

Guided Choices 2026

UNIVERSITY ACADEMY
LONG SUTTON



UNIVERSITY OF
LINCOLN

A photograph of a basketball game in progress. A player in a yellow jersey is jumping to shoot a pink basketball. Another player in a teal jersey is jumping to block the shot. In the background, other players and spectators are visible on a wooden basketball court.

“Transforming lives”

A guide to selecting your option choices

Ambition | Inclusion | Integrity



Principal's Welcome

Dear Parents and Students,

Making the right decisions about courses may seem daunting but we are sure that with the support of the staff at University Academy Long Sutton, we will be able to make this process straightforward and successful. A wide range of staff are available to give advice and guidance where necessary. The Guided Choice Evening will provide an opportunity for you to ask questions but please do not hesitate to contact any member of staff at the Academy over the next few weeks if they can be of assistance. This booklet is also designed to help by giving you detailed information about the range of courses available.

Your child will be given the opportunity to study for a number of Level 2 (GCSE / Vocational) qualifications from September of Year 10. We believe that allowing a more personalised programme of qualifications from the start of their GCSEs will improve the outcomes for the pupils in our care.

The KS4 courses offered will provide a firm foundation for future careers and further education. In particular, our courses are designed to be a natural steppingstone to GCE AS/A2 Level

qualifications and Vocational Subjects offered in the Trust Sixth Form Centre at Holbeach (UAH). This ensures continuity and progression in learning at University Academy Long Sutton and across the University of Lincoln Academy Trust. We are convinced that our success as an Academy is due in part to this careful linking of courses and the sustained support of staff for students from the ages of 11 to 18.

We are delighted to offer an extensive range of GCSEs and Vocational courses. We encourage you to ask as many questions as possible and use the information we have provided to make an informed choice.

Mr Liam Davé
Principal



Guidance for Students

- Consider which subjects you enjoy and are good at. Think about what your teachers have said about your attitude to learning in that subject and which subjects your recent report shows you doing well in.

- Take time to use this booklet as well as the school website subject pages and conversations with staff to find out more about the course, what is studied and how it will be assessed.

- An important factor for some students is finding the right balance between courses and not limiting your subject choices too much, including finding the right balance between GCSE examined courses and courses that use coursework to assess your learning.

- Do not be influenced by whether a subject is taught by a particular teacher.

- Do not choose a course because your friends are also doing that course. You should make up your own mind.

- Spend some time talking to your teachers, family and perhaps older siblings to get their advice or insight on the different subjects and courses.

- If you have a specific career or perhaps a course you know you want to progress onto, spend time checking to see if there are some subjects that are required or prerequisite grades for the course entry.

- Remember your choices now will not limit your future pathway as they are a stepping stone to the next stage of your journey.

Where to Get Help

For more information on how the subjects you study and the careers they may lead to, visit the Careers & Employability page on our website: [Careers - University Academy Long Sutton](#)



Frequently Asked Questions

What subjects will you study?

English (Language and Literature), Mathematics, Science, at least one EBACC subject (Geography or History), RSHE and core PE. You will have the choice of up to two additional subjects.

What is a BTEC or EDUCAS vocational course?

These are courses which are more modularised. You will have formal assessments at the end of each assessment, some are sat in Year 10 and others in Year 11. There will be a formal terminal exam at the end of Year 11. Vocational courses tend to be more practical and case study based.

?

What is the EBACC?

The EBACC is not a qualification in its own right – it's a combination of GCSE subjects including a language that offer an important range of knowledge and skills to young people. If you are thinking of going to University, the EBACC is also recommended by Britain's most prestigious universities.

Will I be guaranteed to study the subjects I have chosen?

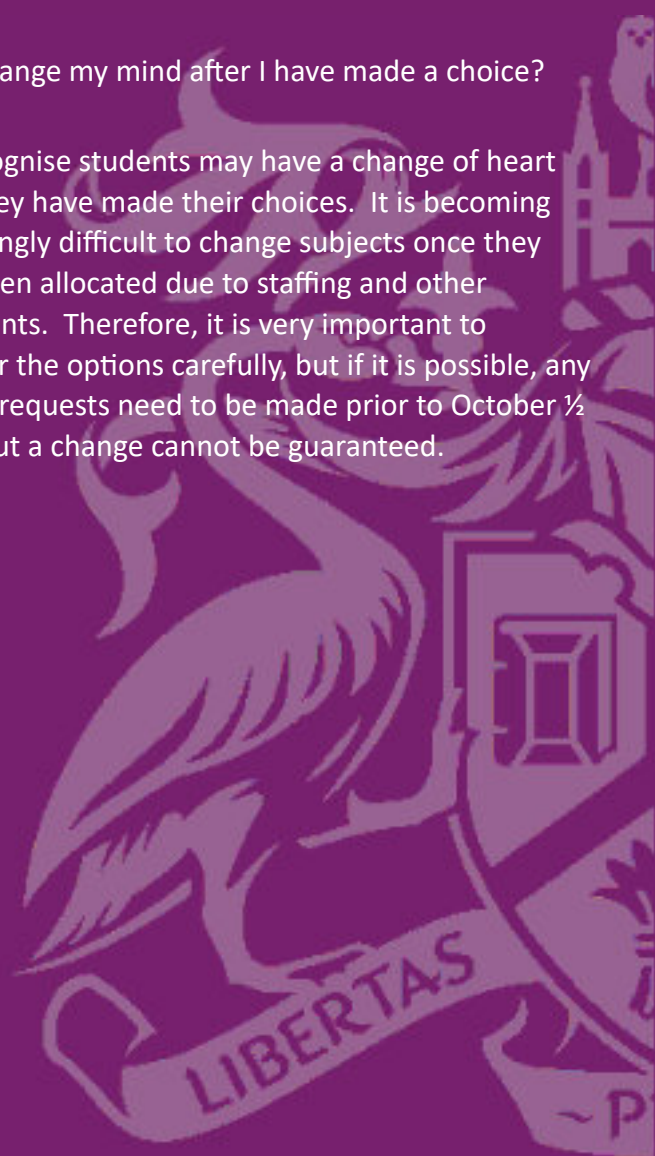
Just because a student picks a subject and make preferences, it does not guarantee they will study it further next year. A number of factors such as popularity, resources, staffing and rooming play a part in determining which subjects take place. In any given year there are always a small number of students who are disappointed that they do not get their selected courses, although we make every effort to ensure that the vast majority do so.

When will I find out whether my chosen options have been agreed?

In general, this will be during the summer term of Year 9.

Can I change my mind after I have made a choice?

We recognise students may have a change of heart after they have made their choices. It is becoming increasingly difficult to change subjects once they have been allocated due to staffing and other constraints. Therefore, it is very important to consider the options carefully, but if it is possible, any change requests need to be made prior to October ½ term, but a change cannot be guaranteed.





February
Year 9

Guided Choice Evening

March
Year 9

**Deadline for Choices
Form**

July
Year 9

**Pupils informed of choice
outcome by letter**

Sept.
Year 10

Pupils begin their GCSE Course

May
Year 11

**Pupils sit their final
examinations**

GCSE English Language - Miss M Papworth

COURSE CONTENT

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.

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

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)

Course:

GCSE English

Exam Board:

OAQA 8700

GCSE English Literature - Miss M Papworth

COURSE CONTENT

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

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.

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.

Course:

GCSE English

Exam Board:

AQA 8702

Combined Science - Mrs N Leeper

COURSE CONTENT

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.

ASSESSMENT

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

Course:

GCSE Science

Exam Board:

Edexcel 1SCo

Triple Science - Mrs N Leeper

COURSE CONTENT

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.

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

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.

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.



Course:

GCSE Triple Science

Exam Board:

Edexcel 1D1o, 1CHo,
1PHo

GCSE Maths - Mrs A Heisig

COURSE CONTENT

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

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.



Course:

GCSE Maths

Exam Board:

AQA 8300

GCSE French

COURSE CONTENT

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.

We follow Edexcel'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 - Health 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 taken 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.



Course:

GCSE French

Exam Board:

Edexcel

Level 1/2 Construction & The Built Environment - Mrs E Hockley

COURSE CONTENT

This course provides genuine work related learning by a plan, do and review approach, giving an opportunity to learn some fundamental and vital management, supervisory and tradesperson skills and output. Many of the tasks are transferable in nature, providing you with a broad appreciation of the built environment and preparing you for advancement in further education, apprenticeships or careers within this vital sector. Learning will cover Health and Safety responsibilities and legislations, the role of HSE, identifying hazards, risks and control measures, as well as interpreting, planning, calculating and preparing to carry out a range of construction tasks.

This qualification is made up of 2 units; Unit 1 + 2

Unit 1: Introduction to the Built Environment

You will be introduced to the principles of the built environment and have the opportunity to develop the skills, knowledge and understanding in identifying, explaining and evaluating different ideas and concepts of the built environment.

Unit 2: Designing the Built Environment

Building on the skills, knowledge and understanding you will develop through Unit 1, our Designing the Built Environment unit will offer you the opportunity to interpret and produce drafts, drawing and models of design plans.

You will develop important skills that are useful in any industry, such as time management, critical thinking, communication, research and critical learning.

ASSESSMENT

You will have 1 exam for **Unit 1**, which is worth 40% of your qualification. The duration of the exam is 1 hour 30 minutes and is made up of short and extended response questions.

Unit 2 (Option 1) will be assessed with project work which is worth 60% of your qualification. As part of this assessment, you will be given a client brief and will be asked to produce design drawings and develop 3D models.

Unit 3 (Option 2) will be assessed via project work which is worth 60% of your qualification. You will be asked to prepare and complete 3 trade based tasks, such as creating a simple lighting circuit, building a brick structure and making a wooden planter.

PROGRESSION

The construction industry offers a wide range of exciting opportunities, from tradesperson to leading large scale construction projects, along with architects to renovators of our historic built environment.



Course:

Level 1/2 Construction & The Built Environment

Exam Board:

Eduqas / WJEC

GCSE History - Mrs R Money

COURSE CONTENT

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.

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 focusses 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.

Anglo-Saxons and Normans

This British depth study focusses on the English monarchy and government, Harold Godwinson's embassy to Normandy and the reasons for the rising against Tostig and his exile. It moves on to explore the Battle of Hastings, the Marcher earldoms, reasons for the building of castles; their key features and importance. It also covers Anglo-Saxon resistance and the Revolt of the Earls.

Medicine in Britain

This period study focusses on how key features on the development of medicine were linked with the key features of society in Britain. It examines the supernatural, religious and rational explanations of disease, how medical training, diagnosis and careers have changed over time. It then moves onto the Black death, plagues, germ theory and the NHS today. This topic also focuses on key individuals who have changed or impacted medicine in Britain.

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



Course:

GCSE History

Exam Board:

Edexcel 1H1A

GCSE Geography - Mrs F Swain

COURSE CONTENT

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.

Fieldwork is an essential requirement of this course. Students will undertake two fieldwork sessions – one is human fieldwork and will be based in a town, and the second is physical, where we will either visit a river or the coast. These trips are compulsory; otherwise, students will not be able to access part of the exams.

ASSESSMENT

GCSE Geography consists of three papers. These papers will be examined in the summer of 2028.

Paper 1: Our Natural World (35% of GCSE)

1 hour 15 minutes – 70 marks

Theme 1: Global Hazards

Theme 2: Changing Climate

Theme 3: Distinctive Landscapes

Theme 4: Sustaining Ecosystems

Theme 5: Fieldwork and Geographical Skills

Paper 2: People and Society (35% of GCSE)

1 hour 15 minutes - 70 marks

Theme 1: Urban Futures

Theme 2: Dynamic Development

Theme 3: UK in the 21st Century

Theme 4: Resource Reliance

Theme 5: Fieldwork and Geographical Skills

Paper 3: Geographical Exploration (30% of GCSE)

1 hour 30 minutes - 60 marks

Section A - Geographical Skills

Section B - Decision Making

Students will be assessed against four objectives. In brief, these include:

AO1 – Demonstrate knowledge of locations, places, processes, environments and different scales.

AO2 – Demonstrate geographical understanding of:

Concepts and how they are used in relation to places, environments and processes

The inter-relationship between places, environments and processes.

AO3 – Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues and to make judgements.

AO4 – Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.

There is an emphasis on Maths and Statistics, with students needing to apply a variety of skills. Graphs to be studied include: Line graphs, Scatter graphs, Pie charts, Climate graphs, Proportional symbols, Radial Graphs and Population Pyramids.

Students should also be able to calculate the mean, mode, range, median, and interquartile range, as well as ratio, proportion, magnitude and frequency. Students need to understand the difference between qualitative and quantitative data.

Course:

GCSE Geography

Exam Board:

OCR

GCSE Drama - Miss G Sharples

Acting / Costume / Make-Up

COURSE CONTENT

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.

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.

Course:

GCSE Drama

Exam Board:

Eduqas

GCSE Music

COURSE CONTENT

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.

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.

Course:

GCSE Music

Exam Board:

Eduqas C660QS

GCSE Food Preparation & Nutrition - Mr M Smith

COURSE CONTENT

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.

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.

Course:

GCSE Food Preparation
& Nutrition

Exam Board:

AQA 8585

GCSE Design & Technology - Miss H Pickworth

COURSE CONTENT

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).

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

Course:

GCSE Design &
Technology

Exam Board:

AQA 8552

Level 1/2 Engineering - Mr T Penn

COURSE CONTENT

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.

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.



Course:

Level 1/2 Engineering

Exam Board:

Eduqas/WJEC

Level 1/2 Tech Award Digital Information Technology - Mrs E Hockley

COURSE CONTENT

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.

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.

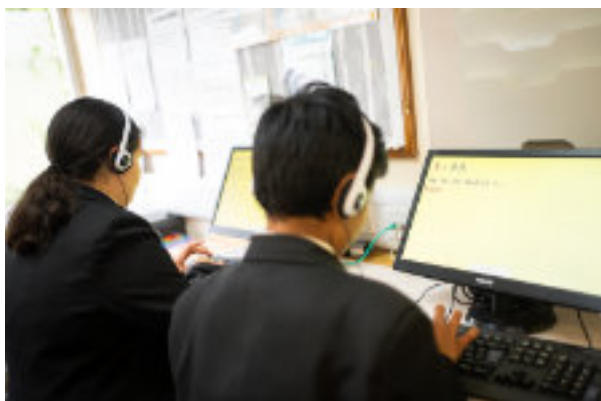
ASSESSMENT

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.



Course:

BTEC Level 1/2 Tech
Award in Digital
Information Technology

Exam Board:

Pearsons

GCSE Statistics - Mrs A Heisig

COURSE CONTENT

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 to grades 5-1.

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.



Course:

GCSE Statistics

Exam Board:

AQA 8382

GCSE Art & Design - Mrs R Lawson

COURSE CONTENT

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.

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.



Course:

GCSE Art & Design

Exam Board:

Edexcel 1ADo

GCSE Child Development - Mrs D Stainton

COURSE CONTENT

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

ASSESSMENT

The qualification is split into 2 parts:

1. Written Paper externally assessed written paper, equivalent to 50% of the total grade. Questions will cover all aspects of the specification including:

Child Development

Factors that influence the child's development

Care routines, play and activities to support the child

Early Years Provision

Legislation, policies and procedures in the early years

Expectations of the early years practitioner

Roles and responsibilities within early years settings

The importance of observations in the early years childcare

2. Synoptic Assessment - This is split into five assessment objectives and will form 50% of the final grade. NEA encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas. NEA enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth.

It also requires them to demonstrate their capability to apply knowledge, understanding and skills across all content areas that are being assessed.

Students wishing to follow this course should have a genuine interest in children and should possess the following personal qualities; be caring, helpful, honest, patient and kind.

PROGRESSION

It is also an excellent progression route for further education in Early Years and Health and Social care.

CAREERS

Childcare Practitioner, Primary School Teacher, Teaching Assistant, Social Work, Nursing, Community Work, Midwifery.



Course:

GCSE Child Development

Exam Board:

OCR

Level 1/2 Retail Business - Mr S Gilman

COURSE CONTENT

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.

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.



Course:

Level 1/2 Retail Business

Exam Board:

Eduqas/WJEC

Level 1/2 Sport & Coaching Principles - Mr A Wheeler

COURSE CONTENT

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?

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 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

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



Course:

Level 1/2 Sport & Coaching

Exam Board:

Eduqas/WJEC

Name: _____ Form: _____

**This form must be handed back to Pupil Reception no later than Friday 27th
February 2026**

	Option 1	Option 2	Option 3
	History	Retail Business	Art
	Geography	Sport	History
		Engineering	Triple Science
		Child Development	Music
		Construction	Drama
		Digital IT	Food
		Art	Product Design
		Statistics	French
Reserve Choice			

Please note that these options are only an indication of choice, and will only run if there is sufficient uptake.