

UPPER SHIRLEY HIGH

...learning without limits



Year 9

Options

Booklet

2025

A Guide for Year 9 Students,
Parents and Carers

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A Message to Year 9 Students

Welcome

In the coming weeks, you are going to be stating your preferences for the subjects you will study in Year 10 at USH. New subjects for you to study include: Health and Social Care and BTEC Level 1&2 Tech Award in Sport. We are very proud of the broad range of subjects that we can offer you at USH and we will continue to work hard to ensure that you will experience a high-quality curriculum offer.

In order for you to benefit from the courses that you choose and reach your full potential, we have very high expectations of your maturity, motivation and the way that you apply and commit to your studies. We expect you to be organised, punctual and maintain a high-level of attendance.

Over the coming weeks, you will be able to discuss your subjects in lessons to help you make informed decisions about your choices and we have the Options Evening on Thursday, 22nd February. For many students your age, your career intentions will not yet be certain, whereas some of you will already have a strong idea which career field you would like to work in, but this too could change.

This booklet is intended to help you and your parents / carers, together with members of staff, plan your next two years of education at USH. There are exciting choices to be made, so it is important that you optimise your chances of success in subjects that you enjoy and in which you have ability and interest. It is also important that you make choices that mean that you have a broad and balanced education that stimulates your desire to learn and will be relevant for the future pathways you choose.

When making your choice, think about these questions:

- What am I really interested in?
- What do I enjoy doing?
- What knowledge and skills will I gain?
- What am I good at?
- Would my choice make for a well-balanced timetable?
- What subjects are relevant to my future studies or possible career choices?

GCSE English, Maths and Science are taken by all students. You will either have the choice of a language and one of the humanities or one choice from these subjects. You can then choose **two or three** other subjects (plus two reserve subjects) from those listed in this book. You will also have lessons in PSHE and core PE, in which you will not take exams. In some cases, there might not be enough students selecting a particular course, which will mean that it won't be able to run, or the timetable means that your first choices cannot fit together. This is why your two reserve choices are extremely important, so think carefully about those.

Finally, we wish you every success in making these important decisions and are here to help with whatever you need.

The Options Process

Option Form – complete the online form <https://forms.gle/sxr8QjbVUJsi5GLA6>

Booklets given to students	Monday, 3rd February
Form completed online https://forms.gle/sxr8QjbVUJsi5GLA6	By Friday, 21st March

**Please note we do not allocate option choices on a first come first served basis. We would much rather that you took your time making considered choices than racing to get your form handed in as quickly as possible.*

External Help:

These are very useful websites with a lot of interesting information about a wide range of careers:

<https://nationalcareersservice.direct.gov.uk>

<https://access-southampton.co.uk>

Useful Contacts

If you require any further information or clarification, please do not hesitate to contact the following staff:

Name	Role / Responsibility / Subject Taught	E-mail
Miss Way	Head of Year 9; student specific enquiries; general enquiries about the options process	Victoria.Way@ushschool.org
Miss Kitley	Pastoral Support Worker for Year 9; student specific enquiries; general enquiries about the options process	Amy.Kitley@ushschool.org
Mr Bhardwaj	Assistant Headteacher - Overseeing the Options Process	Gopaal.Bhardwaj@ushschool.org
All subject-specific questions should be sent to the Subject Leaders (emails on the individual subject's page)		

Some words of wisdom ...

- ❖ Do not rush your choices; It is not a race to complete your form first.
- ❖ Keep thinking about your choices; you have plenty of time to make your final decision
- ❖ Try to choose a good balance of subjects; this will keep your options open in the future
- ❖ Do not focus too much on the exact career you think you want when you are older – how many times have you changed your mind already? It's highly probable you may change your mind again; however, it could be useful to have an idea as to what career area you are interested in, but do not restrict yourself too much.
- ❖ Think about the skills that each subject offers – try to keep a good balance between humanities, languages, arts and technologies – this will make you a more rounded student.
- ❖ Do not take a subject just because your friend is taking it; you won't necessarily be in the same class.
- ❖ Consider your reserves carefully; owing to managing group sizes, teacher availability and timetable complexities, we may not be able to accommodate your four preferences and may need to use your reserve choices.

Thinking about the future...the Curriculum at KS4.

English Baccalaureate (EBACC)

An initiative outlined by the Government has been to identify a 'desirable' range of subjects for students to take examinations in at the end of year 11. This range of GCSEs has been named as the English Baccalaureate, and even though no formal certification is given, it is perceived by academic colleges to be a strong choice of subjects as it shows flexibility in your academic learning skills. To be following the EBACC route you take GCSEs in all of the following areas:

- English
- Maths
- Two sciences
- One MFL (which could include a qualification in a home language)
- One humanity: (geography or history)

These subjects are referred to as facilitating subjects as they enable you to keep a wide career choice open. Some Russell Group universities may ask about the English Baccalaureate on their application forms. There have been discussions at government level to make the EBACC route compulsory for the majority of students; this has yet to be formally introduced so at the moment we are giving students the choice as to whether they select options which mean they are fulfilling the EBACC suite of subjects.

Core and Compulsory Subjects

GCSE Examination Subjects				Non Examination Compulsory Subjects	
English Language	English Literature	Maths	Combined Science: Trilogy / Biology, Chemistry and Physics*	Core PE**	PSHE

** Students wishing to take GCSE Biology, GCSE Chemistry and GCSE Physics must attend an extra hour after school every week starting in Year 10 (this is currently on Tuesdays but is subject to change)*

*** students can opt to take GCSE/Btec as well as core PE*

New Guidelines for Reformed GCSEs

GCSEs were reformed in 2016/17; changing from results being given as A* - G grades to 9 (highest) to 1 (lowest) grades. Therefore, when you will be sitting your exams, all courses will be fully reformed and your results for GCSE courses will be reported as 9 – 1 grades.

Other changes in the reforms included:

- All externally assessed exams must be taken at the end of the course (no modular examinations)
- GCSE exams will all take place in May – June (there are no more early entries)
- For many subjects the proportion of marks available via coursework / controlled assessments have been significantly reduced or removed completely, leading to much more emphasis on retention of course information and exam performance.



Year 9

Options Choices

Subject Information

(FINE) ART

WHAT did I study in Year 9?

Students explored and investigated a range of techniques including drawing, print making, acrylic painting, watercolours, inks, oil pastels, mixed media processes and three-dimensional works that extended your skills and knowledge in Art.

WHY choose GCSE Fine Art?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, GCSE Fine Art is a great choice. Fine art explores ideas, conveys experiences, or responds to a theme or issue of personal significance. The areas of study are very broad and cover drawing, painting, printmaking, and mixed media.

The skills you gain make it a great complement to other subjects. Fine Art is a way of seeing things and making sense of the world around you. It can help you with further study and prepare you for the world of work.

WHAT will I study in Year 10 and 11?

The course involves creating a coursework portfolio exploring given themes such as Coasts, Food and architecture. You will explore and investigate a range of techniques including drawing, print making acrylic painting, watercolours, inks, oil pastels, mixed media processes and three-dimensional works that extend your skills and knowledge in Art. All students are supported in the growth of these skills through teacher-led activities. Students will learn about different artists and art movements and will use their research to inspire the development of their own work. The Art department is open to pupils after school, where they are encouraged to use this extra time as an enjoyable and informative way of developing work on their projects. Many pupils benefit from a studio-type atmosphere of working outside the relative uniformity of timetabled lessons.

HOW will I learn?

You will be expected to work independently both in and out of lessons, researching a subject, learning about it through drawing with a variety of materials and tools, showing evidence of study and personal expression. The basic skills of drawing, painting, sculpting and printmaking will be taught as the core activities. It is an essential element of the course to study artists/designers to develop your own work. Much of this work will involve developing ideas as well as written work. Homework/independent study is an essential part of Fine Art, and you will be required to complete a minimum of 2 hours per week.

Assessment

Unit 1: Portfolio of work (minimum of 2 projects over duration of the portfolio)

Unit 2: Externally set test (10 hours of supervised time supported by preparatory work) Marks are awarded: 60% coursework portfolio, 40% for a 10-hour supervised examination supported by preparatory work.

HOW could taking Fine Art help with my future aspirations?

Art enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis, and critical thinking skills. Students achieving a GCSE in Art can continue their studies at 'A' level or Diploma, which can lead to study at a foundation course in art and/or a degree in various areas of art and design, for example: interior design, product design, fashion, photography, graphic design, and fine art.

WHO should be contacted for more information?

Subject Leader of Art - Mariella.DeRuiter@ushschool.org

Some quotes from our students:

Art has allowed me to develop my creativity. We are encouraged to take risks and try new ways of working.

Going back through my work from year 9 and 10, I can see how much progress I have made. It makes me feel really proud of what I have accomplished.

I have learnt that art is another way of keeping a diary, I record my thoughts, feeling and ideas through a range of media.

BUSINESS STUDIES

WHAT is Business Studies?

GCSE Business aims to equip learners with the skills and confidence to explore how different business situations affect business decisions. The qualification will encourage learners to make informed choices about a wide range of further learning opportunities and career pathways, as well as develop life skills that enable them to become financially and commercially aware.

WHAT will the course look like for GCSE?

Students are required to apply their knowledge and understanding to business decision making. This includes:

- the interdependent nature of business activity, influences on business, business operations, finance, marketing and human resources and how these interdependencies underpin business decision making
- how different business contexts affect business decisions
- the use and limitation of quantitative data in making business decisions.

Students are required to draw on their knowledge and understanding above to:

- use business terminology to identify and explain business activity
- apply business concepts to familiar and unfamiliar contexts
- develop problem-solving and decision-making skills relevant to business
- investigate, analyse and evaluate business opportunities and issues
- make justified decisions using both qualitative and quantitative data, including its selection, interpretation, analysis and evaluation and the application of appropriate quantitative skills.

Students considering studying this course will need to be confident in their literacy skills in order to describe and communicate their ideas, and have reasonably strong Key Stage 3 numeracy skills as calculations form a minimum of 10% of overall marks. Students are recommended to have a keen interest in the world of business and world-wide current affairs.

HOW could taking Business Studies help with future aspirations?

Business Studies prepares you for A Levels as well as BTEC and NVQ courses in many different subjects. You will become skilled in making decisions, being creative, solving problems, understanding finance, dealing with data, communicating and working as part of a team. Even if you do not want to go on to study business further you will have benefited from studying a Business Studies course because many jobs you do will involve managing resources and people. However, a Business Studies course could lead to work in a business-related profession such as accountancy, law, marketing or the leisure and tourism industry.

WHEN and HOW are students assessed?

Students will sit two papers at the end of Year 11 as follows:

- Written paper: Business 1- business activity, marketing and people, 1 Hour 30 Minutes, 50% of the qualification.
- Written paper: Business 2- operations, finance and influences on business, 1 Hour 30 Minutes, 50% of the qualification.

WHO should be contacted for more information?

Subject Leader of Business – helen.hartshorn@ushschool.org

Some quotes from our students:

I have loved learning about the different areas of business, and working on the projects where we get to put our knowledge into practice

The Dragons' Den project has ignited my passion for learning business at college. I am hoping to take it as an A-Level!

CITIZENSHIP

WHAT is GCSE Citizenship?

Citizenship looks at different aspects of living in Britain today, it has units around law and the justice system, politics and democracy, the structure of the UK, including different identities and culture, as well as looking at the UK's increasingly complex relationship with the rest of the world which has become especially important in recent years. Simply put, Citizenship combines Law, Politics and Economics into a GCSE course.

WHAT will I study in year 10 and 11?

Year 10-11 case studies:

- North Korea: life in a Dictatorship
- Murder of Millie Dowler and Stephen Lawrence
- Brexit and its impact on us
- Race relations and the Windrush generation
- School shootings in America
- Equal pay for women

Year 10 and 11 units:

- Human Rights
- Politics and democracy
- Crime and the legal system
- The Media
- The Economy
- Britain and international conflict

WHY should students choose this subject?

If you are the kind of student who is interested in world events, politics and follows the news then this is the course for you. You will have the opportunity to discuss and debate important issues, work in groups to produce campaigns and presentations to make real change and reflect upon political decisions and the law.

WHEN and HOW are students assessed?

At the end of year 11, you will be assessed through the completion of exam papers, two based on the learning taking place in class, and the third paper based on a campaign you have carried out during the course. Paper 1 is multiple choice, Paper 2 is based around the campaign you complete and Paper 3 is Source based.

WHICH subjects should students have an aptitude in?

English, Politics, and Citizenship would be helpful but the most important thing is an interest in people in the world and how it works and the ability to express your view clearly.

WHAT is challenging about this subject?

There is a lot of politically related content, which requires being up to date with what is happening in the world by following news regularly. There are lots of facts and figures you need to learn and remember for the exams.

HOW could taking GCSE Citizenship help with future aspirations?

Citizenship provides you with skills that are valuable to colleges, universities and future employers, such as oral and written communication, critical thinking, organisational, and problem-solving skills. It also directly links to courses in Law, Psychology, Sociology, Politics, Economics and Criminology.

Employers value people who understand cultural diversity. It is useful for any job that involves working with people, ranging from doctors, lawyers, and the police to charity workers, social workers and humanitarian jobs overseas.

WHO should be contacted for more information?

Subject Leader of PSHE and Citizenship - Suzanne.Dibden@ushschool.org

Some quotes from our students:

I understand the world so much better because of Citizenship. I know why Brexit happened and why Countries aren't taking more action Ukraine.

Citizenship is one of my favourite subjects; it relates to life in the outside world and is always relevant.

Citizenship has something for everyone; from politics to media, to murder cases, you'll find something you enjoy in the subject.

DRAMA

WHAT is GCSE Drama?

GCSE Drama is a creative and stimulating subject that enables students to explore drama techniques and develop performance skills. Students have the opportunity to create their own work by responding to a stimulus, as well as working with text and improving skills necessary to interpret and deliver a script. It is an exciting GCSE course that enables students to work as part of a team in order to create powerful, meaningful and memorable drama.

WHAT did I study in Year 9?

The focus in year 9 was to build their confidence working with script, memorising lines and creating and performing monologues. Students worked in mixed groups selected by the teacher and were pushed to become creative thinkers. Practical and theory lessons were timetabled each week.

WHY should students choose this subject?

Students should choose this course if they want to study a subject that is both practical and creative. They need to be passionate about performing, committed to refining techniques and have a willingness to learn. Drama builds confidence and self-esteem, which are key life skills essential in any walk of life.

WHICH subjects should students have an aptitude in?

Students need to be creative and therefore an interest in the Arts is useful, they must be prepared to perform in front of each other and to an audience. A passion and enjoyment of drama, or the dramatic elements taught in English would be recommended. Students who have taken part in productions, clubs and enjoy watching live theatre would also do well in this subject.

WHEN and HOW are students assessed?

All GCSE assessments are completed in year 11.

Component 1: Understanding Drama: 40% of final mark

- Knowledge and understanding of drama and theatre
- Written exam - 1 hour 45 minutes

Component 2: Devising Drama: 40% of final mark

- Performance of devised drama
- Process of creating devised drama
- Devising log 2,500 words

Component 3: Texts in Practice: 20% of final mark

- Performance of two extracts from one play (Usually two monologues)
- Performed to a visiting examiner

WHAT is challenging about this subject?

You must learn lines of dialogue from a script and memorise them for a performance. You are expected to rehearse after school or during lunch to improve the quality of your performances. You will have to perform two character monologues to a visiting examiner. Theory is just as important as the practical element of the course and there will be a written exam that takes place at the end of year 11.

HOW could taking GCSE Drama help with future aspirations?

Drama is an excellent starting point for anyone who wants to study Drama, Performing Arts or Theatre Studies in college or university. Career routes include acting, directing, teaching, and many others.

WHO should be contacted for more information?

Subject Leader of Theatre Arts – Janine.Lambert@ushschool.org

Some quotes from our students:

I am so glad that I picked Drama because each lesson is brilliant. Theory drama is really engaging and you learn what vocal or physical skills to use during practical lessons. There are lots of opportunities to develop new skills.

I chose Drama because I really enjoy performing to others. I can explore playing characters that have complex backgrounds. Drama has helped me improve my public speaking.

FILM STUDIES

WHAT is GCSE Film Studies?

Film Studies gives students the opportunity to explore the medium of film through a variety of different projects, and to deepen their understanding of how films achieve the impressive effects that they do. They will consider how the use of camera, editing and sound are used to convey meaning in films, as well as looking at other issues that affect the production of films such as genre, narrative and the social context. There will also be several opportunities for students to develop skills in screenwriting, and planning and creating their own films using specialist equipment and editing software.

WHY should students choose this subject?

This subject is perfect for students who enjoy watching and thinking about films whilst creatively exploring their own ideas for genre films. They will study a variety of different films made inside and out of the mainstream Hollywood industry, and try their hand at screenwriting and filmmaking.

WHAT did I Study in year 9?

There were three main projects throughout the first year of Film Studies, each of which assessed a variety of the different skills including film analysis, screenwriting and practical filmmaking skills. Students became knowledgeable in the key elements that make up film sequences, and were not only able to identify and discuss their use in films, but also to utilise some of them in their own film projects. This year we also explored a variety of genres and looked at how different films from different decades and locations presented those genres in unique forms. There also were several opportunities for students to try their hand at both screenwriting and filmmaking in particular genres, e.g. writing a science fiction screenplay or making a horror film.

WHAT will the GCSE be like?

Students will complete the course by sitting two exam papers at the end, which are designed to test their knowledge of six case study films which will be taught throughout years 10 and 11. One exam will cover three American films; the other paper will cover three global films including a non-English language film.

In years 10 and 11, students will also complete a portfolio of coursework, which is 30% of their final GCSE grade. For this, students will individually write a short genre film sequence that they will either film and edit independently, or write a screenplay for with an accompanying shooting script. This is followed by the writing of an evaluative analysis about the effectiveness of their project and its impact on audiences.

HOW could taking GCSE Film Studies help with future aspirations?

Following the GCSE Film Studies course, students will be able to choose a large number of pathways at college/sixth form, including courses such as A Levels in Film Studies, Media Studies or BTEC Media Production. The film studies course will also develop useful skills which will support A Level English literature, English language, ICT, graphics and photography.

WHO should be contacted for more information?

Subject Leader of Film - Sarah.Ohalloran@ushschool.org

Some quotes from our students:

I picked Film Studies because it sounded like a fun subject and you even get to make your own films too. It's one of my favourite subjects.

I picked Film Studies as I am really interested in a career in movies/adverts and TV. It has taught me so much about what goes on behind the camera.

Film Studies is a great subject – you get a chance to do filming and editing and go on amazing trips!

FOOD & NUTRITION

WHAT is this subject about?

Food and nutrition is an exciting course, designed to give pupils an opportunity to extend and apply their skills and knowledge of food within a variety of contexts. Topics covered include: Where food comes from (provenance) & how to prepare the following commodities (ingredients) meat, fish, eggs, dairy, fruit, vegetables, cereal grains & potatoes. Principles of nutrition, diet and good health. The science of food – what happens when ingredients are combined under different conditions.

WHY should I choose this subject?

This subject should also be of great interest to anyone who is passionate about food, cooking and nutrition wishing to learn an invaluable life skill. Independent project work is a vital part of the course and students should be prepared to create written support of their practical work.

WHEN and HOW am I assessed?

All assessment takes place in year 11.

Component 1: Principles of food preparation and nutrition. Written Examination 50% 1 hour 45 minutes.

Non-Examined Assessment (NEA – practical & written)

Component 2: Food preparation and nutrition in action 50%. Task 1 – (15%) Food science investigation and Task 2 (35%) practical exam and supporting coursework.

WHICH subjects should I have an aptitude in?

Cooking, English and Science. Organisation is an essential skill young people need to be successful in GCSE food, to ensure that they bring the correct ingredients to lessons and use their time well in terms of meeting coursework deadlines and kitchen timings.

WHAT is challenging about this subject?

To reach the highest-level students must master a range of challenging and interesting technical practical skills. These range from making puff pastry and patisserie to filleting chicken and fish. Students will also be required to understand a range of detailed nutritional and scientific principles that underlie the cooking processes and good health. All of this is achievable with high levels of commitment to the subject.

WHERE could this subject take me in the future?

Working in the hospitality industry - chef, front of house staff (waiting staff, sommelier, mixologist, maître d'), Hotel management, events organiser, Food teacher, Development chef for major supermarkets or food manufacturers, Food product buyer for major supermarkets or food manufacturers, Food scientist/microbiologist, Dietician, nutritionist, Baker, butcher, Private chef, Chef in the armed forces, Environmental health officer, Confectioner or Food technologist.

No matter what your future, learning about cooking and nutrition will ensure a happy and healthy future full of delicious food.

WHO do I need to speak to for more information?

Subject Leader of Food - Joseph.Davies@ushschool.org

Some quotes from our students:

Although I mainly chose the course because I liked the practical side of the course, I have really enjoyed learning about nutrition and food science too.

Even though I am not sure exactly what I want to do in the future, I loved learning a valuable life skill in an engaging way.

Food is challenging, enjoyable and really fast paced; I love it!

GEOGRAPHY

WHAT is Geography?

Geography is one of the most exciting, adventurous and valuable subjects to study today. So many of the world's issues relate to geography and we need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, migration and the future of energy resources are just some of the challenges facing the next generation of citizens and in particular geographers. Geography also provides a meaningful context for developing transferable skills - literacy, numeracy, ICT, problem solving, team work, thinking skills and enquiry. **Listen to the news and you cannot fail to be struck by the relevance of geography.**

WHAT will I study?

Geography offers a fantastic mix of **human, physical and environmental** topics. Physical Geography consists of natural hazards including **tectonic and weather hazards**; exploring different **ecosystems**, how **rivers and coasts** shape the landscapes of the UK. In Human Geography we explore the issues of **urbanisation** focusing on contrasting cities; **economic development**, understanding the development gap and how this can be reduced. We also look at the very important issue of **resource management** – knowing and understanding how food, energy and water is susceptible to pressures and what we can do to reduce them. Common themes that run through the curriculum include **sustainability** and **interdependence**. **Sustainability** is incredibly important to understand for our **future** and we explore what this means across all units of work. Interdependence allows us to explore how different aspects of Geography connect to one another, making **synoptic links**.



WHEN and HOW am I assessed?

We follow the AQA course at GCSE. The course will be assessed by **three exams in year 11:**

- Paper 1 – **Living with the physical environment** (weather, tectonics, climate change, ecosystems, physical landscapes including rivers and coasts).
- Paper 2 – **Challenges in the human environment** (population, global development, resource management including food, water and energy).
- Paper 3 – **Geographical applications**, which assesses geographical skills and fieldwork.

There will be fieldwork opportunities exploring both the role of human and physical geography outside of the classroom.

WHAT is challenging about this subject?

There is a wide range of content to be learnt so remembering facts and figures is an important element in Geography. You will need to be able to use a variety of skills including map skills, statistical and graphical skills and those that are literacy based, answering extended questions such as 'To what extent' or 'Evaluate'. You will need to be able to think about real life issues, the challenges that are faced and offer solutions to this. Geography is about linking together so an excellent geographer would be able to think about the whole picture; looking at it from a social, economic, environmental and political point of view.

How could studying Geography help with future aspirations?

Studying Geography at USH will mean you can go on to continue courses such as Geography, Economics, Environmental Science or Travel and Tourism. The transferable skills which Geography fosters are an asset in the complex world of employment today.

WHO should be contacted for more information?

Subject Leader of Geography - Emma.Hyslop@ushschool.org

Some quotes from our students:

If you love the natural world, Geography is for you. You learn about all aspects of the world around us and there is always something new to learn. Geography is fun, intriguing and a great option subject.

Geography allows you to explore many issues in the world and make decisions relating to our future.

Geography is an amazing subject as it allows me to expand my knowledge on real world topics and issues.

GRAPHIC COMMUNICATION

WHAT is Graphic Communication?

Graphic Communication is a part of your daily life. It is the most powerful media there is. From simple items like packaging, mobile interfaces and billboards to the T-shirt you're wearing, graphic design informs, persuades, organises, stimulates, locates, identifies and attracts attention. Without graphics life would be very uninspiring.

WHAT did I study in Year 9?

You were encouraged to take an experimental and enquiring approach to Graphic Communication. You learnt how to use a variety of Photoshop tools and hand rendered techniques so that you could develop visual outcomes, inspired by the work of professional artists and designers. You learnt typography drawing and layout, print design and digital drawing so that you could experiment, refine, review and present your designs effectively.

WHY choose GCSE Graphic Communication?

If you enjoy creative designing using a range of digital and hand rendered techniques; you want to improve your analytical, communication and research abilities, GCSE Graphic Communication is an ideal choice. You will be able to make personal and increasingly more sophisticated responses to designing and rebranding products. You will be able to incorporate mixed media, printmaking and digital techniques. The skills you gain compliment other subjects and prepare you for further study, while also giving you lifelong skills that will prepare you for your future working life.

WHAT will I study in Year 10 and 11?

You will create a coursework portfolio of design projects including: designing a visitor map for Winchester, a music album and branding a luxury chocolate bar. You will improve your digital drawing skills and mixed media exploration so that you can create personal responses. You will learn about different artists, designers and art movements, which will inform and inspire the development of your own work. The Art Department is open after school and pupils are encouraged use this extra time as an enjoyable and informative way of developing work on their projects. Many pupils benefit from a studio-type atmosphere of working outside the relative uniformity of timetabled lessons.

HOW will I learn?

You will be expected to work independently both in and out of lessons, researching designers and developing responses through drawing and a variety of materials and digital tools. The basic Photoshop drawing skills and mixed media techniques, such as printmaking, will be taught as the core activities. You will record your design decisions, artist research and evaluation of your work by presenting your images and written work in Google slides (your digital sketchbook). Homework/independent study is an essential part of Graphic Communication, and you will be required to complete a minimum of 2 hours per week.

Assessment

Unit 1: 60% of total mark - A portfolio of work (a minimum of 3 projects)

Unit 2: 40% of total mark - An externally set task, which culminates in a ten-hour examination period, during which time students will complete a final piece of work.

HOW could taking Graphic communication help with my future aspirations?

Graphic Communication enhances problem solving skills, lateral thinking, critical, creative and complex thinking skills. After achieving GCSE Graphic Communication students can study Graphics or other creative 'A' Levels and diplomas, leading to Arts Foundation courses and degrees in Arts subjects, such as Graphic Design, Interior Design or Product Design.

WHO should be contacted for more information?

Teacher of Graphics – claire.weston@ushschool.org

Some quotes from our students:

I enjoy Graphics because it is a fun lesson and you learn a lot of new digital drawing skills and art techniques. I also feel well supported by my teacher when I need help.

Graphics has a real sense of community, everyone helps each other. I have become much more confident in using Photoshop tools and enjoy the freedom we have to explore our own creative ideas.

I like the freedom we are given in Graphics to create our own designs. I genuinely feel that I have developed as a designer and learnt a lot of new digital tools.

HEALTH AND SOCIAL CARE

WHAT is a BTEC Tech in Health and Social Care?

This is a vocational course that allows students to study the world of health and social care. The qualification is made up of three components that cover the study of: human lifespan development, health & social care services and values and health & wellbeing.

WHAT will I study?

Across Years 10 and 11, you will study the three components of the course. We will look at:

Component 1: Human Lifespan Development Human growth and development across the life stages Factors affecting growth and development Different types of life event Coping with change caused by life events	Component 2: Health & Social Care Services and Values • Healthcare services • Social care services • Barriers to accessing services • Skills and attributes in health & social care • Values in health & social care • Obstacles for individuals requiring care • Benefits to individuals of the skills, attributes and values in health & social care practice	Component 3: Health & Wellbeing • Factors affecting health & wellbeing • Physiological indicators • Lifestyle indicators • Person-centred approach • Recommendations and actions to improve health & wellbeing • Barriers and obstacles to following recommendations
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WHY should students choose this subject?

If you are the kind of student who is interested in how we develop as humans and how health and social care support works. This is also suitable for you if you like caring for people and are considering further study or a career in the health and social care or education sector. You will have the opportunity to:

- Explore and develop an understanding of human life stages
- Examine and evaluate health and social care practices
- Explore important aspects of health and wellbeing

WHEN and HOW are students assessed?

Students are assessed in BOTH year 10 and year 11 in year 10 and 11 there are 2 project based components (internally assessed coursework units worth 60% of the overall grade for the qualification) and 1 examined unit (externally assessed and worth 40% of the overall grade for the qualification).

WHICH subjects should students have an aptitude in?

English, Maths and Citizenship would be helpful, but the most important thing is an interest in caring for others and a keenness to learn new things.

HOW could studying a BTEC Tech Award in Health & Social Care help with future aspirations?

- This course provides an excellent basis to move on to Level 3 study in this area
- Career paths could include: teaching, nursing, speech and language therapy, social work, hospital management, human resource management in a health setting

WHO should be contacted for more information?

Subject Leader of Health and Social Care – Sarah.Baillie@ushschool.org

A quote from current Y10 Health & Social Care students:

"I think Health & Social Care is enjoyable because it is informative and inclusive. We learn about different life stages and how they cope with life events."

"Health & Social Care has helped me understand health and wellbeing from a wider perspective."

HISTORY

WHAT is Year 10 History?

In Year 10 you will begin the GCSE course, which encourages you to build a deeper understanding of the present by being curious and questioning about the past. The five topics we have chosen help you to develop a wide and deep knowledge of the past by focusing on diverse periods, places and peoples. The course is enjoyable and rigorous. Like at Key Stage 3, you will have the opportunity to study sources and engage with different interpretations to construct your own arguments to the big questions framing each topic. You will also have the opportunity to study an historical site. We have chosen Beaumont Hamel, a front-line WW1 battlefield, which we have built into our WW1 Battlefields Tour to Belgium and France. This takes place in February of Year 10.

WHAT did I study in Year 9?

In Year 9, you investigate the consequences of the Russian Revolution; who benefitted in 1920s America; how Hitler took control of Germany by 1934; what the Holocaust meant for different people in different places in time; the role Shirley played in defeating the Luftwaffe in the Battle of Britain; how far the collapse of European empires after WW2 was a period of 'decolonisation', how new empires were forged during the Cold War and what has done more to improve the position of LGBTQ+ people in Britain. All these topics are framed under a wider question of what connected the modern world to explore changes to everyday lives and beliefs, trade and exchanges of ideas, conflict and cooperation, empire and power and protest.

WHEN and HOW will I be assessed?

Like your Key Stage 3 lessons, you will investigate each unit by researching and forming your own arguments to answer big enquiry questions. We will use your arguments to assess your knowledge and understanding of that topic and address any misconceptions, as well as assess your progress over time in preparing you to succeed in your exams. At the end of Year 10 you will complete a mock exam, which focuses on Paper One.

GCSE History

The OCR SHP B course is broken down into three papers which will be examined in the Summer of Year 11.

Paper One involves a Thematic Study which looks at People's Health across different periods of History right present day. In addition, this paper involves a British Depth Study which focuses on a key turning point in our History, the Norman Conquest.

Paper Two is a study of a Historical Environment. This is a fascinating opportunity to visit and investigate an historical site using all the enquiry skills learnt in the classroom. We visit the WW1 Battlefields in Belgium and France to assess how the war has been remembered and whether the war was really like this.

Paper Three is made up of a Wider World Study and a Period Study which provide interesting comparisons to the British Depth Study. The Making of America, 1789-1900 looks at how the US expanded into the superpower it is today and the impact this had on indigenous nations, white Americans and black Americans. You will then investigate Life under Nazi rule, 1933-45 to explore the impact on different people living in a dictatorship in Germany and Nazi occupied Europe.

WHERE next?

You will develop the knowledge and skills to empathise with others; think critically; analyse and evaluate evidence; solve problems and identify solutions; raise debate and communicate your own ideas clearly. These skills are highly valued and sought after, which will open doors for you in all areas of higher education and employment.

WHO should be contacted for more information?

Subject Leader of History - Stuart.Farley@ushschool.org

Some messages from our students:

"History is such an interesting subject that is filled with content about why the world is shaped in the way that we know it today. I enjoy it so much because of the depth we go in the topics such as Nazi Germany."

"History is such an important subject as it reminds us of the wonders and horrors of our past. Not only do we learn about events that occurred many years ago, but we also remember the people who have shaped our lives today, being the reason why I love it so much."

CREATIVE iMEDIA

WHAT is OCR Creative iMedia?

Creative iMedia will help students to develop an understanding of media codes and conventions for producing media products with computers. It will raise students' confidence in creating digital video, visual imaging, digital graphics, interactive digital media, and animation with audio products. Each unit of the qualification has interactive digital media at its heart. It provides students with knowledge and understanding in a number of key areas, as they design, plan, create and review interactive digital media products appropriately to meet client and target audience requirements

WHAT did I study in Year 9?

Year 9 was a skills development year where you learnt about how to use computers to make a range of different digital graphics, from DVD covers and magazine advertisements, to comic strips and animations. You put this knowledge into practice and had a chance, both individually and in small groups, to research, design, plan, make and evaluate several different products across year 9. This enabled you to build up a portfolio of your work which was then put into your own personal website.

WHICH subjects should students have an aptitude in?

You will need to have analytical and communication skills; strengths in ICT, as well as creative subjects such as art or design technology should mean that this option would be suitable. You should also have an interest in the mass media - films, TV/streaming, radio/podcasting, advertising and magazines and digital media. The main emphasis of the course is on using photo editing software to create digital graphics and the creation of characters and comics. Students will learn to source suitable assets from the web, as well as create their own assets using a range of software tools.

WHAT is challenging about this subject?

The ability to manage time effectively is the key to success in this subject. The work is heavily project based across year 10 and 11 and is *continuously assessed* so students will need to be very organised and ensure that very strict submission deadlines are met. They will also be expected to respond to and use feedback to improve and refine work produced throughout the course. There is also a 1 hour, 30 minute end of course exam in this subject which tests the student's knowledge and understanding of the media industry, factors influencing product design, pre-production planning and distribution considerations.

WHEN and HOW are students assessed?

Students are assessed in BOTH year 10 and year 11 in year 10 and 11 there are 2 project-based components (internally assessed coursework units worth 60% of the overall grade for the qualification) and 1 examined unit (externally assessed and worth 40% of the overall grade for the qualification).

HOW could taking the OCR Creative iMedia course help with future aspirations?

Students can continue on to further vocational and academic study at level 3, as well as apprenticeships and traineeships. Currently all local colleges run similar vocational media production courses at level 3. This course goes well as a companion to Film Studies, and Photography.

WHO should be contacted for more information?

Subject Leader of Creative iMedia - Michael.Park@ushschool.org

Some messages from our students:

I love finding out about the Media industry and analysing my favourite TV shows; there is so much that goes into making a show!

You get to use a wide range of media software and freedom of choice when designing products. I love the independence we have in lessons – it has improved my organisational skills as a result.

DESIGN AND TECHNOLOGY

WHAT is Design and Technology?

"Design and Technology is a practical and valuable subject. It enables ... young people to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and their nation. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design and technology on daily life and the wider world." - Design and Technology Association.

WHAT did I study in year 9?

Building on your basic knowledge of Design and Technology from Years 7 and 8, you progressed into learning about more complex techniques, materials and design concepts. These projects were about developing and refining your design and making skills, as well as your understanding of Design and Technology theory. This enabled you to work more confidently and independently.

WHY choose GCSE Design and Technology?

You will develop your creativity, problem solving skills and practical abilities while studying GCSE Design and Technology. You will also enhance your understanding of other subjects such as Mathematics and Science when putting this learning into practice during the planning and construction of your various products. You will learn the discipline of independent study, team working, problem solving skills and acquire construction skills, a deeper understanding of CAD and CAM, plus learn to plan and manage projects, these are all extremely useful life-long skills.

WHAT will I study in Year 10 and 11?

You will gain greater independence throughout KS4 as you research, plan, design, develop, construct and evaluate a variety of different products, including designing and prototyping a product for The Design Museum's national Design Ventura Competition and creating a portable/packable toy or game. You will begin your GCSE non-exam assessment project at the end of Year 10 based on one of three externally set exam themes.

The GCSE Course

The full specification is available at <https://bit.ly/3jMpyng>

Component 1: 50% of total mark - *Written examination: 2 hours.* A mix of short answer, structured and extended questions assessing candidates' knowledge and understanding of the design & technology principles.

Component 2: 50% of total mark - *Design and make task - non-exam assessment: approximately 35 hours.* A sustained design and make task, based on a contextual challenge set by the examination board, assessing candidates' ability to apply the design and technology principles.

How could taking Design and Technology help with future aspirations?

After achieving GCSE Design and Technology students can go on to study Product Design, Engineering and other creative 'A' Levels and diplomas, leading to the following potential careers Graphic Designer, Sculptor, Software Programmer, Engineer (Civil, Mechanical), Product Designer, Furniture maker, Architect, CAD/CAM Operator, Project Manager, Interior Designer, Electrician or Theatre Designer and so many other jobs.

WHO should be contacted for more information?

Subject Leader of Design & Technology – Claire.Weston@ushschool.org

Some quotes from our students:

'D&T is a fun subject because you make things you would find in the real world. You can learn about woodwork, joinery and even 3D printing.'

'I really enjoy creating my designs and 3D modelling. My confidence has increased over the lessons.'

'DT has enabled me to develop new skills and have different opportunities such as the Design Ventura Competition.'

'DT has pushed me in all sorts of directions left, right, up, down, linear, rotary – it's inspired me to be more creative and step outside my comfort zone.'

MFL: FRENCH / SPANISH

WHAT are GCSE Modern Foreign Languages in French and Spanish?

We aim to give you the tools to communicate effectively in French and/or Spanish in a range of contexts and situations so you become a confident speaker. Learning to communicate in a different language is key in a multicultural society like ours.

WHAT did I study in Year 9?

You developed a better understanding of Spanish and French speaking countries and their traditions as well as gained a range of transferable skills which will equip you for your future. Also you studied a range of new topics that will be useful for you if you visit the country or you decide to continue studying Languages in the future: holidays, shopping, future plans, identity and culture.

WHY should students choose this subject?

The ability to communicate in a foreign language is much valued by colleges, universities and employers. Modern linguists are flexible thinkers who are not scared to take risks. Learning a foreign language is challenging but it will open doors.

WHEN and HOW are students assessed?

Students will be assessed across all four language skills which are set in common contexts, addressing a range of relevant contemporary and cultural themes Year 11 GCSE exam test each of these skill areas (listening, speaking, reading and writing) and account for 25% of the final grade. The speaking exam, which is conducted by the language teacher but assessed externally, takes place in April of year 11. The remaining of the final grade comes from examinations in listening, reading and writing.

WHICH subjects should students have an aptitude in?

An aptitude in the language/s chosen, along with an ability to communicate clearly in your home language will also be desirable. Perseverance is key, learning a language is not easy, but is extremely fulfilling. For all the patterns certain elements of any language follow, there are some that are a little less clear and we will explore these together, with the aim of creating an understanding for each student.

WHAT is challenging about these subjects?

Consolidating language studied in lessons in an independent and proactive manner is the key to success in languages and achieving the best grade possible. Developing good routines in their preparation outside of the classroom by using their Knowledge Organisers, Language Nut, Quizlet/Memrise and revision quizzes will be essential. Completing all homework to the best of their ability will also be key to develop writing skills. Learning a foreign language means being committed to put ourselves out of our comfort zone sometimes but also it is fun!

HOW could taking a GCSE Modern Foreign Language in French and / or Spanish help with future aspirations?

In the future, you may have the opportunity to work overseas or you may prefer to stay based in this country. Either way, learning a language is not only about speaking it but also about the skills you pick up while doing so. Having a GCSE in a foreign language will demonstrate to employers that you have mastered some other key work skills: problem solving, adaptability, confidence, developing a mental agility, and possess good oral and written communication skills.

WHO should be contacted for more information?

Subject Leader of MFL – Bethany.Samborski@ushschool.org

Some messages from our students:

Speaking another language means I can understand others and their culture a bit more.

Learning a language has given me more confidence as I had to try something new and not give up. The languages teachers at USH have always supported me.

MUSIC PERFORMANCE

WHAT is GCSE Music all about?

Music is an opportunity to explore a wide variety of music, including classical, film, pop, rock, jazz, blues and musical theatre. If you choose Music for GCSE, you will perform music set by the teacher, *and* music of your own choice. We will work towards solo and group performances, a variety of composition tasks, learn music theory, and develop the knowledge and skills for a music listening exam. ***Students are permitted to take both options (Music and Music Technology).***

Music is a creative, practical subject which involves personal music practice and completion of composition coursework; it is fun, challenging and highly rewarding.

WHY should students choose Music Performance?

Music is ideal for students who love playing or singing, and listening to a wide range of music. During the course, students will perform, both in ensembles and as a soloist in front of the teacher and sometimes the class, develop techniques and theoretical knowledge to help compose and present music, and gain the skills to recognise features of music by listening.

WHEN and HOW are students assessed?

GCSE assessment in music is comprised of the components: performances, composition of new music, and a listening exam in which students hear excerpts of different pieces of music and answer multiple choice or short-answer questions about what they can hear. Students will work towards practice assessments of all three components throughout the course.

WHICH subjects should students have an aptitude in?

No other aptitudes are strictly required for Music and I would encourage anyone who thinks they may enjoy it to choose it. However, the following may help you to choose:

- Developing practical instrumental skills is very important. Students going into year 10 GCSE music should have some skill in playing an instrument or singing already, including some reading of sheet music.
- As a performing arts subject, students will be expected to play music with and in front of others, so those who are also excelling in **Drama** or are confident with speaking may also have the confidence to succeed in Music Performance.
- Students who can recognise artistic moods and are confident to build vocabulary in this area will succeed in composition and listening, which may appeal to those who enjoy English. It could also be a good supporting option for those considering Film Studies or Creative Media.

HOW could taking Music lead to future aspirations?

There are a number of directions Music Performance can take you in: performer, composer, arranger, producer, conductor, academic/researcher at a university music department. Many musicians make a portfolio career doing more than one of these things. Sound and lighting engineers also benefit from an understanding of the needs of the performers they work with. Aspiring actors need skills in music (especially singing) as well as acting and dancing.

WHO should be contacted for more information?

Subject Leader of Music - George.Smith@ushschool.org

Some quotes from our students:

I spend my whole week looking forward to coming to music. It's the best subject and I can't wait to continue it at college.

Music has helped me to improve how I play my instrument and, even though I used to feel nervous about composing, I'm so much more confident now we get to perform to each other a lot.

MUSIC TECHNOLOGY

WHAT is Music Technology all about?

Music Technology is about creating music for the modern era, including club music, Rock, R'n'B, Funk, Rap, Pop, and Electronica as well as the chance to work on music for film, video games, television and other media. Students will be taught to record, produce and mix music using technology, including different kinds of microphones and computer software. This option is every bit as creative as the Music Performance option but does *not* involve any live performing. ***Students are permitted to choose both music options.***

WHY should students choose Music Technology?

Music Technology is an ideal subject for those with an interest in composing, producing or mixing contemporary music and is directly applicable to anyone with future aspirations in composing, producing or management in the music industry. In this course you will be able to:

- Learn about a wide variety of popular, contemporary styles of music
- Gain vital knowledge and skills relating to the modern music industry
- Use IT and sound equipment to compose, record and produce your own tracks in styles of your choice
- Make music without the pressure of live performance.

WHEN and HOW are students assessed?

NCFE Level 1/2 Music Technology is assessed in two components, both of which are completed after all course content has been taught. The **Synoptic Assessment** is a controlled coursework assessment completed in class time in year 11, in which students plan, produce and evaluate a track according to a brief set by the exam board. At the end of the course, students sit an **exam** which includes a variety of questions about music which they will hear during the exam, as well as questions about music theory, the music industry, and computer hardware and software.

Grades for Music Technology are pass, merit or distinction at level 2. A level 2 pass is equivalent to GCSE grade 4, and a distinction would be an appropriate target for students targeted grade 7-9 in their GCSE subjects. Students not achieving a Level 2 pass will be awarded a level 1 pass, merit or distinction.

WHICH subjects should students have an aptitude in?

- Effective use of computers is essential for success in this subject so students who are considering Music Technology should be also confident in **ICT**
- Students who excel in **Maths** or **Science** will have good numeracy, a practical eye for detail, and hands-on problem solving skills which will help them to excel in Music Technology
- As there is *some* written work involved, students could consider their ability in other written subjects
- While *not* essential for the Music Technology option, the ability to play an instrument and knowledge of music reading will be an advantage

HOW could taking Music Technology help with future aspirations?

There are many directions Music Technology can take you, such as a composer, arranger, producer, sound technician for a recording studio or live music venue to teaching Music Technology. Many musicians make a portfolio career of doing more than one of these things. Other music technicians go on to study Acoustic Engineering, Electronic Engineering or Computer Science.

WHO should be contacted for more information?

Subject Leader of Music - George.Smith@ushschool.org

Some quotes from our students:

Music Technology is different to Music Performance, but I have really enjoyed learning it in year 9.

We have learnt about a number of different genres and I have loved producing my own versions – it is such a creative subject and it has helped me improve my independence and organisational skills.

BTEC LEVEL 1&2 TECH AWARD IN SPORT

WHAT is BTEC Sport?

The BTEC Sport Tech Award course is for learners who want to acquire sport specific knowledge and skills through a more vocational context. It provides students with a blend of practical, coursework and examination assessments studying the different sport providers, equipment, technology available for sports participation. There is also scope for students to plan and deliver sports sessions and investigate their own and others fitness levels.

WHY should students choose this subject?

Students should choose this course if they are passionate about sport, enjoy playing sport and would like to study sport specific content in a less competitive and pressurised environment. Students who enjoy researching, planning and doing coursework-based tasks and having less emphasis on a formal written examination.

WHICH subjects should students have an aptitude in?

A passion for sport and developing personal skills and fitness is essential. In addition, students need to be organised and self-disciplined in meeting task specific deadlines.

WHAT does BTEC Sport entail in Year 9?

The programme of study focuses on three components: two of which are internally assessed (60%) through vocational assessment (1. Preparing Participants to Take Part in Sport and Physical Activity & 2. Taking Part and Improving Other Participants Sporting Performance) and external assessed (40%) through a written examination component (3. Developing Fitness to Improve Other Participant's Performance in Sport and Physical Activity). The internal assignments range from written coursework, to a presentation-based format and video evidence for the practical elements (including Sport Performance in both isolated drills & game context in ONE sport and leading a coaching session).

WHAT is challenging about this subject?

The **theory** side of this course means students will be expected to write and develop their understanding of key aspects of how the sport sector. Students will need to be prepared to complete assignments in a set period of time allocated to them. Students will also need to be organised and dedicated in planning practical sessions. **Practically** the course is not just game based, you are required to demonstrate skills and tactics in isolated drills in your ONE chosen sport and then put them all together into game play. These performances will be recorded.

WHEN and HOW are students assessed?

Throughout the course students will be assessed internally on the assignment tasks given to them. These internal assignment tasks will be marked on Pass, Merit and Distinction Level and banded in either Level 1 or Level 2. The external written examination component is completed towards the end of the second year of the course.

HOW could taking BTEC help with future aspirations?

The BTEC Tech Award in Sport complements GCSE study through providing an opportunity for practical application alongside conceptual study. There are strong opportunities for post 16-progression in the Sports sector, including the health and fitness industry, leisure sector, sports media, coaching and teaching. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification. Learners achieving a Level 2 can progress onto A-Levels and BTEC Level 3 courses.

WHO should be contacted for more information?

Subject Leader of PE – Christopher.Janata@ushschool.org

GCSE PHYSICAL EDUCATION

WHAT is GCSE PE?

Physical Education is an exciting course that teaches students how to adopt a healthy lifestyle, through a combination of practical performance and theoretical study. The many transferable skills learnt within PE, such as; leadership, fair play, team cooperation and dedication are invaluable to students to help them to cope with the demands of their future.

WHY should students choose this subject?

The programme of study in GCSE PE provides students with the understanding of how to lead a healthy and active lifestyle whilst enabling them to demonstrate their sporting prowess by choosing from a variety of activities in which to participate. It opens the students' minds to the theory behind sport and how athletes train to become successful.

WHICH subjects should students have an aptitude in?

A passion for sport and developing personal skills and fitness is essential. In addition, good scientific knowledge, particularly in biology, and maths and English skills will enable students to achieve success.

WHAT is challenging about this subject?

The **theory** side of this course equating to 60% can be particularly demanding, with technical scientific wording which has to be precise when answering questions on the human body and elements of movement analysis and levers. **Practically**, each sport is marked to a high-performance criteria. **Taking this course should only be considered for students who play sport regularly outside of school for a club.** The course is not just game based, you are required to demonstrate skills and tactics in isolated drills then put them all together into game play.

WHEN and HOW are students assessed?

In GCSE PE we follow the AQA examination board syllabus; 30% of the final mark is achieved through a practical element, being assessed in three sports of the candidate's choosing. Each sport (worth 10%) is marked out of 25 focussing on skill and game play. 10% of the coursework element is a written piece of coursework on a chosen sport. The theory in GCSE PE is 60% of the final grade. There are two papers taken at the end of year 11, lasting 1hr 15 mins each. **Paper 1** – The Human Body and movement in Physical Activity and Sport **Paper 2**- Socio-Cultural influences and well-being in Physical Activity in Sport

HOW could taking GCSE PE help with future aspirations?

A good pass in GCSE Physical Education provides a pathway to 'A' level or BTEC level 3 courses and beyond to University. The transferable skills which the Physical Education course develops will also be an asset in the world of employment. The growing opportunities within the leisure and sport industry, such as leisure management, teaching and coaching, fitness training, even careers in the media or within the scientific field, provide a wealth of opportunity to the passionate sportsperson.

WHO should be contacted for more information?

Subject Leader of PE – Christopher.Janata@ushschool.org

Some quotes from our students:

"I really enjoy how the theory work links to our practical lessons. My favourite so far has been fitness testing"

"The Sports Leadership programme in year 9 has been really interesting and given me an opportunity to know what we will be studying in year 10 and 11. I have particularly enjoyed the work on muscles and bones"

PHOTOGRAPHY

WHAT is GCSE Photography?

The fantastic world of Photography is a part of the broad and varied curriculum we offer at USH. Students are introduced to both the technical and creative side of the subject through exploration of work by contemporary photographers, as well as first-hand experience with our range of cameras and equipment. This allows students to express themselves through a breadth of visual language; students learn about a variety of photographic media, techniques and processes, which include hands-on experimentation with both traditional and digital media. Our Photography course offers students a bespoke experience, tailoring the course to the needs of the individual.

WHAT will I study?

This course will teach students to look at our visual world in an innovative way. Tuition is enjoyable, structured, friendly and supportive; students develop both their confidence and their technical skills, which results in most students achieving high-grade passes on this course. We aim to cultivate student's creative potential which will enable them to apply imaginative, analytical and critical thinking to the other subjects that they study. Students also have the opportunity to experience a wide range of enrichment activities. We also carry out a lot of collaborative work with City College, Solent Showcase and Arts University of Bournemouth; all of which offers our students a diverse and culturally rich experience.

WHICH subjects should students have an aptitude in?

Photography is closely linked to other creative subjects especially Fine Art, Textiles and Graphics. Therefore, students need an aptitude in the creative thinking and drawing aspects of art. An ability to write fluently about the development of ideas, critically review and analyse the work of photographers is essential; a good level of literacy is an advantage.

WHAT is challenging about this subject?

When asked about the challenges of the subject, current students mentioned; taking photographs independently on location outside of school and at home, the high level of commitment and creativity needed to gain top results, and producing detailed written analyses of the techniques used by the photographers studied.

WHEN and HOW are students assessed?

GCSE assessment is a product of work produced in years 10 and 11.

Unit 1: 60% of total mark*

A portfolio of work; themes are set by the teacher but the students are encouraged to produce a personal response.

Unit 2: 40% of total mark*

An externally set project over a ten-week period which culminates in a ten-hour examination, during which the students produce a final piece of work.

***Both units are marked by the teacher and moderated by AQA**

HOW could taking GCSE Photography help with future aspirations?

Photography could lead to academic or vocational degrees relating to press photography, photojournalism, fine art, editing, fashion photography or styling, the film industry, forensic science, curating, image library, and many more. Students will acquire creative and practical problem-solving skills and the ability to develop their ideas through research, practical application, analysis and critique.

WHO should be contacted for more information?

Subject Leader of Photography - Helen.Cadle@ushschool.org

Some quotes from our students:

'Photography has given me the skills to see our visual world in a new way'

'I am passionate about my photography work, if I could, I would spend every minute of the day being creative.'

RELIGIOUS STUDIES

WHAT will I study in Year 10 and 11?

In Year 10 and 11 Religious Studies involves studying some of life's biggest questions. Many of the topics covered involved deep philosophical thinking and debate. We explore questions around morality of crime, war, medical ethics and the environment. Exploring these topics from both a religious and non-religious perspective, students examine how people shape their views. Students develop a better understanding of themselves along with the people who share our world, gaining an understanding of the different perspectives different people may have on an issue.

Alongside the philosophical issues we also study the religions of Christianity and Buddhism so that students understand how the GCSE blends the study of world religions alongside ethical issues. Key topics we study are arguments for and against the existence of God, does the existence of suffering prove there is no God, a study of Buddhism.

WHY should students choose this subject?

A student who asks questions about society and is interested in what is happening in the world would be perfect for this course. Students will learn **why** people believe in different things and what reasoning is behind someone's actions. They also need to be open minded and understand that there are questions in the world which have no answer! Students will have the opportunity to discuss and debate important issues, work in groups to create resources to examine the topics and think and reflect on their values and beliefs.

WHEN and HOW are students assessed?

The GCSE course assessment consists of two papers which are taken at the end of year 11. An exam practice is taken at the end of each unit and we look at exam technique throughout the course

WHICH subjects should students have an aptitude in?

English, PSHE and Religious Studies would be helpful but the most important thing is an interest in people in the world along with the ability to express their views clearly whilst appreciating the views of others.

WHAT is challenging about this subject?

You must consider and argue viewpoints that might be different from what you believe about an issue. You will have to learn and use religious quotations and teachings. Assessment in Religious Studies involves short essay style questions (around 1 A4 side) so students should be mindful of the literacy skills required. The subject also requires you to think and think hard about life, morality and beliefs.

HOW could taking GCSE Religious Studies help with future aspirations?

- Employers value people who understand and tolerate cultural diversity in our multi-cultural society.
- Many students who take it use it to move on to courses studying Psychology, Sociology, Philosophy and Criminology at college.
- It is useful for any job that involves working with people; ranging from doctors, lawyers, the police to charity workers, social workers and humanitarian jobs overseas.

WHO should be contacted for more information?

Subject Leader of Religious Studies – matt.pitcher@ushschool.org

Some quotes from our students:

I would highly recommend picking RS, it's helped me with all my subjects

I never thought I would enjoy RS as much as I do.

RS is a good companion subject to any other humanities subject.

ART: TEXTILES

WHY choose GCSE Textiles?

GCSE Art Textiles is a vibrant and dynamic course which teaches skills such as weaving, felting, stitching, appliqué, construction methods, and printing. It gives students the freedom to express themselves using techniques and materials they enjoy using. It is not only inspiring and enjoyable but equips them with the skills to continue the subject with confidence at AS, A-level and beyond.

It is a particularly good choice if you want to be creative and enjoy Art and Design but do not feel very confident at drawing and painting. Textiles is very experimental, concentrating on colour, texture, and pattern.

WHAT will I study in Year 10 and 11?

During the course, you will have the opportunity to explore art textiles, fashion design and illustration, constructed textiles, printed, and dyed textiles, surface pattern and stitched and/or embellished textiles. You will create a portfolio of work exploring themes such as Natural forms, Culture, and Identity.

All students are supported in the growth of these skills through teacher-led activities. Students will learn about different textile artists and will use their research to inspire the development of their own work. The Textile department is open to pupils after school, where they are encouraged to use this extra time as an enjoyable and informative way of developing work on their projects. Many pupils benefit from a studio-type atmosphere of working outside the relative uniformity of timetabled lessons.

HOW will I learn?

You will be expected to work independently both in and out of lessons, researching a subject, learning about it through experimenting with a variety of materials and tools, showing evidence of study and personal expression. It is an essential element of the course to study artists/designers to develop your own work. Much of this work will involve developing ideas as well as written work. Homework/independent study is an essential part of Textiles, and you will be required to complete a minimum of 2 hours per week.

Assessment

Unit 1: Portfolio of work (minimum of 2 projects over duration of the portfolio)

Unit 2: Externally set test (10 hours of supervised time supported by preparatory work) Marks are awarded: 60% coursework portfolio, 40% for a 10-hour supervised examination supported by preparatory work.

HOW could taking Textiles help with my future aspirations?

Textiles enhances fine motor skills, hand-eye coordination, problem solving skills, lateral thinking, complex analysis, and critical thinking skills. Students achieving a GCSE in Textiles can continue their studies at 'A' level or Diploma, which can lead to study at a foundation course in art and/or a degree in various areas of art and design, for example: interior design, product design, fashion, photography, graphic design, and fine art.

WHO should be contacted for more information?

Subject Leader of Art - Mariella.DeRuiter@ushschool.org

Some quotes from our students:

I love Textiles, not only does it challenge my thinking but I also find it calming and relaxing. I look forward to my Textile lessons.

I am passionate about my Textile work, if I could, I would spend every minute of the day being creative in the art rooms.

Learning how to use a sewing machine has opened up new ways of working for me. I can be creative and expressive through stitching.

BTEC AWARDS CONSTRUCTION AND BUILT ENVIRONMENT

WHAT is Construction?

The Pearson BTEC Construction and the Built Environment course will be delivered across Years 10 and 11. BTEC First qualifications were originally designed for use in colleges, schools and the workplace as an introductory Level 1/Level 2 course for learners who want to study in the context of a vocational sector. The knowledge, understanding and skills learned in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace.

Qualification that can be obtained:

You can achieve a Level 2 qualification. Learners who do not achieve at Level 2 may achieve a grade of Level 1 Pass

Course duration:

2 years

Course content:

The course will cover 3 components:

- Construction Technology (External Assessment – Written Exam)

- Construction in Practice (Pearson-set Assignment, marked internally and moderated by Pearsons)

- Construction and Design (Non-exam internal assessments, marked internally and moderated by Pearsons)

WHO should apply for the course?

No prior knowledge of the Construction environment is required. Anyone can apply. A strong individual work ethic and commitment to complete assignments on your own is a big plus.

HOW does this course help me with future studies or potential employment?

Having a Btec qualification gives you a huge advantage over other applicants when applying for a job in the trade. It serves as a basis for enrolling for further courses in construction as it is a recognised qualification.

WHO should be contacted for more information?

Subject Leader of BTEC First Construction and Built Environment – Andre.vanschalkwyk@ushschool.org