

UPLANDS
COMMUNITY COLLEGE

The logo for Uplands Community College features the words "UPLANDS" and "COMMUNITY COLLEGE" in a blue, sans-serif font. Below the text is a decorative green line that starts as a thin curve on the left, dips down, and then rises as a thin curve on the right.

Year 9 options booklet

September 2017 to July
2019

GCSE Options Form 2016/7

Please indicate **six** subject preferences as detailed below.

Science Please indicate one preference	Tick one
Combined Science	
Triple Science – top 3 mathematics sets	

If you chose Combined Science , please indicate one preference here	Tick one
Computing - top 3 mathematics sets	
French	
Geography	
History	
Spanish	

Free Choice Please indicate three preferences and one reserve	Tick three in total	Tick one reserve
Art and Design		
Business Studies BTEC		
Business Studies GCSE		
Citizenship		
Computing - top 3 mathematics sets		
Drama and Theatre Studies		
Food and Nutrition		
French		
Geography		
Health and Social Care		
History		
ICT		
Music		
Photography		
Physical Education BTEC		
Physical Education GCSE		
Product Design 3D		
Psychology		
Spanish		

Please return this form to Student Services marked 'year 9 options' by **Friday 10th February**.

Student name:.....

Tutor group:.....

Student signature:.....

Parent/Carer signature:.....

Date:.....

Please note: We reserve the right to remove a course should the numbers not make it financially viable.

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The EBacc, Progress 8 and Attainment 8

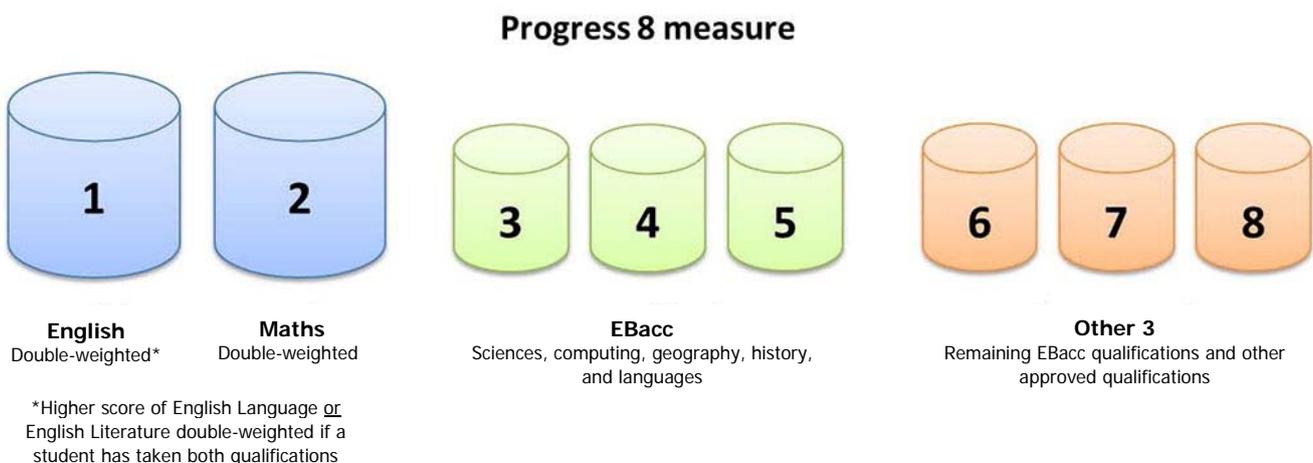
Progress 8 aims to capture the progress a student makes from the end of primary school to the end of secondary school. It is a type of value added measure, which means that students' results are compared to the actual achievements of other students with the same prior attainment. This is designed to encourage schools to offer a broad and balanced curriculum with a focus on an academic core at Key Stage 4, and reward schools for the teaching of all their students, measuring performance across 8 qualifications.

Every increase in every grade a student achieves will attract additional points in the performance tables. We will continue to focus on which qualifications are most suitable for individual students, as the grades students achieve will help them reach their goals for the next stage of their education or training.

Attainment 8 measures the achievement of a student across 8 qualifications including mathematics (double weighted) and English (double weighted), three further qualifications that count in the English Baccalaureate (EBacc) measure and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

The Attainment 8 score is calculated from the sum of 4 elements (or "buckets") for each student:

- English – double weighted – the best of English Language or Literature;
- Mathematics – double weighted;
- EBacc 3 – three highest point scores from any of the EBacc qualifications in science subjects, computing, history, geography, and languages;
- Other 3 – the three highest point scores in any three other subjects.



The Progress 8 score will always be determined by dividing the points total by 10 (the eight qualifications with English and mathematics counting double), regardless of how many qualifications your child sits, or in which subjects.

Core subjects

All students will take these subjects during Key Stage 4

English Language and English Literature

Mathematics

Science

Core Physical Education

English Language and English Literature

Course overview

Students will work towards two separate GCSEs – Language and Literature. The lessons will be shared equally between two teachers, each focusing on a different paper for each examination.

As is traditional in English courses, students will cover both reading and writing skills, as well as completing speaking and listening tasks, which contribute to their final grade.

Course content

What does English Language involve?

- Writing articles, speeches, letters and leaflets;
- Creating stories and personal recounts;
- Responding to 19th, 20th and 21st century texts.

What does English Literature involve?

- Reading and responding to a Shakespeare play;
- Comparing and contrasting poetry from different cultures and eras;
- Analysing and commenting on a wide variety of texts.

Speaking and listening involves:

- Delivering individual talks, speeches and interviews;
- Taking part in drama activities and providing descriptions and explanations;
- Contributing to discussions, debates, and explorations.

Reported as a separate award from the two GCSEs.

Course assessment

English Language

There will be two examinations.

- Paper 1 – Fiction (40%). Reading - responding to a 20th century text. Writing - writing prose from a selection of four tasks;
- Paper 2 – Non-fiction (60%). Reading - comparing and responding to 19th and 21st century texts. Writing - Two transactional/persuasive writing tasks.

English Literature

There will be two examinations.

- In the first, students will answer questions on the studied Shakespeare play as well as selected poems (40%);
- In the second examination, students will answer questions on contemporary drama and English Heritage Prose, and respond to an unseen poem (60%).

Course contact: Mr J. Cunningham
Head of English

Mathematics

All students will take a course in mathematics.

Course content and overview

This course builds on the work done in Key Stage 3 on the strands of Number, Algebra, Geometry & Measure, and Data & Probability. Learning how to use and apply mathematics to solve problems is an important aspect of the course.

Students will need to have appropriate equipment, including a scientific calculator.

Course assessment

Current year 9 students will follow a reformed GCSE course, which is examined by terminal examination papers in the summer of 2017, at the end of Year 11. Grades from 9 (the highest) to 1 (the lowest) will be awarded. The examination may be taken at higher or foundation level; although we expect students to be working on mathematics at the limits of their capability throughout Key Stage 4, and reserve judgement as to which tier is appropriate for as long as possible. For the foundation tier, grades 1 – 5 are available and for the higher tier, grades 4 – 9 are available. A grade 4 or 5 achieved on the foundation paper is entirely equivalent to the same grade achieved on the higher paper.

Course contact: Mrs V. Sims
Head of Mathematics

Science

Course overview

In science, there is a choice of two options, combined science and triple science. Combined science allows students to achieve two GCSEs where as triple science will lead to three GCSE's, one in each science discipline.

Course content

Biology

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

Chemistry

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

Physics

- Energy;
- Electricity;
- Particle model of matter;
- Atomic structure;
- Forces;
- Waves;
- Magnetism and electromagnetism;
- Space (separate sciences only).

Course assessment

Combined science

Combined science is assessed entirely by examinations at the end of year 11 – there are six papers, two in each subject, each lasting 75 minutes. Question types in these examinations include multiple choice, structured, closed short answer and open response. There are also 16 required practicals to complete over the two years but these are assessed only through questions in the final examinations.

Triple science

Students with a keen interest in science and/or wanting to carry on to A Level can opt for extra science lessons in order to gain three separate science GCSEs in biology, chemistry and physics. This course contains the same subject matter as combined science listed above (with one additional module in space physics) but each subject is taught in greater depth. This would suit students who are in the top three mathematics sets.

Triple science GCSEs are assessed entirely by examinations at the end of year 11. There are two papers, each 105 minutes long, for each separate GCSE. There are eight required practicals per separate science GCSE, assessed only through questions in the final examination. The question types in these examinations will be similar to those in the combined science examinations.

Course contacts:

Head of Science – Mrs S. Price
Head of Biology - Mr G. Thraves
Head of Chemistry - Miss K. Carlile
Head of Physics - Mr I. Pert

Core Physical Education

Please note this is not a GCSE course.

During years 10 and 11, students still take part in physical education. These lessons will centre on the tactical elements of sport as well as targeting activities that focus on the development of an active and healthy lifestyle. During Key Stage 4, students have access to the college's fitness suite where they receive one-to-one advice from trained fitness instructors. Students are able to choose an activity pathway that best suits their sporting preferences.

Each course looks at physical education from a different perspective and covers the following areas:

Competitive sport - This pathway is aimed at students who want to develop their tactical awareness, with a focus on competitive invasion games. Students will be able to access the fitness suite throughout the year. This pathway is recommended for GCSE students and those wanting to represent, or currently representing the college in inter-school fixtures.

Cultural sport - This pathway is aimed at students who want to explore some of the more unusual games from around the world. The focus of these sessions is to introduce the students to new sports in a less competitive environment. Students will be able to access the fitness suite throughout the year. This pathway is recommended for students who want to experience new sports.

Personal development - This pathway focuses on the development of the individual in a non-competitive environment. Activities such as trampolining, fitness, gym, and dance provide a platform for students to be creative and express themselves. This pathway is ideal for students who prefer non-competitive games activities.

Course expectations

- Students should take part in all lessons;
- Exceptional levels of behaviour;
- Students should wear the correct college PE kit for all lessons with no exceptions;
- A note to be provided in the event of injury or illness.

Course assessment

Our aim is for students to leave Uplands with a positive attitude towards sport, leisure and healthy lifestyles, as well as with the skills needed to pursue such activities in their future.

Course contact: Mr S. Joyce
Head of Sport and Culture

Optional subjects

Art and Design

Business Studies BTEC and GCSE

Citizenship

Computing

Drama and Theatre Studies

Food and Nutrition

French

Health and Social Care

History

Geography

ICT

Music

Photography

Physical Education BTEC and GCSE

Product Design 3D

Psychology

Spanish

Art and Design

Course overview

Throughout the two years, students will work on approximately two projects for coursework and an examination project. We will look at artists, designers, and craftspeople to help students understand their work in a historical context. During the projects, students will use a wide range of media including 2D as well as 3D, i.e. painting, drawing, sculpture, relief work, textiles, printing, and ceramics. Art and Design is a broad subject in which project work can be developed in many ways.

We try to arrange at least one museum or gallery trip a year. These are exciting places to collect personal ideas.

Even if a student does not consider themselves to be a natural artist, all skills will be taught throughout the course. Enthusiasm and motivation are by far the most important qualities.

Students will learn skills that will be of use to them in the future, such as:

- How to plan through complex ideas in simple steps and to make decisions;
- How to present their work in new and exciting ways;
- How to experiment and investigate with ideas in a wide range of materials;
- How to observe and understand their environment and appreciate the world around them;
- Beginning to appreciate everyday objects in terms of colour, shape, pattern, design;
- How to express themselves in a creative and individual manner;
- Becoming aware of other cultures and ways of life as they explore new ideas and images.

Sketchbooks will be used in class and for homework, as a personal record in which to collect information, research ideas, and document progress and evaluate work. A student's sketchbook will say a lot about their individual thoughts.

Course content

GCSE Art and Design consists of coursework, supporting studies and a timed examination. At the end of the course, students will display their work in the form of an exhibition. Coursework accounts for 60% of the GCSE. All of the work completed during lessons and for homework forms the basis of the coursework. Supporting studies are the preparatory work carried out in the six weeks prior to the examination. The final piece will be made during a ten-hour timed examination. There is no written examination for this course.

Students will be expected to complete a minimum of one and a half hours homework each week. Obviously, some students will take longer to complete work than others. Art is a very enjoyable activity and although it requires considerable hard work, it is very fulfilling.

Course assessment

Students are assessed on their ability to research and develop ideas, explore and experiment with materials and techniques, record ideas and present a personal response. Coursework and examination work is assessed internally and moderated finally at the end of the course when the work is displayed at our exhibition.

Course contact: Mrs M. Miles
Head of Arts

Business Studies BTEC

Course overview

The course is structured around four separate units of work that allow students to gain practical and theoretical experience of how business enterprise works. As a BTEC qualification, it means that students are mainly working independently on coursework-based assignments. Therefore this course is suitable for students who are self-motivated, can work independently and have good organisational skills. The scope of the units varies but students are encouraged to investigate national as well as local businesses when researching business activity.

As the majority of the work is internally assessed, the skills and characteristics needed to complete and be successful on this course include:

- Good organisational skills and being self-motivated;
- Good research and literacy skills;
- Good time keeping skills and the ability to work to deadlines.

Course contents

The four units that are covered include:

- Unit 1 - Enterprise in the Business World e.g. the influence of economic conditions;
- Unit 2 – Finance for Business - e.g. analysing costs and profits, cash flow, and financial accounts;
- Unit 3 – Recruitment, Selection and Employment e.g. workforce planning, CVs, training and legislation;
- Unit 4 – Principles of Customer Service – e.g. consistency of good customer service, ways of improving customer service and impact of customer service on the business.

Course assessment

Three of the units are assessed through the completion of coursework. Finance for Business (unit 2) is assessed through an online examination and consists of multiple choice and short answer questions. The students can sit the examination more than once and their best grade will be taken.

All units are equally weighted. Two units are completed in each year of the two-year course.

The grading available on a BTEC course includes a Pass, Merit, or Distinction and is based on the number of overall points gained at the end of the course. The minimum number of points needed to pass at Level 2 is 48, which is the equivalent to a C grade at GCSE Level. It is possible to achieve a Distinction* grade which would be the equivalent to an A* at GCSE Level.

Course contact: Mrs S. Wilkins
Co-ordinator of Business Studies

Business Studies GCSE

Course overview

Business Studies at GCSE Level aims to instruct candidates on how economic activity occurs in the UK and globally. It requires students to consider how economic conditions are influenced by enterprise and legislation, access to markets and raw materials, and the influence of technological advancement.

Progression from the GCSE would allow students to study Business Studies as an A Level and it would also help understanding with other courses such as politics and law.

Course content

The four key topics covered in the GCSE focus on:

- Human resources e.g. recruitment and training of staff and organisational structures;
- Marketing e.g. market research, advertising and product life cycles;
- Finance e.g. importance of cash flow, budgets and preparing end of year accounts;
- Enterprise and Operations Management e.g. quality control, methods of production and innovation.

Course assessment

The course is 100% examination based, with two papers being taken at the end of year 11. The duration of each paper is 1 hour and 45 minutes and worth 90 marks.

Both papers are assessed in three sections:

- Section A is a mixture of multiple choice and short answer questions worth 20 marks;
- Sections B and C are based on unseen case studies with data response questions worth 34 and 36 marks respectively.

Course contact: Mrs S. Wilkins
Co-ordinator of Business Studies

Citizenship

Course overview

In Key Stage 4, students will further develop their debating skills and gain confidence in expressing their opinions. We emphasise the need to keep up to date with current affairs.

The aims of the course include being able to contribute to debates, show an understanding of different viewpoints and to participate in responsible actions to improve society.

Studying Citizenship helps students to participate in society and complements many careers, such as law, politics, public services, and journalism. The skills learnt, such as communication and advocacy, are useful across professions and in life. Students will be more aware of the world around them, more confident in contacting those in a position of power and more able to see things from others' point of view.

Course content

In the new Edexcel Citizenship GCSE, we will discuss the following topics and other relevant ones as they arise:

- Living together in the UK - including equality, diversity, rights, freedoms and identity;
- Democracy at work in the UK – the work of MPs, how systems in local and national government work, elections, protest, and pressure groups. We might have a visit from our local MP and hope to visit the Houses of Parliament;
- Law and Justice – including conflicting rights, young offenders, punishments, rehabilitation, and how the courts work. We hope to visit Lewes Crown Court and the Royal Courts of Justice;
- Power and Influence– including how others participate and the role of the media;
- Taking Citizenship Action – students will research their own chosen topics from within the specification. They will present an issue, write about their research and campaign, and evaluate their findings, successes, and problems in Paper 2.

Course assessment

There is no longer any coursework for Citizenship GCSE. Students will have two examination papers; both are 1 hour 45 minutes. Paper 1 will focus on A, B and C. Paper 2 will focus on D and E.

Course contact: Miss A. Farrall
Co-ordinator of Citizenship

Computing

Course overview

This course has real relevance in our modern world. While students will no doubt already have some knowledge of computers and related areas, the course will give them an in-depth understanding of how computer technology works and a look at what goes on “behind the scenes”. As part of this, they will investigate computer programming, which many students find interesting.

Course content

We believe that through this study of computer programming, learners will develop critical thinking, analysis, and problem solving skills. For many, it will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this way, the course will stimulate interest and engagement with technology and technology-related careers.

Information technologies continue to have a growing importance, which means there will be a bigger demand for professionals who are qualified in this area. If students want to go on to higher study and employment in the field of Computer Science, they will find that this course provides a superb stepping-stone.

Learners who have taken a Computing GCSE and who then progress to study the subject at A Level or university will have a sound underpinning knowledge of this subject area.

Due to the course content, only those students working at levels 6 and 7 in mathematics and in one of the two top sets for mathematics will be accepted onto this course.

Course assessment

- Unit 1 – Computational thinking and problem solving. 40% of total. A mix of multiple choice, short answer, and longer answer questions assessing a student’s practical problem solving and computational thinking skills;
- Unit 2 – Written assessment. 40% of total. A mix of multiple choice, short answer, longer answer and extended response questions assessing a student’s theoretical knowledge;
- Unit 3 – Non-examination assessment. 20% of total. The development of a computer program along with the computer programming code itself, which has been designed, written, and tested by a student to solve a problem. Students will produce an original report outlining this development.

Course contact: Mr S. Brooks
Co-ordinator of ICT

Drama and Theatre Studies

Course overview

GCSE Drama aims to give students the opportunities to develop:

- Creative and imaginative thinking skills and the practical skills for communicating and expressing their ideas;
- Ideas, feelings and meanings through drama;
- Investigative, analytical, experimental and interpretative capabilities;
- Understanding of drama forms and awareness of contexts in which they operate;
- Knowledge and understanding of drama within social, cultural, and historical contexts.

An essential part of studying drama is seeing many different types of theatre. This enables students to experience drama, as well as giving them ideas of how they could present something of their own.

Students need to be curious about issues and ideas and have a creative instinct for communicating their views through drama. They must be keen on acting and writing about their ideas. Equally, they must be interested in going to the theatre to see plays performed by different theatre companies. It is important to enjoy working with other people and be prepared to rehearse after school when necessary.

Drama promotes an abundance of life skills and this course hopes to promote confidence, interaction with the public, responsible behaviour, teamwork, discipline and challenge perceptions and stereotypes. Students will be given opportunities to develop these skills and others on this varied and challenging course.

The course demands practical, creative and communication skills. Students will extend their ability to create drama and theatre as an actor and a director. They will also be required to write about drama and to develop their analysis of drama by becoming an informed critic. The course will involve taking part in examined drama performances, as well as studying plays and playwrights.

Drama is an exciting, physical subject, which you will enjoy if you understand that the word drama, derived from the Greek word means 'action'.

Course content

- Component 1: practical - 40 %. Devising - students devise a play to be performed to an external examiner;
- Component 2: practical - 20 %. Performance from a text to an external examiner;
- Component 3: written - 40 %. Examination of a live theatre production seen, and a play performed by students.

Course assessment

- Component 1 - practical performance assessed by visiting examiner. Portfolio of written logbook assessed by teacher;
- Component 2 - practical performance assessed by visiting examiner;
- Component 3 - written examination externally assessed.

Course contact: Ms K. Grennan
Head of Drama

Food Preparation and Nutrition

Course overview

This is the course to select if you are interested in healthy eating, nutrition and the links between food preparation skills and scientific principles.

The course has a strong practical element where you will build on your practical skills from Key Stage 3. There are also links to science.

Course content

Students will learn about:

- Main food groups;
- The relationship between diet and health;
- Nutritional and dietary needs of different groups of people;
- Nutritional needs when selecting recipes;
- Energy balance;
- The nutrients (functions, sources, deficiencies);
- Food source and supply;
- Food processing and production;
- Food science;
- Sensory and nutritional properties;
- Food safety;
- Preparation and cooking techniques.

Course assessment

During the OCR course, you will be assessed through two pieces of coursework:

- Food Investigation Task (15%). This is where you will focus on scientific principles (temperature, combining, processing) undertaken through practical experimentation. Evidence for this will be a 1500-2000 word report;
- Food Preparation Task (35%). This is a 3-hour practical examination where you will plan, prepare, cook, and present three products based on a theme set by the examinations board.

There is also an external examination comprised of one paper - Food Preparation and Nutrition (50%) where topics from the list above will be examined.

Students taking GCSE Food Preparation and Nutrition can progress to the A Level course as well as careers in Food Technology within the Food Industry, Hospitality and Catering, Food Science/Research, Microbiology, Marketing, Retailing or Sensory Science.

Course contact: Ms J. Nicholls
Head of Design and Technology

French

Course overview

It has never been so important to learn a foreign language at GCSE. Employers in different fields such as science, finance, business, law, and many others need people who can speak another language and often reward them financially for their extra skill. Many of the top universities encourage students to have a GCSE in a modern foreign language.

On a more personal level, speaking another language is also a skill for life, as it enables you to experience life in another country at a deeper level by communicating with people in their own language.

At GCSE Level, we study advanced grammar and structures so that students can talk about their own lifestyle and interests, as well as being able to express themselves on broader topics such as the environment and new technologies. We make regular use of our ICT room to practise the skills we learn online. There will be the opportunity for visits to France, as well as for communicating by email with students in other countries.

Course content

Students study all of the following themes on which the assessments are based:

- Theme 1: Identity and culture
Me, my family and friends: relationships with family and friends, marriage/partnership.
Technology in everyday life: social media, mobile technology.
Free-time activities: music, cinema, and TV, food and eating out, sport.
Customs and festivals in French-speaking countries/communities.
- Theme 2: Local, national, international and global areas of interest
Home, town, neighbourhood, and region.
Social issues: charity/voluntary work, healthy/unhealthy living.
Global issues: The environment, poverty/homelessness.
Travel and tourism.
- Theme 3: Current and future study and employment.
My studies: life at school/college, education post-16, career choices, and ambitions.

Course assessment

The GCSE may be taken at Foundation Level (Grade 1-5) or Higher Level (Grade 4-9).

Students will be assessed on their listening, reading, writing, and speaking skills. All examinations will be taken at the end of the course.

- The speaking examination will be taken with their classroom teacher and will include a role-play, a photo card stimulus, and a conversation;
- The writing examination will include a number of exercises, ranging from writing a short message to an open-ended writing task of about 150 words. Translation from English into French will also be required;
- The listening and reading examinations will assess understanding of French with both non-verbal and longer answers required. Translation from French into English will also be assessed.

Course contact: Miss L. Stewart
Head of Modern Foreign Languages

Geography

Course overview

Geography underpins a lifelong 'conversation' about the earth as the home of humankind. It is not a narrow academic subject for the few. It is fundamental to everyone.

At Uplands, we believe geography should be taught both in and outside the classroom. This is why we run a vast array of trips locally, nationally and internationally. At GCSE, all students carry out a local fieldwork investigation on physical and human geography. They may also have the opportunity to take part in an international trip to witness geography around the world. In recent years, we have visited California and the Grand Canyon, China and the Great Wall, southern Italy and Vesuvius, and Iceland.

The aim of the geography department at Uplands is to give every student the knowledge and understanding they need in order to make the right choices about their attitudes and actions in the world they live in. This is to enable them to be able to understand the needs of others, to 'think locally and act globally' and to see wonder in every aspect of the natural world around them.

At Uplands, we aim to develop each student with a series of practical skills such as using maps, carrying out investigative work, and being able to interpret and analyse data. As a department, we place a strong emphasis on students being able to investigate and learn about the world for themselves both as individuals and as part of a team.

Course content

- Living with the physical environment, to include: The challenge of natural hazards, physical landscapes in the UK and the living world. This is examined in a 1 ½ hour paper, worth 35% of the GCSE;
- Challenges in the human environment, to include: urban issues and challenges, the changing economic world and the challenge of resource management. This is examined in a 1 ½ hour paper, worth 35% of the GCSE;
- Geographical applications to include: an issue evaluation, fieldwork, and geographical skills. This is examined in a 1-hour paper, worth 30% of the GCSE.

Course assessment

This qualification is linear. Linear means that students will sit all their examinations at the end of the course. Students will therefore take all three examinations at the end of year 11. The examinations will include a mixture of question types including multiple-choice, short answer, levels of response and extended prose.

Course contact: Mr M. Green
Head of Humanities and Social Sciences

Health and Social Care BTEC

Course overview

This is the course for students that are interested in taking a vocationally related qualification. Students will develop knowledge and understanding by applying their learning and skills in a work related context.

Students will have the opportunity to experience the vocational elements of the course through visits and outside speakers, and develop practical skills that will help prepare them for the world of work. They will be encouraged to carry out assignments in the workplace, or in simulated working conditions. Locally available vocational settings will be used where possible.

Course content

Students will also learn about:

- Human growth and development across life stages (infancy through to older adults);
- Factors that affect human growth and development and how they are inter-related;
- The care values that underpin current practice in health and social care;
- Ways of empowering individuals who use health and social care services;
- The purpose, types and benefits of health promotion (e.g. STIs, drugs, smoking, alcohol) to the individual and the nation;
- Balanced diet, healthy eating and basic nutrition;
- Factors affecting diet and nutritional needs during different life stages.

Course Assessment

- Human lifespan development – external examination (25%);
- Health and social care values - coursework;
- Promoting health and well-being - coursework;
- The impact of nutrition on health and well-being – coursework.

Students taking this course may progress to other qualifications in Health and Social Care including BTEC Level 3 Nationals, A Levels, and Level 2/3 Diplomas.

Course Contact: Ms J. Nicholls
Head of Design and Technology

History

Course overview

In history, we follow a wide-ranging GCSE course, which covers both British History and International events. The subject is very highly regarded by universities and colleges in their entrance requirements, and by employers. This traditional, academic qualification offers students a "passport" to understanding the world today, through a study of the past. There are four great topics and here is a selection from the key questions students will be studying:

Course content

- Conflict and Tension 1990-2009: The War on Terror and its impact
Why is there so much conflict and tension in the Middle East?
Why did Britain, America and our allies go to war in 1991?
Who is Al Qaeda and how did 9/11 change the world?
- USA 1920-1973: Opportunity and Inequality
How did Al Capone make so much money in the 1920s?
How did the USA recover from the greatest economic crisis in history?
How did the new teenagers 'Rock 'n' Roll' in the 50s?
Why did Martin Luther King and many others protest for better rights in the 1950s and 60s?
- British depth study: Elizabethan England 1568- 1603
How did Queen Elizabeth I keep control of Britain?
Why did the greatest Armada in history fail?
What was it like to be rich and poor in Elizabethan England?
- Shaping the Nation: People, Migration and Empire, Britain from 776 - present
What was the impact of the Norman Conquest on Britain?
How did the trade of African slaves develop the British economy?
How was Britain able to conquer a third of the world by the 20th Century?
How has Britain's relationship with Europe changed in the early 21st Century?

Course assessment

Assessment is by examination at the end of year 11. The topics are equally weighted (25% each) towards the total GCSE award.

Course contact: Mr S. Ingram
Head of History

Information Communication Technology

Course overview

This qualification will assess the application of ICT skills through their practical use. It will provide learners with essential knowledge, transferable skills, and tools to improve their learning in other subjects with the aims of enhancing their employability when they leave education, contributing to their personal development and future economic well-being.

The Cambridge Nationals in ICT will equip learners with sound ICT skills for everyday use and provide opportunities to develop in context those desirable, transferable skills such as planning, research, and analysis, working with others or communicating technical concepts effectively.

There are no limitations in terms of progression from studying this course; students can follow a conventional A Level route, work within an Apprentice framework, or work towards a Diploma. Of course, many will elect to continue their vocational studies with the Cambridge Technical qualifications.

Course content

The hands on approach that will be required for learning fits well with the way young people use new technology. The qualification design, including the range of units available, will allow students the freedom to explore more deeply the things that interest them as well as providing good opportunity to enhance their learning in a range of curriculum areas.

Course assessment

Mandatory units:

- R001 – Understanding computer systems. This unit is assessed by a 1 hour written examination. This unit will provide learners with the underpinning knowledge and understanding required to use computer systems effectively;
- R002 – Using ICT to create business solutions. This unit is assessed by coursework that is marked internally and moderated by the examination board. They will learn how to select the most appropriate software to complete tasks to meet specified business requirements in a variety of contexts.

Optional units

The final choice of which units will be chosen will depend upon the preferences and abilities of each class. Units can be chosen from any of the following strands:

Business Strand

- R003 – Handling data using spreadsheets;
- R004 – Handling data using databases.

Creative Strand

- R005 – Creating an interactive product using multimedia components;
- R006 – Creating digital images;
- R007 – Creating dynamic products using sound and vision.

Technical Strand

- R009 – Exploring computer hardware and networks;
- R010 – developing control systems.

Subject contact: Mr S. Brooks
Co-ordinator of ICT

Music

Course overview

Music GCSE is a mix of practical music making and learning about different styles and genres of music, that will help build understanding of and enjoyment of music, hopefully for life. Students will learn how to build on their existing musical skills and to develop new ones during the course. Being enthusiastic about music and motivated to improve are by far the most important qualities to succeed; you do not need to have individual music lessons to take this course.

Course content

- **Performing:** Throughout the two years, students will work on performances on their chosen instrument or voice. You do not need to be a really good performer, but must enjoy learning to play pieces, and be prepared to perform in front of other people. You will learn to play solo pieces and with others in a group (ensemble pieces). The pieces can be of any style and don't have to be really complicated. Rapping and drumming are just as appropriate as singing or playing an orchestral instrument;
- **Composing:** This continues the kind of work we already do in year 9, where students are given starting points to make up their own music. At GCSE, the starting points are styles of music, which we study during the course, and students can work on their own instrument or using music programs - such as Cubase – in order to develop and improve their work;
- **Homework:** Most of the learning out of class is related to the performing and composing coursework - preparing and improving work. Students will also be asked to revise key information about the pieces they need to know for the examination, and all of the pieces are easy to access online.

Students will learn new skills that will be useful for the future. These include:

- How to plan and build complex ideas through simple steps;
- How to perform and present work to others;
- To understand more about what different styles of music have in common, and how music has developed and changed through time;
- To express themselves in a creative and individual manner;
- Become aware of other cultures, and how they use music.

Course assessment

- Coursework (performing and composing) accounts for 60% of the final examination grade. Students record a number of performances and compositions during the course, with their best ones being submitted as coursework;
- A listening examination at the end of year 11 accounts for the other 40% of the final grade. This examines students understanding of a wide range of types and styles of music, which have been studied during the course. There is not a requirement for students to have studied musical theory, or to be able to read musical notation, although some of this will be covered during the course.

Course contact: Mr J. James
Head of Music

Photography

Course overview

During the course, students will complete two units of work. They will be introduced to the basic elements of photography and how to control these elements to create good photographs. The course mainly involves digital photography and will teach students how to use photographic packages to manipulate their own photographs in colour. Students will learn how to experiment and manipulate these techniques to their advantage and produce some exciting images that have meanings. We also have our own lighting studio where students can control their own lighting.

We will introduce students to the concept of moving image and how to create short animation pieces. Throughout the course, they will keep a virtual journal, which records all their ideas and research on artists and photographers concepts, which will inspire their own photographs.

All students need to have regular access to a digital camera. Students are expected to complete independent tasks each week, which can take the form of research, design ideas and conducting photo shoots.

During each year, we plan a trip which will give students the opportunity to explore a range of themes and techniques as well visit galleries. At the end of the course there will be an exhibition of all the work, it is visited by friends, family, and a representative from the examination board.

Course content

- Coursework. This accounts for 60% of the final grade. All of the work completed during lessons and as homework form the basis of the coursework;
- Supporting studies. This is the preparatory work carried out in the eight weeks prior to the examination;
- Timed examination. The final piece is made during a 10-hour examination. There is no written examination.

To be successful on the course students need to be independent and motivated in photography as many of the photographs will be taken out of school.

Course assessment

Students are assessed on their ability to research and develop ideas, explore and experiment techniques, record ideas and present a personal response. Coursework and examination work is assessed internally and moderated finally at the end of the course when the work is displayed at our exhibition.

Course contact: Mrs M. Miles
Head of Arts

Physical Education GCSE

Course overview

This course will appeal to students that:

- Have a keen interest in sport and recreation and always look forward to PE lessons;
- Take part in sport/recreation outside of class time;
- Want to follow a course that develops knowledge and understanding through practical involvement;
- Want to know more about the benefits of sport and exercise;
- Want to improve their own performance in a range of sports roles;
- Want to study a course that is active and that they will enjoy;
- Are considering a sports related career or an A Level/Higher Education course.

Course content

Students will be expected to select three activities from both team activities and individual activities. Students must submit at least one team activity and one individual activity. The three sports plus an analysis and evaluation of performance in one chosen activity contribute to a maximum of 40% of the total marks.

Analysis and evaluation of performance to bring about improvement. This can be submitted written or presented orally. The analysis and evaluation can be of himself, herself, or another performer participating in one of the chosen activities and contributes to 25% of the non-exam assessment.

Students are able to select sports that they participate in both within and out of school but must fully participate within all practical lessons. Students will be expected to wear full PE kit for practical lessons.

Course assessment

The GCSE course is assessed over two units.

- Unit 1 – theory. This is externally assessed through two written examination papers of 1^{1/4} hours. This will contribute a maximum of 60% towards the total marks. The content for this section includes the human body and movement in physical activity and sport (examination 1), and socio-cultural influences and well-being in physical activity and sport (examination 2);
- Unit 2 – non-examination assessment (practical). This is assessed internally through the observation of students taking part in a range of practical activities. During the two-year course, students will be assessed in a number of activities. The subject teacher will then select the students highest three scores which will be put forward for their practical element. Students will have the opportunity to be assessed in activities which the college maybe unable to offer on-site. An examiner will then attend the college for a final practical moderation to ensure that all grades are correct.

Course contact: Mr S. Joyce
Head of Sport and Culture

Physical Education BTEC

Course overview

This course will appeal to students that:

- Have a keen interest in sport and recreation and always look forward to PE lessons;
- Want to follow a course that develops knowledge and understanding through practical involvement;
- Want to know more about the benefits of sport and exercise;
- Learn best through the completion of coursework;
- Are considering a sports related career or an A Level/Higher BTEC Level.

The BTEC course is assessed by both externally set examinations and internally assessed coursework.

Course assessment

During the two year course students complete a number of internally assessed coursework assignments. Assignments will be marked using a pass, merit and distinction criteria. Each assessment will carry a different points value (i.e. pass = 4 points) at the end of the course, points are calculated in order to establish the level of qualification gained.

Coursework completion takes place in a variety of forms with methods such as PowerPoints, demonstrations, presentations, practical assessments and scenarios all being used to engage learners.

In addition to the internally assessed assignments, students will also complete a number of externally assessed online examinations. Those students working towards the BTEC Award will complete the examination in year 10.

This course allows for students to progress at a differentiated pace. Students are able to select the number of units they wish to complete in order to attain the level of qualification that reflects their ability and efforts. Those choosing this course will be able to extend the learning into the sixth form via the A Level PE route or the BTEC National Route, both of which are Level 3 qualifications.

Course contact: Mr S. Joyce
Head of Sport and Culture

Product Design 3D

Course overview

All Technology subjects are concerned with designing and making products. The only difference between them is the range of materials used on the course.

This is the course for students that like designing and making products using wood, paper, card, plastics, and some metals.

The course requires students to demonstrate fully their Design and Technology capability. They will need to combine creative designing with knowledge and understanding of materials and processes. They will have the opportunity to design and make quality products for a range of users.

The course has a strong practical element where students will build on skills learnt at Key Stage 3. There is an emphasis on quality, creativity, and innovation when making products.

Course content

- The classification and working properties of paper, card, timber based materials, and plastics;
- The major design movements since 1900 e.g. Art Deco, Art Nouveau;
- Ethical, environmental, social and sustainability issues;
- CAD/CAM and how ICT facilitates a wide range of manufacturing functions;
- Methods of production and manufacturing systems;
- Packaging and labelling;
- Branding and advertising;
- Safety and quality in product manufacture;
- Practical processes improving making skills using a variety of tools, machines, and specialist equipment.

Course assessment

GCSE D&T Product Design AQA (4557).

- Unit 1: 2 hour written paper (45551) - 50% of total marks;
- Unit 2: Design and Making Practice (45552) - 50% of total marks. Approximately 45 hours - consists of a single design and make activity selected from a range of examination board set tasks.

Students taking this course could progress to AS and A2 Level Product Design, architecture, model making, CAD or CAM designing, carpentry, building, interior design, product design, 3D artistry, engineering, inventing, industrial design, furniture design and making, and more.

Course contact: Ms J. Nicholls/Miss A. Thunström
Head of Design and Technology/ Head of Subject Design and Technology

Psychology

Course overview

Psychology is the study of the human mind and behaviour. The GCSE course at Uplands is broad, covering many different areas in psychology including development, the brain, mental health problems, and the influence of others. This enables students to develop an overall understanding of the subject and keeps them motivated during the two-year course.

Alongside the many fascinating options in psychology, there is a focus on how research is carried out. This aims to develop young people's creative thinking. It also consistently draws on areas including business, education, health, and research.

Psychology is a useful course for students to take. It provides an excellent foundation for students looking to study at A Level. Furthermore, many careers will involve working with others in some way; therefore, having an understanding of psychological principles gives students an advantage in the workplace. In addition, it may even lead to them having a better understanding of themselves and others.

When choosing psychology, students should be aware of the demanding nature of the course. It requires a strong work ethic and positive attitude to master.

Course content

- Paper one is made up of the topics development, memory, psychological problems, the brain and neuropsychology and social influence. This makes of 55% of the qualification. This paper considers how infants develop, the nature and structure of memory, the treatment and explanation of mental health issues as well as how the brain works and how people influence one another;
- Paper two is made up of three topics; criminal psychology, the self and research methods. This paper considers why people become criminals and what makes a person who they are, as well as how research is conducted in psychology.

Course assessment

This qualification is linear with no coursework. Linear means that students will sit all their examinations at the end of the course. Students will therefore take both examinations at the end of year 11. The examination board is Edexcel; the questions in the examination will include a mixture of question types including multiple-choice, short answer, levels of response and extended prose.

Course contact: Miss J. Alston
Teacher of Psychology

Spanish

It has never been so important to learn a foreign language at GCSE. Employers in different fields such as science, finance, business, law, and many others need people who can speak another language and often reward them financially for their extra skill. Many of the top universities encourage students to have a GCSE in a modern foreign language.

On a more personal level, speaking another language is also a skill for life, as it enables you to experience life in another country at a deeper level by communicating with people in their own language.

At GCSE Level, we study advanced grammar and structures so that students can talk about their own lifestyle and interests, as well as being able to express themselves on broader topics such as the environment and new technologies. We make regular use of our ICT room to practise the skills we learn online.

Course content

Students study all of the following themes on which the assessments are based:

- Theme 1: Identity and culture
Me, my family and friends: relationships with family and friends, marriage/partnership.
Technology in everyday life: social media, mobile technology.
Free-time activities: music, cinema, and TV, food and eating out, sport.
Customs and festivals in Spanish-speaking countries/communities.
- Theme 2: Local, national, international and global areas of interest
Home, town: neighbourhood and region.
Social issues: charity/voluntary work, healthy/unhealthy living.
Global issues: The environment, poverty/homelessness.
Travel and tourism.
- Theme 3: Current and future study and employment
My studies: life at school/college, education post-16, career choices, and ambitions.

Course assessment

The GCSE may be taken at Foundation Level (Grade 1-5) or Higher Level (Grade 4-9).

Students will be assessed on their listening, reading, writing, and speaking skills. All examinations will be taken at the end of the course.

- The speaking examination will be taken with their classroom teacher and will include a role-play, a photo card stimulus, and a conversation;
- The writing examination will include a number of exercises, ranging from writing a short message to an open-ended writing task of about 150 words. Translation from English into Spanish will also be required;
- The listening and reading examinations will assess understanding of French with both non-verbal and longer answers required. Translation from Spanish into English will also be assessed.

Course contact: Miss L. Stewart
Head of Modern Foreign Languages