sit a 5-hour mock examination in preparation for the 10-hour examination at the end of Year 11.

SKILLS	STAR RATING
Literacy	☆☆☆☆
Numeracy	☆☆☆☆
Communication	☆☆☆☆
Creativity	☆☆☆☆
Practical	☆☆☆☆
Group Work	☆☆☆☆
Examination	None
Controlled Assessment	100%

COURSE OVERVIEW

Pupils will spend Year 10 and 11 following the Edexcel Art, Craft & Design (1AD0) programme of study. This will equip them with the essential techniques and processes to complete their portfolio work. Pupils will be assessed using the following 4 assessment objectives:

Assessment Objective 1:

Develop ideas through investigations demonstrating critical understanding of sources.

Assessment Objective 2:

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Assessment Objective 3:

Record ideas, observations and insights relevant to intentions as work progresses.

Assessment Objective 4:

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

ASSESSMENT

The final grade is calculated from achieving a coursework portfolio (this is everything you do in the classroom and homework) which will represent 60% of the final mark. The final 40% comes from an externally set assignment where pupils must choose a theme from given starting points. The final 10-hour exam is set over 2 days.

Methods of Assessment:

Component 1: 60% of overall qualification, internally marked, externally moderated.

Component 2: 40% of overall qualification, internally marked, externally moderated.

This course is ideal for pupils who have a strong interest in Art & Design and who would like to develop their skills.

Level ½ Child Development

MRS D. STANTON

Exam Board/Qualification Code

Edexcel Pearson/603/7058/0

Grade Boundaries: L1P; L1M; L1D;
L2P; L2M; L2D



INTRODUCTION

This course will give you the opportunity to develop knowledge and technical skills in a practical learning environment. You will also develop key skills such as research and written communication skills as you plan different types of play activities to encourage children's learning and development and investigate how to adapt them to meet children's individual

COURSE OVERVIEW

Everyone taking this qualification will study three components, covering the following content areas:

In Component 1, you will gain knowledge of the principles of growth and development, including expected development milestones, for different age ranges across all five areas of development; physical, intellectual and cognitive, communication and language, social and emotional. You will explore how different factors can positively or negatively impact different areas of a child's expected development.

In Component 2, you will explore different stages and types of play and how play activities can support and promote children's development and learning across the five areas of development between the ages of birth and five years old. You will investigate the different learning needs of children at different ages and stages and learn how to plan and structure play activities to meet those learning needs and encourage and influence learning, while considering the role of adults in promoting children's learning and development through play both at home and in the community.

In Component 3, you will develop an understanding of how children's learning and development can be affected by their individual circumstances. You will investigate the importance of inclusion and the role of an adult in keeping children safe when engaging in play activities and how the environment and play activities can be adapted to support the learning and development of all children.

ASSESSMENT

Components 1 and 2 are 6 hour internal controlled assessments equating to 60% of the overall qualification. These are completed in exam conditions.

Component 3 is an external examined unit, lasting 1 hour 30 minutes which is made up of short and extended response questions, worth 40% of the overall qualification.

A grade must be obtained in all 3 components to achieve overall in this qualification.

PROGRESSION

If you decide to go on to further study of early years and child development, the best option for you will depend on the grades you have achieved in this and the other qualifications you have taken, and what you enjoy doing. You could progress to a Level 2 Technical Certificate or to a Level 3 programme, such as A Levels, a T Level or a BTEC National, either on its own or in combination with A levels.

LEVEL 1/2 RETAIL BUSINESS

MR S GILMAN

Exam Board/Qualification Code

Eduqas/WJEC

Grade Boundaries: L1P, M, D

L2P, M, D

INTRODUCTION

This qualification has been designed to support learners who have an interest in Retail and Business and allows pupils to focus on real life case studies in relation to the differing modules.

SKILLS	STAR RATING
Literacy	★ ★ ★ ★ ★
Numeracy	★ ★ ★ ★ ★
Communication	★ ★ ★ ★ ★
Creativity	★ ★ ★ ★ ★
Practical	★ ★ ★ ★ ★
Group Work	★ ★ ★ ★ ★
Examination	100%
Controlled Assessment	None

COURSE OVERVIEW

The course is broken down into 3 units:

The Business of Retail: This unit introduces learners to the competitive and dynamic nature of the retail industry. Learners will gain knowledge of different types of retailer, how they compete for customers and the impact of external influences.

Customer Service for Retail Business: This unit introduces learners to the importance of customer service and how retailers use this to give customers a positive retail experience.

Merchandising and Marketing Retail Products: This unit considers the importance of visual merchandising and marketing to retail organisations. Learners will have to design a visual merchandising installation and explain how these target customers can help achieve their aims.

ASSESSMENT

Within the first 2 units, pupils' work will be assessed by the completion of assignment based tasks with a scenario situation. These are graded dependent upon the quality of work produced. These are done in exam conditions.

60% of this course is based on portfolio work, whilst the remaining 40% is assessed via an externally set exam, sat in Year 11.

PROGRESSION

This course will either prepare pupils for a Level 3 qualification which can be studied at local colleges and Sixth Forms. It will also prepare pupils who wish to go on to a Level 3 Eduqas qualification in Retail Business, a T-Level qualification in Business and Retail or an A-Level in Business.

This qualification is widely recognised within the business industry and also by universities. Therefore, this would support learners going into employment or an apprenticeship.

LEVEL 1/2 PERFORMING ARTS

MISS G SHARPLES

Exam Board/Qualification Code

WJEC/Eduqas

Grade Boundaries: L1P-L2D

INTRODUCTION

Do you have a passion for performance? Are you a budding Actor, Dancer or Performing Arts enthusiast? Do you want to discover more about the fantastic roles behind the scenes – from costume design and make-up, to set design and lighting? If so, it's time to uncover your potential – find out more about this exciting qualification today!

You can choose either performance or design roles within this course. This is a fun energy driven course for pupils of all abilities who are willing to build confidence and work as a team.

SKILLS	STAR RATING
Literacy	★☆☆☆☆
Numeracy	★☆☆☆☆
Communication	★☆☆☆☆
Creativity	★☆☆☆☆
Practical	★☆☆☆☆
Group Work	★☆☆☆☆
Examination	40%
Non-exam Assessment	60%

COURSE OVERVIEW

Component 1: Performing

You will learn the skills and techniques needed to produce a successful performance of existing work, such as a piece of music or an extract from a play or show.

This unit can be completed through any of the following disciplines: Drama or Musical Theatre (which may incorporate dance)

Component 2: Creating

You will learn how to create and refine your own original work in Performing Arts, such as choreography, designing costumes, Musical Theatre – performing, singing and acting.

This unit can be completed through any one of the following disciplines: Devised drama, Choreography, Costume Design, Lighting Design, Make-up, Hair Design, Set Design or Sound Design.

Component 3: Performing Arts in Practice

You will learn about areas of the performing arts industry that need to be considered when responding to a commission, and will consider these when coming up with and pitching your own idea.

ASSESSMENT

You will be assessed through project work. For Units 1 and 2, you will undertake projects in response in briefs. The project for each unit will take 10 hours and worth 30% of your overall qualification. For each one, you will be given a scenario and will need to undertake a number of tasks.

In unit 3, you will undertake another project in response to a brief, which will take 20 hours and be worth 40% of your qualification.

You will be given a scenario and will need to undertake a number of tasks.

LEVEL 1/2 SPORT & COACHING PRINCIPLES

MR A WHEELER

Exam Board/Qualification Code

WJEC/Eduqas

Grading: D*/D/M/P

INTRODUCTION

Are you passionate about sport and fitness?

Do you want to learn how coaching can boost performance and get off to a flying start in your future career?

COURSE OVERVIEW

This qualification is made up of 3 units:

Unit 1: Fitness for Sport (Examination 40%)

Develop the knowledge, understanding and skills needed to plan training programmes. Learn about the changes that take place in the body following exercise and how training can lead to improvements in fitness.

Unit 2: Improving Sporting Performance (Controlled Assessment 25%)

Develop the knowledge, understanding and skills needed to analyse performance and review strategies for improvement. Learn about the physiological, psychological and technical factors that impact sporting performance.

Unit 3: Coaching Principles (Controlled Assessment 35%)

ASSESSMENT

Pupils will be assessed through a mixture of exams and project work. Unit 1 is assessed through an exam which is worth 40% of your overall qualification. For units 2 and 3, you will undertake a controlled assessment in response to a brief, worth 60% of your overall qualification and will take you 10 hours to complete. You will be given a scenario and will need to undertake a number of tasks.

PROGRESSION

WJEC Level 1/2 Vocational Award in Sport & Coaching Principles can provide learners with a level 2 pass which could lead to:

- A-Levels as preparation for entry to higher education in a range of subjects
- Study of a vocational qualification at level 3, which prepares learners to enter employment or an Apprenticeship, or to move to higher education by studying a degree in the sport or sport and exercise areas
 - Careers with Sport & Coaching Principles
 - Community sports project manager
 - Development coach
 - Leisure club administrator
 - Physical Education teacher
 - Personal trainer
 - Physiotherapist
 - Sports coach
 - Sports instructor
 - Sports mentor
 - Sports therapist

GCSE FRENCH

MR W MARKS

Exam Board/Qualification Code

AQA 8658

Grade Boundaries: 9 - 1

INTRODUCTION

Do you want to earn up to 10% more than your peers? How about having a bigger brain, better creative reasoning, critical thinking or problem solving skills and even better mental health? Studies show that these, along with many other benefits, all stem from learning a language at school. Becoming part of the international multilingual community will give you access to exciting career opportunities, chances to travel and immerse yourself in different cultures.

Did you know that more than 450 million people speak French on the 5 continents and that French is the 2nd most widely learning foreign language after English, with 120 million learners worldwide? Become one of this truly multicultural and welcoming community.

SKILLS	STAR RATING
Literacy	★★★★★
Numeracy	★★★★★
Communication	★★★★★
Creativity	★★★★★
Practical	★★★★★
Group Work	★★★★★
Examination	100%
Controlled Assessment	None

COURSE OVERVIEW

We follow AQA's syllabus which is a full course assessed on 4 skills; speaking, listening, reading and writing which are all worth 25% each of the overall grade.

The course is designed around 3 main themes:

Theme 1: People and Lifestyle

Identity and relationships with others ~ Healthy living and lifestyle ~ Education and work

Theme 2: Popular Culture

Free-time activities ~ Customs, festivals and celebrations ~ celebrity culture

Theme 3: Communication and the world around us

Travel and Tourism ~ Media and Technology ~ The environment and where people live

The wide range of topics allows us to adopt a modern approach and learn vocabulary which is relevant to our everyday world.

Due to the all-encompassing and broad nature of the course, vocabulary acquisition is key. Therefore, a certain level of self-motivation and independent learning is essential; pupils will have vocabulary tasks to complete independently each week. They will be required to complete extensive and regular home learning tasks in order to gain their full potential in the GCSE examination.

ASSESSMENT

GCSE French has a Foundation Tier (Grades 5-1) and Higher Tier (Grades 9-4). Pupils must take all 4 papers at the same tier and all papers must be taking within the same series.

PROGRESSION

After GCSE, it is possible to follow an A-Level course in Sixth Form. Languages are now a part of the Ebacc. Having a GCSE in a modern foreign language opens doors to many higher qualifications. It primarily allows pupils to pursue a career in translation, interpretation, international business and teaching, but languages are equally desirable to all career choices; from international politics, to logistics and international lorry driving. Language learning is an advantageous skill.

OPTION CHOICE SUBMISSION FORM

Name: _____ Form: _____

This form must be handed back to Pupil Reception no later than Friday 23rd February 2025

Option 1	Option 2	Option 3
GCSE History	Level 1/2 Sport & Coaching Principles	GCSE History
GCSE Geography	GCSE Computer Science	GCSE Triple Science
GCSE French	GCSE Media Studies	GCSE Media Studies
	GCSE Food Preparation & Nutrition	GCSE Art & Design
	Level 1/2 Engineering	Level 1/2 Tech Award in Digital Information Technology
	GCSE Art & Design	GCSE Statistics
	Level 1/2 Retail Business	GCSE Design & Technology
	GCSE Drama	Level 1/2 Performing Arts
	GCSE Music	GCSE Citizenship
	Geography	Level ½ Child Development
CHOICE	CHOICE	CHOICE

CHOOSE ONE SUBJECT FROM EACH OPTION BLOCK

We aim to ensure that all pupils receive the option choices they have made, but if this form is not handed in to Pupil Reception by **Friday 23rd February 2025**, then we cannot guarantee you will be able to study the option choices that you wish.

If pupils take a subject in one option block, they cannot choose the same subject again.