

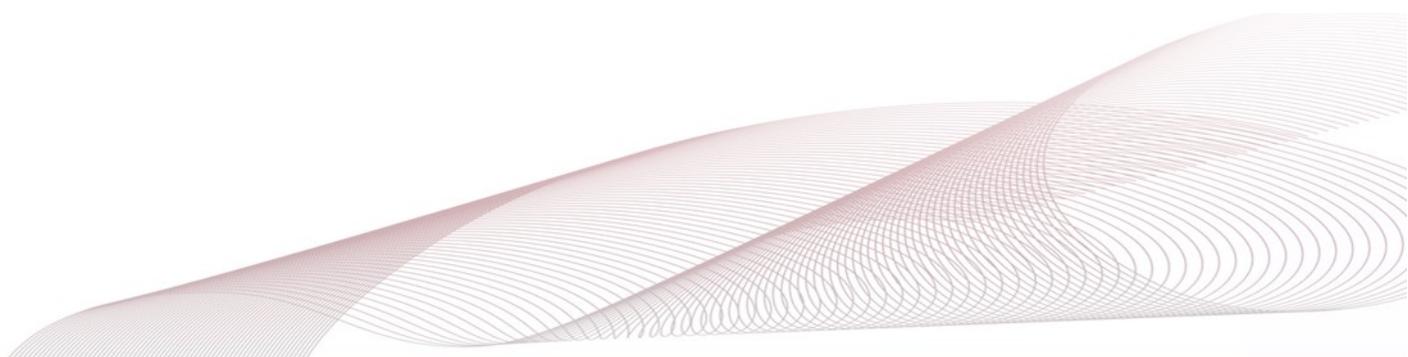


**KEY STAGE 4**

**OPTIONS**

**BOOKLET**

**2024 - 2026**



Dear student,

The Key Stage 4 options process is extremely important as it is the first opportunity for you to plan your future by choosing the right curriculum for you to follow over the next 2 years. In many cases the choices you make at this stage will have a direct effect on your future education and career pathway. It is therefore essential that you consider all the information provided so you can make a fully informed decision.

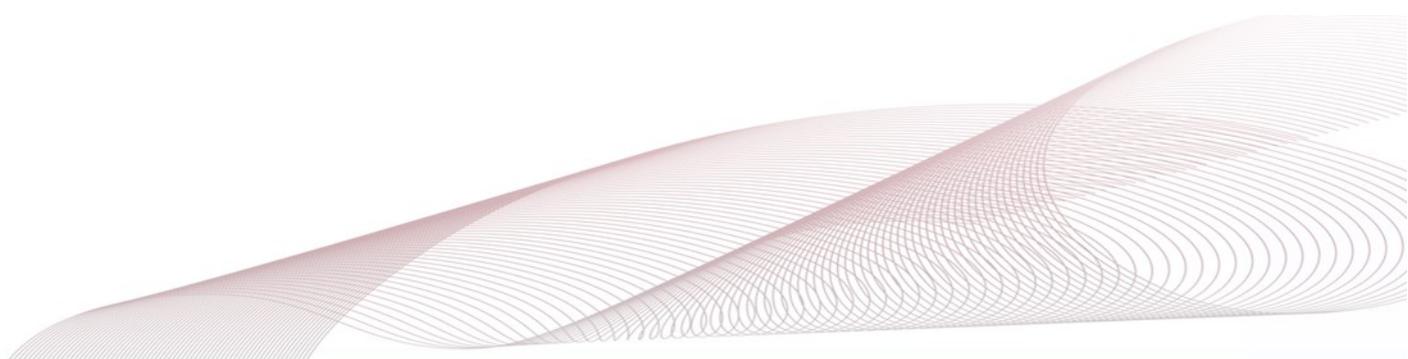
You should consider the subjects that provide you with the most enjoyment and which you find the most interesting. You should not select a subject because your friends are choosing it or because of a particular teacher. Whilst there may be a teacher that inspires you currently, there is no guarantee they will teach you in Key Stage 4. Instead, focus on the content of the curriculum in each subject, the requirements in each qualification and the future pathways each subject can lead onto.

This is a very exciting stage in your educational journey. For the first time you are able to select the subjects you are most passionate about and therefore you must take the time to make a mature and responsible set of decisions. Read the information that is provided in this booklet, talk to your parents/carers and teachers and then think carefully about the appropriate choices for you.

I wish you every success.

Mr Solly

Principal



# THE KEY STAGE 4 CURRICULUM

## THE CORE SUBJECTS

All students study the core subjects. They are:

- GCSE English (2 GCSEs; Language and Literature)
- GCSE Mathematics
- GCSE Science (Combined or Separate Sciences)

## Non-Examined Courses

- Core P.E.
- Personal Development Education (PDE)

## Choosing options:

Most students will be able to choose 3 options from the table below, one from each block.

Block A	Block B	Block C
Art	Business Studies	Art
Business Studies	Drama	Business Studies
Citizenship	Geography	Design and Technology
Design and Technology	History	Food and Nutrition
Food and Nutrition	PE option	French
Geography	RE	German*
History		Geography
Music		History
		Spanish*

You can choose one subject from each block, and then make 2 reserve choices. You will also be asked to put your choices in order. We will use this order to allocated oversubscribed options.

**\*You must be studying German or Spanish in year 9 if you want to choose them as an option.**

At least one of your options must be Geography, History or a Language. This is a college requirement and also ensures that you will have a good *Progress 8* which is a requirement for some post 16 colleges.

# ASSESSMENT

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GCSEs are assessed in two ways:

## EXAMS

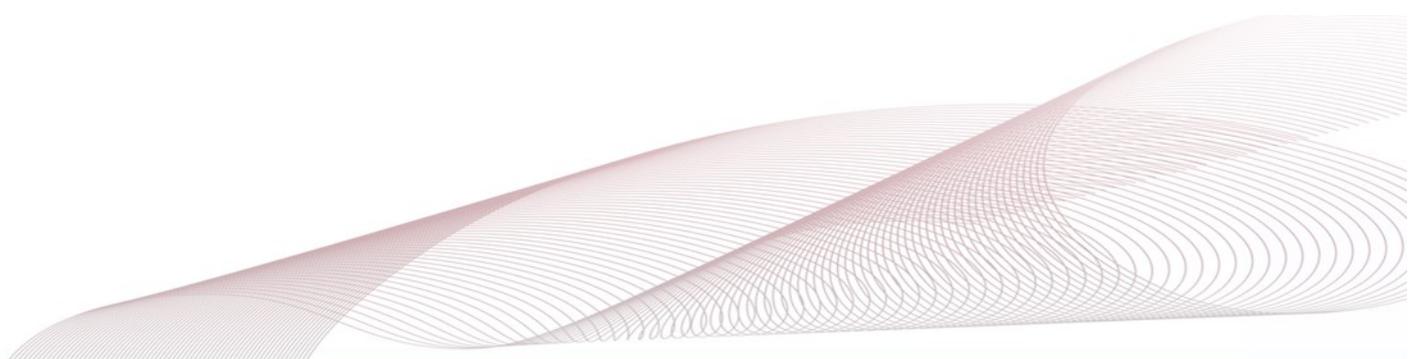
Nearly all GCSEs are now solely assessed by exams at the end of Year 11. It is therefore important that you maintain revision notes throughout Years 10 & 11.

The exam season is a very important time and usually runs through May and June.

## NON-EXAMINED ASSESSMENTS

Non-examined assessments are pieces of work you complete in class usually in exam-like conditions. They are very important because the marks you gain in them count towards your final grade in that subject.

At the beginning of Year 10, you are given a calendar telling you when the assessments will take place for each subject. It is very important that you are well prepared and in school for all non-examined assessments.



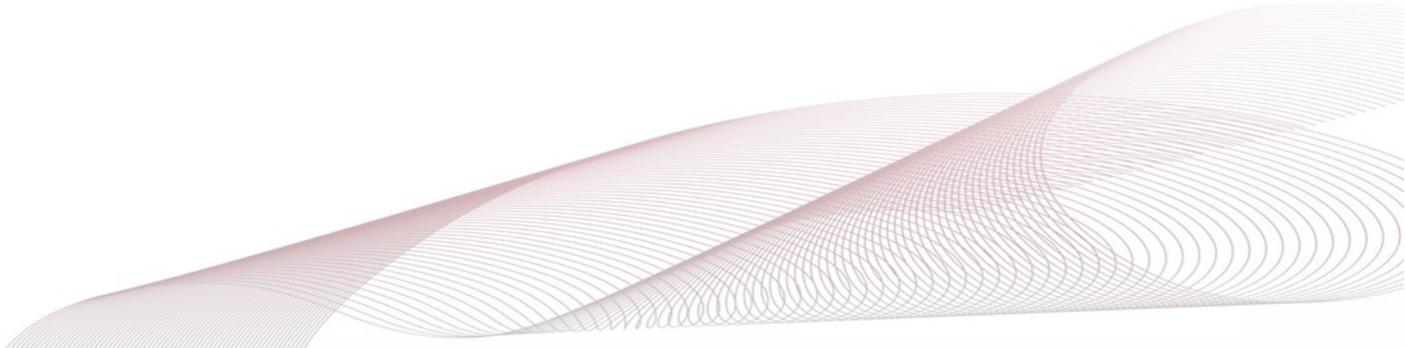
# WHAT HAPPENS NEXT?

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You need to read this booklet carefully with your parent(s) / guardian(s).

- **Thursday 15<sup>th</sup> February:** Options Evening will take place between 5:30pm and 7:30pm in the school.
- **Wednesday 28<sup>th</sup> February:** Year 9 Spring report is sent home.
- **Thursday 7<sup>th</sup> March:** Year 9 Parents' Evening.
- **Friday 15<sup>th</sup> March:** Deadline for return of the options form. The options form is an online process through MCAS.

Additional information:

- **Frequently asked questions** for all subjects are available on the college website: [Home>Curriculum>GCSE Options](#)
  - Dedicated email address for all GCSE option queries:  
[options@ucc.rutland.sch.uk](mailto:options@ucc.rutland.sch.uk)
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## FREQUENTLY ASKED QUESTIONS ABOUT THE OPTIONS PROCESS

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### **What happens if I hand in my options form after the deadline?**

*All options forms completed on time will be given priority so you are less likely to get what you want if the form is handed in late.*

### **Why are you asking for reserve choices?**

*If a subject is oversubscribed we will use choice priority and we may need to allocate reserve choices.*

### **If I pick the same options as my friend will we be in the same classes?**

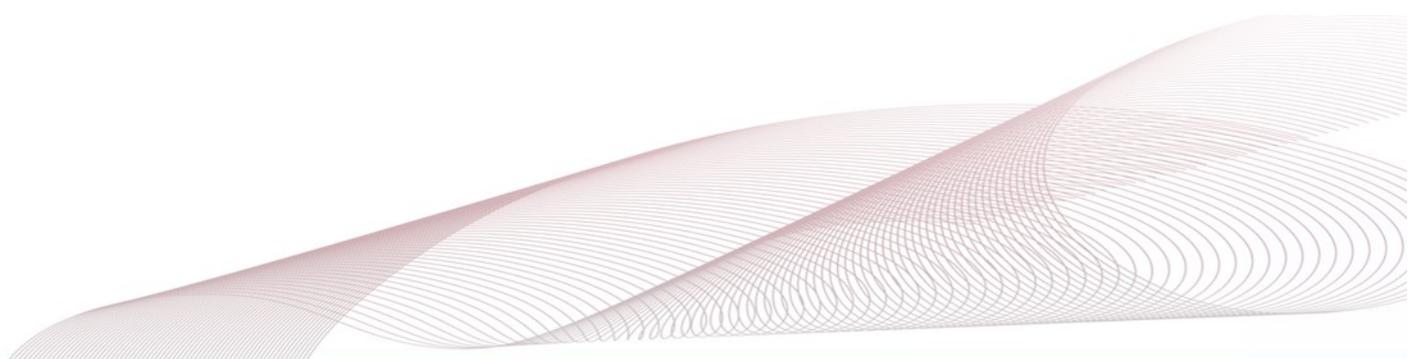
*No, even if you pick the same subject you may be in different classes in that subject. Don't pick subjects because your friends are doing them.*

### **If I don't study a subject at GCSE can I pick it up at A level?**

*Sometimes, yes, in some subjects it is not necessary to study GCSE to start the A level course. However this can vary from subject to subject and from college to college so it is best to ask about this on the options evening.*

### **What happens if I am unhappy about the allocation I've been given?**

*If there has been an issue with your option choice Mr Brooks will speak to you and your parents before the allocation is made. However if you are still unhappy you need to talk to your tutor or Mr Brooks.*



# 10 Good Reasons to Choose a Subject

## **Because**

- 1. You like it or find it interesting**
- 2. You're good at it**
- 3. You need it or it's useful for your future career**
- 4. You can develop new skills by doing it**
- 5. You think you will do well in it**
- 6. It will give you satisfaction**
- 7. Your teachers think it is a suitable choice for you**
- 8. It will combine well with other subjects**
- 9. You like the method of assessment and teaching**
- 10. It's a subject you would like to pursue**

**Good choices are  
balanced choices**

# 10 Wrong Reasons to Choose a Subject

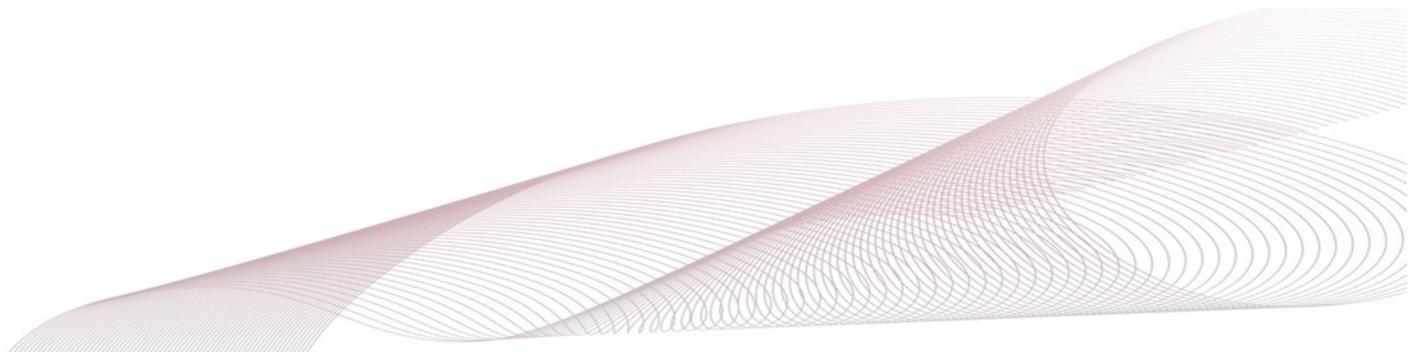
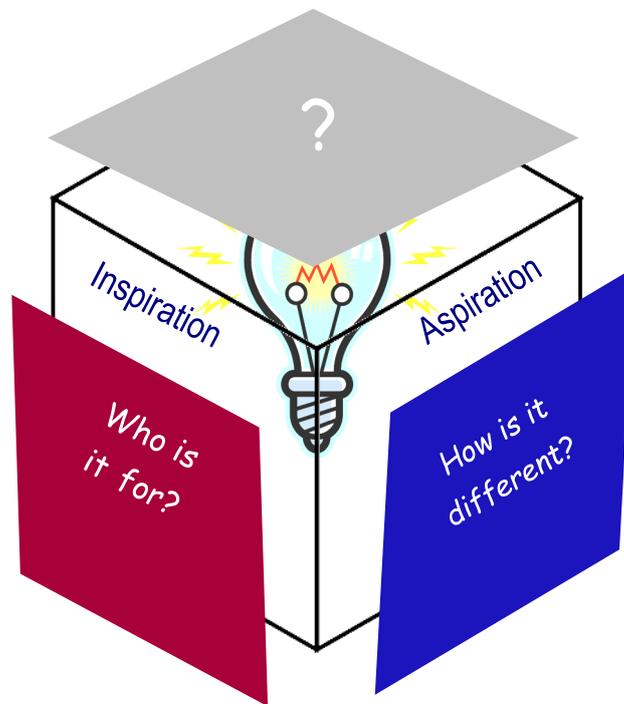
## **Because**

- 1. Your friends are doing it**
- 2. You think you should do it – even if you don't want to**
- 3. Your parents think it's a good idea – but you don't**
- 4. You know someone who's done it and they say it's great**
- 5. It's thought of as a "cool" subject by most people**
- 6. You can't think of anything else to choose**
- 7. You think it will be easy**
- 8. It sounds good even though you haven't found out about it**
- 9. You really like the teacher who teaches it**
- 10. You think it will impress people now or later on**

**Wrong choices are  
balanced choices**

# CORE SUBJECTS

Uppingham  
Community College



# GCSE English Language and Literature



## Approach

Both English Language and English Literature are organised into groups which are a variety of ability targeted groups and mixed ability groups with a range of independent and group learning built into the delivery of the curriculum.

## English Language

### Aims

This course aims to develop students' ability to:

- read a wide range of texts fluently and with good understanding
- read critically and to use knowledge gained from wide reading to inform and improve their own writing
- write effectively and coherently using Standard English
- use grammar correctly, punctuate and spell accurately
- acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
- understand the conventions of spoken language and use them effectively in a presentation

### Topics

Students will cover the following topics:

- creative/descriptive writing
- non-fiction writing
- reading fiction and non-fiction (including 19<sup>th</sup> century)
- non-examination assessment: spoken language

## English Literature

### Aims

This course aims to develop students' ability to:

- read a wide range of literature fluently and with good understanding, and make connections across their reading
- read in depth, critically and analytically, so as to be able to discuss and explain their understanding and ideas
- develop the habit of reading widely and often and appreciate the depth and influence of the English literary heritage
- write accurately, effectively and analytically about their reading, using Standard English
- acquire and use literary and linguistic terms to criticise and analyse what they read

### Topics

Students will cover the following topics:

- Shakespeare
- 19<sup>th</sup> century novel
- modern texts (post 1914 prose/drama)
- poetry

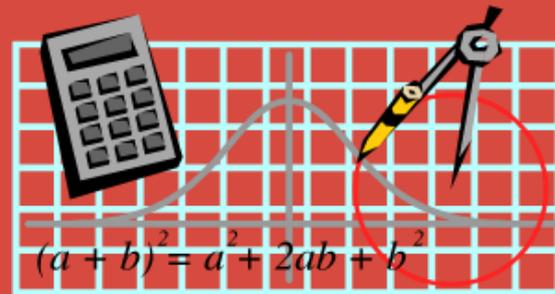
### Assessment

It is expected that all students will take examinations in both AQA English Language and AQA English Literature at GCSE level. Both GCSEs are assessed by **examinations** taken in the summer of Year 11. English Language exams will include questions related to a previously unseen text; English Literature exams will be closed book on the set texts studied.

## Further Education and Career Opportunities

Qualifications in English provide the baseline for most career opportunities as all higher education courses and employers seek good standards in literacy. Career opportunities specifically linked to English include research, journalism, publishing and media.

# GCSE Mathematics



EXAMINATION BOARD: OCR  
QUALIFICATION: GCSE MATHEMATICS

## AIMS

The syllabus aims to give students opportunities to:

- Apply knowledge in context, reason mathematically and communicate understanding
- Develop and refine problem-solving strategies and build confidence and skills
- Prepare learners to function mathematically in the real world
- Make connections between different areas of mathematics
- Develop a firm foundation for appropriate further study

## APPROACHES AND TOPICS

Students are set into ability groups in Year 10.

Each group will work towards one of two possible tiers of entry: Foundation (Grades 5 - 1) and Higher (Grades 9 - 4).

Students are assessed on three main assessment objectives

- AO1: Their ability to use and apply standard techniques
- AO2: Their ability to reason, interpret and communicate mathematically
- AO3: Their ability to solve problems within mathematics and in other contexts

## SUMMARY OF ASSESSMENT

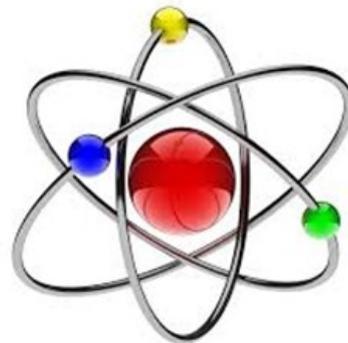
100% written examination, taken at the end of the course.

There is no controlled assessment component.

## FURTHER EDUCATION & CAREER OPPORTUNITIES

The GCSE Mathematics course provides progression from Key Stage 3 to GCSE onto AS/A level Mathematics. Many college courses and employers require a good pass in GCSE Mathematics in order to demonstrate an adequate standard of numeracy.

# GCSE Science



The science department offers combined science and separate sciences.

**Examination Board:** AQA

**Qualification:** GCSE Combined Science Trilogy  
GCSE Biology, Chemistry & Physics

If students are offered the Separate Science course they will need:

- An enthusiasm for the subject
- The ability to work at a **fast pace**
- An enjoyment of practical/investigative work
- The ability to work safely & independently
- A willingness to discuss & explain scientific ideas

## AIMS

The GCSE Combined Science specification has separate units covering biology, chemistry and physics. Scientific working is integrated into and delivered throughout the course.

Students will be given opportunities to:

- Acquire scientific knowledge and understanding
- Develop experimental and investigative abilities
- Develop an understanding of how science works in everyday life
- Develop an understanding of the applications and implications of science
- Separate science students will receive a deeper education and understanding in the three sciences

## COMBINED SCIENCE

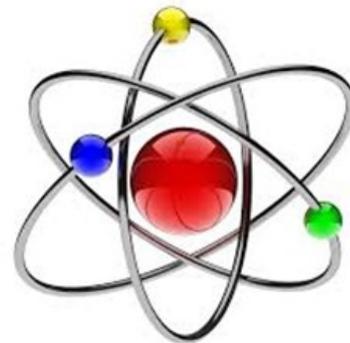
Students following the combined science will study two hours of biology, chemistry and physics a week.

## ASSESSMENT

This is a linear course which will be examined May/June 2024. They will be assessed in six formal written papers of 1 hour 15 minutes each: two Biology, two Chemistry and two Physics. Each will assess different topics. Students are also required to complete sixteen practicals. This course will lead to two GCSEs graded 9-1.

AQA Title			Assessment
GCSE Trilogy Biology	Biology Paper 1 Topics 1-4	Biology Paper 2 Topics 5-7	Written examination paper 2 x 1 hr 45mins 33.3%
GCSE Trilogy Chemistry	Chemistry Paper 1 Topics 1-5	Chemistry Paper 2 Topics 6-10	Written examination paper 2 x 1 hr 45mins 33.3%
GCSE Trilogy Physics	Physics Paper 1 Topics 1-4	Physics Paper 2 Topics 5-7	Written examination paper 2 x 1 hr 45mins 33.3%

## GCSE Science



## SEPARATE SCIENCES AWARD

## APPROACH AND TOPICS

Students who take individual GCSEs in Biology, Chemistry and Physics, will be awarded three GCSE grades, a separate grade for each science at the end of the course. Students taking the Separate Sciences will study two hours of biology, chemistry and physics a week. The separate science course covers the same topics as the combined course but there is extra content in all three sciences and an extra physics topic covering space physics.

The extra science to be studied for the separate sciences is not necessarily more difficult than that covered in the combined science but will give students a much broader foundation to prepare them for post-16 qualifications in science, such as A-levels in biology, chemistry, physics, psychology, environmental science and so on.

Whilst it is not compulsory for students taking A-levels in the sciences to have completed the separate science course, all state schools offer separate sciences, and so the expectation is likely to be greater.

## ASSESSMENT

There will be two 1 hour 45 minute written exams for Biology, Chemistry and Physics, to be taken at the end of the course. Each exam is worth 50% of the final grade. There are also eight mandatory practicals to complete in each science.

The table below summarizes this:

AQA Title			Assessment
GCSE Biology	Biology Paper 1 Topics 1-4	Biology Paper 2 Topics 5-7	Written examination paper 2 x 1 hr 45mins 100%
GCSE Chemistry	Chemistry Paper 1 Topics 1-5	Chemistry Paper 2 Topics 6-10	Written examination paper 2 x 1 hr 45mins 100%
GCSE Physics	Physics Paper 1 Topics 1-4	Physics Paper 2 Topics 5-8	Written examination paper 2 x 1 hr 45mins 100%

## SUMMARY OF CONTENT

**Biology**

Cell biology  
Organisation  
Infection and response  
Bioenergetics  
Homeostasis and response  
Inheritance, variation and evolution  
Ecology

**Physics**

Energy  
Electricity  
Particle model of matter  
Atomic structure  
Forces  
Waves  
Magnetism and electromagnetism  
Space Physics (Separate science course only)

**Chemistry**

Atomic structure and the periodic table  
Bonding, structure, and the properties of matter  
Quantitative chemistry  
Chemical changes  
Energy changes  
The rate and extent of chemical change  
Organic chemistry  
Chemical analysis  
Chemistry of the atmosphere  
Using resources

# GCSE Core PE



In Key Stage 4, students receive three lessons of core PE over a two-week period. Our students are at the heart of our KS4 PE curriculum, and this has a significant impact on the way in which the curriculum is delivered across the academic year. Throughout the academic year students will receive 4 sporting options during each 6 lesson block. Two of these options are categorised as competitive options, so students who enjoy the competitive nature of sport can compete with like-minded students. Additionally, we offer two recreational PE options, whereby students who just want to be active or play recreationally with their peers, have the opportunity to do so. Providing this opportunity allows students to have autonomy over their KS4 PE journey and can tailor it to suit their needs and interests.

Some of the sports we offer are listed below:

Danish Longball

Flag Football

Trampolining

Tchoukball

Football

Table Tennis

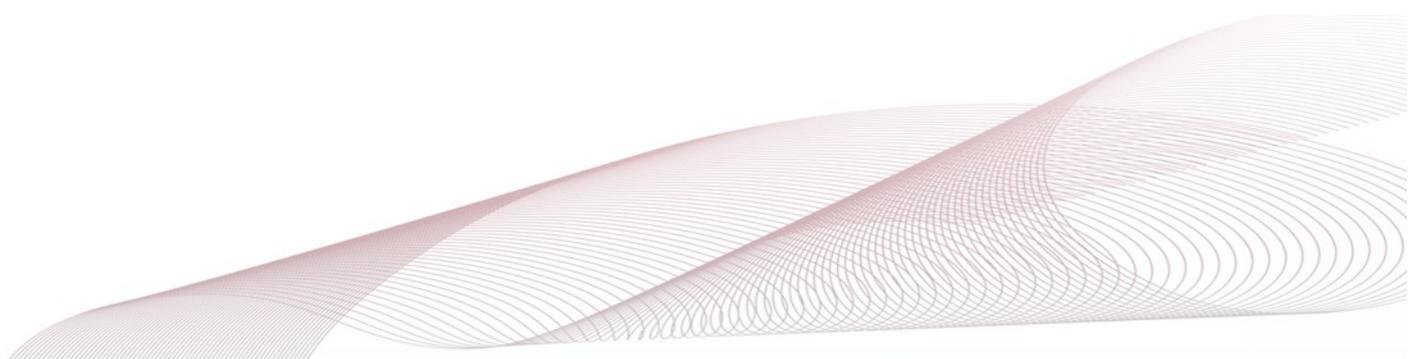
Badminton

Netball

Fitness

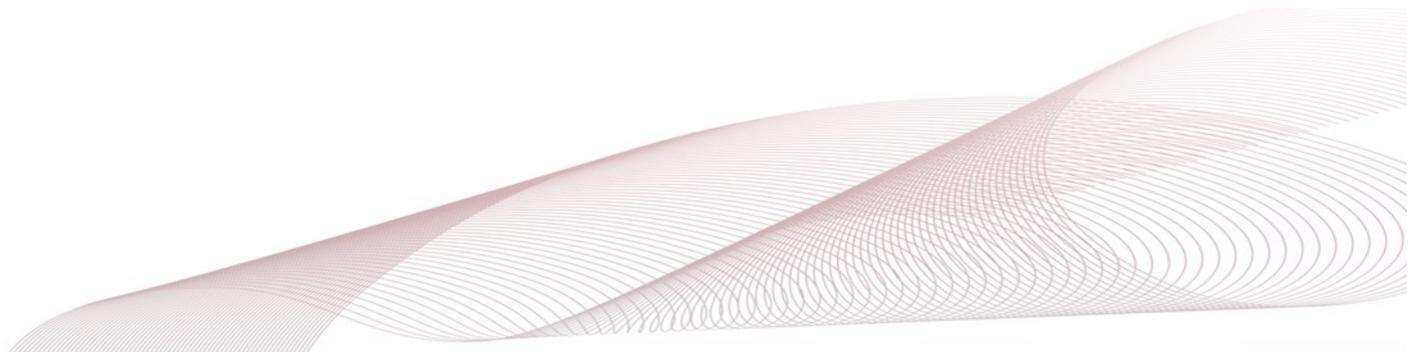
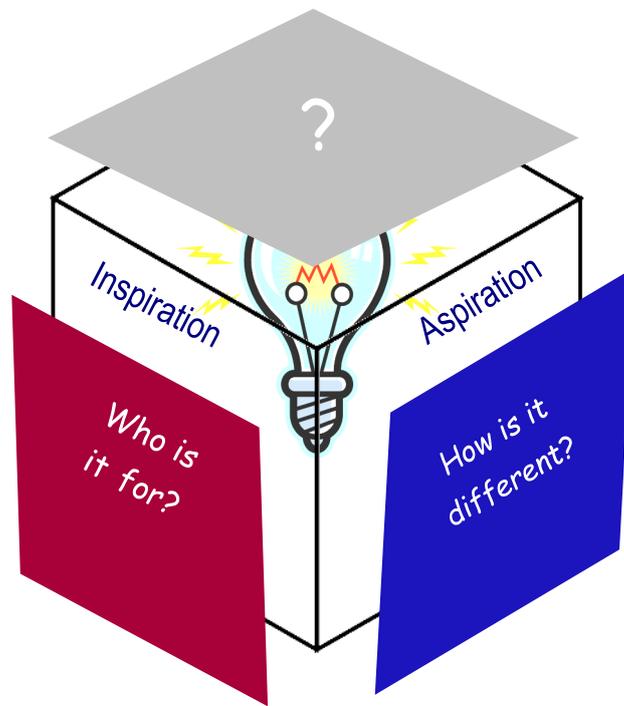
Mindfulness

Dodgeball

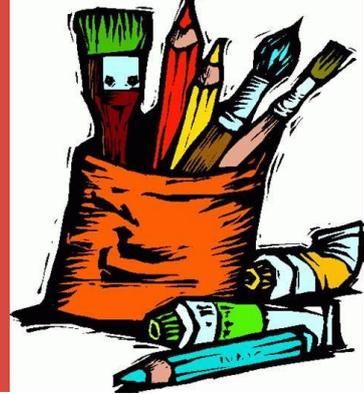


# OPTION SUBJECTS

Uppingham  
Community College



# GCSE Art



## AIMS

Art involves an exciting journey of discovery, experimentation and personal response. Students will need to be open to new ideas and to creatively engage with the world around them. Art encourages critical thinking; problem solving; independence and commends those willing to take creative risks with their work. Challenging themselves and being self-regulated in their independently led investigations will deepen the students' understanding and empower the next generation of future innovators and image-makers.

## APPROACH

At UCC students pursue AQA's GCSE qualification in Art, Craft and Design. This multi-disciplinary course covers a wide range of skills and subject matters. Through set project briefs you will study drawing, painting, printmaking, art textiles, photography, mixed media and sculpture.

In Art you will be working very hard from the word go; developing your skills and building your coursework portfolio, which counts toward 60% of your final grade. You can expect at least one hour of homework every week, which will also be part of your overall grade. Expectations of students on this course are high and you will need to be aware that it is not an easy option. Research and development is a key part of the course, as well as diligence and resilience.

GCSE Art, Craft and Design is an excellent opportunity for students who want to study in an art & design related field post 16, but also develops and nurtures valuable transferable skills for students who may choose other study or career pathways.

## TOPICS

### Introduction to GCSE and Key Skills Workshops

#### Component 1: 60%

Internally set projects: Students conduct two projects; the first is a more generic 'Structures' project and the second is an independently led project where students have a choice of five different starting points. These projects provide the main body of coursework.

#### Component 2: 40%

Externally set project – as set by the exam board (AQA). This includes a 10-hour practical exam

## ASSESSMENT

The coursework projects (component 1) are 60% of the total mark and the externally set project (component 2) is worth 40% of the total mark. The coursework comprises 1-2 units of work, which demonstrate the candidates' investigative, recording and developmental skills, and results in one or more personal responses (final pieces). Component 2 requires candidates to produce one unit of work from conception to realisation over a fixed period of time. At the end of the allocated preparation time students create a personal response in a 10-hour exam to show how they have realised intentions.

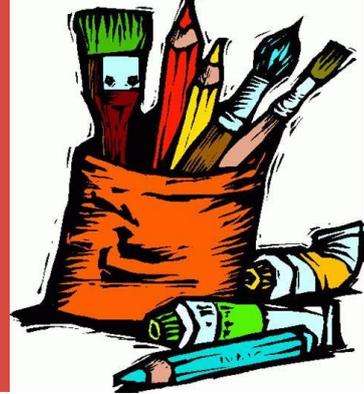
## TO BE SUCCESSFUL ON THIS COURSE YOU WILL

- Have produced consistently good work at KS3 in Art
- Have good drawing ability
- Be enthusiastic about learning different areas of art, craft & design
- Be willing to make mistakes, learn from them and to turn them into exciting outcomes

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

Art & Design GCSE is an ideal stepping stone towards an A level or BTEC diploma in art and design, leading to an array of exciting creative opportunities.

# OCR Entry Level Art & Design



## WHAT IS ENTRY LEVEL ART AND DESIGN?

This is an accessible specification which aims to engage candidates, build their creative, innovative and artistic problem-solving skills and give them the confidence to proceed to further qualifications, such as GCSE art or BTEC equivalents.

The final award outcomes are Entry Level 3 (highest), Entry Level 2 or Entry Level 1.

## WHO SHOULD STUDY ENTRY LEVEL ART AND DESIGN?

This qualification is suitable for the following types of candidates:

- Candidates who enjoy working creatively and practically
- Candidates who might find completing a full GCSE challenging\*

The Entry Level Certificate in Art and Design exists as a qualification in its own right, but it can also be used to build confidence within the subject and be the gateway to further qualifications. The qualification is linked to the GCSE (9–1) in Art and Design and would allow for a natural progression to a higher level of study.

## WHAT WILL YOU BE DOING IN ENTRY LEVEL ART AND DESIGN?

The course is designed to expose students to a range of skills to help them build their confidence, knowledge and understanding of the processes and techniques. For Year 10 students follow a broad topic which allows scope for investigation into a range of techniques and media. In Year 11 student begin the externally set task where they are able to select from a wide range of starting points and work independently.

## HOW WILL WE BE ASSESSED?

The Entry Level Certificate is made up of 100% internally assessed tasks that can be taken at any point during the course. They're externally moderated by OCR.

There are two areas of assessment:

- A portfolio (60% of the total Entry Level Certificate)
- An externally set task (40% of the total Entry Level Certificate)

The portfolio consists of a sustained project, theme or course of study. It may be presented in an appropriate format for this using, for example, annotated sketchbooks, mounted sheets, maquettes, prototypes, scale models or written work. The Externally set task is a more sustained task, designed to give the learner experience of a GCSE (9–1) Art and Design project. OCR has produced a booklet of 25 themes, in order to offer candidates a variety of starting point to respond to.

## WHY STUDY ART AND DESIGN?

Studying art can help students to become problem solvers and develop project managing skills. Whilst directly the subject can lead to a plethora of careers – including theatre, film, design, publications, a multitude of digital platforms, teaching to name a few - skills acquired whilst studying art can be transferred to a range of other professions where lateral thinking is a desirable and sought-after quality.

\*Please ask for further details about course suitability.

# GCSE Business



## WHAT IS BUSINESS?

In GCSE Business we find out about lots of different aspects of businesses and their day-to-day operation. What makes them a success or a failure? It's aimed at anyone, whether you want to learn a trade, run your own business or be the CEO of a large company.

## APPROACH

We use lots of different approaches to learning. These range from role-plays to discussions, planning a marketing campaign, to practising how to interview someone. The course aims to teach practical business skills, as well as achieving a GCSE qualification.

Extracurricular activities linked to GCSE Business involve an investment challenge where you spend £100 000 of virtual money on stocks and shares, and we go on a visit to a real business, such as Cadbury World to hear about the marketing of Cadbury products.

You will need to use a variety of skills such as problem solving, creativity and maths. We look at real case studies and come up with solutions to business issues and dilemmas. There will be some research, individual and group work, and use of ICT. Your opinions and input are welcomed and we have some lively debates about contemporary business issues.

## TOPICS AND ASSESSMENT

### Year 10: Business activity, marketing and people

- 1.1 Starting and growing a business; different types of business structure
- 1.2 Market research; the marketing mix; sales and customer service
- 1.3 Human resources; motivation and how to structure a business

(90 minute exam at end Year 11)

### Year 11: Operations, finance and influences on business

- 2.1 Production, procurement and quality
- 2.2 Financial records and sources of finance
- 2.3 The wider world and its effect on business (globalisation, economics, ethics and the environment)

(90 minute exam at end Year 11)

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

GCSE Business is a good starting point for a variety of A level options including business, economics, law or government and politics. It is also suitable if you would like to go on to study various vocational BTEC qualifications like business or leisure and tourism at college. For those looking at employment then it would be relevant to apprenticeships in business, administration, leisure or retail or alternatively you might even want to start your own business.

# GCSE Citizenship Studies



## AIMS

- To stimulate learners
- To develop the skills and confidence to put knowledge into practice
- To explore topical and controversial issues and problems in society
- To take action to try to influence others and engage decision makers

## APPROACH

The course is delivered through discussion, research, and mass media. We look at what is going on in the world today and discuss issues from the news, alongside the academic content. Learners apply knowledge and understanding from the course to carry out actions to address an issue of concern in the school or their community. Students will also have the opportunity to visit the places we discuss such as parliament and the courts.

## TOPICS

There are three themes

1. Life in Modern Britain – Principles and Values in British society, identity, the media and free press, the UK's role globally
2. Rights and responsibilities -Where do they come from and what happens when different people's rights clash. What are Laws and rules and how do we make them and use them
3. Politics and Participation – Students will study the role of the government, what political parties stand for, how the media works and the role of money in society

There is also a Citizenship Action project

## ASSESSMENT

All assessment is at the end of Year 11 and will be marked on the new 9-1 grading system (9 is the top level). The final GCSE is awarded from two exams, each worth 50%

## TO BE SUCCESSFUL ON THIS COURSE YOU WILL

- Take an interest in what goes on in the world
- Enjoy discussion and small group-based learning
- Be able to work on your own and with others on your own initiative

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

It is difficult to think of a career where citizenship will not provide useful skills and knowledge. It is a good foundation for further study of politics, government, law, economics and business studies and would be a good basis for any career in public service including the uniformed services.

# GCSE Design & Technology



## AIMS

To develop creative, innovative and practical skills through a range of focused activities. To provide the opportunity to investigate technological processes, principles and materials. To work creatively and collaboratively in high-level thinking tasks that involve design decision-making through a variety of stimulating contexts. To nurture awareness and understanding of the impact of Design and Technological applications in our lives.

## INTRODUCTION – WHY CHOOSE A DESIGN & TECHNOLOGY OPTION?

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on design and technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

The course enables higher-level cognitive and communication skills to be developed in the learner. It offers the opportunity for students to investigate and evaluate the use of materials in products and designs and the consequent depletion of the earth's natural resources.

The subject plays an ever-important role in providing young people with a hands-on, creative experience and develops a practical identity and a capability for innovation. The subject provides clear opportunities to nurture key technological skills that are essential for future employment in the 21st century as it empowers independent learners and develops self-confidence.

## APPROACH AND TOPICS

The GCSE course delivered in KS4 will build on the work completed in KS3. The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

**The GCSE course covers a wide selection of distinct design and technology principles that include: core technical principles, specialist technical principles and designing and making principles. These are assessed through a range of specialist areas: multi-materials workshop, fashion & textiles, graphic communication and CAD/CAM manufacturing.**

**ASSESSMENT** Examination Board : AQA GCSE Design & Technology

- **Unit 1 - 2 hour written examination 100 marks (50%)**
- **Unit 2 – Non-exam assessment (NEA) Designing and Making 100 marks (50%) (35 Hours)**

*Each student will be required to independently produce a controlled assessed 20-page A3 portfolio of evidence and final working prototype.*

## FURTHER EDUCATION & CAREER PATHWAYS

GCSE Design & Technology opens the door to a wide range of careers in the creative, engineering and manufacturing industries. It is also excellent preparation for careers in many other fields e.g. medicine, law and computer science. Whatever career you choose, the knowledge and skills you learn, particularly those concerned with rapidly developing technologies, will be extremely valuable. The ability to work independently or in a team, to solve complex problems, to research, to critically analyse – these are skills that are highly prized by employers. If you want to take these and your practical skills to a further level, there are options at post-16 colleges at A level and BTEC, in various specialist D&T areas. This could lead to a possible career in industrial/product design, engineering, fashion & marketing, textiles, graphic design; the career possibilities really are endless.

# GCSE Drama



## AIMS

In this course you will look at the process of creating and performing dramatic work. You will learn to create your own work as well as performing existing texts. You will develop your imaginative skills; your ability to work in a team, helping to nurture the individual strengths of others; as well as learning to perform in front of an audience. There will be opportunities to extend your understanding of drama by analysing and evaluating live performances on theatre visits.

## APPROACH

You will need to be motivated and self-disciplined. Commitment to group work is essential as all coursework is completed in small groups. You will be expected to learn lines for scripted work and put in extra rehearsal time when necessary. You will regularly deal with difficult and sensitive issues, being forced to examine your own beliefs and challenge accepted norms. Occasionally, the material used may contain sexual references and mild swearwords.

Although written work is kept to a minimum during the course, you will need to demonstrate your knowledge and understanding of creating drama and your analysis and evaluation of play texts and live performance in a written examination. You will be expected to prepare and practise thoroughly for this.

## ASSESSMENT:

### WRITTEN EXAMINATION – UNDERSTANDING DRAMA (40% OF GCSE)

In the written examination you will have 1hr 45mins to answer questions from three sections on the following areas:

- Knowledge and understanding of drama and theatre
- Study of one set play
- Analysis and evaluation of the work of live theatre makers

### COURSEWORK - DEVISING DRAMA (40% OF GCSE)

You will go through the process of creating drama in a small group around a given theme, keeping a devising log (worth 60 marks) and culminating in an assessed performance (worth 20 marks). Themes might include: self-image, power or regrets.

### PERFORMANCE EXAM – TEXTS IN PRACTICE (20% OF GCSE)

An external examiner will come to UCC to watch you perform two of the following from the same play text:

- Monologue
- Duologue
- Group scene

## TO BE SUCCESSFUL ON THIS COURSE YOU WILL

- Enjoy working in a team to create drama
- Enjoy performing to an audience
- Enjoy watching and analysing live theatre production

## FURTHER EDUCATION AND CAREERS

As well as the obvious direct links to the world of theatre, entertainment and the media, you should consider the wider scope of career choices towards which drama can contribute. One of the most important aspects of the course is people management – it's no good having a great idea if you can't persuade others to accept it! This is a vital skill for anyone wanting to work as part of a team, especially as a manager.

Also, the ability to communicate clearly and confidently is increasingly desirable - think how many people have to give presentations these days.

# GCSE Food Preparation & Nutrition



## AIMS

To equip learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.

## INTRODUCTION – WHY CHOOSE FOOD PREPARATION AND NUTRITION?

Taking this course will give you the opportunity to:

- be able to demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment
- develop knowledge and understanding of the functional properties and chemical characteristics of food as well as a sound knowledge of the nutritional content of food and drinks
- understand the relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health
- understand the economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices
- demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food
- understand and explore a range of ingredients and processes from different culinary traditions (traditional British and International) to inspire new ideas or modify existing recipes

## APPROACH AND AREAS OF CONTENT

The GCSE course delivered in KS4 follows on from the work completed in KS3. The course has a practical approach that empowers students in their own learning and development through practical experiences. These are supported by the development of theoretical understanding through explorative lessons and activities, with students regularly checking their own progress and development.

### The course follows six areas of content:

- food commodities
- principles of nutrition
- diet and good health
- the science of food
- where food comes from
- cooking and food preparation

The recipes the students cook in Year 10 will develop, stretch and challenge a wide range of skills to prepare them for the practical examinations in Year 11.

## ASSESSMENT - EXAMINATION BOARD: EDUQAS FOOD PREPARATION AND NUTRITION

- **Component 1 - 1 ¾ hour written examination (50%)**
- **Component 2 - Food Investigation Assessment (15%); Food Preparation Assessment (35%)**

For more course information, go to <http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition>

## FURTHER EDUCATION & CAREER PATHWAYS

There are literally hundreds of different jobs which will use the skills that you will develop during this course. The ability to work independently or in a team, to solve problems, to research, to analyse – these are skills for everyday use and they are skills you will be enhancing during the next two years in food preparation and nutrition. If you want to take these and your practical skills to a further level, there are options at post-16 colleges, as well as apprenticeship opportunities within the food industry.

# GCSE Humanities—Geography

Geography is the subject which holds the key to our future

Michael Palin

## AIMS

Geography explains the world around you. From countryside to global issues Geography tackles the big questions: environmental responsibility; our global interdependence; cultural understanding and tolerance; and commerce, trade and industry. Geography gives you an understanding of the world in which we live. Without Geography you are nowhere.

## APPROACH

A variety of teaching and learning approaches are used to help students learn a wide range of skills, ideas and knowledge. We encourage students to investigate and analyse. The successful student will develop an increased interest and curiosity in the world around them.

## TOPICS

The course brings the study of Geography to life by exploring key themes and contemporary issues in the context of real places.

Understand the world you live in.  
Globally, nationally, regionally and locally.

You will study:

- Living in the UK Today: Landscapes, People and Challenges
- The World Around Us: Ecosystems, Population and Environmental Threats
- Geographical Skills: Geographical Skills and Fieldwork

## ASSESSMENT

The student's knowledge, understanding and skills are assessed in three ways:

1.	Living in the UK Today	1hr	30%
2.	The world Around Us	1hr	30%
3.	Geographical Skills and Fieldwork	1hr and 30 mins	40%

## TO BE SUCCESSFUL ON THIS COURSE YOU WILL

Be interested in the world around you

Enjoy exploring current global issues

Be able to work individually and in small groups

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

What do you want to be? Enjoy studying Geography? You are more likely to get a good exam result in a subject you find interesting, and Geography can literally take you places. Any aspect of a Geography course could launch you into a career; interested in the environment and ecosystems? You could become a conservation manager or work for the Environment Agency. While this may be a direct use of your geographical studies, other employers ([e.g.](#) marketing and financial services) will look for the problem-solving, analytical and team working skills taught through Geography. So, Geography as an exam option can not only take you to many places around the world; it can also open far more career opportunities than you could possibly imagine.

# GCSE Humanities—History



## AIMS

We aim for the GCSE History course to help learners explain and understand the modern world around us today.

## APPROACH

Students will study a wide range of content options and consider themes which demonstrate the relevance of the past in understanding the present. They will develop and extend their knowledge and understanding of specified key events, periods and societies in local, British and wider world history; and of the wide diversity of human experience. Students are encouraged to engage in historical enquiry to develop as independent learners and as critical and reflective thinkers.

## TOPICS

### Component 1 - Period study and non-British depth study – 50% of total GCSE

- International relations: the changing international order 1918 – 1975
- The USA 1919 – 48 : the people and the state

### Component 2 – British thematic study – 25% of total GCSE

- Power: monarchy and democracy in Britain c.1000 to 2014

### Component 3 – British depth study and a study of the historic environment – 25% of total GCSE

- The English Reformation c1520 – c1550
- Castles: form and function c.1000 - 1750

## ASSESSMENT

The GCSE History course is 100% externally assessed. There are 3 exams, one for each component.

## TO BE SUCCESSFUL ON THIS COURSE YOU WILL

- Be inquisitive about the past
- Be organised and hard working
- Be reasonably confident with literacy skills such as reading and extended writing tasks

## FURTHER EDUCATION & CAREER OPPORTUNITIES

The skills developed during the GCSE History course are transferable to many AS/A level courses. In career terms, the analytical skills developed by taking history are relevant to many jobs - e.g. lawyers, doctors, teachers, social workers and business people. History is also a good basis for more creative careers and many people in the arts world have history degrees - e.g. Borat, who read history at Oxford.

# GCSE Humanities—Religious Studies



## TOPICS

There are two parts to the course:

1. Religion: Christianity and Buddhism
  - Christian Beliefs
  - Christian Practices
  - Buddhist Beliefs
  - Buddhist Practices
  
2. Ethical Themes
  - Religion and Relationships
  - Religion and Life
  - Religion, Crime and Punishment
  - Religion, Peace and Conflict

## APPROACH

The qualification encourages students to engage with a wide range of concepts and materials to enable them to interpret, contextualise and analyse the expressions of religions and worldviews they encounter with confidence.

## ASSESSMENT

This subject is assessed by two examinations, each 1 hour and 45 minutes. There is no controlled assessment.

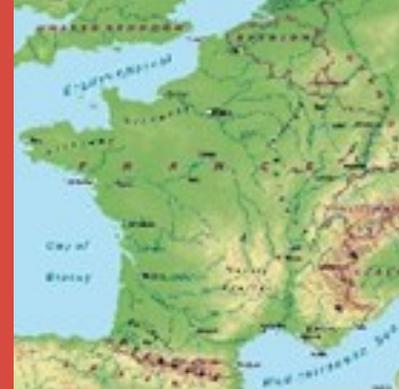
## TO BE SUCCESSFUL ON THIS COURSE YOU SHOULD

- Be fascinated by the power of belief to influence almost every aspect of people's lives
- Be able to understand and relate to people whose beliefs, values and viewpoints differ from your own
- Enjoy analysing and discussing controversial issues

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

GCSE Religious Studies is a useful stepping stone to further educational opportunities. It is a relevant qualification for many careers such as medicine, law and order, media, personnel, community work and any career which involves working within a multi-cultural environment.

YEAR 9 OPTIONS  
GCSE Modern Languages—French,  
German and Spanish



## AIMS

Learning a language is a vital skill in an ever-increasing global job market. The courses we offer concentrate on developing students' ability to understand and communicate effectively in everyday situations, which might be encountered in the countries where these languages are spoken, as well as learning about the cultures of those countries.

## APPROACH

Students will follow a course which is designed to meet students' individual needs, to encourage enjoyment and to stimulate interest. The course builds upon the work they have covered in KS3 and students will be expected to be involved in a range of activities including listening, speaking, reading and writing. There will be the opportunity to work in pairs, groups and individually. **Please note – a student can only study German or Spanish if they have taken it at KS3.**

## TOPICS

The topics are relevant to the present and future needs of the student. They provide the contexts and purposes for which the student learns to understand and use the language. There are three broad contexts for learning and assessment: identity and culture; local, national, international and global areas of interest; current and future study and employment.

These contexts enable the students to communicate about themselves, their families, the area in which they live, school, hobbies and holidays. Students will also explore wider issues such as cultural festivals, global and local environmental problems and solutions, social issues and new technologies.

## ASSESSMENT

The four skills of Listening (25%), Reading (25%), Speaking (25%), and Writing (25%) are all tested. All areas are assessed by external examination (although internal assessment takes place on a regular basis). Within each of these skills there are two tiers - Foundation (*Grades 5 – 1*) and Higher (*Grades 9 – 4*). Students will be entered for Higher or Foundation in all skills. Speaking will be assessed by class teachers at around Easter of Y11 and will consist of a role play, describing a photo and questions on the topic areas. Listening and Reading will contain questions in both the target language and English, whilst Writing comprises a short translation into the target language as well as a 40/90 word (foundation) or 90/150 word (higher) writing on 2 topic areas.

## TO BE SUCCESSFUL ON THIS COURSE YOU WILL

- Enjoy learning more about a language other than your own
- Enjoy experimenting with new language and learning about other cultures
- Be confident with the idea of “having a go”

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

The course we offer will not only be useful to students when they go on holiday or travel through a country but will also enable them to develop skills for life. Knowledge of a modern foreign language gives students a definite advantage over others in the job market in both this country and abroad. Following their studies in KS4, students may continue their language learning in other institutions through a variety of courses. There are a growing number of modern language courses available at an evening class and beyond e.g. in university, which offer a “Year in Europe” as part of a degree course. The opportunities are enormous and extremely rewarding.

# GCSE Music



## AIMS

GCSE Music builds upon the knowledge and skills acquired at Key Stage 3. Learners will study a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising. Learners are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge, from the past and present, from western tradition and other world cultures.

## APPROACH

Learners will explore performance and composition with a focus on their own instrument and genre choices and are given the opportunity to explore new instrumental skills. Their instrument can be any of the following:

- Any instrument
- Voice – this can include styles such as rapping or beatboxing
- DJ-ing
- Sequencing

## TOPICS

Through the various genres, styles and eras contained in areas of study students will explore musical context, musical language, plus performance and composition skills. There are *five* very interesting and engaging areas of study:

- Area of study 1 – My Music
- Area of study 2 – The Concerto through time
- Area of study 3 – Rhythms of the World
- Area of study 4 – Film Music
- Area of study 5 – Conventions of Pop

## ASSESSMENT

Coursework

**30% Integrated Portfolio: 60 Marks non-exam assessment:** Performance on the learner's chosen instrument. Composition to a brief set by the learner.

**30% Practical Competent: 60 Marks non-exam assessment:** Ensemble performance. Composition to an OCR set brief.

**40% Listening and Appraising: 80 Marks 1 hour and 30 minutes written paper:** A written paper, with CD. Aural recognition and contest unheard/unfamiliar music from within areas of study 2, 3, 4 and 5.

## TO BE SUCCESSFUL ON THIS COURSE YOU WILL

Spend lots of time in class and in students' one-to-one private instrumental/vocal lessons to develop solo performance skills and ensemble skills. We actively encourage students to take part in at least one additional ensemble outside of lesson time e.g. UCC Wind Band, Brass Ensemble, Strings Ensemble, Sing-a-Solo group, The Uppingham Stars' Choir, Ukulele Group, County Orchestra/Band/Choirs, Rock School. Help will be given to ensure students are experienced in composing and performing in certain styles, genres and other cultures and to be able to reflect this in their own work. Students will be helped to develop their listening skills and how to apply theory, knowledge and understanding to what they hear in the listening exam taken in Year 11.

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

Students can go on to study music at A-Level, diploma, BTEC, degree and masters. There are many careers such as military band, producer, librarian, critic, teacher, disk jockey, film scoring, jingle writer, managing artists, music publishing, music therapist, orchestra member, lyricist, sound engineer, singer, arranger, instrument maker and musical director.

# GCSE Physical Education



At UCC we have the privilege of being able to offer our students one of two examination PE courses. Please note, both examination courses are **theory** based with a combination of practical assessments that contribute to the student's final grade. Students should choose one of our PE courses if they have a true passion for learning about sport, health and wellbeing, in addition to having the sporting ability to succeed in the practical element of each course. Both courses are timetabled with 6 lessons over two weeks in addition to their core PE allocation of 3 lessons over two weeks. If you wish to be considered for one of these courses, please choose the "PE option" box on the options form.

## GCSE PHYSICAL EDUCATION

### AIMS

The GCSE Physical Education course provides a platform for students to learn about a wide variety of scientific, sporting and health related concepts. Additionally, students will have the opportunity to showcase their practical abilities by completing assessments in 3 different sports. It is important that students are competing regularly at a good or [high level](#) outside of school. Further information on how the course is assessed and the theoretical components studied are shown below:

**The course is divided into two sections:**

- **Theory Content = 60%** (*Students sit two exams worth 60% of their final grade – 30% each*)
  1. Applied anatomy and physiology
  2. Movement analysis
  3. Physical training
  4. Use of data
  5. Sports psychology
  6. Socio-cultural influences
  7. Health, fitness and well-being
- **NEA Assessment = 40%** (*Practical assessment = 30% of the final grade & NEA Coursework = 10% of the final grade*)

Students will be assessed in three different sports (one individual and two team sports or two individual and one team sport). Each sport is worth 10% of the students' final grade and is assessed against criteria set by the exam board. Students are also required to produce a piece of analysis coursework, where they evaluate the strengths and weaknesses of their own performance in their main sport, this is worth 10% of their final grade.

**TO BE SUCCESSFUL ON THIS COURSE YOU WILL NEED TO:**

- Compete at a good or high level in at least one or two sports at **club level**.
- Be confident with studying scientific theoretical components such as the body systems
- Feel comfortable in an exam environment as 60% of your final grade is achieved through 2 exams in Year 11
- Take responsibility for recording and uploading evidence for each of your 3 chosen sports
- Be able to articulate themselves clearly when writing answers

### **FURTHER EDUCATION AND CAREER OPPORTUNITIES**

Completing the GCSE PE course provides a route to further education such as A Level PE, A Level Biology, BTEC Level 3 and other Level 3 diplomas. Studying academic PE can also lead to careers in coaching, teaching, sports and leisure management, sports development, sports marketing, physiotherapy, sports science, sports research and many other fields.

## GCSE Cambridge National Sports Studies



## CAMBRIDGE NATIONAL SPORTS STUDIES

### AIMS

The Cambridge National Sport Studies course offers a variety of opportunities to learn about several contemporary sporting topics, whilst developing our students practical and leadership abilities in different sports. Students will develop a wide range of highly desirable, transferrable skills such as communication, problem solving, teamwork and leadership skills. Additionally, students will be required to work independently to complete assignments and submit work to meet deadlines.

### APPROACH

Students will access 6 lessons across a two-week timetable in addition to their 3-lesson core PE allocation. These lessons will contain a mixture of practical lessons which will be used for practical assessment purposes in either two team sports, two individual sports or a combination of the two. Additionally, [theory-based](#) lessons will be used to complete coursework assignments across a range of topics.

### TOPICS & ASSESSMENT

Topic	Content
Contemporary Issues in Sport (1 Exam – worth 40% of the final grade)	You will learn about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.
Performance & Leadership in Sport (5 assessments worth 40% of the final grade)	You will develop your skills both as a performer and as a leader, in two different sporting activities, developing a range of transferable skills by planning and delivering a lesson. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions.
Sport & the Media (3 assessments worth 20% of the final grade)	You will study the different sides of a range of media sources and apply real-life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.

# GCSE Cambridge National Sports Studies



## GRADING

All results are awarded on the following scale: Level 2 – Distinction\* (\*2), Distinction (D2), Merit (M2), Pass (P2) Level 1 – Distinction (D1), Merit (M1), Pass (P1) and Fail/Unclassified.

## TO BE SUCCESSFUL ON THIS COURSE YOU WILL

- Compete at a good or high level in at least one sport at **club level**.
- Be well organised and consistently meet coursework deadlines
- Be able to work independently
- Be able to respond to feedback to improve practical performances and coursework
- Prefer regular coursework based assessments instead of traditional examinations
- Be competent using online platforms such as Word, PowerPoint and the Internet

## FURTHER EDUCATION AND CAREER OPPORTUNITIES

By studying the Cambridge National Sports Studies course, students will be provided with an excellent start for vocational study and enable progression to Level 3 vocational qualifications, such as other Cambridge Technical Awards, A Levels or Apprenticeships. Studying academic PE can lead to careers in coaching, teaching, sports and leisure management, sports development, sports marketing, physiotherapy, sports media and many other fields.

