

# Guided Choices 2026

UNIVERSITY ACADEMY  
HOLBEACH



UNIVERSITY OF  
LINCOLN

A photograph of a healthcare professional, likely a nurse or student nurse, in a clinical setting. She is wearing a dark blue uniform with 'UNIVERSITY ACADEMY HOLBEACH' on the sleeve, a stethoscope, and clear gloves. She is holding a clipboard and a pen, looking down at the clipboard. In the background, another healthcare professional is visible, and there is medical equipment. The image is overlaid with a large, faint watermark of the University of Lincoln crest.

*“Transforming lives”*

A guide to selecting your option choices

Ambition | Inclusion | Integrity



## Principal's Welcome

Dear Parents and Students,

Making the right decisions about courses may seem daunting but we are sure that with the support of the staff at University Academy Holbeach, we will be able to make this process straightforward and successful. A wide range of staff are available to give advice and guidance where necessary. The Guided Choice Evening will provide an opportunity for you to ask questions but please do not hesitate to contact any member of staff at the Academy over the next few weeks if they can be of assistance. This booklet is also designed to help by giving you detailed information about the range of courses available.

Your child will be given the opportunity to study for a number of Level 2 (GCSE / Vocational) qualifications from September of Year 10. We believe that allowing a more personalised programme of qualifications from the start of their GCSEs will improve the outcomes for the pupils in our care.

The KS4 courses offered will provide a firm foundation for future careers and further education. In particular, our courses are designed to be a natural steppingstone to

GCE AS/A2 Level qualifications and Vocational Subjects offered in the Trust Sixth Form Centre here onsite at Holbeach (UAH). This ensures continuity and progression in learning at University Academy Holbeach and across the University of Lincoln Academy Trust. We are convinced that our success as an Academy is due in part to this careful linking of courses and the sustained support of staff for students from the ages of 11 to 18.

We are delighted to offer an extensive range of GCSEs and Vocational courses. We encourage you to ask as many questions as possible and use the information we have provided to make an informed choice.

**Mrs Sheila Paige**  
**Principal**









**Guided Choice Evening**

March  
Year 9

**Deadline for Choices  
Form**

Easter  
Year 9

**Pupils informed of choice  
outcome by letter**

JULY  
Year 9

**Pupils begin their GCSE  
Course**

SEPT.  
Year 10

**Pupils sit their final  
examinations**

MAY  
Year 11

# EXPLANATION OF SOME COMMON EDUCATIONAL TERMS USED IN THIS BOOKLET

## Syllabus

- > Details of work that must be taught and learned within a subject.

## Project (Special Study Folder)

- > A piece of work that has to be done over a period of time on a particular topic. You may be doing different topics and there usually has to be evidence of some independent and individual work.

## Assessment

- > The way in which work is checked/examined to see what has been learned. It may be by examination, project, class and homework or a combination of all of them.

## Continuous Assessment

- > Assessment that is carried out, by various methods (see assessment), over the whole three years of the course; the marks gained then help to determine the final grade.

## Coursework/Written work

- > Work done during the three years of the course.

## Comprehension

- > A piece of work designed to test understanding.

## Oral

- > Some form of speaking examination e.g. question and answer, reading aloud.

## Aural

- > Ability to listen and then answer questions on what has been heard.

## Numeracy

- > The ability to do arithmetic and handle figures generally.

## Literacy

- > Ability to read and write with some understanding.

## Moderator

- > A teacher from another school who visits a number of different schools to see that standards within a certain subject are being maintained. Those standards are laid down and checked by the examining body.

## Online Assessments

- > These are completed on a computer and often allow results to be gained quickly.

## GCSE Exam Grades

GCSE exams will be graded on a new points system with students awarded grades 9-1.

Grade 9 will be the highest grade and year 1 the lowest grade. Some examinations will have tiered entry for example Foundation Tier will cover grades 1-5. The Higher Tier will cover grade 4-9.

## Tier

For educational purposes and in the context of subjects in this booklet a tier is an examination paper covering a section of the 9-1 grading for GCSE. For Vocational courses pupils are generally awarded: Pass, Merit or Distinction. Pupils must achieve at least a pass to avoid failing the course.

## 100% Examination

Many subjects will be assessed at the end of the two years of study. This means that you will not be completing coursework during your studies. All of your knowledge will be tested at the end of Year 11.

It is essential that you become familiar with revising regularly for assessments in order to prepare you for the exams. It is also vital that you maintain an excellent attendance record in order that you do not miss the work. You will need to revisit your class notes on a regular basis and ensure that you are completing all homework and classwork to the highest standard.

## Coursework

Coursework is a requirement for a few courses and contributes to the final examination grade.

It is important that your child is organised so as not to fall behind with their work.

Coursework needs to be completed to the highest standard.



# MATHEMATICS

## INTRODUCTION

Mathematics is one of the core subjects you must study at KS4.

### THE AIMS OF THE COURSE ARE:

1. To increase and deepen your mathematical knowledge
2. To improve your mathematical skills
3. To develop your ability to use mathematics in other subjects and in everyday situations
4. To improve your ability to appreciate mathematics and to reason logically

## WHAT YOU WILL STUDY

You will follow a mathematics course that is appropriate to your present ability – your achievements and efforts will determine your level of GCSE entry and may result in movement to another group. You will be expected to provide your own equipment at all times, INCLUDING A CALCULATOR, PROTRACTOR AND COMPASS.

## ASSESSMENT

There are 2 examination levels:

**Higher** 5, 6, 7, 8, 9

**Foundation** 1, 2, 3, 4, 5

You will sit 3 GCSE exams in May/June of year 11. These exams will make up 100% of your final grade. There are two Calculator papers and one Non Calculator paper.

## PROGRESSION

A grade 4 pass or above in Mathematics is required for most Level 3 pathways and you will be required to continue studying GCSE Mathematics Post 16 if you do not achieve it in Year 11. A grade 7 pass could lead to A Level Mathematics.

## CAREERS

Mathematics is important in a great range of careers but is vital for accountancy, teaching, nursing and Science related careers.

# ENGLISH LANGUAGE AND ENGLISH LITERATURE

## ENGLISH LANGUAGE COURSE OUTLINE

### INTRODUCTION

Most students study the AQA specifications for both English Language and English Literature and are awarded two separate grades.

### WHAT YOU WILL STUDY

English Language Course Outline

The course focuses on the development of reading and writing skills. Students are expected to demonstrate a competent control of Standard English and to write accurately and confidently. They will learn to read critically a variety of texts from a range of genres spanning the 19th, 20th and 21st centuries, including fiction and literary non-fiction.

#### Explorations in Creative Reading and Writing, Paper 1

**Section A** - Reading a 20th or 21st century fiction text in order to consider how established writers use narrative and descriptive techniques to capture the interest of readers.

**Section B** - Writing their own creative text, inspired by the material that they have read in Section A. Writers' Viewpoints and Perspectives, Paper 2

**Section A** - Reading two linked sources from different time periods and genres in order to consider how each communicate their viewpoint to the reader.

**Section B** - Producing a written text to a specified audience, purpose and form in which they give their own perspective on the theme from Section A.

Spoken Language, Non-examination Assessment

Presenting information and ideas, using Standard English appropriately.

### ASSESSMENT

All students will be assessed on two written papers, with equal weighting of 50%. These papers will be taken at the end of the course in Year 11.

There is a separate qualification available for Spoken Language.

### PROGRESSION

A pass at the higher level in English Language is required for most Level 3 pathways.

### CAREERS

English is important in all careers but is vital for working in the Health Service, Teaching, careers in the Media and careers in Science.



## **ENGLISH LITERATURE COURSE OUTLINE**

English Literature encourages students to read a wide range of classic literature and make comparisons across their study. They will learn to analyse and evaluate a range of texts including 19th century fiction, Shakespeare and a range of literature from the English Heritage.

### **Shakespeare and the 19th Century Novel, Paper 1**

**Section A** - Macbeth by William Shakespeare, writing about an extract and the play as a whole.

**Section B** - A Christmas Carol by Charles Dickens, responding to an extract and the novel as a whole.

### **Modern Texts and Poetry, Paper 2**

**Section A** – An Inspector Calls by J. B. Priestley, writing a response to a classic modern text.

**Section B** - Power and Conflict Poetry, reading and writing about a range of poetry linked by the theme of war and conflict.

**Section C** - Unseen Poetry, comparing unseen poems.

### **ASSESSMENT**

English Literature comprises two examinations, with equal weighting of 50%.

### **PROGRESSION**

English Literature is useful for further study in most Level 3 pathways and is essential for A Level English Literature.

### **CAREERS**

English Literature is useful for careers in Editing, Proofreading and Creative Writing.



# BUSINESS

## INTRODUCTION

GCSE Business is offered as a single option. During the course you will study two themes and the course will be assigned 3 hours per week. The course will be applied on the linear approach with all exams completed at the end of the two years.

## WHAT YOU WILL STUDY

- Theme 1** Investigating Small Business (50%)
- Theme 2** Building a Business (50%)

GCSE qualifications in business subjects should encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. The GCSEs should prepare students to make informed decisions about further learning opportunities and career choices.

GCSE qualifications in business subjects enable students to:

- > Actively engage in the study of business and economics to develop as effective and independent students and as critical and reflective thinkers with enquiring minds
- > Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
- > Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
- > Appreciate the range of perspectives of different stakeholders in relation to business and economic activities
- > Consider the extent to which business and economic activity can be ethical and sustainable.

## ASSESSMENT

The course will linear approach with examinations with all exams completed the end of the two years of study.

## PROGRESSION

Completion of the course allows learners to progress to:

- > T Level Management & Administration
- > A levels
- > Higher Education or employment

Or you could enter the workplace through an Apprenticeship.

## CAREERS

Studying Business could lead to careers in Accountancy, Banking, Retail, Insurance Industries and running your own business.



# CONSTRUCTION

## INTRODUCTION

BTEC Level 1/ Level 2 Tech Award in Construction and the Built Environment is offered as a single option 2 hours a week. These courses offer an introduction to the sector and give the student the

chance to acquire the basic vocational skills which they can develop further in the Sixth Form on industry

recognized courses. The BTEC Level 2 course is equivalent to 1 GCSE and is graded Pass, Merit or

Distinction. The Level 1 course is equivalent to 1 GCSE and is either Pass or Fail.

## WHAT YOU WILL STUDY

### Component 1: Construction Technology

In this unit you will:

- > Understand the structural performance required for low-rise construction.
- > Explore how sub-structures are constructed
- > Explore how superstructures are constructed

### Component 2: Construction in Practice

In this unit you will:

- > Understand Hazards & Risk for safe production of a practical construction outcome

## ONE OPTIONAL TRAINING/ASSESSMENT

- > Produce a practical outcome
  - Brickwork
  - or
  - Carpentry & Joinery

### Component 3: Construction and Design

In this unit you will:

- > Understand the needs of a client & the constraints on a design when designing a low-rise building.
- > Be able to graphically communicate the design of a low-rise building.

## ASSESSMENT

Component 1: Construction Technology is assessed through a written exam. All other Components are assessed internally, in the form of practical models and written assignments.

## PROGRESSION

Bricklaying or Carpentry and Joinery can be studied at Level 2 or Level 3 in the Sixth Form or you could enter the workplace through an Apprenticeship.

## CAREERS

There are many careers in the Construction Industry including trades such as Bricklaying, Joinery, Plasterer, Glazier and Shop Fitter, Architect or Structural Engineer.



## SCIENCE

### INTRODUCTION

Science is a core subject at KS4.

All pupils must study Combined Science. The course includes units of Biology, Chemistry and Physics and is worth 2 GCSEs. The grades awarded are combined into a dual award eg. 5-5 or 6-5. Therefore, excellence in one subject eg. Physics, will raise the overall grade. Pupils that have selected Triple Science as one of their options will complete the same content as the Combined Science pupils, plus extension units for each subject. This means they will complete 3 GCSEs and the grades are separate for each subject. Therefore, they could achieve a Grade 8 in Biology, Grade 7 in Chemistry and Grade 9 in Physics.

### TRIPLE SCIENCE

For those pupils with a keen interest in Science, a GCSE target grade of 6 or above and who achieve the highest grades in their Year 9 exams there will be an opportunity to select to study Triple Science. This will be available in an option block. This option would particularly suit pupils considering A Level Science subjects. Please speak with your Science teacher about selecting this option.



## WHAT YOU WILL STUDY

In Year 10 pupils will work on fundamental science principles that underpin the key areas of Biology, Chemistry and Physics

BIOLOGY	CHEMISTRY	PHYSICS
Topic 1 – Overarching concepts in biology	Topic 1 - Overarching concepts in chemistry	Topic 1 – Overarching concepts of physics
Topic 2 - Cells and control	Topic 2 - States of matter	Topic 2 – Waves
Topic 3 – Genetics	Topic 3 - Methods of separating and purifying substances	Topic 3 - Light and the electromagnetic spectrum
Topic 4 - Natural selection and genetic modification	Topic 4 - Acids Topic 5 - Obtaining and using metals	Topic 4 - Particle model - 1
Topic 5 - Health, disease and the development of medicines	Topic 6 – Electrolytic processes Topic 7 – Reversible reactions and equilibria	Topic 5 – Radioactivity

In Year 11 pupils will complete the remaining units and consolidate their learning in preparation for the exams.

BIOLOGY	CHEMISTRY	PHYSICS
Topic 6 - Plant structures and their functions	Topic 12 – Groups 1, 7 and 0	Topic 7 - Energy - forces doing work
Topic 7 – Animal coordination, control and homeostasis	Topic 13 – Rates of reaction Topic 14 – Fuels	Topic 8 - Forces and their effects
Topic 8 - Exchange and transport in animals	Topic 15 – Heat energy changes in chemical reactions	Topic 9 – Electricity and circuits Topic 11 - Magnetism and the motor effect
Topic 9 - Ecosystems and material cycles	Topic 16 – Earth and atmospheric science	Topic 13 - Particle model – 2 Topic 14 - Forces and matter
Exam Preparation	Exam Preparation	Exam Preparation

## ASSESSMENT

Foundation tier will cover grades 1–5, and higher tier will cover grades 4–9.

All students will take 6 x 1hr10 exams, with those studying triple taking 6 x 1hr45 exams.

A minimum of 8 practical tasks per GCSE are included (16 for combined science). These will be based on a set of agreed techniques. Knowledge and understanding of these core practical tasks, as well as investigative skills will be tested in the exams. 15% of marks in the exams will be devoted to practical assessment.

## PROGRESSION

GCSE Science could lead to further science study including A Level Biology, Chemistry and Physics or T-Level Science.

## CAREERS

GCSE Science is required for careers in Nursing, Medicine, Dentistry, Veterinary Science, Forensic Science and Laboratory Technician. It is also highly regarded by many employers as an indicator, if you have good GCSE results, you are able to problem solve, have a good understanding of the natural world and can apply yourself and succeed in anything you put your mind to.



## GCSE ART & DESIGN

In 2025, the UK creative industries are valued at approximately £124 billion in Gross Value Added (GVA), with around 2.4 million jobs and over 269,000 businesses. The sector is experiencing significant growth, with a new 2025 strategy aiming to boost private investment from £17 billion to £31 billion by 2035.

- > Employment: The sector supports 2.4 million jobs.
- > Government Investment: A £380 million package is being deployed to support growth, innovation, and regional hubs.

### COURSE CONTENT

The GCSE course in Art & Design is a 2-year qualification which aims to encourage any pupils that enjoy drawing, painting, printing and making to further their artistic flair, by developing work from a wide variety of starting points.

The work will be based on an introduction to art project and 1 coursework project (Component 1) and an externally set assignment (Component 2). Work will be assessed through project work and a final examination. In Year 10, pupils will sit a 5-hour mock examination to produce a final piece for their introductory project. In Year 11 they will sit a 10 hour mock examination to produce a high quality final piece for their coursework project. They will sit a 5 hour exam in preparation for the 10-hour examination at the end of Year 11.

Pupils will spend Year 10 and 11 following the Edexcel Art, Craft & Design (1AD0) programme of study. This will equip them with the essential techniques and processes to complete their portfolio work. Pupils will be assessed using the following 4 assessment objectives:

- > **Assessment Objective 1:**  
Develop ideas through investigations demonstrating critical understanding of sources.
- > **Assessment Objective 2:**  
Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- > **Assessment Objective 3:**  
Record ideas, observations and insights relevant to intentions as work progresses.
- > **Assessment Objective 4:**  
Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## ASSESSMENT

The final grade is calculated from achieving a coursework portfolio (this is everything you do in the classroom and homework) which will represent 60% of the final mark. The final 40% comes from an externally set assignment where pupils must choose a theme from given starting points. The final 10-hour exam is set over 2 days.

### Methods of Assessment:

#### Component 1:

60% of overall qualification, internally marked, externally moderated.

#### Component 2:

40% of overall qualification, internally marked, externally moderated.

This course is ideal for pupils who have a strong interest in Art & Design and who would like to develop their skills.





# MUSIC

## INTRODUCTION

Music is both a creative and academic subject. It can be employed in many walks of life and can be a really valuable skill for many careers. When applying for courses and jobs you need to get yourself noticed and, if you have musical ability and gain this GCSE, you set yourself apart as it is a specialist subject. People are always interested in Music and musicians!

## WHY STUDY MUSIC?

Taking GCSE Music can open up a wealth of career possibilities and can also be used in many other areas. The course aims to develop all aspects of music. GCSE Music is a good accompaniment for a wide range of other subjects and also helps to develop many important qualities, useful for gaining employment. These include: confidence, creativity, reliability, concentration, perseverance, patience and a positive attitude.

## WHAT YOU WILL STUDY

### Course Structure

The course is focussed on three basic disciplines:

- > Performing (playing or singing) 30%
- > Composing 30%
- > Appraising 40%

Through the course you will study five Areas of Study:

- |                             |   |                    |
|-----------------------------|---|--------------------|
| > My Music                  | > | Film Music         |
| > The Concerto Through Time | > | Conventions of Pop |
| > Rhythms of the World      |   |                    |

You will also study a range of musical theory including:

- |   |   |   |
|---|---|---|
| > Pitch and chords                      | > | Texture                                 |
| > Tonality and key                      | > | Tempo, metre and rhythm                 |
| > Structure                             | > | Dynamics including Italian Terminology. |
| > Timbre and recognition of instruments |   |   |

The context of music will also be studied and the ability to read staff notation (Treble and Bass Clef) is essential. You will be expected to attend one music club at school, as part of your Homework each week and will receive free instrumental/vocal tuition from our visiting instrumental tutors.

## ASSESSMENT

You will record a Solo and an Ensemble Performance, compose two pieces of music (one based on a brief set by OCR) and sit a Listening Examination.

## PROGRESSION

This course provides the knowledge, skills and understanding to gain a job in the Music sector. It also prepares students for AS and A Level or BTEC Music. It is also a useful subject, to include on CV and UCAS personal statement.

## CAREERS

Cruise Ships and Entertainment; Entertainment at Holiday Camp; Holiday Rep; Working with Children (teaching assistants, child care); Community Musician; Music Therapy; Nursing; Music Teaching; Arts Management; Arts Development; Backstage Crew; Events Management; Museum Curator; Disc Jockey; Personal Relations; TV/Radio Presenting; Agent; Musician.



## PHYSICAL EDUCATION

All Key Stage 4 pupils will receive 2 hours of core PE a week.

You can also choose to study for a Physical Education qualification.

To be successful in the subject you must have sporting ability and be able to attend regular extra-curricular clubs and/or represent the Academy in sports fixtures. An interest in learning about the body and the impact and effects of sport on an individual's participation is necessary.

### GCSE PHYSICAL EDUCATION

The GCSE Physical Education course is one which is theoretically dominated making up 60%, with a practical element creating 40% of the overall grade. These will be mainly based in the classroom with some practical lessons – usually delivering theory through a practical element.

### WHAT YOU WILL STUDY

#### Theory of PE – 2 Exams

**Paper 1** – The Human Body & Movement in Physical Activity & Sport (30%)

- > Applied Anatomy & Physiology
- > Movement Analysis
- > Physical Training
- > Use of Data

**Paper 2** – Socio-Cultural Influences & Well-Being in Physical Activity & Sport (30%)

- > Sports Psychology
- > Socio-cultural influences
- > Health, Fitness & Well-being
- > Use of Data

#### Practical Performance in PE

- > Practical performance in three different physical activities in the role of player/performer; one in a team activity, one in an individual activity and a third in either a team or in an individual activity. (Each activity = 10%. Overall = 30%)
- > Analysis & Evaluation of Performance to bring about improvement in one activity (Written document - 10%)

### ASSESSMENT

GCSE PE is a challenging course and a large proportion of the grade will be from theoretical examinations (60%) with only 40% being practically assessed.

### PROGRESSION

Level 3 BTEC Extended Diploma in Sport (UAH) or A-Level PE.

### CAREERS

PE Teacher; Sports Coach; Personal Trainer; Sports Science Industry; Sports Development; Sport & Leisure Industry & Management; Exercise, Health & Fitness Industry; Physiotherapist; Sports Psychology; Sports Analysis & more.



## **DESIGN AND TECHNOLOGY (Resistant Materials, Textiles, Graphics)**

**Pearson BTEC Tech Award**

**FIRST TEACHING FROM SEPTEMBER 2022**

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build applied knowledge and skills that show an aptitude for further learning, both in the sector and more widely.

The focus is on building applied knowledge and skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

The skills developed through an education in design are integral to many roles within the creative sector, which is a collection of exciting and vibrant industries including fashion, games, advertising, graphics and publishing, craft and product design, interior design and architecture. Collectively, the creative sector in the UK contributed nearly £112 billion to the economy in 2019, and has grown by 7.4% since 2017, a rate of growth five times that of the overall UK economy.

**Student will study the course through their chosen Design & Technology specialism of either Resistant Materials, Textiles or Graphics**

**The course is made up of 100% course work and so every piece of work produced in lesson contributes to their final grade. It is therefore imperative that students keep up to date with their work and take responsibility for their project management.**

## COMPONENTS:

Learners are required to complete and achieve both components in the qualification.

1 Creative Practice in Art and Design – Internally moderated

2. Responding to a Brief - Externally moderated

The two components focus on the assessment of applied knowledge, skills and practices. These are essential to developing a basis for progression and therefore learners need to achieve both components in order to achieve the qualification.

### Skills and process taught in Unit 1: YEAR 10

- > Use research to develop understanding of design practice
- > Research sources for investigation: primary sources, secondary sources
- > Art and design investigation methods relevant to a specialist area
- > Exploring art and design media, materials, techniques and processes
- > Responding to the work of others practically
- > Generating ideas to solve creative problems
- > Informing ideas
- > Use techniques to communicate ideas and intentions
- > Practical skills development
- > Apply health and safety practice
- > Explore materials relevant to own creative intentions
- > Develop skills through traditional, digital or experimental specialist materials and techniques
- > Apply industry development approaches relevant to work
- > Use ongoing review and practise of skills for development and refinement
- > Documenting and staying organised
- > Exploring different methods of communication

### Skills and process taught in Unit 2: YEAR 11

- > Interpreting a brief
- > Considering constraints and intentions
- > Personal intentions
- > Organisation skills
- > Identifying priorities
- > Preparing for a project
- > Applying industry approaches relevant to a project
- > Consider constraints of the brief
- > Review of fitness for purpose
- > Presenting development and final response in a portfolio
- > Presenting intentions through images and annotation
- > Showing the final response

## LEVEL 1 / LEVEL 2 HOSPITALITY AND CATERING

This course concentrates on the hospitality and catering industry. You will develop the knowledge and understanding related to a range of hospitality and catering providers, how they operate and what they have to take into account in order to be successful. The qualification is graded L1 pass to L2 Distinction.\*



The qualification has been devised around the concept of a 'plan, do, review' approach so that students take part in practical activities in different contexts in order to learn the related theories. This approach mirrors many work related activities in the hospitality and catering sector and also provides for learning in a range of contexts. As such, the qualification provides learners with a broad appreciation of work in the hospitality and catering sector and wider opportunities for progression into further education, employment or training.

### WHAT YOU WILL STUDY

You will have the opportunity to learn about issues related to nutrition and food safety and how they affect successful hospitality and catering operations. Student will learn a wide variety of professional kitchen skills and knowledge so that they are well equipped to complete their four hour practical assessment. In addition to this, students will learn transferable skills of planning, problem solving, organisational and time management, and communication skills.

### ASSESSMENT

#### Unit 1: The Hospitality and Catering Industry

External, on line examination that lasts 1 hour 20 minutes. This external examination will take place at the end of Year 11 and contributes towards 40% of the final Grade.

#### Unit 2: Unit 2: Hospitality and Catering in Action

Internally assessment, contributes towards 60% of the final Grade. For this internal assessment, students will be required to respond to a task set by the exam board. To respond to this task students will need to research, plan, safely prepare and present two dishes with accompaniments. The preparation and presentation of these two dishes will need to be completed in a single 3 hour session. Pupils are also required to complete a piece of coursework in 9 hours.

### IMPORTANT

- > Ingredients are usually needed every other week.
- > This is a commitment that needs to be taken when opting for the course.
- > Students will be expected to bring in their own ingredients.



## HISTORY

“In studying history we are finding out about ourselves.”

Vivian Galbraith.

### WHY CHOOSE GCSE HISTORY?

- > You will develop your analytical skills.
- > You will gain an understanding of key Historical events and how they shaped the world today.
- > You will study primary sources and secondary interpretations to reach informed conclusions.

### WHAT YOU WILL STUDY

Edexcel GCSE History (9-1).

This includes:

- > Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.
- > Anglo Saxon and Norman England 1066-1088
- > Superpower Relations and the Cold War 1941-1991
- > Weimar and Nazi Germany 1919-1939

The emphasis in GCSE History requires both a good retention of subject knowledge but also the ability to apply the skills taught throughout the course. You are taught to analyse a great variety of historical evidence, both visual and written, in order to make reasoned and informed judgements and answer a range of questions presented to you.

### ASSESSMENT

The course is 100% examination. There are 3 written examinations at the end of the course:

**Paper 1** - Crime and Punishment through time 1000-present

(Source Enquiry into Policing in Whitechapel c1880): 1hr 15

**Paper 2** - Anglo Saxon and Norman England 1066-1088 and Superpower Relations and the Cold War 1941-1991: 1hr 45

**Paper 3** - Weimar and Nazi Germany 1919-1939: 1hr 20

### PROGRESSION

You could continue your study of History at A Level in the Sixth Form.

### CAREERS

Advertising, Teaching, Heritage work, Policing, Law, Archaeologist, MP, Marketing

“A generation which ignores history has no past and no future.”

Robert Heinlein.

## GEOGRAPHY

Geography is the study of the Earth, its people, and the challenges facing our world today. It helps students understand how physical environments and human activity interact at local, national, and global scales. Geography is a highly relevant subject, especially as issues such as climate change, migration, inequality, and environmental sustainability continue to grow in importance.



By choosing Geography, students will develop a strong understanding of the world around them through both classroom learning and fieldwork. The subject encourages students to think critically, analyse data, and form balanced arguments about real-world issues. Geography also helps students make informed decisions about how development can be managed sustainably while protecting the environment.

The OCR B Geography course builds on knowledge gained at Key Stage 3, including topics such as natural hazards, ecosystems, rivers, coastal landscapes, and global development. Students will explore how the Earth's systems work and consider how a sustainable future can be achieved for people and the planet.

Throughout the course, students will develop a wide range of valuable skills, including map skills, statistical analysis, and extended writing. These skills are useful across many subjects and future career paths.

Students will complete two compulsory fieldwork investigations, giving them the opportunity to apply their learning outside the classroom. These include:

- > A coastal fieldwork study at Hunstanton
- > An urban fieldwork study in Peterborough

Geography is a rich and diverse subject that prepares students well for further education and a wide range of careers. It helps students become knowledgeable, responsible, and informed global citizens, while providing skills and experiences that will benefit them throughout their lives.

### WHAT YOU WILL STUDY OCR B (Geography for Enquiring Minds)

Themes include: Global Hazards, Changing Climate, Distinctive Landscapes, Sustaining Ecosystems, Urban Futures, Dynamic Development, UK in the 21st Century and Resource Reliance.

### ASSESSMENT

The course will be 100% examination with 3 exams at the end of Year 11. You will be examined on fieldwork skills which includes Maths and Statistics work within the exam.

### PROGRESSION

You could continue your study of Geography at A Level in the Sixth Form. Geography links extremely well with specialist Science and arts subjects, so it is ideal for a balanced curriculum.

**CAREERS GCSE Geography with:** Art and Design Technology Architecture, Cartography, Landscape Design Science Agriculture, Environmental Health, Conservation History Archaeology, Law, Curator, Publishing

# GCSE OPTION COMPUTER SCIENCE

## INTRODUCTION

The OCR GCSE (9–1) Computer Science qualification enables learners to develop the computational skills needed to thrive in the fast-changing world of technology. This course encourages students to think creatively, innovatively, and logically to solve real-world problems.

Building on the foundations of KS3, this rigorous course of study requires strong mathematical and analytical skills. Students will engage in innovative programming challenges, primarily using Python, to develop the technical proficiency required for an exciting digital future beyond the classroom.

## WHAT YOU WILL STUDY

The course is split into two main components:

### Component 01: Computer Systems

This unit explores the “under the hood” mechanics of digital devices. Topics include:

- > **Systems Architecture:** Understanding the CPU and the Von Neumann model.
- > **Memory and Storage:** Learning how data is stored and the different types of hardware used.
- > **Number Systems:** Mastering the conversion and calculation of Binary, Denary, and Hexadecimal, and understanding how computers represent characters, images, and sound.
- > **Networks and Protocols:** How computers communicate, including the internet and cybersecurity.
- > **Impacts of Digital Technology:** Examining the ethical, legal, cultural, and environmental impacts of computing on modern society.

### Component 02: Computational Thinking, Algorithms and Programming

This unit is the core of “thinking like a programmer.” Topics include:

- > **Algorithms:** Designing solutions using flowcharts and pseudocode.
- > **Programming Techniques:** Mastering variables, selection, iteration, and data structures.
- > **Boolean Logic:** Constructing truth tables and logic gates.
- > **Defensive Design:** Learning how to write robust, secure, and error-free code.

## ASSESSMENT

- > **Computer Systems:** 1 hour 30 minute written exam (50%)
- > **Computational Thinking, Algorithms and Programming:** 1 hour 30 minute written exam (50%)

## PROGRESSION

Success in this course provides a seamless transition to T-Level courses. It provides the essential logic and problem-solving skills highly valued by universities for Science, Technology, Engineering, and Math (STEM) degrees.

## CAREERS

This qualification is the first step toward high-demand careers in:

- > Software Engineering & App Development
- > Cybersecurity & Ethical Hacking
- > Artificial Intelligence & Data Science
- > Game Design & Systems Architecture





# GCSE OPTION BTEC DIGITAL INFORMATION TECHNOLOGY

## INTRODUCTION

Digital Information Technology is for learners who want specific advanced knowledge and skills in the digital sector.

The digital sector is a major source of employment in the UK. Digital skills span all industries, and almost all jobs in the UK today require employees to have a good level of digital literacy.

This qualification will enable learners to progress within this industry and demonstrate a range of advanced digital skills and knowledge.

## WHAT YOU WILL STUDY

The main focus is on four areas of equal importance:

- > Development of key skills that prove your aptitude in digital information technology, such as project planning, designing and creating user interfaces and dashboards as a way to present and interpret data.
- > The process that underpins effective ways of working in digital information technology, such as project planning, the iterative design process, cyber security, virtual teams, legal and ethical codes of conduct.
- > Developing the attitudes that are considered most important in digital information technology including personal management and communication.
- > The effective use of skills, processes and attitudes in the sector such as how different user interfaces meet user needs, how organisations collect and use data to make decisions, virtual workplaces, cyber security and legal and ethical issues.

## ASSESSMENT

Learners are required to complete and achieve all three components of the qualification.

<p><b>Component 1:</b> Exploring User Interface Design Principles and Project Planning Techniques</p>	<p>Each internal assignment will be completed in approximately 6 hours of supervised assessment.</p>
<p><b>Component 2:</b> Collecting, Presenting and Interpreting Data</p>	
<p><b>Component 3:</b> Effective Digital Working Practices</p>	<p>This paper-based external assessment will be completed in 1 hour 30 minutes at the end of the qualification.</p>

## PROGRESSION

Pupils will be able to progress to any digital qualification, with the potential to go to University.

## CAREERS

This qualification would typically lead to careers in database administration, IT project management, cyber intelligence officer, social media management or forensic computer analysis.

# GCSE FRENCH AND GCSE SPANISH

## INTRODUCTION

In a world where both local and international companies are looking to trade with emerging economies much further abroad, the ability to speak another language has never been more important in the workplace. Proficiency in more than one language add another dimension to other skills you can offer an employer and could boost opportunities for travel and improve your future earning potential. An additional language also demonstrates to an employer that you have a strong work ethic and can be given responsibility to take on more complex tasks and work independently. Studying a second language also shows that you can communicate and adapt to different situations and people. Moreover, it gives you an insight into other cultures and how other people think.



## WHAT YOU WILL STUDY

You will study a range of engaging and relatable thematic contexts, which are relevant to your current and future needs. These include:

- |                           |                          |
|---------------------------|--------------------------|
| > My personal world       | > Media and technology   |
| > Lifestyle and wellbeing | > Studying and my future |
| > My neighbourhood        | > Travel and tourism     |

## ASSESSMENT

The GCSE course is divided into four skills and each skill has a foundation or higher tier. Each student may only be entered for one tier across all four skill areas. All areas are tested at the end of year 11.

### Reading – 50 marks (25%)

There are 2 parts to the exam. In the first section, you will read different stimuli in the target language and will have to answer a range of multiple-choice, multiple-response and short-answer open response questions. All questions will be set in English. In the second section, you will be required to translate short passages into English (35-40 words for foundation tier and 50-55 words for higher tier).

### Listening – 50 marks (25%)

There are 2 parts to the exam. In the first section, you will listen to extracts in the target language and will have to answer a range of multiple-choice, multiple-response and short-answer open response questions. All questions will be set in English. In the second section, you will be required to complete a dictation. You will listen to some short sentences in the target language and you will have to write what you can hear in that language.

### Writing – 50 marks (25%)

Depending on whether the student is entered for Foundation or Higher tier, they are required to produce three pieces of writing which may consist of: a short text, an email, letter, web page, article, report or promotional material with some specified content, plus a translation of either simple sentences or a short passage from English into the assessed language.

### Speaking – 50 marks (25%)

This component requires learners to respond in the assessed language to 3 tasks: Task 1 – Read aloud and answer 2 follow-up questions in the target language on the topic from the text; Task 2 – Role-play in a transactional setting (for example at the doctor's or at the airport); Task 3 – Student will describe a photo and will be asked questions on the same topic as a follow-up task.

## PROGRESSION

You could continue your study of language at A Level in the Sixth Form.

## CAREERS

International trade, banking and finance, translation, tourism, education, journalism, government, armed forces.

“One language sets you in a corridor for life.  
Two languages open every door along the way.”

Frank Smith.

# CHILD DEVELOPMENT

## INTRODUCTION

The Childcare Department is situated in the 6th Form Block and is equipped with a wide variety of useful equipment and resources to aid our teaching and the students' learning.



## WHAT YOU WILL STUDY AND ASSESSMENT

The qualification is split into 2 parts

### 1. **Written Paper** externally assessed written paper, equivalent to 50% of the total grade.

Questions will cover all aspects of the specification including:

- > Child Development
- > Factors that influence the child's development
- > Care routines, play and activities to support the child
- > Early Years Provision
- > Legislation, policies and procedures in the early years
- > Expectations of the early years practitioner
- > Roles and responsibilities within early years settings
- > The importance of observations in the early years childcare
- > Planning in early years childcare

### 2. **Synoptic Assessment**

This is split into five assessment objectives and will form 50% of the final grade. NEA encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas. NEA enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across all content areas that are being assessed.

Students wishing to follow this course should have a genuine interest in children and should possess the following personal qualities; be caring, helpful, honest, patient and kind.

## PROGRESSION

It is also an excellent progression route for further education in Early Years and Health and Social care.

## CAREERS

Childcare Practitioner, Primary School Teacher, Teaching Assistant, Social Work, Nursing, Community Work, Midwifery.



# HEALTH AND SOCIAL CARE

## INTRODUCTION

If you're interested in working with people, or want to care for and help others this may be the course for you. BTEC Tech Award Level 1/2 gives you the background knowledge and skills needed by anyone considering working within the healthcare sector.

You will:

- > Learn through investigation
- > Develop knowledge and understanding about health, social care and early years
- > Complete practical work
- > Learn about and understand the world you live in
- > Research occupations you may want to work in.

### What do I need to know, or be able to do, before taking this course?

This will be a new subject for students. The course is vocationally based and after studying our BTEC Tech Award Level 1/2 you will have some understanding of working with the healthcare sector.

## WHAT YOU WILL STUDY

The course has the following three Components.

### Component 1: Human Lifespan Development (An assignment exam in Feb/Mar in Year 10)

How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships and lifestyle events affect your growth and development?

### Component 2: Health and Social Care Services and Values (An assignment exam in Oct/Nov Year 11)

This component will help you gain an understanding of how care values are applied in health and social care settings to help individuals take control of their own care and to ensure their own specific needs are met.

### Component 3: Health and Wellbeing (Exam)

This component is exploring the factors that affect physical health and mental health, health lifestyle indicators, and developing a plan to improve individual's health and wellbeing.

## PROGRESSION

This course is ideal preparation for progression to more detailed study of health, social care and early years.

After this course you can continue your studies in our 6th Form on the T-Level Health Supporting Adult Nursing OR find employment/apprenticeship in a specialised area within the health, social care and early year's field.

## CAREERS

Nursing, midwifery, paramedic, neo natal nurse, healthcare support worker, radiography there are over 82 roles within the healthcare sector.



## **CITY & GUILDS LEVEL 2 TECHNICAL AWARD IN CONSTRUCTING AND MAINTAINING THE BUILT ENVIRONMENT ELECTRICAL AND PLUMBING**

This qualification allows you to explore the construction and built environment industry. If you enjoy practical, hands-on tasks but also want to discover how buildings are constructed and what happens when they require repair, maintenance or refurbishment, then this qualification is for you.

### **UNIT 201 WORKING IN THE BUILT ENVIRONMENT**

The purpose of this unit is for learners to understand how the construction and built environment industry is structured and how individuals work together to plan and deliver projects. This understanding will enable pupils to establish who needs to be involved in specific tasks within construction projects, what they will do, and when.

### **UNIT 202 CONSTRUCTION METHODS AND MATERIALS**

The purpose of this unit is for learners to understand the methods used to construct buildings and why certain materials are used instead of others in the construction and maintenance of buildings

Everything in the built environment is made out of one or more materials. These materials may be natural or may have been manufactured from naturally-occurring raw materials. Each material will have its own physical and chemical properties that will make it useful for some tasks but not for others, and so the selection of a material for a given task will depend upon its properties.

### **UNIT 203 MAINTENANCE, REPAIR AND REFURBISHMENT OF BUILDINGS**

The purpose of this unit is to provide learners with an understanding of the need for maintenance and repair of buildings. They will understand the differences between maintenance, repair and refurbishment and be able to recommend actions for the repair, maintenance and refurbishment of a building as part of a construction project.

## UNIT 204 USING TOOLS TO CONSTRUCT AND MAINTAIN BUILDINGS

The purpose of this unit is for learners to understand the breadth of practical skills that are performed in the construction industry and the different tools and techniques that are used. Learners will develop an understanding of the importance of tools in a wider sense, and the specific uses to which each tool is put

Topics covered in this unit include how to work safely on construction projects including the use of sources of information such as legislation and risk assessments. Learners will understand how risk assessments are used to identify hazards, assess risks and propose control measures where necessary.

This unit will focus on the Electrical and Plumbing industry. Pupils will develop practical skills and knowledge for the installation, testing and maintenance of basic Electrical and plumbing installations.

### ASSESSMENTS

- > **Year 11** Written Exam
- > **Year 11** Synoptic assessment for both plumbing and electrical.
- > **Practical Electrical assessment**
- > **Practical Plumbing assessment**

### WHERE CAN THIS QUALIFICATION LEAD TO?

This qualification supports post-16 progression into a range of further education and training pathways. Learners may progress into our Sixth Form into Level 1 and Level 2 Electrical Installations and Plumbing courses, as well as Level 3 apprenticeships in the construction, Engineering and building services sectors.





## GCSE MEDIA STUDIES

Media is about communication, particularly mass communication with lots of people.

The media creates products that are designed to educate, entertain and inform. Whenever you are watching television, streaming films, scrolling through social media, or listening to a podcast, you are consuming media.

The power that the media has is huge. The average adult consumes media for almost 8 hours a day, and within that time, they are being bombarded by other people's ideas and opinions and images of the world and its people. How someone responds to that will affect their ideas about people, places, politics, culture, and their place in the world. Doesn't that sound like something we should know more about?

### WHY STUDY MEDIA STUDIES?

As a GCSE Media Studies student, you will analyse how media products use images, sounds, language, and representations to create meaning. You will learn about the media industry and how media products are made.

You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why.

You will study lots of different types of media, including Magazines, advertising and marketing, films, television, newspapers, social media, radio, music videos, and video games. There's also practical work where you might create, magazines, television programmes, advertisements, and more. In your practical work, you'll be able to apply what you've learned about the media in the creation of your own media products.

## COURSE OVERVIEW AND ASSESSMENT

Unit	How are they assessed?
<b>Component 1:</b> Television (Crime Dramas) Film + promoting media (Lego Movie) Video Games (Lego Movie Video Game)	Written Examination – Paper 1 – 1 hour 45 mins – 35% of qualification
<b>Component 2:</b> Music Videos Music Magazines, Radio Newspapers + Online news	Written Examination- Paper 2 – 1 hour 15 mins – 35% of qualification
<b>Component 3:</b> Creating media – an individual media production created following a set brief.	Non exam assessment – Media production – 30% of qualification

## PROGRESSION AND CAREERS

During your chosen Media course, you'll develop and practice a range of skills that will equip you for progression to Post 16 study. They will also help you hugely in other areas such as ICT, English, Business Studies, Art, and Humanities.

Looking further ahead, over one hundred universities offer courses in Media, Communications, and Cultural Studies in the UK. A post 16 qualification in Media Studies, informed by study at KS4, helps you move towards these courses and those in a range of other areas. We have a new Post 16 qualification starting at UAH in September for those that wish to continue their studies here.

There is a huge amount of career opportunities in the media, and it's an industry that is growing very quickly. If you are interested in the idea of a career in TV and film production, advertising, journalism, interactive media, digital marketing, technical production, special effects, web design, and post-production, then studying Media at UAH is a great place to start!





# RELIGIOUS STUDIES

## INTRODUCTION

GCSE Religious Studies is a two year course which will provide you with the opportunity to challenge your own views, discover new things about our world and learn how to put your ideas forward in a reflective manner.

You will:

- > Be able to engage in a subject where different cultures and beliefs are explored.
- > Explore religions, beliefs and reflect on fundamental questions challenging their beliefs and the beliefs of others;
- > Challenge your own opinions about a number of ethical issues.
- > Apply religious beliefs to ethical issues such as terrorism.
- > Be able to express your own opinion on a variety of topics.

## WHAT YOU WILL STUDY:

<p><b>Religion 1: Christian Beliefs &amp; Practices</b></p> <ul style="list-style-type: none"> <li>&gt; How can God be all-loving if people suffer?</li> <li>&gt; Do we have free will or are our lives pre-planned?</li> <li>&gt; What do Christians believe about Life after Death?</li> <li>&gt; How do Christians worship God?</li> <li>&gt; Are Christian festivals really about religion in modern Britain?</li> </ul>	<p><b>Religion 2: Islam Beliefs &amp; Practices</b></p> <ul style="list-style-type: none"> <li>&gt; What are Muslim beliefs about Allah?</li> <li>&gt; How to live a good life?</li> <li>&gt; What is the purpose of prayer?</li> <li>&gt; Where do Muslims go on pilgrimage to?</li> <li>&gt; What causes conflict in Islam?</li> </ul>
<p><b>Theme A: Relationships and families</b></p> <ul style="list-style-type: none"> <li>&gt; Are gay marriages acceptable within Christianity?</li> <li>&gt; What do Christians believe about divorce?</li> <li>&gt; Why do some Christians believe contraception is unacceptable?</li> <li>&gt; Is Christianity sexist?</li> </ul>	<p><b>Theme B: Religion and life</b></p> <ul style="list-style-type: none"> <li>&gt; Should you help someone die if they have a terminal illness?</li> <li>&gt; Should everyone have unlimited access to abortions?</li> <li>&gt; Is it right to test medicine's on animals, if it might save lives?</li> </ul>
<p><b>Theme D: Religion, peace and conflict</b></p> <ul style="list-style-type: none"> <li>&gt; What are the causes of terrorism?</li> <li>&gt; Can you justify war if it means killing innocent people?</li> <li>&gt; Why do some Christians think it's important to work for peace?</li> </ul>	<p><b>Theme E: Religion, crime and punishment</b></p> <ul style="list-style-type: none"> <li>&gt; Are people born evil or do they learn that behaviour?</li> <li>&gt; Do prisons work?</li> <li>&gt; When should we forgive people? For what actions?</li> <li>&gt; Should Britain bring back the death penalty?</li> </ul>

## ASSESSMENT

The course is 100% exam and we follow the AQA exam board.

Students will have 2 exams which will be 1 3/4 hour each.

Paper 1: The study of Religion (102 marks) + Paper 2: Themes (99 marks)

## PROGRESSION

You could continue to study Philosophy and Ethics in the Sixth Form at A Level.

## CAREERS

Religious Studies is a highly regarded, academic course of study as it equips you with skills that are needed for further education. The skills you learn in Philosophy and Ethics are useful in a number of careers including Teaching, Law, Journalism, Politics, Prison Office and the Police Service.

UNIVERSITY ACADEMY  
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