

COUNTY UPPER SCHOOL



KEY STAGE 4 OPTIONS BOOKLET

2022-23

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Message from Mr Stevenson (Deputy Headteacher)

Dear Year 9 student,

This booklet is designed to guide you through the important education choices you are going to make.

Choosing your Key Stage 4 programme of study is an exciting opportunity for you to reflect on your strengths and interests, as well as what career path you might wish to follow later in life. It is a chance to tailor a package of subjects and courses that you will enjoy and experience success in to provide you with a strong base from which to launch into the next phase of your education.

Making option choices can be daunting. That is why we have organised a number of events to support and guide you through the process. Over the next few weeks you should discuss your ideas with as many people as possible: your teachers, your tutor, your parents/carers and any relatives and friends who have taken GCSEs and other Key Stage 4 courses. Read this booklet carefully, as it contains vital information about each of the courses. If you are confused about which subjects are compulsory and which are optional, or what combinations of option choices are allowed, do ask a teacher for guidance or see Mr Stevenson, Deputy Headteacher responsible for Curriculum.

It is important that you and your parents/carers attend the Year 9 Options Evening **on Thursday 24th March 2022**.

I wish you every success with your decision-making.



Mr H Stevenson
Deputy Headteacher

Message from Mr Bishop (Head of Year 9)

Dear Year 9 student

This booklet provides you with information about the courses you can study throughout Key Stage 4. As well as the compulsory subjects it also contains details on the optional courses that are available to you. You must think carefully about these choices and select courses that are right for you, not simply courses your friends are doing. Please ask your teachers and other staff in school for advice and remember that you should aim to choose a broad and balanced range of subjects so that all careers will be open to you in later life.

Courses may be structured differently at Key Stage 4 and you will be expected to study more independently with greater emphasis being placed on coursework and home learning. You will need to develop your organisational skills so that you can meet deadlines and make a smooth transition from Key Stage 3 into your GCSE courses.

Key Stage 4 is not just about examinations, it is about the opening of a new chapter in your life. It will provide you with the opportunity to explore different responsibilities which will help develop many of your personal skills. Work experience and a variety of enrichment activities are available to you during years 10 and 11 and you should take full advantage of these opportunities. Success in these activities will be used to support your college and sixth form applications as you consider your Further Education options in Year 11.

Choose your options carefully, work hard, ask for advice and help when needed and always aim to achieve your best. By doing this you will enjoy Key Stage 4 and leave County Upper School as an independent and well-educated young person, ready to take on any challenges you may face in the future.

Good luck and best wishes



Mr J Bishop
Head of Year 9

A Broad Curriculum:

There are some compulsory courses which everybody studies because they are part of the National Curriculum. These make up the core curriculum.

Subject	Periods per fortnight
English Language	10
English Literature	
Mathematics	8
Science	12
PE	4
Beliefs and Values	2

Further details of these courses can be seen on the next page.

In addition to these courses you will study four 'Option' subjects. We offer a broad and exciting range of subjects for you to choose from. Some of these courses will be familiar to you and some will be new courses that you have not studied before. It is important to give everything careful consideration before you rule anything in or out.

The English Baccalaureate (Ebacc):

This is a performance measure that is achieved by achieving a Grade 5 or above in the following subjects: English Language, Mathematics, two Sciences, a modern language (French, German or Spanish) and a humanities subject (History or Geography). Whilst it is not a requirement for students to attempt the Ebacc, students with the chance of achieving this will be encouraged to do so.

GCSE and Vocational Courses:

Many of the courses described in this booklet lead to a GCSE qualification which are graded from 1 to 9, with 9 being the highest grade. In this system grade 4 is equivalent to grade C in the previous system. For vocational courses the grading system is Pass, Merit, Distinction and Distinction* with Distinction* being the highest.

The Core Curriculum:

Subject	Content	Notes
English	<p>Students will follow the AQA GCSE syllabus for both English Language and English Literature.</p> <p>In English Language you will develop your reading, writing, listening and speaking skills.</p> <p>In English Literature you will study poetry (Power and Conflict), prose (<i>A Christmas Carol</i> by Charles Dickens), Shakespeare (<i>Romeo and Juliet</i>) and modern drama (<i>An Inspector Calls</i> by J.B. Priestley).</p>	<p>Students will study both GCSE English Language and GCSE English Literature.</p> <p>GCSE English Language is a required qualification for most future courses and careers.</p>
Mathematics	<p>The course covers the following six strands:</p> <ul style="list-style-type: none"> ▪ Number ▪ Algebra ▪ Ratio, proportion and rates of change ▪ Geometry and measures ▪ Probability ▪ Statistics <p>Two tiers are available: Foundation (Grades 1-5) and Higher (Grades 4-9)</p>	<p>The course is assessed via three 90-minute exams in the summer of Year 11.</p> <p>Entry decisions for Higher or Foundation will be made following the mock exam in Year 11.</p> <p>GCSE Maths is a required qualification for most courses and future careers.</p>
Science	<p>Students will study either Combined Science (which counts as two GCSE courses) or separate science courses in Biology, Chemistry and Physics.</p>	<p>Both Combined Science and separate sciences are examined at the end of Year 11. There is no coursework for either course. The decision to enter students for combined or separate science is made at the end of Year 10.</p>
Physical Education	<p>The course is designed to aid Physical, Social, Cognitive and Well-being development through sport and physical activity. Our PE curriculum is as inclusive as possible. Students have ownership over their curriculum pathways and choose between Competitive, Recreational and Performance, with the additional option of a Sports Leaders course for those interested.</p>	<p>All students study Core PE which is a non-examined course. See further details for the GCSE PE course and the Sports Science course in this booklet.</p> <p>Despite your pathway choice, PE is there to develop students as individuals. Practical skill development is at the core of PE lessons but there is a strong focus on qualities such as resilience,</p>

	For those opting into the Competitive or Participation pathways, sports will include: Football, Rugby, Netball, Handball, Basketball, Dodgeball, Cricket and Rounders among others; whilst those who opt for the Performance pathway will take part in Dance, Yoga and Zumba.	tolerance and integrity in all lessons.
Beliefs and Values	<p>This course incorporates a wide variety of topics, offering a range of learning opportunities. The following areas are included:</p> <ul style="list-style-type: none"> ▪ World views, including religious and spiritual approaches ▪ Citizenship and British Values ▪ Personal, Social and Health ▪ Relationships and Sexual Health ▪ Careers and work-related learning ▪ Financial Education 	This is a non-examined course designed to support the development and wellbeing of all students, preparing them to play a fulfilling role in society

The Option subjects:

The table below lists the Option subjects which are available to you to choose from:

Subject	Qualification	Further Detail
Art (Fine Art)	GCSE	14
Business Studies	GCSE	15
Business and Marketing	Vocational	16
Computer Science	GCSE	17
3D Design	GCSE	18
Drama	GCSE	19
Food and Nutrition	GCSE	20
French	GCSE	21
Geography	GCSE	22
German	GCSE	23
Graphic Communication	GCSE	24
History	GCSE	25
Music	GCSE	26
Photography	GCSE	27
Physical Education	GCSE	28
Religious Studies	GCSE	29
Spanish	GCSE	30
Sport Science	Vocational	31
Textile Design	GCSE	32

Will I get my preferred choices?

We do our best to ensure that all students are allocated their preferred choices. However, this is not always possible as many courses have maximum numbers of students that they can accept due to limits of the specialist classrooms and facilities.

For a course to be delivered it must be chosen by a sufficient number of students. We cannot therefore guarantee that all the courses listed in this booklet will definitely be available.

For these reasons we ask that students *select five options* so they have a reserve option. These five options choices should be submitted *in order of preference*. Details of how to do this are explained later in this booklet.

Note that many courses can be studied at A-Level even if not taken at GCSE.

Making choices:

1. Humanities

History	Geography
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All students are required to choose either History or Geography as one of their four option choices. You can choose both History *and* Geography if you wish.

2. Languages

French	German	Spanish
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We encourage all students to pick a modern foreign language. If you study both French and German in Year 9, then it is a requirement that you **must** choose a modern foreign language as one of your four options. This ensures your GCSE choices allow you to complete the Ebacc described on page 4 and keeps all doors open to pave the way for future opportunities at A-level, University and beyond. Please note that having a GCSE in a modern foreign language is an entry requirement of some British Universities in order to be accepted onto degree courses.

Please note that GCSE Spanish is only available to students who have studied it in Year 7 or 8, or as part of the extra-curricular enrichment programme in Year 9.

3. 'Balanced' curriculum

We encourage students to pursue a broad and balanced curriculum. To this end, certain option combinations are not permitted. These are listed below:

Business Studies GCSE or Business and Marketing
Physical Education GCSE or Sport Science
Sport Science or Business and Marketing
Art (Fine Art) or Graphic Communication or 3D Design or Textile Design

The Extended Curriculum:

In addition to the core curriculum and the four option subjects, all students will have the opportunity to study the following courses as part of our extra-curricular enrichment offer. These courses take place at lunchtime and afterschool.

Japanese
Latin
Astronomy
Further Mathematics

Checklist: Next steps

- Read the information in this booklet carefully
- Attend the subject assemblies to find out more about all the course from the Heads of Department
- Attend the Options Evening with your parents / carers on Thursday 24th March
- Talk things through with your parents / carers, teachers, tutors and other students.
- Decide on your four option courses, and your reserve choice, and write them in order of priority.
- Ensure you have understood and followed any of the restrictions described on the previous page.
- Create your SIMS Options Online account. You will be shown how to do this during one of your Computer Science lessons.
- Log in to SIMS Options Online and follow the instructions below to submit your choices before **Wednesday 6th April**.

SIMS Options Online: How to create a student account

1. You will receive an invitation via your school email address from SIMS to join (from noreply@sims.co.uk). Open the email and click on "Accept invitation"

Simply accept this invitation and register within 90 days.

Accept Invitation

If the button above doesn't work, copy and paste the following link into your browser.

<https://registration.sims.co.uk>

Should you need to enter it, your personal invite code is: 47K4XF7DQ4

Sent on behalf of,

Bury St Edmunds County Upper School

2. A new internet browser window with several choices of sign in will open. **YOU MUST** click on "Register with an External Account"

SIMS

Activate Your Account

So that we can confirm your identity, please enter your email address and personal invitation code.

Ignore these sections

Username

Email address

Invitation Code

47K4XF7DQ4

Next

Alternatively you may complete the registration using an External Account.

Register with an External Account

Click here

3. In the next window, click the Microsoft icon to continue



Ignore these sections

Username

This is usually an email address

Password

Password

Show Password

[Forgot Password?](#)

Sign in

OR

Click here



4. Sign into your school email account if asked to do so
5. You will see a Registration page with your name. Copy and paste the personal invite code from the invitation email into here and then click “Register”

Registration

You will have received a new service invite code from either SIMS or from your school administrator.

Please enter the code below and tap or click Register.

Name (not you?)

Signed in with

Invitation Code

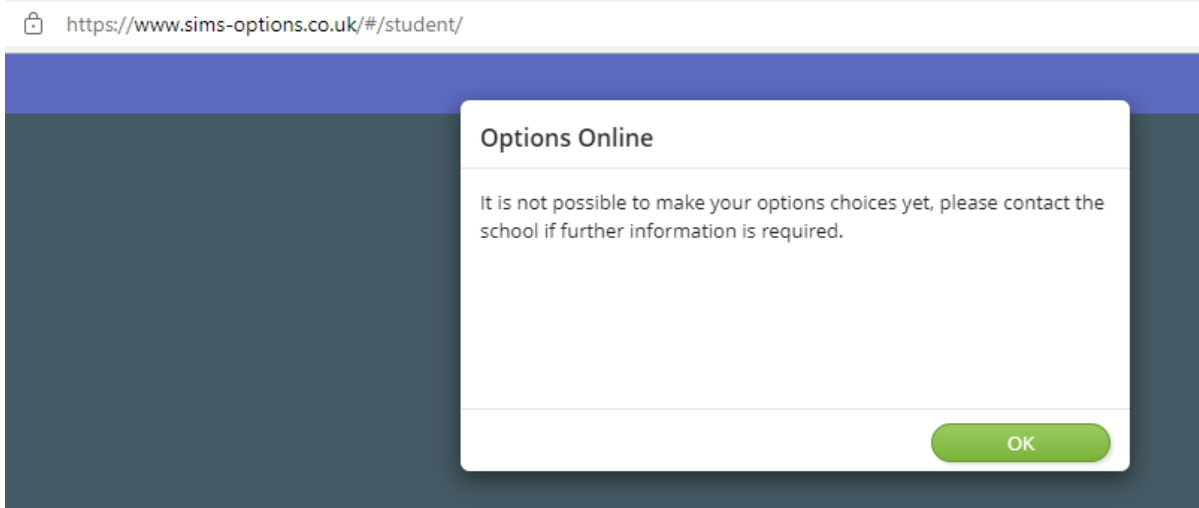
6. Enter your date of birth when asked and click “Verify”

Registration - Answer Security Questions

You are required to provide a second piece of information to confirm your identity.


What is your date of birth? (dd/mm/yyyy)

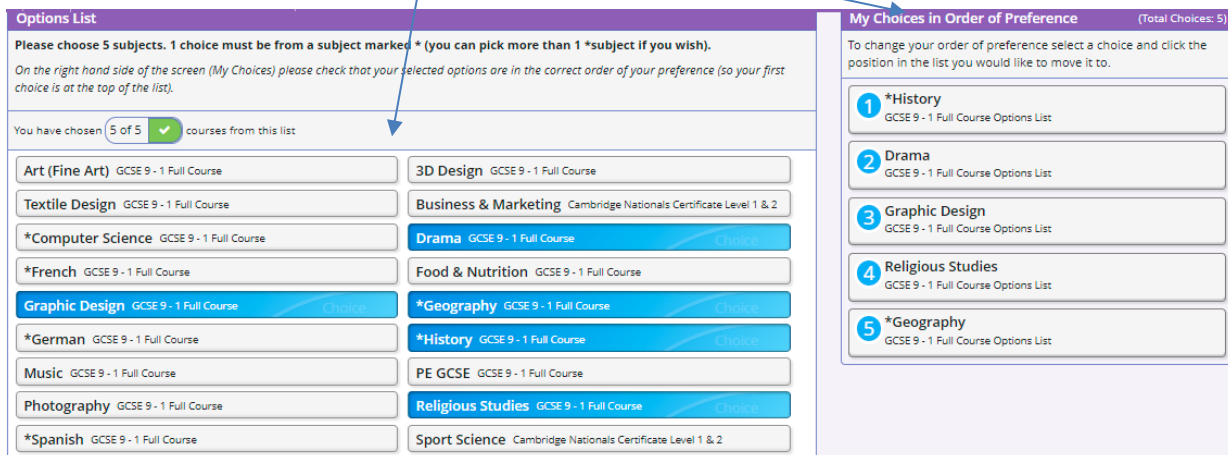
7. Another browser window will open as shown below – this is correct as the Options Site won't open until 24th March 2022



If you have any difficulties with logging in, please see Mrs Hill in the office or email: rhill@countyyupper.org

SIMS Options Online: Making your choices

1. Type this address into your web browser: <https://www.sims-options.co.uk>
2. "Sign in to SIMS Options" will open.
3. Click on 
4. Enter your school email address and usual password if asked, and the Options Window will open showing your name and the Options List to make your choices.
5. Follow the instructions on the screen. You need to choose 5 options, one of which needs to be a *option.
6. Select a subject as your option by clicking on the name of the subject from the blue boxes in the "Options List" and your choice will transfer to the right hand side of the screen in "My Choices in Order of Preference"



The screenshot displays the SIMS Options Online interface. On the left, the 'Options List' section contains a grid of subject buttons. Each button includes the subject name and course level. Some buttons are highlighted in blue, indicating they have been selected. On the right, the 'My Choices in Order of Preference' section shows a vertical list of the selected subjects, numbered 1 through 5, with their respective course levels. A blue arrow points from the 'Options List' to the 'My Choices' section, indicating the transfer of choices.

Options List	
Please choose 5 subjects. 1 choice must be from a subject marked * (you can pick more than 1 *subject if you wish). On the right hand side of the screen (My Choices) please check that your selected options are in the correct order of your preference (so your first choice is at the top of the list).	
You have chosen 5 of 5 courses from this list	
Art (Fine Art) GCSE 9 - 1 Full Course	3D Design GCSE 9 - 1 Full Course
Textile Design GCSE 9 - 1 Full Course	Business & Marketing Cambridge Nationals Certificate Level 1 & 2
*Computer Science GCSE 9 - 1 Full Course	Drama GCSE 9 - 1 Full Course
*French GCSE 9 - 1 Full Course	Food & Nutrition GCSE 9 - 1 Full Course
Graphic Design GCSE 9 - 1 Full Course	*Geography GCSE 9 - 1 Full Course
*German GCSE 9 - 1 Full Course	*History GCSE 9 - 1 Full Course
Music GCSE 9 - 1 Full Course	PE GCSE GCSE 9 - 1 Full Course
Photography GCSE 9 - 1 Full Course	Religious Studies GCSE 9 - 1 Full Course
*Spanish GCSE 9 - 1 Full Course	Sport Science Cambridge Nationals Certificate Level 1 & 2

My Choices in Order of Preference (Total Choices: 5)	
1	*History GCSE 9 - 1 Full Course Options List
2	Drama GCSE 9 - 1 Full Course Options List
3	Graphic Design GCSE 9 - 1 Full Course Options List
4	Religious Studies GCSE 9 - 1 Full Course Options List
5	*Geography GCSE 9 - 1 Full Course Options List

7. In the example below we have chosen History, Drama, Graphic Design, Religious Studies and Geography
8. If you make a mistake or change your mind, you can click on the subject again and it will reverse your choice
9. You can change your order of preference as per the screen instructions
10. If you'd like to add any comments, you can do so in the "Student Comments" section.
11. The Parent/Carer Approval Box is not active and cannot be completed, so please ignore this.
12. When you have finalised your choices, click on the "Save" cloud underneath your name at the top of the page. You can revisit the Options website and change your choices until the deadline of Wednesday 6 April, when your options will be locked.

If you need any help with this, please see Mrs Hill in the Admin/Finance Office, or email rhill@countyupper.org

Art (Fine Art)

GCSE

Information from:

Miss A Bowman
abowman@countyupper.org

Exam Board:

AQA

Course Content:

Fine art practice is defined here as the need to explore an idea, convey an experience or respond to a theme or issue of personal significance, creating non-functional outcomes.

Throughout the programme of study, you will complete work in response to 2/3 given themes and will study a range of contextual sources including artists both historical and contemporary. You will use these to inform the development and refinement of your own ideas, leading to personal responses which realise your intentions. This work will consist of practical workshops and sustained projects within the following areas;

- Drawing
- Painting
- Installation
- Lens-/light-based media
- Photography and the moving image
- Printmaking
- Mixed Media
- Land art

Assessment:

All work is practical with written annotations which show your use and understanding of visual language in both visual and written forms. There is no written exam.

The course is split into two components:

- Component 1: 'Personal Portfolio' (PP). This consists of all your practical work undertaken throughout years 10 and 11 and is worth 60% of the GCSE.
- Component 2: 'Externally Set Assignment' (ESA). This is set by the exam board with 7 possible starting points to choose from. You then have a preparatory period of time to complete your practical investigations, followed by 10 hours of supervised unaided work. Marked together, this component is worth 40% of the GCSE.

Both components are assessed internally by the centre, and externally moderated by the exam board AQA.

Progression routes:

Students who study Art and Design courses at GCSE can progress on to A level and level 3 vocational courses.

Careers within art and design: Digital editor, graphic designer, education, product designer, fashion designer, photographer, brand designer, Art historian, animator, architect, visual merchandiser, landscape architect, web/games designer, Advertising, set designer, web designer, illustrator, furniture designer, Art therapist, jewellery designer, ceramicist, textile designer, museum/gallery curator, set designer, costume designer, tattooist, make-up artist, landscape designer.

Business Studies

GCSE

Information from:

Mr Marshall
nmarshall@countyupper.org

Exam Board:

OCR
[OCR GCSE Business Studies](#)

Course Content:

OCR's GCSE (9–1) in Business should enable learners to:

- Know and understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding to contemporary business issues and to different types and sizes of businesses in local, national and global contexts.
- Develop as enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve business problems.
- Develop as effective and independent students, and as critical and reflective thinkers with enquiring minds.
- Use an enquiring, critical approach to make informed judgements.
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced and structured arguments, demonstrating their depth and breadth of understanding of business.
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

In Year 10, students will learn component 1: Business Activity, Marketing and People.

In Year 11, students will learn component 2: Operations, Finance, Influences on Business, The interdependent nature of business.

Within the interdependent nature of business section, learners will need to use content from both component 01 and component 02 to make connections between different elements of the subject. They will need to draw together knowledge, skills and understanding from different parts of the GCSE (9–1) course and apply their knowledge to business decision making within a business context.

Assessment:

The assessment within GCSE Business Studies will consist of two exams, both which will take place in the summer term of year 11.

Business 1: business activity, marketing and people (01) 80 Marks 1 Hour 30 Minutes paper – 50% of total GCSE

Business 2: operations, finance and influences on business (02) 80 Marks 1 Hour 30 Minutes paper – 50% of total GCSE

Progression routes:

A Level Business

Level 3 BTEC National

Careers in business and economics, accountancy, marketing, finance, human resources, investment analytics, economic research.

Business and Marketing

Vocational

Information from:

Mr Marshall
nmarshall@countyupper.org

Exam Board:

OCR
[Business and Marketing specification](#)

Course Content:

This course gives students the practical skills and applied knowledge they'll need in business. Practical elements build on theoretical knowledge so that students can put their learning into practice while also developing valuable transferable skills.

There are three mandatory units

Unit R067: Enterprise and marketing concepts

Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers.

Unit R068: Design a business proposal

Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.

Unit R069: Market and pitch a business proposal

Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation.

Assessment:

The first unit, worth 40% of the overall marks, is assessed by a 1 hr 15-minute written paper in the summer term of Year 11. The second two units, 30% each, are assessed by centre assessed tasks which are moderated by OCR

Progression routes:

A Level Business
Level 3 BTEC National
Careers in business and economics, accountancy, marketing, finance, human resources, investment analytics, economic research.

Computer Science

GCSE

Information from:

Mr Haysom
dhaysom@countyupper.org

Exam Board:

OCR
[Computer Science specification](#)

Course Content:

The Computer Science course is engaging and practical, encouraging creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

Component 01: Computer systems

Introduces students to the central processing unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It also looks at ethical, legal, cultural and environmental concerns associated with computer science.

Component 02: Computational thinking, algorithms and programming

Students apply knowledge and understanding gained in component 01. They develop skills and understanding in computational thinking: algorithms, programming techniques, producing robust programs, computational logic, translators and data representation.

Programming Project

Students develop their practical ability in the skills developed in components 01 and 02. They will have the opportunity to define success criteria from a given problem, and then create suitable algorithms to achieve the success criteria. Students then code their solutions in a suitable programming language, and check its functionality using a suitable and documented test plan. Finally, they will evaluate the success of their solution and reflect on potential developments for the future.

The Programming Project does not count towards a candidate's final grade, but is a requirement of the course.

Assessment:

Component 1 and Component 2 are assessed in two 90-minute written exams which are taken at the end of Year 11.

Progression routes:

During the course you will look at the impact computing has on business and industry
Progression routes include further study at Post-16 course and careers in the technology sector, such as computer programming, computer modelling and web design.

3D Design

GCSE

Information from:

Miss Bowman
abowman@countyupper.org

Exam Board:

AQA

Course Content:

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Throughout the programme of study, you will complete work in response to 2/3 given themes and will study a range of artists and designers both historical and contemporary. You will use these to inform the development and refinement of your own ideas, leading to personal responses which realise your intentions. This work will consist of practical workshops and sustained projects within the following areas;

- Architectural design
- Sculpture
- Ceramics
- Product design
- Jewellery and body adornment
- Interior design
- Environmental/landscape/garden design
- 3D digital design

Assessment:

All work is practical with written annotations which show your use and understanding of visual language in both visual and written forms. There is no written exam.

The course is split into two components:

- Component 1: 'Personal Portfolio' (PP). This consists of all your practical work undertaken throughout years 10 and 11 and is worth 60% of the GCSE.
- Component 2: 'Externally Set Assignment' (ESA). This is set by the exam board with 7 possible starting points to choose from. You then have a preparatory period of time to complete your practical investigations, followed by 10 hours of supervised unaided work. Marked together, this component is worth 40% of the GCSE.

Both components are assessed internally by the centre, and externally moderated by the exam board AQA

Progression routes:

Students who study Art and Design courses at GCSE can progress on to A level and level 3 vocational courses.

Careers within art and design: Digital editor, graphic designer, education, product designer, fashion designer, photographer, brand designer, Art historian, animator, architect, visual merchandiser, landscape architect, web/games designer, Advertising, set designer, web designer, illustrator, furniture designer, Art therapist, jewellery designer, ceramicist, textile designer, museum/gallery curator, set designer, costume designer, tattooist, make-up artist, landscape designer.

Drama

GCSE

Information from:

Ms Lacey
elacey@countyupper.org

Exam Board:

WJEC Eduqas
[Drama specification](#)

Course Content:

Drama is an exciting, inspiring and practical course. It promotes involvement in and enjoyment of drama, as performers and/or designers. Students will also attend live theatre performance allowing them to become informed and thoughtful audience members.

By taking part in all these activities, students will develop a range of essential life skills which will help them succeed in any career they choose.

Drama offers a broad and coherent course of study which enables students to:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice
- adopt safe working practices.

Assessment:

Component 1: Devising theatre (40%) – non-exam assessment

Component 2: Performing from a text (20%) – non-exam assessment

Component 3: Interpreting theatre (40%) – written exam

Progression routes:

- Post-16 Drama / Theatre studies
- Careers in the performing arts, public sector, teaching, events management, law, politics

Food and Nutrition

GCSE

Information from:

Exam Board:

WJEC Eduqas
[Food and Nutrition specification](#)

Course Content:

The Food and Nutrition course equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages students to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge to be able to feed themselves and others affordably and nutritiously, now and later in life.

By studying food preparation and nutrition students will:

- 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.

Assessment:

Component 1: Principles of food preparation and nutrition (50%) – written exam

Component 2: Food preparation and nutrition in action (50%) – non-exam assessment. Component 2 is assessed through two practical assignments which are internally assessed and externally moderated,

Progression routes:

- Post-16 food related courses as well as other non-food related A Level and Post 16 college courses
- Careers in food and nutrition, diet, health, catering, restaurants, hotels, hospitality

French

GCSE

Information from:

Mr Goodchild
sgoodchild@countyupper.org

Exam Board:

AQA
[French specification](#)

Course Content:

Our objective is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students study the following three themes:

- Theme 1: Identity and culture
 - Me, my family and friends
 - Technology in everyday life
 - Free time activities
 - Customs and festivals
- Theme 2: Local, national, international and global areas of interest
 - Home, town, neighbourhood and region
 - Social issues
 - Global issues
 - Travel and tourism
- Theme 3: Current and future study and employment
 - My studies
 - Life at school
 - Education post-16
 - Jobs, career choices and ambitions

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). All students follow the same course, and the entry decision for Foundation or Higher Tier is made in January of Year 11.

Assessment:

Paper 1: Listening (25%)
Paper 2: Speaking (25%)
Paper 3: Reading (25%)
Paper 4: Writing (25%)

Progression routes:

Opting for GCSE Languages will provide you with an excellent progression route to more advanced qualifications such as A-Levels. Beyond Key Stage 5 you can study French at degree level or you combine your language with another subject.
Some top universities may ask for a GCSE in a modern foreign language regardless of your degree subject.

Geography

GCSE

Information from:

Mr O'Leary
joleary@countyyupper.org

Exam Board:

WJEC Eduqas
[Geography specification](#)

Course Content:

"You can travel the seas, poles and deserts and see nothing. To really understand the world, you need to get under the skin of the people and places. In other words, learn about geography. We'd be lost without it." (Michael Palin)

The geography course enables students to think 'like a geographer'. That is to say, students will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues.

The course is organised into three broad themes:

- Theme 1: Changing Places - Changing Economies
- Theme 2: Changing Environments
- Theme 3: Environmental Challenges

Within each theme, students will take an enquiry approach to a range of contemporary geographical and environmental issues. Students will be given the opportunity to represent geographical data using a range of cartographical and graphical techniques whilst exploring the content of each component. They will analyse a variety of maps, graphs, photographs and data sets.

Assessment:

Geography is assessed over three written papers

- Component 1: Investigating geographical issues (40%)
- Component 2: Problem solving in geography (30%)
- Component 3: Applied fieldwork enquiry (30%)

Progression routes:

You will study a wide range of transferable skills which are recognised by further and higher education institutions as well as employers

Progression routes include: Post-16 Geography, careers requiring good information skills, teaching, environmental work, scientific study, planning, climate science, hazard response, international development

German

GCSE

Information from:

Mr Goodchild
sgoodchild@countyupper.org

Exam Board:

AQA
[German specification](#)

Course Content:

Our objective is to enable students of all abilities to develop their German language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students study the following three themes:

- Theme 1: Identity and culture
 - Me, my family and friends
 - Technology in everyday life
 - Free time activities
 - Customs and festivals
- Theme 2: Local, national, international and global areas of interest
 - Home, town, neighbourhood and region
 - Social issues
 - Global issues
 - Travel and tourism
- Theme 3: Current and future study and employment
 - My studies
 - Life at school
 - Education post-16
 - Jobs, career choices and ambitions

GCSE German has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). All students follow the same course, and the entry decision for Foundation or Higher Tier is made in January of Year 11.

Note: Students who have not studied German during Key Stage 3 may not select GCSE German as one of their option choices

Assessment:

Paper 1: Listening (25%)
Paper 2: Speaking (25%)
Paper 3: Reading (25%)
Paper 4: Writing (25%)

Progression routes:

Opting for GCSE Languages will provide you with an excellent progression route to more advanced qualifications such as A-Levels. Beyond Key Stage 5 you can study German at degree level or you combine your language with another subject. Some top universities may ask for a GCSE in a modern foreign language regardless of your degree subject.

Graphic Communication

GCSE

Information from:

Miss Bowman
abowman@countyupper.org

Exam Board:

AQA
[Graphic Communication specification](#)

Course Content:

Graphic Communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Throughout the program of study you will complete work in response to 2/3 given themes and will study a range of graphic designers both historical and contemporary. You will use these to inform the development and refinement of your own ideas, leading to personal responses which realise your intentions. This work will consist of practical workshops and sustained projects within the following areas;

- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography
- multi-media
- signage
- exhibition graphics

Assessment:

All work is practical with written annotations which show your use and understanding of visual language in both visual and written forms. There is no written exam.

The course is split into two components:

- Component 1: 'Personal Portfolio' (PP). This consists of all your practical work undertaken throughout years 10 and 11 and is worth 60% of the GCSE.
- Component 2: 'Externally Set Assignment' (ESA). This is set by the exam board with 7 possible starting points to choose from. You then have a preparatory period of time to complete your practical investigations, followed by 10 hours of supervised unaided work. Marked together, this component is worth 40% of the GCSE.

Both components are assessed internally by the centre, and externally moderated by the exam board AQA.

Progression routes:

Students who study Art and Design courses at GCSE can progress on to A level and level 3 vocational courses.

Careers within art and design: Digital editor, graphic designer, education, product designer, fashion designer, photographer, brand designer, Art historian, animator, architect, visual merchandiser, landscape architect, web/games designer, Advertising, set designer, web designer, illustrator, furniture designer, Art therapist, jewellery designer, ceramicist, textile designer, museum/gallery curator, set designer, costume designer, tattooist, make-up artist, landscape designer

History

GCSE

Information from:

Mrs Middleditch
vmiddleditch@countyyupper.org

Exam Board:

Edexcel
[Exam Specification](#)

Course Content:

‘The past is a foreign country. They do things differently there’ L. P. Hartley

History offers students the exciting opportunity to explore the past, and challenges them to develop their own explanations about the actions, motivations and consequences of our forebears. Studying History will enrich your understanding of the modern world, many of which can be better understood with a knowledge of past events.

Students who are considering taking GCSE History should also consider the kinds of activities they will be expected to participate in:

- Groupwork
- Independent research
- Whole class discussion
- Reading extended texts
- Role Play
- Source and interpretation analysis

You should also expect to undertake a substantial amount of written work in order to prepare yourself for success in the final exams, all taken at the end of Year 11. History can form part of the English Baccalaureate.

There are five units:

- 1a. Thematic study: Medicine in Britain 1250-present
- 1b. Historic Environment: The British sector of the Western Front 1914-18; injuries, treatment and the trenches
- 2a. Period study: British America, 1713-83: empires and revolution
- 2b. British depth study: Anglo-Saxons and the Normans
3. Modern Depth study: Weimar and Nazi Germany, 1918-39

Assessment:

You will sit three papers:

1. Thematic study and Historic Environment
2. Period study and British depth study
3. Modern Depth study

Progression routes:

You will learn a variety of workplace related skills such as putting forward your own arguments, considering the reliability of a range of sources, and summarising and analysing information.

Progression routes include a variety of Post-16 options as well as careers in law, politics, teaching and journalism

Music

GCSE

Information from:

Ms Lacey
elacey@countyupper.org

Exam Board:

OCR
[Music GCSE specification](#)

Course Content:

GCSE Music is ideal for students who enjoy making music and have a desire to expand their musical experience. The three main areas of study are performance, composition and analysis.

This is an integrated course which enables students to develop a broader understanding of music through linking listening, performing and composing tasks.

During the course students will:

- Compose in small groups and as individuals
- Explore the potential of music technology
- Build their music vocabulary and theoretical knowledge
- Analyse and evaluate musical features within set works
- Apply their knowledge of musical instruments to answer listening and appraising questions
- Acquire theoretical music skills
- Develop their solo and group performance skills

For performance work (worth 30%) any musical instrument including the voice is acceptable. Students need to be willing to work towards performing at least four minutes of music, incorporating solo and ensemble pieces in styles of their choice.

There are five 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:

- Integrated portfolio (Non-Exam Assessment) 30%
- Practical component (non-exam assessment) 30%
- Listening and Appraising (Written Exam 90 minutes) 40%

Progression routes:

Post-16 Music and Music Technology
Careers in the arts and music industry

Photography

GCSE

Information from:

Miss Bowman
abowman@countyupper.org

Exam Board:

AQA

Course Content:

Photography is defined here as the practice of producing images using light-sensitive materials such as photographic film, or digital methods of development and production to create static or moving images.

Throughout the programme of study, you will complete work in response to 2/3 given themes and will study a range of graphic designers both historical and contemporary. You will use these to inform the development and refinement of your own ideas, leading to personal responses which realise your intentions. This work will consist of practical workshops and sustained projects within the following areas;

- Portraiture
- Location photography
- Studio photography
- Experimental imagery
- Installation
- Documentary photography
- Photo-journalism
- Moving image: film, video and animation
- Fashion photography

Assessment:

All work is practical with written annotations which show your use and understanding of visual language in both visual and written forms. There is no written exam.

The course is split into two components:

- Component 1: 'Personal Portfolio' (PP). This consists of all your practical work undertaken throughout years 10 and 11 and is worth 60% of the GCSE.
- Component 2: 'Externally Set Assignment' (ESA). This is set by the exam board with 7 possible starting points to choose from. You then have a preparatory period of time to complete your practical investigations, followed by 10 hours of supervised unaided work. Marked together, this component is worth 40% of the GCSE.

Both components are assessed internally by the centre, and externally moderated by the exam board AQA.

Progression routes:

Students who study Art and Design courses at GCSE can progress on to A level and level 3 vocational courses.

Careers within art and design: Digital editor, graphic designer, education, product designer, fashion designer, photographer, brand designer, Art historian, animator, architect, visual merchandiser, landscape architect, web/games designer, Advertising, set designer, web designer, illustrator, furniture designer, Art therapist, jewellery designer, ceramicist, textile designer, museum/gallery curator, set designer, costume designer, tattooist, make-up artist, landscape designer.

Physical Education

GCSE

Information from:

Mr Snelling
csnelling@countyupper.org

Exam Board:

OCR
[PE specification](#)

Course Content:

This practical and engaging course has been developed to allow all students to achieve their potential. The content has been designed to allow students to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of the subject.

The examined components will provide the knowledge and understanding which underpin the non-exam assessment (NEA). The NEA within this specification allows students to explore a range of activities in the role of performer, including both team and individual activities. Students will also analyse and evaluate performance in a chosen activity as part of their NEA.

With all topic areas of the specification being compulsory, OCR is aware of the need for comprehensive resources covering all areas. Our resourcing provision will support you fully in your teaching of this qualification.

Assessment:

1. Physical factors affecting performance (30%) – Written paper
2. Socio-cultural issues and sports psychology (30%) – Written paper
3. Practical performances (30%) – Non-exam assessment
4. Analysis and evaluation of performance (10%) – Non-exam assessment

Progression routes:

This course will prepare students for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology.

Students will develop the transferable skills that are in demand by further education, Higher Education and employers in all sectors of industry. The course will create confident, independent thinkers and effective decision makers who can operate effectively as individuals or as part of a team – all skills that will enable them to stand out and effectively promote themselves as they progress through life.

Progression routes include Post-16 study, A Level PE, BTEC in Sport Science, leadership and coaching courses. Possible careers include education, health services, sports medicine, sport therapy and physiotherapy, nutrition and psychology.

Religious Studies

GCSE

Information from:

Mrs Kingston
skingston@countyupper.org

Exam Board:

Pearson Edexcel
[Religious Studies specification](#)

Course Content:

This course develops the skills of communication, critical enquiry, and reflective evaluation. The course will broaden your understanding of the Christian and Muslim traditions, whilst enabling you to develop a personal response to a range of philosophical and ethical issues.

Students will participate in a range of activities which include:

- Group and Whole-class discussion
- Formal and informal debates
- Presentations

Area of study 1: Religion and ethics

- Muslim Beliefs; Marriage and the family; Living the Muslim life; Matters of life and death

Area of study 2: Religion, philosophy and social justice

- Christian Beliefs; Philosophy of religion; Living the Christian life; Equality

This course will suit you if you enjoy reflection and discussion and are prepared to consider issues from a range of different perspectives in order to form your personal view. You will also enjoy this course if you are keen to find out more about what it means to follow a particular religion and would also like to explore religious and secular approaches to various philosophical and moral issues. Along the way, atheist and humanist views are also considered and in turn religious responses to these.

Assessment:

There are two written papers taken at the end of Year 11, each worth 50%. Each of the papers covers one of the two areas of study.

Progression routes:

Links to any career that involves an understanding of, and interest in, people, critical analysis, written and verbal communication and problems solving.

Progression routes include post-16 courses in religion, philosophy and ethics as well as any other post-16 humanities courses. Careers include education, law, politics, social services and human resources.

Spanish

GCSE

Information from:

Mr Goodchild
sgoodchild@countyupper.org

Exam Board

AQA
[Spanish specification](#)

Course Content:

Our objective is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students study the following three themes:

- Theme 1: Identity and culture
 - Me, my family and friends
 - Technology in everyday life
 - Free time activities
 - Customs and festivals
- Theme 2: Local, national, international and global areas of interest
 - Home, town, neighbourhood and region
 - Social issues
 - Global issues
 - Travel and tourism
- Theme 3: Current and future study and employment
 - My studies
 - Life at school
 - Education post-16
 - Jobs, career choices and ambitions

GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). All students follow the same course, and the entry decision for Foundation or Higher Tier is made in January of Year 11.

Note: Students who have not studied Spanish during Key Stage 3 may not select GCSE Spanish as one of their option choices

Assessment:

Paper 1: Listening (25%)
Paper 2: Speaking (25%)
Paper 3: Reading (25%)
Paper 4: Writing (25%)

Progression routes:

Opting for GCSE Languages will provide you with an excellent progression route to more advanced qualifications such as A-Levels. Beyond Key Stage 5 you can study German at degree level or you combine your language with another subject. Some top universities may ask for a GCSE in a modern foreign language regardless of your degree subject.

Sport Science

Vocational

Information from:

Mr Snelling
csnelling@countyupper.org

Exam Board:

AQA
[Sport Science specification](#)

Course Content:

This course will encourage students to think for themselves about the scientific world of sport whilst putting those theories and concepts into practice in both theoretical and practical sport situations. The course covers three units:

1. Reducing the risk of sports injuries

In this unit, students will learn how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring; prepare them to be able to react to common injuries that can occur during sport and physical activity and to recognise the symptoms of some common medical conditions.

2. Applying the principles of training: fitness and how it affects skill performance

In this unit, students will learn how to conduct a range of fitness tests, what they test and their advantages and disadvantages. They will also learn how to design, plan and evaluate a fitness training programme. This will give them the background knowledge they need to be able to plan and deliver appropriate fitness tests, some of which will be adapted to suit the skills of the sporting activity.

3. The body's response to physical activity

In this unit, students will learn to understand how both the cardio-respiratory and musculoskeletal systems provide you with the energy and movements needed to keep you exercising and in turn how exercise helps develop both of these systems.

3. Nutrition and sports performance

In this unit, students will learn to consider the composition of healthy, balanced nutrition. They will consider the necessity of certain nutrients and their role in enabling effective performance in different sporting activities. The knowledge gained will be used to produce an appropriate, effective nutrition plan for a performer.

Assessment:

- Students will work towards completing this certificate and will be graded as a level 1 or level 2 at a pass, merit or distinction; all equivalent to one GCSE.
- A one-hour assessment examined by one examination paper in the summer term of Year Ten.
- Students complete three further portfolios; one in Year 10 and two in Year 11.

Progression routes:

Progression routes include Post-16 study, A Level PE, BTEC in Sport Science, leadership and coaching courses. Possible careers include education, health services, sports medicine, sport therapy and physiotherapy, nutrition and psychology.

Textile Design

GCSE

Information from:

Miss Bowman
abowman@countyupper.org

Exam Board:

AQA

Course Content:

Textile Design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Throughout the programme of study, you will complete work in response to 2/3 given themes and will study a range of textile artists and designers both historical and contemporary. You will use these to inform the development and refinement of your own ideas, leading to personal responses which realise your intentions. This work will consist of practical workshops and sustained projects within the following areas;

- art textiles
- fashion design and illustration
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors
- digital textiles
- installed textiles

Assessment:

All work is practical with written annotations which show your use and understanding of visual language in both visual and written forms. There is no written exam.

The course is split into two components:

- Component 1: 'Personal Portfolio' (PP). This consists of all your practical work undertaken throughout years 10 and 11 and is worth 60% of the GCSE.
- Component 2: 'Externally Set Assignment' (ESA). This is set by the exam board with 7 possible starting points to choose from. You then have a preparatory period of time to complete your practical investigations, followed by 10 hours of supervised unaided work. Marked together, this component is worth 40% of the GCSE.

Both components are assessed internally by the centre, and externally moderated by the exam board AQA.

Progression routes:

Students who study Art and Design courses at GCSE can progress on to A level and level 3 vocational courses.

Careers within art and design: Digital editor, graphic designer, education, product designer, fashion designer, photographer, brand designer, Art historian, animator, architect, visual merchandiser, landscape architect, web/games designer, Advertising, set designer, web designer, illustrator, furniture designer, Art therapist, jewellery designer, ceramicist, textile designer, museum/gallery curator, set designer, costume designer, tattooist, make-up artist, landscape designer.

Extra-Curricular Studies

Astronomy

Astronomy GCSE is split into two topics:

- i) Naked-eye astronomy focuses on the study of the solar system; in particular how the Sun, Earth and Moon interact.
- ii) Telescopic astronomy focuses on the wider universe and how stars and galaxies develop.

Both parts are worth 50% of the GCSE.

The course also entails mandatory aided and unaided observations. These give students the opportunity to develop skills in using telescopes and develop a better understanding of the night sky.

The course is taught once a week after school in 2-hour sessions.

Japanese

Japanese is available as a club activity three times a week for both beginners and those who started in Year 9. Students wishing accreditation for their efforts may aim for GCSE to be taken in Year 12, after studying for four years. Students are also welcome to access the course for enjoyment only.

All students in Year Ten, whether learning Japanese or not, are invited to apply for places on the 2021 trip to Japan, either in the summer (science related) or the autumn (general exchange).

Latin

Latin is available at various times throughout the week, both for complete beginners and those who have studied it before.

We use the *Cambridge Latin Course* which provides an introduction to the Latin language complemented by background information on Roman culture and civilisation in the first century BCE. The course is based around a family living in Pompeii, and subsequently in Egypt and Britain and is designed to accelerate the ability to read and comprehend stories written in Latin.

After studying Latin for one hourly session per week over two years, pupils are entered for the Level One Certificate in Latin Language (which is the equivalent of a GCSE). Some then proceed to do the Level 2 Certificate in Year 11 or Year 12.

Additional Mathematics

LEVEL 3 FSMQ: ADDITIONAL MATHEMATICS

This Level 3 qualification bridges a gap between GCSE and A-Level Mathematics. The course is primarily designed to be co-taught with GCSE (9-1) Maths Higher as an enrichment programme. Many students taking this qualification intend to go on to study AS and/or A Level Maths. For these students this qualification provides an introduction to the subject at that level. It consists of seven topic sections, covering: Algebra, Enumeration, Coordinate Geometry, Pythagoras' Theorem and Trigonometry, Calculus, Numerical Methods, Exponentials and Logarithms.

This specification has a single 2-hour exam paper with 100 marks. Level 3 Free Standing Mathematics Qualifications (FSMQ) attracts up to 10 UCAS points in the new tariff.