

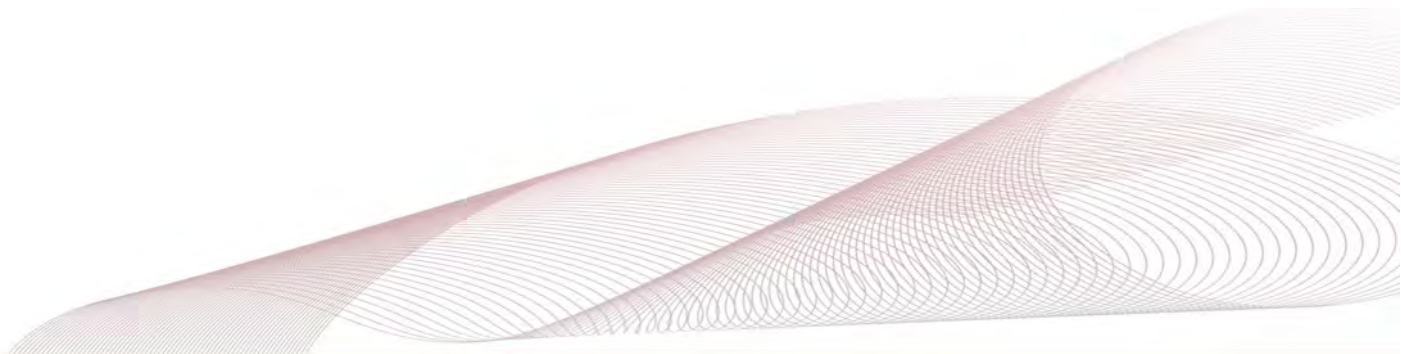


KEY STAGE 4

OPTIONS

BOOKLET

2026 - 2028



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.

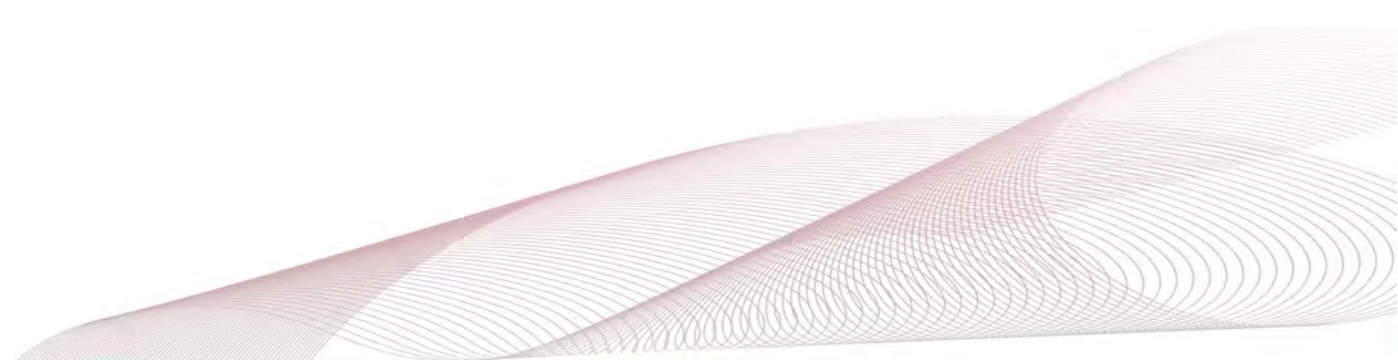
You should consider the subjects that provide you with the most enjoyment and which you find the most interesting. You should not select a subject because your friends are choosing it or because of a particular teacher. Whilst there may be a teacher that inspires you currently, there is no guarantee 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 Anderson

Headteacher



THE KEY STAGE 4 CURRICULUM

THE CORE SUBJECTS

All students study the core subjects. They are:

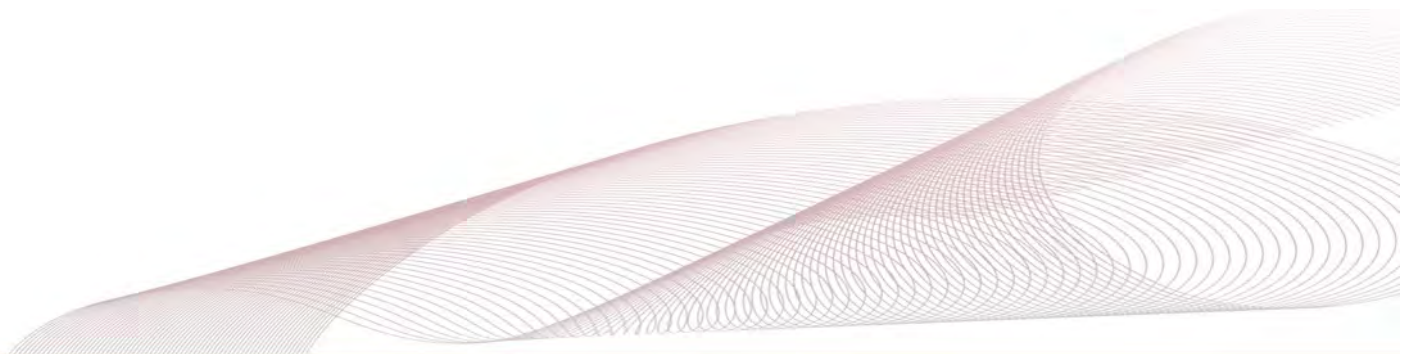
- GCSE English (2 GCSEs; Language and Literature)
- GCSE Mathematics
- GCSE Science (Combined or Separate Sciences, 2 or 3 GCSEs)

Non-Examined Courses

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

THE OPTION SUBJECTS

You can choose from a wide range of GCSE or equivalent level courses. You need to choose three subjects and add two reserve choices.



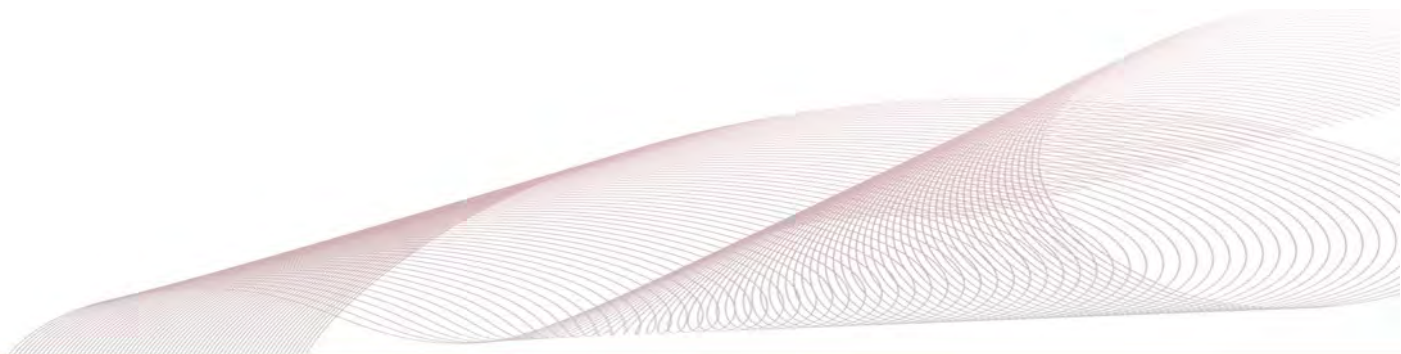
Choosing options:

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

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

You 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 allocate oversubscribed options.

At least one of your options should be Geography, History, French or German. This will put you in a strong position to achieve a good *Progress 8* score which is a requirement for some post 16 colleges.



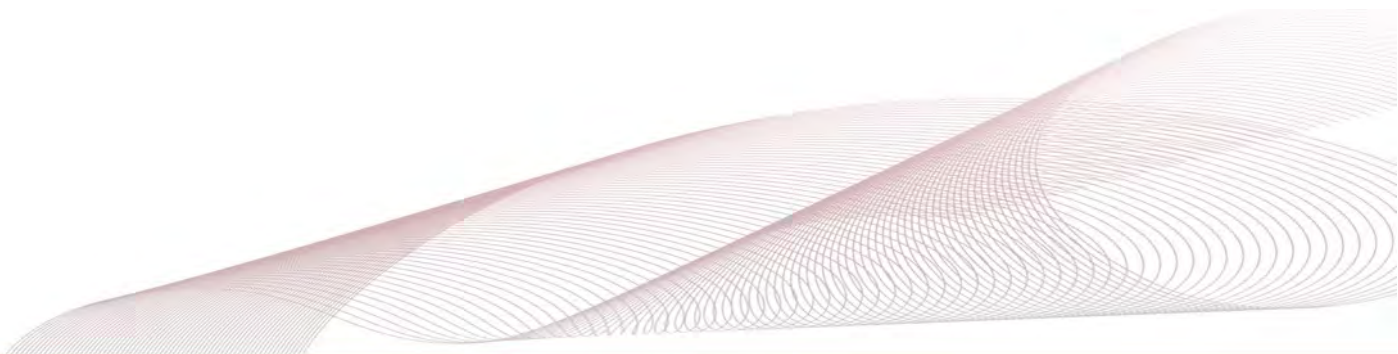
EBACC

The English Baccalaureate, or EBacc, is a set of qualifications that the government expect most students in the UK to study in Key Stage 4.

The subjects within the EBacc are:

- ENGLISH
- MATHS
- SCIENCE
- A MODERN FOREIGN LANGUAGE (FRENCH, SPANISH OR GERMAN)
- HISTORY OR GEOGRAPHY

At UCC we do not force students to choose the EBacc combination of subjects, but we do **strongly recommend** that students who aspire to a university pathway for their future should seriously consider selecting this suite of qualifications.



ASSESSMENT

GCSEs are assessed in two ways:

EXAMS

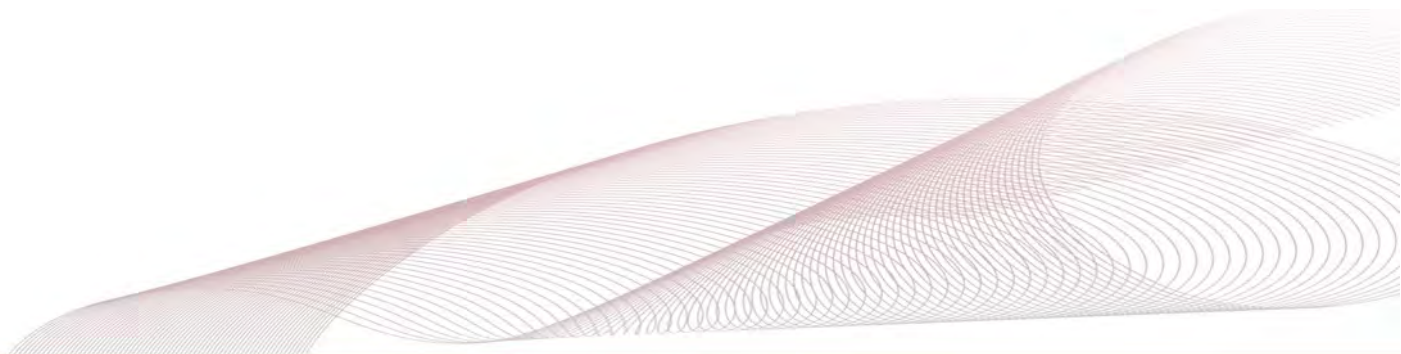
Nearly all GCSEs are now solely assessed by exams at the end of Year 11. It is therefore important that you maintain revision notes throughout Years 10 & 11.

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?

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

- **Thursday 5th February:** Options Evening will take place between 5:30pm and 7:30pm in the school. This is your opportunity to discuss all of the option subjects and their course content with the Heads of Departments.
- **Friday 6th February :** Options form goes live on MCAS. Please make your 3 choices and 2 reserve choices.
- **Thursday 12th February:** Year 9 Parents' Evening 3.45-6.45pm
- **Friday 6th March:** Deadline for return of the options form via MCAS.

Further information is available on the college website:

[Home>Curriculum>GCSE Options](#)

There is a dedicated email address which should be used for **all** GCSE option queries:

options@ucc.rutland.sch.uk



FREQUENTLY ASKED QUESTIONS ABOUT THE OPTIONS PROCESS

Will I get to study the subjects I choose?

We have run this options system for the past 10 years and the vast majority of students have been able to study their first choices.

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

All options forms handed in 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 your combination of choices cannot be fitted into the timetable then we might have to use your reserve choice.

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

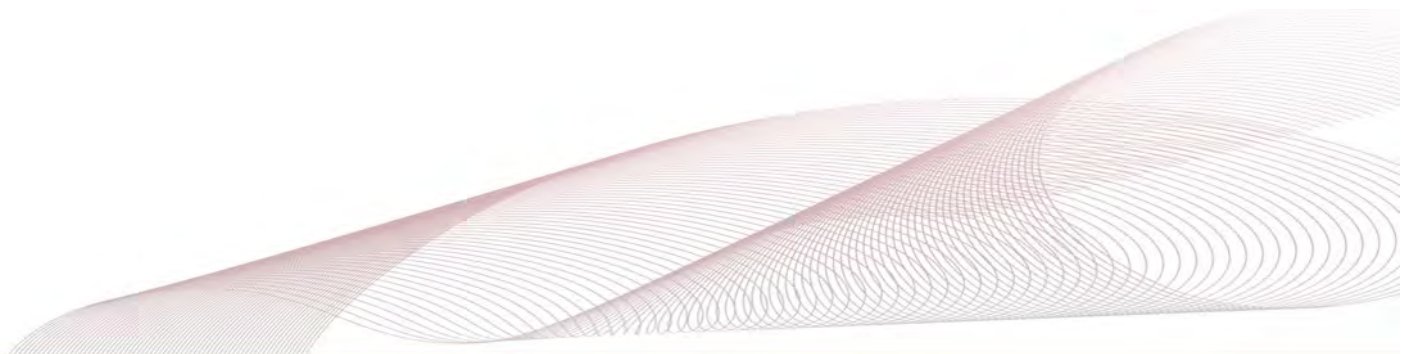
No, even if you pick the same subject you may be in different classes in that subject. Don't pick subjects because your friends are doing them.

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 Mrs Duffy will speak to you and your parents before the allocation is made. However if you are still unhappy you need to talk to your form tutor or Mrs Duffy.



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

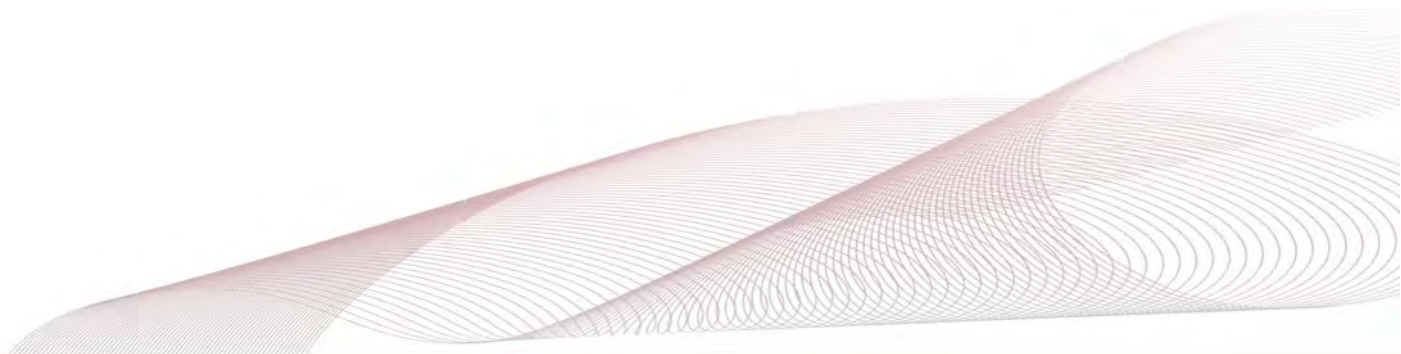
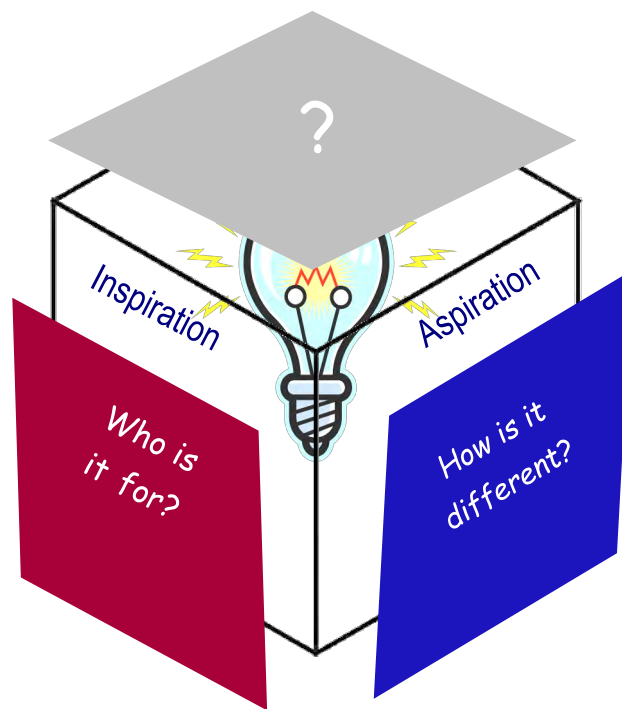
Because

- 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
unbalanced choices**

CORE SUBJECTS

Uppingham
Community College



GCSE English Language and Literature



EXAMINATION BOARD: AQA

QUALIFICATION: GCSE ENGLISH LANGUAGE & GCSE ENGLISH LITERATURE

APPROACH

Both English Language and English Literature are taught by the same teacher, classes are a mixture of ability-targeted sets and mixed ability groups. Students will experience a variety of independent study, group work, a range of oracy tasks, creative writing and analytical writing.

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 19th 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
- 19th 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.

ENGLISH



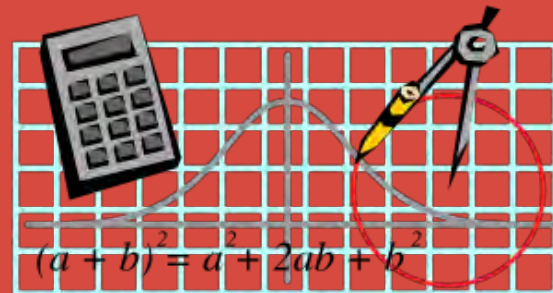
careers using english

law
politics
acting
writing
civil service
film/tv editing
copy editing
speech therapy
administration
management
digital content editing

editing
teaching
marketing
journalism
broadcasting
clerical work
copywriting
film/tv production
classroom support
events management
information services

teaching
publishing
advertising
archive work
public relations
proofreading
librarianship
film/tv direction
travel and tourism
arts administration
digital marketing

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.

MATHEMATICS

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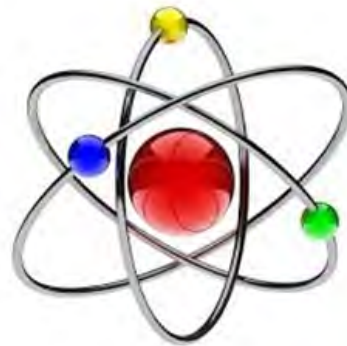
careers using mathematics

science
construction
accountancy
economics
pharmacy
engineering
retail and sales
air traffic control
industrial design
network management
transport and logistics

banking
statistics
insurance
actuarial work
bookkeeping
astronomy
management
architecture
sound technology
investment analysis
software development

buying
teaching
health sciences
administration
stockbroking
surveying
meteorology
cyber security
market research
medical technology
computer games design

GCSE Science



The science department offers combined science and separate sciences.

Examination Board: AQA

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

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 at the end of year 11. Students 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.

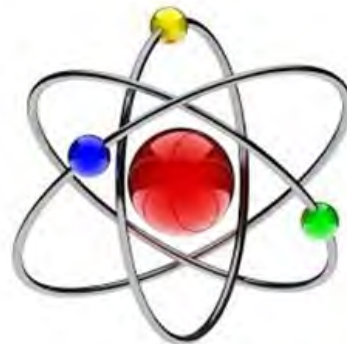
AQA Title			Assessment
GCSE Trilogy Biology	Biology Paper 1 Topics 1-4	Biology Paper 2 Topics 5-7	Written examination paper 2 x 1 hr 45mins 33.3%
GCSE Trilogy Chemistry	Chemistry Paper 1 Topics 1-5	Chemistry Paper 2 Topics 6-10	Written examination paper 2 x 1 hr 45mins 33.3%
GCSE Trilogy Physics	Physics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

SEPARATE SCIENCES AWARD

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

GCSE Science

**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 or Environmental Science.

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

BIOLOGY

careers using biology

brewing
medicine
dentistry
dietetics
forensics
pharmacology
marine biology
physiotherapy
paramedical work
environmental health

audiology
psychiatry
radiography
horticulture
food science
biochemistry
sports science
speech therapy
occupational therapy
ophthalmics and orthoptics

nursing
ecology
teaching
agriculture
biotechnology
fisheries work
laboratory work
veterinary work
prosthetics and orthotics
environmental science

CHEMISTRY

6

1

53 16

39

careers using chemistry

brewing
dentistry
engineering
agriculture
biochemistry
environmental health
chemical plant operation
environmental science
waste management

medicine
food science
horticulture
laboratory work
chemical engineering
materials science
research and development
plastics and polymers technology
colour technology and dyeing

dietetics
teaching
nursing
biotechnology
quality control
pharmaceuticals
forensic science
medicinal chemistry
oil and gas production

PHYSICS

careers using physics

medicine
surveying
engineering
radiography
physiotherapy
nanotechnology
renewable energy science
aerospace manufacturing
medical physics

architecture
meteorology
teaching
electronics
medical technology
engineering technology
oceanography
telecommunications
sound technology

astronomy
dentistry
audiology
geophysics
astrophysics
auto electrical repair
ophthalmics/orthoptics
research and development
software engineering

GCSE Core PE



In Key Stage 4, students receive four 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.

Students are grouped with like-minded individuals, however unlike KS3, students will have autonomy of the sports that they do within each block, enriching their experience and tailoring 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

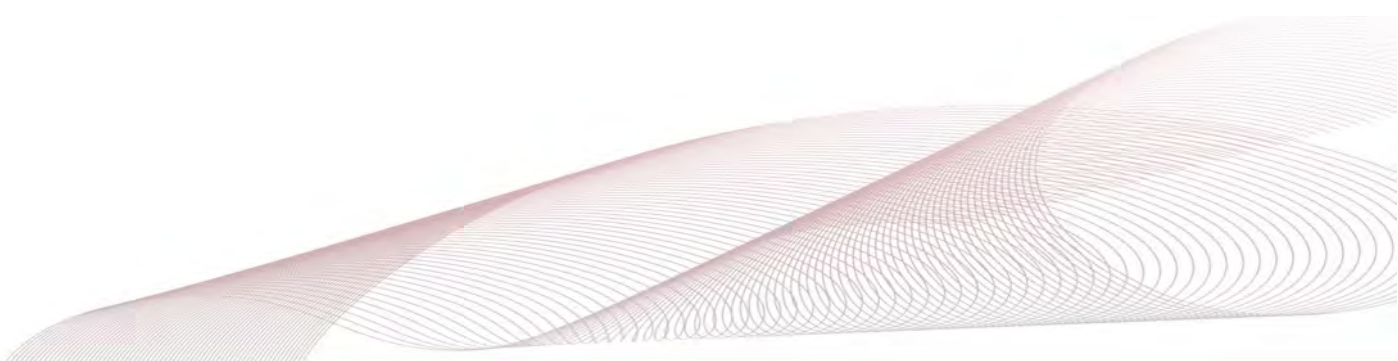
Netball

Fitness

Mindfulness

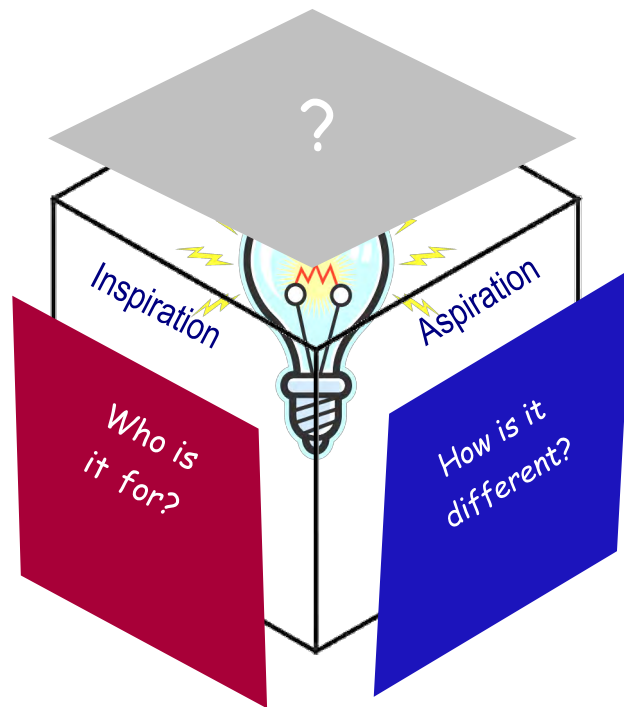
Dodgeball

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



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 eight 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



ART AND

DESIGN

counter

ear

cap height

baseline

aperture

careers using art and design

fine art
body art
printing
animation
interior design
industrial design
picture framing
landscape design
product design
make-up artistry
architecture

illustration
set design
modelling
furniture design
craft work and design
visual merchandising
museum and gallery work
costume design
hairdressing
web design
fashion design

floristry
signmaking
advertising
art therapy
photography
production design
exhibition design
textile design
digital design
graphic design
teaching

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

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)

BUSINESS

careers using business

buying
civil service
marketing
procurement
clerical work
public relations
manufacturing
local government
importing/exporting
hospitality management

banking
accounting
administration
advertising
economics
credit control
entrepreneurship
systems analysis
office management
transport and logistics

insurance
bookkeeping
retail and sales
human resources
call centre work
industrial relations
quantity surveying
business development
property management
health service management

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. 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

MODERN STUDIES

careers using modern studies

police
banking
politics
marketing
community work
welfare rights
trade union work
broadcasting and media

law
teaching
economics
journalism
social work
administration
management
charity work

sociology
fundraising
civil service
anthropology
social sciences
clerical work
local government
information/advice work

GCSE Design & Technology



AIMS

To develop creative, innovative and practical skills through a wide range of engaging and purposeful activities. To provide opportunities for learners to investigate technological processes, principles, and materials, deepening their understanding of how products are designed and made. To encourage creative and collaborative working through high-level thinking tasks that involve informed design decision-making across a variety of stimulating, real-world contexts. To nurture a strong awareness and understanding of the impact of Design and Technology applications on everyday life and the wider world.

INTRODUCTION – WHY CHOOSE A DESIGN & TECHNOLOGY OPTION?

GCSE Design & Technology is a dynamic and forward-looking subject that equips learners with high-level cognitive, communication, and problem-solving skills essential for success in a rapidly changing world. Through engaging, hands-on learning, students explore and evaluate the use of materials in real products and designs, developing a strong understanding of sustainability and the impact of technological choices on the Earth's natural resources.

The subject plays a vital role in inspiring creativity, innovation, and practical confidence in young people. It empowers students to become independent, resilient learners with a strong sense of identity as designers and makers. By nurturing key technological skills and encouraging imaginative thinking, Design & Technology prepares students for future careers in the 21st century while building self-confidence, ambition, and a passion for shaping the world around them.

APPROACH AND TOPICS


The GCSE course in Key Stage 4 offers an inspiring route into the world of Design & Technology, building on the strong foundations established in Key Stage 3. Students develop essential designing and making skills while exploring core and specialist technical principles, gaining hands-on experience in engaging and innovative contexts. They have the opportunity to work across the department's specialist areas, including multi-materials workshops, fashion and textiles, graphic communication, and CAD/CAM manufacturing.

Through creative problem-solving, innovation, and experimentation, learners build practical expertise, confidence, and technical knowledge, unlocking their potential as future designers, engineers, and innovators. This dynamic curriculum not only equips students with the skills needed for further study or careers in the 21st-century workforce but also nurtures independent thinking, collaboration, and a passion for shaping the world around them.

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.



DESIGN AND MANUFACTURE

careers using design and manufacture

set design
architecture
ergonomics
product design
furniture design
computer aided design
production management

digital design
cabinet making
exhibition design
building technology
construction management
manufacturing technology
building information modelling

signmaking
interior design
model making
CNC machining
industrial design
technical illustration
computer aided manufacture

FASHION[®]



AND TEXTILES

careers using fashion and textiles

tailoring
costume design
footwear design
clothing alteration
clothing production
fashion retailing
soft furnishings production

craft work
fashion design
textile design
dressmaking
textile production
textile technology
garment technology

hat design
upholstery
pattern cutting
fashion marketing
interior decorating
visual merchandising
fashion merchandising



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GRAPHIC COMMUNICATION

careers using graphic communication

marketing
advertising
digital design
desktop publishing
multimedia design
animation

architecture
engineering
graphic design
computer aided design
construction management
building information modelling

print design
web design
illustration
surveying
civil engineering
product design

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

DRAMA

careers using drama

acting
directing
broadcasting
drama therapy
studio management
theatre production
tv and radio presenting

writing
stunt work
drama facilitation
film and tv production
lighting technology
drama coaching
entertainment

teaching
set design
arts administration
radio production
stage management
community arts work
casting agency work

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>

HEALTH AND FOOD

careers using health and food technology

- teaching
- food service
- food processing
- health promotion
- product development
- dietetics and nutrition
- environmental health

- hospitality
- food preparation
- quality assurance
- food technology
- home economics
- consumer services
- soft drink production

- catering
- food science
- sports nutrition
- food manufacturing
- health and social care
- brewing and distilling
- baking and confectionary

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

GEOGRAPHY

careers using geography

ecology
meteorology
climatology
cartography
energy engineering
landscape architecture
town and country planning

teaching
surveying
archaeology
rural development
nature conservation
environmental education
environmental management

geology
demography
geophysics
travel and tourism
geographical information
transport and distribution
hydromorphology

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 - Thematic and British depth study – 40% of total GCSE

- The People's Health, c.1250 to present
- The Norman Conquest, 1065-1087

Component 2 – History around us – 20% of total GCSE

- Kenilworth castle

Component 3 – Period study and World depth study – 40% of total GCSE

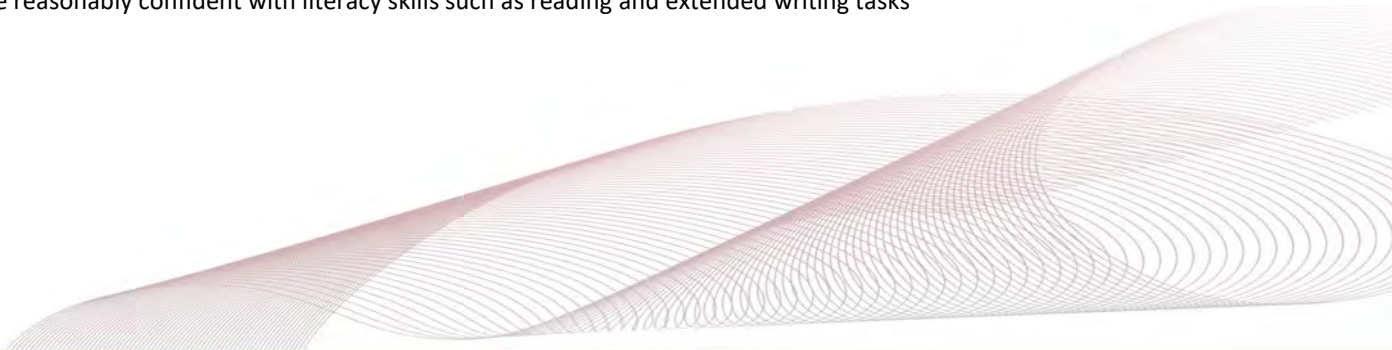
- The Making of America, 1789-1900
- Living under Nazi Rule, 1933-1945

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



HISTORY



careers using history

politics
genealogy
library work
anthropology
archive work
administration

tourism
sociology
publishing
teaching
civil service
cultural heritage

law
journalism
archaeology
restoration work
diplomatic service
museum work

GCSE Humanities—Religious Studies



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.

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

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

RMPs

Religious, Moral and Philosophical Studies

careers using RMPs

social care
civil service
youth work
social work
broadcasting
charities administration

teaching
health care
psychology
counselling
community work
human resources

law
politics
fundraising
management
advisory services
religious leadership

GCSE Modern Languages—French and German



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 and access will be given to interactive ICT resources throughout the course.

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 six broad contexts for learning and assessment: my personal world; lifestyle and well-being; my neighbourhood; media and technology; studying and my future; travel and tourism.

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 environmental problems and solutions, equality, and mental well-being.

In the spoken role play part, students will learn situational vocabulary for use in train stations, hospitals, restaurants etc.

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 exams are conducted by class teachers at around Easter of Y11 and will consist of reading aloud a short passage, a role play, describing a picture and questions on the topic areas. Listening and Reading will contain questions in English or be multiple choice, whilst Writing comprises a short translation into the target language as well as writing on 2 topic areas.

TO BE SUCCESSFUL ON THIS COURSE YOU WILL

- Enjoy learning a language other than your own
- Enjoy experimenting with new language and learning about other cultures

MODERN LANGUAGES

careers using modern languages

finance
retailing
journalism
hospitality
travel and tourism
local government
customs and immigration

law
publishing
civil service
translating
broadcasting
airline cabin crew
transport and distribution

teaching
catering
interpreting
call centre work
diplomatic service
importing/exporting
marketing and sales

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

NEA

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 Component: 60 Marks non-exam assessment: Ensemble performance. Composition to an OCR set brief.

EXAM

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.



MUSIC

careers using music

acoustics
music therapy
music journalism
arts administration
radio broadcasting
sound technology
event management

DJing
composing
music recording
music production
music publishing
promotions management
musical instrument technology

teaching
performing
conducting
audio engineering
sound operations
artist management
community arts music

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 4 lessons over two weeks. If you wish to be considered for one of these courses, please choose PE as one of your choices 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 yourself clearly when writing answers

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, transferable 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 4-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.
Outdoor Adventurous Activity (4 assessments worth 20% of the final grade)	You will understand how to find out information about what opportunities there are in your local area as well as nationally in the UK for all different types of outdoor/ adventurous activities. You will learn how to enjoy the activities safely by finding out what equipment, clothing, facilities and technology you need, as well as completing planning to help keep you safe. Topics include: <ul style="list-style-type: none"> • Provision for different types of outdoor and adventurous activities in the UK, Equipment, clothing and safety aspects of participating in outdoor and adventurous activities • Plan for and be able to participate in an outdoor and adventurous activity • Evaluate participation in an outdoor and adventurous activity

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.

The course is divided into two sections:

- ◇ **Theory Content and NEA Assessment** - Students sit one exam worth 40% of their final grade & NEA Coursework worth 40% of the final grade
- ◇ **Practical assessment** = 20% of the final grade

TO BE SUCCESSFUL ON THIS COURSE YOU WILL

- Compete at a good or high level in at least one sport at **club level**.
- Represent the College at minimum in **one sport**.
- 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

PHYSICAL EDUCATION



careers using physical education

sports retailing
armed services
sports journalism
sports broadcasting
health promotion
sports coaching
outdoor pursuits

teaching
physiotherapy
sports science
sports medicine
fitness instruction
community sports
sports centre management

police
physiology
fire fighting
personal training
travel and tourism
professional sport
sports administration

Notes:

