

Up Holland High School



**PATHWAYS
TO
SUCCESS
2017**

**Your guide to making the
right option choices**

Headteacher's Message

Dear Parents,

This is an exciting time for your son/daughter in deciding on their next steps at Up Holland High School. This booklet describes the GCSE option courses available for your child to study over the next two years and provides you with details of the core subjects your child will be studying in Key Stage 4.

The 'pathways' available to your son/daughter are designed to maximise success for every child in the school. Success in Years 10 and 11 will prepare your son/daughter for the world of work and further education available at colleges and support university applications in the future.

The government have announced a number of changes to GCSEs in the last few years including the introduction of the English Baccalaureate which consists of 6 GCSE subjects from English, Maths, two Sciences, a Humanities subject and a Modern Foreign Language. Up Holland High School is well prepared to offer this qualification to our pupils. Some of these English Baccalaureate subjects form part of our Core Curriculum whilst others maybe be chosen as options.

At Up Holland High School we believe that every pupil should have their choices discussed in order to personalise their learning and to ensure that the correct pathway has been identified for them. In order to achieve this we will offer every pupil and their parent an interview to discuss option choices and identified pathways. The interviews will take place during the Parents' Evening on Thursday 2nd February.

We are always here to help so and look forward to meeting you at the interviews later this month.

Best wishes,



Mr P Scarborough
Headteacher

Introduction

Welcome to your '**Pathways to Success**' booklet. Over the next couple of weeks you have some important decisions to make and this booklet will help you think about the subject choices which are right for you and will help you to achieve the employment or gain a place on the college course of your choice in the future. It is important that you read this booklet thoroughly and seek help from staff members if you have further questions.

We have designed a programme of events to help you make your choices;

- **Weds 18th Jan:** Year 9 '**Pathways to Success**' assembly.
- **w/c 23rd Jan:** '**Options Week**' – talks in lessons about the options available.
- **Thurs 26th Jan:** '**Curriculum Pathways Evening**' in school (6pm – 8pm) for pupils and parents to meet with staff and discuss option subjects.
- **Thurs 2nd Feb:** Year 9 '**Parents' Evening**' inc. '**Parent and Pupil Option Choice Interviews**' held in school.

Pupils at Up Holland will follow one of three distinct pathways through their final two years at the school. These pathways will allow individual pupils to choose subjects suited to their talents whilst providing them with the opportunity to follow a broad and balanced curriculum. At your '**Parent and Pupil Option Choice Interview**' you will be able to discuss, with a member of staff, the correct pathway for you. The school has used data and teacher assessments in order to be able to advise you regarding the subjects in which you are likely to reach or exceed your target grades at GCSE. Pathways are determined by pupils' current attainment and targets and you should talk to your parents, teachers and the staff member at your interview in order to make the final decisions regarding your free option choices.

All pupils at Up Holland will follow a core upper school curriculum comprising English, Mathematics, Science, Physical Education, I.C.T and P.E.G.S (Philosophy, Ethics and General Studies). The Core Curriculum is described in more detail at the back of this booklet. Pupils will take four options. These are the courses which you may be able to choose: some pupils will follow the English Baccalaureate which will mean studying a Humanities and a Modern Foreign Language GCSE for two of their four options. The remainder of the subjects will be divided into option blocks. There may be some pupils who will require a more personalised learning pathway and members of staff will be available to discuss this with you.

We hope that you are able to decide on the courses which will allow you to achieve your potential at Up Holland High School and have an enjoyable two years in Key Stage 4.

Ms L. Nixon
Deputy Headteacher

The Options Subjects

On the following pages are details of the subjects you may be able to choose to study at Key Stage 4. They are listed alphabetically and each page covers one course. Each course page contains the same basic information;

Department and Subject Leader: The Subject Leader is the person specifically responsible for that course. This may not be the same person as the Head of Department. Names of Heads of Department are listed at the back of this booklet.

Examination Board and Specification: This tells you the exact course you will be following*. All of the major examination boards have websites where you can find further details of the courses offered.

Course Content: This section gives you an overview of some of the topics you will study.

Learning Methods: These are some of the ways in which you will learn should you opt for this course.

Assessment Methods: This section contains details of the types of assessment used and, where possible, details of when assessments will take place and what each assessment is worth.

Future Pathways: This gives you an idea of the kinds of employment and further education pathways open to you after leaving school if you obtain a qualification in a particular subject.

**Please note: course specifications are subject to change*

The options subjects on offer are as follows. All courses are GCSE single-award courses.

- **ART AND DESIGN**
- **COMPUTER SCIENCE**
- **DT: SYSTEMS & ELECTRONICS**
- **DT: TIMBERS**
- **FOOD PREPARATION AND NUTRITION**
- **FRENCH**
- **GEOGRAPHY**
- **HISTORY**
- **HEALTH AND SOCIAL CARE**
- **MUSIC**
- **PHOTOGRAPHY**
- **PHYSICAL EDUCATION**
- **SPANISH**

Art and Design

Department: Art & Design Subject Leaders: Mrs A. Clark/ Mr M. Johnson

Examination Board and Specification: AQA 8201

Course content:

Pupils studying Art & Design will learn and develop a variety of techniques, exploring a wide range of materials and concepts used in the creation of artwork. These will include sculpture, drawing, painting, textiles, mosaic, craftwork and computer-based design. The course also develops design skills, problem solving, creative thinking, graphic design and independent thought.

Pupils will complete a portfolio of coursework based on oriental art, architecture and personal project work inspired by artists and based on their own strengths and interests.

Learning Methods:

This is a wholly practical course. Portfolio work is developed through practical research, collecting and developing images and ideas then creating final pieces in a variety of media.

Assessment Methods:

The course is continually assessed by the subject teacher to form a portfolio of coursework then by an externally assessed practical examination.

The portfolio counts for 60% of the total grade and should demonstrate the individual talents of each pupil. It must contain more than one project. This work will be completed mostly in lesson time but pupils are encouraged to attend extra-curricular sessions to improve and develop their work. This portfolio will be completed by April of Year 11.

The examination counts for 40% of the total grade and takes place in March of year 11. It is a ten hour fully practical exam, broken down into shorter sessions. The pupils have unlimited preparation time but the final piece(s) must be completed during the exam itself.

Future Pathways:

As well as being a qualification recognised by further education providers and employers, art also develops creative and independent thinking skills.

Possible careers pathways include; advertising, graphic design, TV and film, fashion, photography, animation, costume and make-up, fine art, teaching, hair-dressing and jewellery.

Computer Science

Department: Computing

Subject Leader: Mrs J. Charlton

Examination Board and Specification: OCR Computer Science (9-1) - J276

Course Content:

The Computer Science GCSE is relevant to the modern, changing world of computing, and designed to boost computing skills essential for 21st century. The course involves

Cyber security – phishing, malware, firewalls and people as the 'weak point' in secure systems.

Computational thinking – which represents 60% of the content. Computational thinking involves breaking a complex problem down into smaller parts, establishing a pattern, ignoring unnecessary information and designing a solution through programming.

Learning Methods:

Research, team working and independent study. Programming using Python.

Assessment Methods:

Written papers will be taken at the end of Year 11.

Computer systems (01): written paper (1 hour 30mins) consisting of systems architecture, memory and storage, networks, security, system software and ethical, legal, cultural and environmental concerns – worth 40% of final mark.

Computational thinking, algorithms and programming (02): written paper (1 hour 30mins) consisting of algorithms, programming techniques including debugging, computational logic, translators and facilities of languages and data representation – worth 40% of final mark.

Programming project (03/04): - Controlled Assessment of 20 hours. In this task learners must think computationally to solve a task and while doing so create a report detailing the creation of their solution, explaining what they did and why they did it. This consists of programming techniques, analysis, design, development, testing and evaluation and conclusions – worth 20% of final mark.

Future Pathways:

This qualification provides a platform for pupils to study for an A Level qualification at college or to a Level 3 vocational qualification in a similar field.

DT: Systems and Electronics

Department: D.T.

Subject Leader: Mr. J. Smith

Examination Board and Specification: Pearson Edexcel 1DT0/1D

Course Content:

Core content includes; the impact and critical evaluation of new and emerging technologies, how energy is generated, smart materials, mechanical devices and categorisation of the types, properties and structure of a wide range of materials.

Material category- Systems and electronics includes; properties of components and systems, impact of forces and stresses, manufacturing and scales of production, specialist tools, equipment and processes and appropriate surface treatments.

Learning Methods:

This practical course involves making models and life size prototypes. In order to do this we look at designing using computers as well as by hand. Looking at the different ways in which production is used in industry and combine all into a portfolio to show the thought process of design.

Assessment Methods:

Component 1: 50% of total grade is a written 1 hour and 45 minutes examination aimed at testing the knowledge and understanding of skills and processes needed to make products. The paper consists of two sections. Section A (40 marks) is assessed on the core content and Section B (60 marks) is assessed on the **material category of systems and electronics**.

Component 2: 50% of total grade pupils will undertake a project as part of their non-examination assessment. This is an integrated 'design and make' project which should result in the production of something usable and useful. Examples from the past include; a snooker scoreboard, an infra-red beam alarm, an electronic games and a musical box.

Future Pathways:

Pupils with a qualification in Design Technology could find employment in a variety of areas within the design and manufacturing industries.

This qualification can also lead to apprenticeships with local companies or further study.

DT: Timbers

Department: D.T.

Subject Leader: Miss K. Tickle

Examination Board and Specification: Pearson Edexcel 1DT0/1C

Course Content:

Core content includes; the impact and critical evaluation of new and emerging technologies, how energy is generated, smart materials, mechanical devices and categorisation of the types, properties and structure of a wide range of materials.

Material category- Timbers includes; properties of natural and manufactured timbers, impact of forces and stresses, manufacturing techniques, specialist tools, equipment and processes and appropriate finishing techniques.

Learning Methods:

This practical course involves making models and life size prototypes. In order to do this we look at designing using computers as well as by hand. Looking at the different ways in which production is used in industry and combine all into a portfolio to show the thought process of design.

Assessment Methods:

Component 1: 50% of total grade is a written 1 hour and 45 minutes examination aimed at testing the knowledge and understanding of skills and processes needed to make products. The paper consists of two sections. Section A (40 marks) is assessed on the core content and Section B (60 marks) is assessed on the **material category of timbers.**

Component 2: 50% of total grade pupils will undertake a project as part of their non-examination assessment. This is an integrated 'design and make' project which should result in the production of something usable and useful.

Future Pathways:

Pupils with a qualification in Design Technology could find employment in a variety of areas within the design and manufacturing industries.

This qualification can also lead to apprenticeships with local companies or further study.

Food Preparation and Nutrition

Department: D.T.

Subject Leader: Miss J. Catterall

Examination Board and Specification: Eduqas C56OP1/2

Course Content:

By studying Food Preparation and Nutrition pupils will learn about:

- Effective and safe cooking skills by planning, preparing and cooking a variety of foods using many techniques and equipment.
- Functional and chemical properties of food.
- The relationship between diet, nutrition and health.
- The economic, environmental, ethical and socio-cultural influences on food availability.
- Food safety considerations.
- A range of ingredients and processes from different culinary traditions to inspire new ideas

Learning Methods:

Individual and group practical work, classroom-based study, research using I.C.T. and other media, presentations.

Assessment Methods:

C56OP1- The written examination accounts for 50% of the total grade.

C56OP2- Controlled Assessment then accounts for 50% and is divided into:

Assessment 1 (15% of total grade): A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to food science.

Assessment 2 (35% of total grade): Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.

Future Pathways:

As well as being a valuable life skill and providing a platform for study at a higher level after leaving school, Food Preparation and Nutrition also has a number of practical, vocational applications. These include working in the food **technology** industry or training as a chef.

French

Department: MFL

Subject Leader: Mrs V. Ward

Examination Board and Specification: AQA 8658

Course Content:

Pupils will build on and develop the language and skills acquired at Key Stage 3. The course at GCSE covers three key topic areas. These are:

1. Identity & Culture: me, my family and friends; technology in everyday life; free-time activities; customs and festivals in French-speaking communities.
2. Local, national, international & global areas of interest: home, town, neighbourhood and region; social issues; global issues; travel and tourism.
3. Current & future study and employment: My studies; life at school/college; education post-16; jobs, career choices and ambitions.

Learning Methods:

Pupils develop skills of speaking, listening, reading and writing in French.

Assessment Methods:

As this qualification is linear, pupils will sit all their exams at the end of the course. GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier.

Paper 1: Listening: Understanding and responding to different types of spoken language.

Paper 2: Speaking: Communicating and interacting effectively in speech for a variety of purposes.

Paper 3: Reading: Understanding and responding to different types of written language.

Paper 4: Writing: Communicating effectively in writing for a variety of purposes.

Future Pathways:

A Modern Foreign Language is viewed as a strong academic qualification by both employers and further education providers. Some of the many professions where language graduates work and language skills may apply include: business, manufacturing, wholesale and retail, banking and finance, travel and transport, tourism, public administration, the media, hotels and catering, education and the voluntary sector.

Geography

Department: Humanities Subject Leader: Mrs S. Akers-Warburton

Examination Board and Specification: AQA 8035

Course Content:

Pupils will study case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.

Learning Methods:

Classroom based study, group discussion, data handling involving numeracy skills, use of audio-visual resources, fieldwork, extended writing, peer teaching and reflection.

Assessment Methods:

Pupils will be assessed through three separate examinations. Two examinations will last one and a half hours. (Living with the Physical Environment and Challenges in the Human Environment) whilst the third examination (Geographical applications) will last one hour and fifteen minutes. The examinations will take place at the end of the course, in May 2019.

Future Pathways:

GCSE Geography allows pupils develop many transferable skills such as literacy, numeracy, I.C.T. and communication skills. It is a strong academic subject with a great deal of relevance in a society facing many economic and social problems.

Some of the many professions where skills developed through geographical may apply include: cartography, working for National Park or the Forestry Commission, town planning, tourism, sales, marketing and the armed forces.

History

Department: Humanities

Subject Leader: Mr S. Watkiss

Examination Board and Specification: Eduqas 8239

Course Content:

Pupils will complete two Studies in Depth (one British and one non-British), a Period Study and a Thematic Study. They will also undertake a piece of work focusing on an historic site. The two Studies in Depth are likely to be:

- **Germany in Transition, 1919–39** (The Rise of Hitler, life in Nazi Germany and Hitler's foreign policy)
- **The Elizabethan Age 1558-1603** (Elizabethan government, lifestyles of the rich and poor, the Catholic threat and the Spanish Armada)

For the Period Study, pupils will focus on **The Development of the USA, 1929-2000**. Topics include changes in American society, changing attitudes towards race and America's role in the wider world.

For the Thematic Study, pupils will study **Changes in Health and Medicine in Britain**, c.500 to present day. The historic site will be **The village of Eyam during the Great Plague of 1665-66**.

Learning Methods:

Group debate, discussion, source analysis, use of audio-visual resources, research and presentation. The study of History involves a significant amount of extended writing so a reasonable standard of literacy would be advantageous, although this is not a prerequisite of the course.

Assessment Methods:

The course will be assessed through 2 formal examinations. To be taken at the end of year 11. The Studies in Depth will be examined in one 2 hour examination (split into two papers) accounting for 50% of the total grade. There will also be one 2 hour examination worth 50%. This will consist of a 45 minute exam of the Period Study and a 1 hour and 15 minute examination of a Thematic Study.

Future Pathways:

GCSE History is highly regarded as a strong academic qualification by employers and in further education. It gives pupils with a wide range of transferable skills such as logical argument, research skills, analysis of data, problem solving, creative thinking and empathy. Some professions where these skills may apply include; the law, teaching, journalism, research, accountancy, medicine, the police, social work and communications.

Health and Social Care

Department: D.T.

Subject Leader: Miss J. Catterall

Examination Board and Specification: Pearson BTEC

Course Content:

Health and Social Care BTEC Level 2 is a vocational qualification providing pupils with a more practical approach to learning.

There are **two core units** covered:-

- Human Lifespan Development - Examination
- Health and Social Care Values - Coursework

Pupils can then choose two further **optional units** all assessed through coursework for example:

- Effective Communication in Health and Social Care
- Social Influences on Health and Wellbeing
- Promoting Health and Wellbeing.

(Please note: The specifications of this course may be subject to change).

Learning Methods:

The course involves traditional classroom-based teaching as well as more practical learning approaches. To understand what happens in the work place, pupils have the opportunity to hear from visiting speakers from key organisations such as nursery nurses, social workers and NHS employees. Group project work and presentations are also used to assess progress.

Assessment Methods:

Three units of study requires pupils to produce a portfolio of work which is internally assessed. This is worth 75% of the final mark. The assessment of the second unit is by a written test, involving short and extended answers. This section is worth 25% of the final mark. The overall grade for the qualification is based on the total results for the four units.

Future Pathways:

As well as providing pupils with a platform for further education studies of related subjects, this course also opens up a range of vocational pathways.

These might include; nursing, health care work, social work, working for the NHS or other health care providers, working as a nanny, childminder or nursery nurse and working with children or adults with learning disabilities.

Music

Department: Music

Subject Leader: Mr J. Lyon

Examination Board and Specification: Eduqas 8131

Course Content:

Pupils taking music will gain the opportunity to develop a wide variety of musical skills in composition, performance, listening and appreciation. Throughout the course a wide range of musical styles are studied, which will give pupils an increased confidence and understanding of music. This qualification is linear which means that pupils will sit all their exams and submit all their non-exam assessment at the end of the course.

An ability to read musical notation and an ability to play an instrument to a reasonable standard is essential. Pupils looking to study music should start to take instrumental/vocals lessons.

Learning Methods:

Study of performances as a soloist and ensemble (group), creating ideas through composition, using digital recording equipment, developing listening and appraising skills.

Assessment Methods:

There are three components to the course

1. Component 1: understanding music: This is a listening and contextualising of music exam. This involves the study of two set works. The exam is taken at the end of the course and will last 1 hour and 30 minutes. **It is worth 40% of the overall grade.**
2. Component 2: performing music: This will involve two recordings, one will be a solo performance and one will be an ensemble. This is controlled assessment meaning it is marked internally and moderated externally. **It is worth 30% of the overall grade.**
3. Component 3: composing music: Pupils must compose two compositions. One will be a free composition (anything they wish to compose) completed by end of year 10 and the other will be composing to a brief at the start of year 11. This is controlled assessment meaning it is marked internally and moderated externally. **It is worth 30% of the overall grade.**

Future Pathways:

A qualification in music can lead to pupils studying the subject at a higher level after leaving school. In addition, music is a very desirable subject due to the creativity, team and communication skills which are developed. Possible careers paths might include; teacher, performer, media occupations requiring composition, music therapist or work in the armed forces.

Photography

Department: Art & Design Subject Leaders: Mrs A. Clark/ Mr M. Johnson

Examination Board and Specification: AQA 8206

Course content:

Pupils studying Photography: lens-based and light-based media will be introduced to a variety of experiences exploring a range of lens-based and light-based media, techniques and processes, including both traditional and new technologies. They will explore relevant images, artefacts and resources relating to photography from the past and from recent times, including European and non-European examples which will be integral to the investigating and making process. The course also develops design skills, problem solving, creative thinking, and independent thought. Pupils will complete a portfolio of coursework based on a variety of starting points, along with personal project work inspired by photographers and artists. This will be based on their own strengths and interests.

Learning Methods:

This is a wholly practical course. Portfolio work is developed through practical research, collecting and developing images and ideas then creating final pieces in an appropriate media.

Assessment Methods:

The course is continually assessed by the subject teacher to form a portfolio of coursework then by an externally assessed practical examination.

The portfolio counts for 60% of the total grade and should demonstrate the individual talents of each pupil. It must contain more than one project. This work will be mostly completed in lesson time but pupils are encouraged to attend extra-curricular sessions to improve and develop their work. This portfolio will be completed by April of Year 11.

The examination counts for 40% of the total grade and takes place in March of year 11. It is a ten hour fully practical exam, broken down into shorter sessions. The pupils have unlimited preparation time but the final piece(s) must be completed during the exam itself.

Future Pathways:

As well as being a qualification recognised by further education providers and employers, Photography also develops creative and independent thinking skills. Possible careers pathways include; Photographer, Press photographer, Graphic designer, Magazine features editor, Medical illustrator, Television camera operator, Advertising art director, Digital marketer, Film/video editor, Media planner, Teacher, Visual merchandiser, and Web designer.

Physical Education

Department: PE

Subject Leader: Miss S. Fraser

Examination Board and Specification: AQA 8582

Course Content:

The GCSE PE course focuses on the theory behind sporting movement and organisation. The course includes a theory component which counts for 60% of the final mark. Topics covered include the Circulatory System, Skeletal and Muscular Systems, Diet and Exercise, Principles of Training, Biomechanics, Drug Use, Periodisation, the Respiratory System, Sport & the Media and Social Issue in Sport. The practical component accounts for 40% of the final mark, in which pupils must offer a game activity, an individual activity and one other.

Learning Methods:

For the theory part of the course, classroom-based learning techniques such as group work, self-marked quizzes, reading, question based tasks and discussion are used. Weekly homework make up a significant part of assessed learning activities. The theory component of the course will begin in the Spring term of year 9.

For the practical component, pupils will take part in a variety of physical activities throughout year 10. All pupils will be assessed in all activities, with best marks being submitted to the exam board. The new GCSE PE course prioritises performance in a full game or full performance of an activity e.g. hockey match or gymnastics display, to gain high marks. Extra-curricular participation is therefore strongly encouraged and, at times, compulsory.

Assessment Methods:

Knowledge and understanding is assessed through two written examinations of 1 hour 15 minutes each and will include short answer and extended writing questions. Each written exam accounts for 30% of the final grade. Pupils will also complete tests at various points throughout years 10 & 11 in order to monitor progress.

The practical component is assessed through continuous Non Exam Assessment in lessons and a final moderation day at the end of year 11. Pupils will be assessed on practical ability, decision making and consistency of performance in each activity. Standard of performance in year 11 must meet the same standard, or better as that awarded in year 10.

Pupils will also complete a piece of written coursework based on the analysis of a performer in an activity, contributing towards 10% of the final mark.

Future Pathways:

As well as the opportunities for studying Physical Education at a higher level, a PE qualification provides pupils with a variety of career pathways including: coaching, physiotherapy, teaching, the leisure and fitness industry, youth work, sports development, sports psychology, outdoor education and the Armed Forces.

Spanish

Department: MFL

Subject Leader: Mrs C. Farren

Examination Board and Specification: AQA 8698

Course Content:

Pupils will build on and develop the language and skills acquired at Key Stage 3. The course at GCSE covers three key topic areas. These are:

1. Identity & Culture: me, my family and friends; technology in everyday life; free-time activities; customs and festivals in Spanish-speaking communities.
2. Local, national, international & global areas of interest: home, town, neighbourhood and region; social issues; global issues; travel and tourism.
3. Current & future study and employment: My studies; life at school/college; education post-16; jobs, career choices and ambitions.

It should be noted that GCSE Spanish is only open to pupils currently studying the subject in year 9.

Learning Methods:

Pupils develop skills of speaking, listening, reading and writing in Spanish.

Assessment Methods:

As this qualification is linear, pupils will sit all their exams at the end of the course. GCSE Spanish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Pupils must take all four question papers at the same tier.

Paper 1: Listening: Understanding and responding to different types of spoken language.

Paper 2: Speaking: Communicating and interacting effectively in speech for a variety of purposes.

Paper 3: Reading: Understanding and responding to different types of written language.

Paper 4: Writing: Communicating effectively in writing for a variety of purposes.

Future Pathways:

A Modern Foreign Language is viewed as a strong academic qualification by both employers and further education providers. Some of the many professions where language graduates work and language skills may apply include: business, manufacturing, wholesale and retail, banking and finance, travel and transport, tourism, public administration, the media, hotels and catering, education and the voluntary sector.

The Core Curriculum

All pupils at Up Holland High School will follow the upper school core curriculum. These core subjects will ensure all pupils share the same basic provision and are well equipped for employment or further education at post-16.

The core curriculum comprises the following subjects;

- **ENGLISH**
- **I.C.T.**
- **MATHEMATICS**
- **P.E.G.S (PHILOSOPHY, ETHICS AND GENERAL STUDIES)**
- **PHYSICAL EDUCATION**
- **SCIENCE**

As with the options subject pages, each page covers one course and contains the same basic information (detailed below). It should be noted, however, that pupils may be entered for different levels of qualification depending on ability and progress made.

Department and Subject Leader: The Subject Leader is the person specifically responsible for that course. This may not be the same person as the Head of Department. Names of Heads of Department are listed at the back of this booklet.

Examination Board and Specification: This tells you the exact course you will be following. All of the major examination boards have website where you can find further details of the courses offered.

Course Content: This section gives you an overview of some of the topics you will study.

Learning Methods: These are some of the ways in which you will learn on each specific course.

Assessment Methods: This section contains details of the types of assessment used and, where possible, details of when assessments will take place and what each assessment is worth.

Future Pathways: This gives you an idea of the kinds of employment and further education pathways open to you after leaving school if you obtain a qualification in a particular subject.

English

Department: English

Subject Leader: Mrs E. Perry

Examination Board And Specification: Eduqas 4190

Course Content:

Pupils will study both English Language and Literature.

Pupils will study several texts during the course, including:

- A Shakespeare play
- A selection of poetry from 1789 to the present day
- Post 1914 prose and drama
- 19th Century prose
- 19th and 21st Century Non-fiction texts
- Prose writing
- Transactional writing
- Persuasive writing

Pupils will study literary heritage poetry and prose, contemporary prose and drama. They will develop skills in responding to texts critically, sensitively and in detail and consider different approaches to texts and alternative interpretations.

Learning Methods:

Pupils will be taught to analyse how language is used in different contexts and adapted to suit different listeners. They will be taught how to analyse a variety of texts and how to then emulate those styles in writing.

Assessment Methods:

GCSE English Language:

Pupils will be assessed through two examination papers:

- A 1 hour, 45 minute examination on 20th Century Literature Reading and Creative Prose Writing (40%)
- A 2 hour examination on 19th and 21st Century Non-Fiction Reading and Transactional/Persuasive Writing (60%)

GCSE English Literature:

Pupils will be assessed through two examination papers:

- A 2 hr examination on Shakespeare and Poetry (40%)
- A 2 hr 30 minute exam on Post-1914 Prose and Unseen Poetry (60%)

Future Pathways:

English is a valuable qualification no matter what future aspirations pupils may have. A good command of spoken and written English also benefits other GCSEs. An English qualification can also provide pupils with a platform to study the subject at a higher level and can lead to careers such as journalism, film and television, research, writing and teaching.

I.C.T.

Department: Computing

Subject Leader: Mrs J. Charlton

**Examination Board and Specification: The Learning Machine ITQ
Level 2 Award**

Course Content:

ICT is designed to enable pupils to meet the needs of employers and to ensure that the most academically able can be stretched and routed to appropriate academic progression at Level 3. The qualification is made up from units in the Qualifications and Credit Framework (QCF), and has grading across 4 levels from 9 to 1. This qualification is equivalent to one GCSE qualification.

Pupils will develop practical skills and the skills needed for employment. They will gain practical experience and competence with contemporary technologies including programming where appropriate enhancing their creativity and problem solving skills. They also gain an understanding of the legal, social, economic, ethical and environmental issues raised by IT, including the safe, secure and responsible practice when using IT.

Assessment Methods:

Coursework assessed in terms of competence in using technology to support learning.

An externally set examination to assess knowledge and understanding that underpins user competence

Learning Methods:

Research and project work, application of I.C.T. skills and knowledge

Future Pathways:

The course is designed to enable learners to meet the needs of employers and to ensure that the most academically able can be stretched and routed to appropriate academic progression at Level 3.

Mathematics

Department: Mathematics

Subject Leader: Miss A. Sharples

Examination Board and Specification: EDEXCEL 1MA1

Course Content

The aims and objectives of the Level 1/Level 2 GCSE (9–1) in Mathematics are to enable pupils to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Pupils will be assessed on; number; algebra; ratio, proportion and rates of change; geometry and measures; statistics.

Learning Methods

Problem solving, independent learning, peer teaching, group work, research, use of I.C.T, project work.

Assessment Methods

All pupils will sit 3 papers at either Higher or Foundation tier: Paper 1 – Non Calculator/Paper 2 – Calculator/ Paper 3 – Calculator.

The assessments will cover the following content headings:

	Foundation proportion	Higher proportion
1 Number	28%	18%
2 Algebra	23%	33%
3 Ratio, proportion and rates of change	28%	23%
4 Geometry and measures	18%	23%
5 Probability	9%	9%
6 Statistics	9%	9%

Future Pathways:

Mathematics can help pupils looking for a career in areas such as engineering, accountancy, medicine, science and research. Maths is also seen as being an important qualification by employers and further education providers.

P.E.G.S.

Department: Humanities

Subject Leader: Mrs M. Wilson

Examination Board And Specification: N/A

Course Content:

The 'Philosophy, Ethics and General Studies' course begins in year 9 and continues at Key Stage 4 in the form of timetabled lessons, form time activities and assemblies. Pupils will also take part in wider whole-school activities throughout years 10 and 11 which are linked to the P.E.G.S curriculum.

P.E.G.S gives pupils the opportunity to explore a variety of moral, ethical and spiritual questions in the context on their own lives whilst also considering the views of various faith groups.

Pupils will cover a variety of topics including human rights, genetic engineering, drugs and crime, poverty, issues of citizenship and fertility treatment.

Learning Methods:

Group discussion, independent thinking, reflection, argument and debate.

Assessment Methods:

The P.E.G.S curriculum is not formally assessed. However, work will be regularly marked and exam-style questions may be set to assess progress.

Future Pathways:

As well as providing pupils with an understanding of some of the big questions they may encounter in day to day life, the P.E.G.S course provides pupils with a platform for further study if they so wish. Many of the caring professions such as the police, social work, medicine, teaching and the law recognise the importance of a grounding in ethics.

Physical Education

Department: PE

Subject Leader: Miss S. Fraser

Examination Board and Specification: N/A

Course Content:

The aim of the core P.E. programme at Key Stage 4 is to promote a healthy lifestyle, develop a sense of purposeful enjoyment and build physical ability and fitness.

All pupils will be given the opportunity to take part in a variety of activities throughout Key Stage 4. Activities include cricket, golf, football, hockey, tennis, athletics, badminton, dance, rugby, swimming and gymnastics. In some of these activities, pupils will be offered the opportunity to achieve external awards. Pupils can also achieve the following awards through their PE lessons:

Award in Sports Leadership: This award aims to use various activities as a platform for pupils to lead sports sessions. Pupils will develop leadership skills applicable to both sport and life in general. All units are delivered through practical lessons.

Level 1 Award in Dance Leadership: This award enables successful candidates to lead small groups in dance activities under the supervision of the tutor. It will give pupils the opportunity to build a range of leadership skills. The Dance Leadership Award is a practical qualification with no final examination.

Learning Methods:

Pupils will learn in a similar style to that established in years 7, 8 and 9, taking part in a variety of practical activities and roles. School PE kit remains the same throughout years 7 - 11.

Assessment Methods:

Pupils will be awarded with a PLP for each activity in core PE. This will assess skills such as resilience, responsibility, motivation, communication and empathy. The Dance Leadership award is assessed through practical lessons and performance.

Future Pathways:

The aim of the core PE program is to promote a healthy lifestyle and develop a sense of purposeful enjoyment which can have a positive impact on pupils' lives after leaving school.

Science

Department: Science

Subject Leader: Mrs A. Howarth

Examination Board and Specification: AQA 8464

Course Content:

Pupils will study GCSE Combined Science. Each course contains elements of Biology, Chemistry and Physics. Pupils will learn how to question, develop critical thinking and will look at how science impacts on society and on their own lives.

Dependent on ability and prior attainment, some pupils will take Triple Science rather than the Combined Science course. These pupils will study Biology, Chemistry and Physics as separate sciences and will take examinations in all three of these sciences. Triple Science pupils will be selected by the Science Department.

Learning Methods:

Use of I.C.T, problem solving, practical experiments, decision making, project work, discussion, critical thinking.

Assessment Methods:

The Combined Science course is assessed through examinations taken at the end of year 11. Practical work carried during Science lessons will be assessed in these terminal examinations. Pupils will be awarded two GCSE grades for the Combined Science course.

Triple Science is assessed at the end of the two year course. Each separate science carries a separate grade meaning pupils will be awarded three separate GCSE grades.

Future Pathways:

A qualification in Science can help prepare pupils for a variety of post-16 Science courses. The types of career paths open to pupils with Science qualifications might include; medicine, dentistry, forensics, microbiology, zoology, robotics, geology, veterinary medicine, meteorology, nutrition, aeronautics, physical trainer, psychiatry, engineering.

Contacts

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Website: uhhs.co.uk

HEADS OF DEPARTMENT: OPTIONS SUBJECTS	
Mrs A Clark/ Mr M Johnson	Head of Art and Design
Mrs J Catterall	Head of D.T
Mrs S Akers-Warburton	Head of Humanities
Mrs J Charlton	Head of I.C.T and Computing
Mrs V Ward	Head of M.F.L
Mr J Lyon	Head of Music
Miss S Fraser	Head of P.E
HEAD OF DEPARTMENT: CORE SUBJECTS <i>(Heads of Humanities, I.C.T and P.E. as above)</i>	
Mrs E Perry	Head of English
Miss A Sharples	Head of Mathematics
Mrs A Howarth	Head of Science
OTHER KEY STAFF and SPECIAL EDUCATIONAL NEEDS	
Ms L Nixon	Deputy Headteacher
Mrs C Cooney	S.E.N. Co-Ordinator
Mr A Chapman	Assessment Manager

Curriculum Choice Form

In your 'Parent and Pupil Option Choice Interview' you will be asked to fill in a form like the one below. Please read the instructions carefully so you make your choices correctly.

**Please note: There may be some minor changes made to this form by the time you come to complete it at your Pupil and Parent Options Interview. If this is the case, the updated version will be uploaded onto our website and parents will be informed via text message.*

Please indicate your four **first choice options** with a tick and your **two reserve choices** with a letter R. You must choose one first choice option from each of the option blocks. Your two reserve choices can be any other two subjects you have not already chosen but should not be selected from the same option block.

OPTION W	OPTION X	OPTION Y	OPTION Z
French*	French*	Geography*	French*
Geography*	History*	History*	Geography*
History*	Spanish*	Design Technology: Timbers	Spanish*
Computer Science	Art and Design	Food Preparation and Nutrition	Art and Design
Music	Design Technology: Timbers	Photography	Food Preparation and Nutrition
	Design Technology: Electronics ~	Physical Education	Health and Social Care BTEC

** English Baccalaureate subjects*

~ Cannot be studied if Design Technology: Timbers is taken in Option Y

I/ we agree that these are the options I/ we wish our son/daughter to take in years 10 and 11 at Up Holland High School:

SIGNED (Pupil)

..... (Parent/Guardian)

..... (Member of Staff)