



Year 9 Options 2026



WITHAM
A PRIORY ACADEMY

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Welcome and Introduction

Dear Parent / Carers,

As your child begins to consider their options for the next stage of their education, this moment marks an important milestone, not only in their academic journey, but in their growth as young people discovering who they are and who they hope to become. We are delighted that we can support your child in this exciting next stage of their education.

Our collective ambition is that your children can become 'True Citizens of the world' which means that we endeavour to prepare them to achieve their best possible outcomes as well as support and guide them to be effective contributors to society. To achieve this, we seek to ensure all pupils are provided with the most appropriate, broad and balanced curriculum possible as they make the transition from Year 9 into Key Stage Four and beyond.

All pupils will follow a timetable which has been designed to offer the best opportunities for success and which will provide each and every pupil with the opportunity to gain a good range of qualifications and experiences. The choices they make will continue to be useful and valuable as they progress beyond Year 11 into further or higher education, training or employment. The timetable is based on a balanced range of courses including the core curriculum offer which is studied by all pupils. This will also include a choice of an Academic Breadth subject as well as a wide range of subject option choices.

Pupils should choose subjects they will enjoy and engage fully with as this will increase their chances of success. As well as having the information provided in this booklet, you will be able to meet with the Curriculum Leaders of each subject, who will share the details of all courses at the Options Evening on Thursday 6th February 2025.

To further support your child in this process, we have mapped out activities as part of our personal development curriculum offer so that they are prepared, informed and supported.

In the meantime, teaching staff will be providing pupils with an insight into the subjects that we offer and are available should you have any questions.

Please do not hesitate to contact me if you require further information or have any concerns.

Mrs M Garner
Secondary Headteacher

Summary of the Options Process

Although the majority of the curriculum will be set, pupils will be able to choose their Humanities option and then select a further three option choices. In addition to this, pupils will choose two reserve options, as although every effort will be made to comply with the subject options chosen, it is not guaranteed that all combinations will be possible on the Academy timetable. If too few pupils select a course, it is possible that it may not be able to be timetabled. Alternatively, a group may be too large for all students who have opted for it to be accommodated. Students will make their choices in rank order, selecting the option they most want to study first and so on until their reserve.

Following on from Options Evening, students will have until after February half term to discuss their options choices with staff and their parents/ carers. During Module 3 we will use a guided form time to complete their options choices. Once all of these have been completed in school, parents/ carers will be invited to review their child's options using the SIMS parent app. If you have yet to download the SIMS parent app, please refer to the guidance sent out by email. If you have any problems with accessing the SIMS parents app, support will be available during the options evening. Alternatively, please contact the Year 9 team.

The Witham Curriculum

The Core Curriculum

All pupils will study the following subjects:

- English Language
- English Literature
- Mathematics
- Science (Combined or Separate Science)
- Religious Education (short course)
- Personal, Social, Health, Economic Education (PSHE)
- Core Physical Education

Humanities Choice

All pupils will study a Humanities or Language subject and will be asked to choose from:

- Geography
- History
- Spanish

Pupils may choose multiple of these subjects, however, it will reduce the number of further choices available from the list on the following page.

Subject Options

In addition to the Core Curriculum and a Humanities subject, pupils will study up to a further three option choices.

You must choose three subjects from the following list;

- Art and Design
- Enterprise
- Computer Science
- Creative iMedia
- Design and Technology
- Hospitality and Catering
- Health and Social Care
- Music
- Performing Arts
- Photography
- Spanish
- Sports Studies
- Statistics

New qualifications arrive and existing ones change with increasing frequency. We will continue to select the most appropriate qualifications on the basis of what is best for our pupils. Whilst it is our intention at this time to offer what is outlined within this booklet, this may change in the light of broader developments in the education system. Subject information is correct at the time of publication but may alter depending up on changes in the specification and assessment guidance.



Key Dates

Year 9 Annual Reports Issued: Friday 30th January 2026

Options Evening: Thursday 5th February 2026

An opportunity for you to speak to subject specialists about the courses on offer at Key Stage 4 in addition to meeting with your child's teachers to gather valuable feedback about the progress they are making and their next steps for success.

Form Tutor Support

Pupils will be able to talk with their form tutor or Pastoral Manager about the Options Process.

During the week of 23rd February 2026 students will have the opportunity to make their options choice during a form time.



Curriculum Delivery Model

The academy operates on a two-week timetable that consists of 50 taught 1-hour lessons (25 per week) and 30 minutes form time each day in which the PSHE curriculum is delivered.

The delivery model is designed such that all subjects have sufficient time for delivery, consolidation and enrichment of knowledge skills in line with the guided learning hours suggested by the qualification exam boards and the intended curriculum of the academy.

Below is a summary of the hours taught of each subject over a two week period.

Subject	Year 10	Year 11
English	8	8
Mathematics	8	8
Science*	8	8
Options Subjects	5	6
Core PE	4	2
PSHE**	5	5

*There is an option for students to study for a third Science GCSE as part of a separate science option. This is for those student who are particularly interested in studying a Science based course in the future and have an aptitude for Science. The combined science offer that forms part of the core curriculum covers all three disciplines (Biology, Chemistry and Physics). The separate offer would provide the opportunity to study each of these in more depth. For those students who opt to complete the separate science model, they will receive the additional hours for science lessons equivalent to one option choice.

**PSHE is delivered through dedicated time in form time that are 30 minutes each day. This also includes the statutory requirements in year 11.

If you have any questions or concerns at all regarding the delivery, please in the first instance, contact the year team who will be able to support

Course Content and Assessment:**AQA English Language:**Paper 1 - Explorations in Creative Reading

- Written exam : 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Paper 2 : Writer's Viewpoints and Perspectives

- Written exam : 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Course Content and Assessment:**AQA English Literature:**Paper 1 - Shakespeare and the 19th-century

- Written exam : 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Paper 2 : Modern Texts and Poetry

- Written exam : 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Description of Course:

All pupils at the Priory Witham Academy will follow the AQA specifications in English Literature and English Language, leading to two GCSE qualifications at the end of Year 11. In AQA English Language, pupils will read and explore a wide range of fiction, non-fiction and literary non-fiction. They will explore how writers use narrative and descriptive techniques to engage the interest of readers and the methods used to shape viewpoints and perspectives. Additionally, there is a non-examined Spoken Language unit which will be assessed by the teacher. This will be endorsed separately.

As part of the AQA English Literature study, pupils will explore Shakespeare, a 19th Century novel, a modern text and poetry. For pupils to achieve an award, they must read in depth, read critically and give extended responses to a wide range of literature texts and their contexts.

General Advice:

Pupils will be encouraged to read independently and access a range of texts in class but also as part of homework tasks. They will be expected to complete additional independent tasks to extend their learning beyond the classroom. Pupils will have support and access to a range of revision materials and through after-school support sessions.

MATHEMATICS

Course Content and Assessment:

GCSE Mathematics deepens the knowledge students have built in Key Stage 3 and strengthens their confidence across the curriculum. The course encourages logical thinking, problem-solving, and the ability to apply maths to real-life situations. Students develop resilience, explore different methods, and learn to communicate their reasoning clearly.

How it's assessed

The qualification will be graded and certificated on a nine-grade scale from 9 to 1 using the total mark across all three papers where 9 is the highest grade. Individual papers are not graded.

GCSE Mathematics has a Foundation Tier (grades 1 – 5) and a Higher Tier (grades 4 – 9).

- Three equally weighted written examination papers.
- Paper 1 is a non-calculator assessment, while a calculator is allowed for Paper 2 and Paper 3.
- Each paper is 1 hour and 30 minutes long.
- 80 marks per paper

Description of Course:

All pupils will follow a differentiated Mathematics course provided by Edexcel. They will continue to be taught in ability sets, but this will not prevent them from changing groups should their work indicate that it would be appropriate to do so. The purposes of this qualification is to provide evidence of pupils' achievements against demanding and fulfilling content, to give pupils the confidence that the mathematical skills, knowledge and understanding that they will have acquired during the course of their study are as good as those of the highest performing jurisdictions in the world.

It will also provide a strong foundation for further academic and vocational study and for employment, to give pupils the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education. This includes Level 3 Mathematics courses as well as Level 3 and undergraduate courses in other disciplines such as Biology, Geography and Psychology, where the understanding and application of Mathematics is crucial.

General Advice:

Homework time should be used for to complete the weekly Sparx Homework. Where a written homework is not set, it is expected that pupils will revise and use recommended websites. After-school support is available most evenings and should be used to clarify areas of uncertainty; practise areas of weakness; seek advice/help and build on strengths.

For more information, contact Miss H Murdock

COMBINED SCIENCE

Qualification: GCSE

Course Content and Assessment:

20% of marks in all exam papers will be for knowledge, understanding and application of practical skills; 40% for knowledge and understanding of scientific ideas; and a further 40% for application of scientific ideas.

Biology Paper 1 and 2

Chemistry Paper 1 and 2

Physics Paper 1 and 2

Pupils will sit a total of 6 exams, all of which are written papers. Each will last 1 hour 10 minutes and carry 60 marks. Each exam has an equal weighting of 16.6% of the final GCSE grade.

The qualification will be graded and certificated on the new 9 to 1 scale using the total mark across all six papers. The grades awarded will be 9-1 grades and pupils will achieve either two of the same grades (e.g. 5, 5) or two consecutive grades (5, 6).

Description of Course:

All pupils will study Combined Science and have input during lessons from specialist Biology, Chemistry and Physics teachers. Science is a subject with lots of areas of interest. It forms the basic grounding for most areas of work, including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology ... the list is endless.

In Biology, pupils will study cells and control, genetics, natural selection and evolution, health, disease and the development of medicines.

In Chemistry, pupils will study states of matter and mixtures, chemical changes, rates of reaction and energy changes, fuels and Earth science.

In Physics, pupils will study motion and forces, waves, light and the electromagnetic spectrum, radioactivity, forces and matter.

General Advice:

- Pupils will be set homework on a weekly basis that will take approximately one hour.
- Attend revision/ catch-up sessions throughout the year.
- Keep up to date with science in the news.

SEPARATE SCIENCE

Qualification: GCSE

For select students that show an aptitude for Science.

Course Content and Assessment:

Biology

Biology Paper 1 and 2 Written papers x2 - 1 hour 45 minutes 100 marks each

Chemistry

Chemistry Paper 1 and 2 Written papers x2 - 1 hour 45 minutes 100 marks each

Physics

Physics Paper 1 and 2 Written papers x2 - 1 hour 45 minutes 100 marks each

Description of Course:

For Separate Science pupils will study all three sciences in more depth than Combined Science and will gain a separate qualification in each subject. Pupils will have access to specialist Biology, Chemistry and Physics teachers. Separate Science courses are the best preparation for pupils who wish to study Science at A Level and beyond. Pupils will learn about the development of scientific ideas and its power and limitations. They will also evaluate the benefits and drawbacks of scientific and technological advances. Pupils will develop experimental, investigative and problem solving skills.

In Biology, pupils will study cells and control, genetics, natural selection and evolution, health, disease and the development of medicines, plant structure and their functions, animal coordination and homeostasis, exchange and transport in animals, ecosystems and material cycles.

In Chemistry, pupils will study states of matter and mixtures, chemical changes, rates of reaction and energy changes, fuels and Earth science, extracting metals and equilibria, Separate Chemistry 1, groups and the periodic table and Separate Chemistry 2.

In Physics, pupils will study motion and forces, waves, light and the electromagnetic spectrum, electromagnetic induction, radioactivity, forces and matter, conservation of energy, waves, astronomy, energy- forces doing work, electricity and circuits, static electricity, magnetism and its motor effect.

General Advice:

- Pupils will be set homework on a weekly basis that will take approximately one hour.
- Attend revision/ catch-up sessions throughout the year.
- Keep up to date with science in the news.

For more information, contact Mr M Worthington

Course Content and Assessment:

Unit 1: Living with the physical environment (1 hour 30 minute exam)

- How are hazards such as volcanoes, earthquakes, typhoons and floods caused? What effects do they have and how do we manage them?
- Why is climate change happening, what impacts does it have and how can we manage it?
- What are ecosystems like in the tropical rainforest and cold environments?
- How do rivers and coasts shape the UK's physical landscapes?

Unit 1: Living with the physical environment (1 hour 30 minute exam) Unit 2: Challenges in the human environment (1 hour 30 minute exam)

- How do our urban cities work in both poor and rich countries? What are the challenges and opportunities within them?
- Why are some countries richer than others and how can we improve the economy of poorer countries?
- What is the economic future of the UK and how is it changing?
- How does the world manage its resources? What pressures are there on food resources and how do we manage this?

Unit 3: Geographical applications (1 hour 15 minute exam + two compulsory field visits)

- How can I combine my problem solving, critical thinking and geographic skills and knowledge to analyse geographical issues? Can I justify my choices?
- What does a geographical enquiry look like? How can I use fieldwork to answer geographical questions? How do I collect and present data and use it to analyse and reach conclusions?

Description of Course:

Geography is a highly diverse and relevant subject, which is becoming ever more important in the modern and fast changing world. It links with a range of subjects including Business, Science, Maths and History, and helps to develop a range of skills such as analysing data, evaluating decisions and interpreting information, all of which are vital for future careers. This results in Geography pupils being some of the most employable, and so GCSE Geography is a desirable qualification to achieve.

General Advice:

- Read and watch the news - either through newspapers, watching the television or online - most of what is discussed in current affairs is Geography.
- Watch Geography-relevant documentaries, from BBC's Africa to Tsunami Caught on Camera, there are some superb programmes which will help your studies.

For more information, contact Mrs L Gibbons

Course Content and Assessment:

In History, we follow the AQA GCSE course. The final assessment will consist of 2 examinations at the end of Year 11. The examinations are equally weighted at 50%, based on source work, and extended answers. There is no coursework or controlled assessment.

Paper 1: Understanding the Modern World (1 Exam, 50% of the GCSE)

- Unit 1 – Democracy and Dictatorship: Germany 1890 – 1945. You will investigate Germany's turbulent start to the 20th Century. You will focus the impact of WW1 on Germany, the successes and failure of Weimar Germany, how Hitler rose to power and how life changed in Hitler's Germany
- Unit 2 – Conflict and Tension in Asia, 1950-1975. With a focus on America's role in the world and its growth as a super power. The focus is on the conflicts that the US engaged in and how their role in these was perceived around the world; Korea and Vietnam are a particular focus.

Paper 2: Shaping the nation (1 Exam, 50% of the GCSE)

- Unit 1 – Britain: Health and the People c.1000 – present day. You will investigate and assess developments of individuals and study the impact that events, such as the Black Death, had on Britain's health.
- Unit 2 – Norman England c.1066-1100. This unit provides a focused study of the contention to the throne in 1066, the Battle of Hastings and the developments in society under the rule of William the Conqueror. There is a historic environment case study, which links to a compulsory question in the examination.

Description of Course:

History is a significant and highly regarded qualification and one future employers often look for. The course will enable pupils to develop a knowledge and understanding of how key events in the past 1,000 years have helped shape today's global society. Pupils will equally have the opportunity to develop a broad range of skills – in analysis of content and evaluation of sources as well as written communication – which are skills that allow pupils to achieve success in later life.

General Advice:

- Complete extra research on topics not covered by the textbook.
- Keep book in an orderly state to avoid revision headache.
- Catch up with any missed chapter reviews- these are key for revision.
- Work as a team, different opinions are valuable and respected on this course.

For more information, contact Mr B Mapletoft

RELIGIOUS EDUCATION

(Short Course)

Qualification: GCSE

Course Content and Assessment:

Section A: The study of religions: beliefs and teachings

In RE, students study two distinct religious viewpoints, that of Christians and Buddhists, In Christianity, students will study their beliefs and teachings including their belief about God, the afterlife and sin, as well as their beliefs about Jesus.

In Buddhism, students will learn about the life of the Buddha, and how his life shaped the religion. They will also learn about the ethical teachings that Buddhists follow and what they believe shapes a humans personality and destiny.

Section B: Thematic studies: religious, philosophical and ethical studies

Students will also study religious, non-religious, philosophical and ethical arguments regarding issues that face contemporary British society.

On the theme of Relationships and Families, students will study people's viewpoints on contraception, marriage, divorce and same-sex relationships. Students will also consider the nature of a family and gender equality within communities.

Within the theme of Religion, peace and conflict students will consider the meaning of peace, justice, forgiveness and reconciliation. Students will also consider the use of nuclear weapons, violence and the reasons for war.

One written exam: 1 hour 45 minutes

Description of Course:

We live in a diverse society, understanding religious and non-religious viewpoints, beliefs, outlooks and ideas, means that we can have a better understanding of the world we live in. The course content considers both religious beliefs of both Christians and Buddhists but the lessons also allow students to develop their own viewpoints, provide opportunity to have their views challenged, and show tolerance to others.

Throughout the course RE will help with your own personal development and you will critically evaluate different viewpoints, as well as develop your skills in being able to debate key topical issues and answer those ethical and moral questions that are in our world.

General Advice:

- Read and watch the news - either through newspapers, watching the television or online.
- Visit our school library and ask for recommendations for stories and books about different cultures.

For more information, contact Mrs L Gibbons

ART AND DESIGN

Qualification: GCSE

Course Content and Assessment:

Coursework comprises:

- A controlled assessment demonstrating the use of a range of materials and techniques - 60% of the marks.
- An examination project comprising extensive preparatory studies undertaken during a six-week period and a 10-hour practical examination (held over at least 2 days) during which the final piece is produced - 40% of marks.

There is no written examination. GCSE Art and Design is predominantly practical in nature.

Pupils' work is marked against 4 assessment objectives:

- Recording ideas (including drawing)
- Research into the work of other artists
- Use of different materials
- Developing your own ideas

Description of Course:

Art and Design is both a form of communication and a means of expressing one's ideas and feelings. It is a language, which complements those of English, Mathematics, Sciences and fact-based subjects.

The GCSE Art and Design course encourages imagination, sensitivity, thinking and observation. It leads to a better understanding of mankind's development and to enjoyment and pleasure. The syllabus has been devised to reflect these views.

Pupils will learn about the work of many artists and develop their own ideas. They will also use a wide range of art materials including acrylic and watercolour paints, clay, plaster, wood, photography, felting, stone carving and glass.

General Advice:

Minimum homework is 1 hour per week observational drawing plus research for current projects. Put in extra time at home or in Art Club to complete projects.

For more information, contact Mrs A Hackney

COMPUTER SCIENCE

Qualification: AQA GCSE

Course Content and Assessment:

The recent increase in Artificial Intelligence and programmable hand-held devices, like mobile phones and tablets, has led to much greater interest in computer programming at all levels. This course provides excellent preparation for both higher study and employment in the field of Computer Science.

The course will develop critical thinking, analysis and problem-solving skills through the study of computer programming. It will be a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day to-day life. The course will make an excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine.

The course is assessed at the end of the qualification through two written examinations. All colleges and universities accept this qualification and grading. Grades are assessed as 1-9.

Description of Course:

The topics covered include:

- Algorithms;
- Programming;
- Data representation;
- Computer systems;
- Computer networks;
- Cyber security;
- Ethical, legal and environmental impacts of digital technology on society;
- Software development.

Learning to write computer programs in Python forms a large part of the course.

General Advice:

Access to a computer at home with Microsoft Office/Open Office and Internet access is preferable, although not essential as you will have access to Academy computers at allotted times both within and outside of the Academy day.

For more information, contact Mr M Commons

CREATIVE iMEDIA

Qualification: OCR National Level 2

Course Content and Assessment:

Digital Media is a key part of many areas of our everyday lives and vital to the UK economy. Production of digital media products is a requirement of almost every business so there is huge demand for a skilled and digitally literate workforce. This course will provide you with the skills for further study in subjects such as media, journalism, design or business. It also prepares you for a range of creative and technical job roles within the media industry.

There are two mandatory units:

- Creative iMedia in the media industry (Exam - 40%)
- Visual identity and digital graphics (Coursework - 25%)

And one optional unit:

- Interactive digital media (Coursework - 35%)

The course is assessed at the end of the qualification and is equivalent to GCSE grading. All colleges and universities accept this qualification and grading. Grades are based on assessment across all three units. Students will be awarded a grade from Pass at Level 1 through to Distinction* at level 2.

Description of Course:

- **Unit R093: Creative iMedia in the media industry. Mandatory unit assessed via an exam.**

In this unit you will learn about the sectors, products and job roles that form the media industry. You will learn the legal and ethical issues considered and the processes used to plan and create digital media products. You will learn how media codes are used within the creation of media products to convey meaning, create impact and engage audiences.

- **Unit R094: Creative iMedia in the media industry**

In this unit you will learn how to develop brands and visual identities for clients. You will also learn to apply the concepts of graphic design to create original digital graphics which incorporate your visual identity to engage a target audience. You will also learn a range of design skills using the Adobe Creative Suite including Photoshop and Illustrator.

- **(Optional) Unit R097: Creative iMedia in the media industry*Subject to change**

In this unit you will learn to design and create interactive digital media products for chosen platforms. Interactive digital media products are found across the media industry, in games, websites and apps, and learning. You will learn to select, edit and repurpose multimedia content of different kinds and create the interactive elements necessary for an effective user experience.

General Advice:

Access to a computer at home with Microsoft Office/Open Office is preferable, although not essential as you will have access to Academy computers at allotted times both within and outside of the Academy day.

For more information, contact Mr M Commons

DESIGN and TECHNOLOGY

Qualification: GCSE

Course Content and Assessment:

AQA GCSE in Design and Technology is assessed by two components:

·50% Written Examination. 2 hours. 100 Marks

50% NEA Non-examined assessment. (NEA) 30-35 hours approx. 100 Marks.

Description of Course:

GCSE Design and Technology will prepare pupils to participate confidently and successfully in an increasingly technological world. Pupils will gain awareness and learn from wider influences on Design and Technology including historical, social, culture, environment and economic factors. The pupils will develop an understanding of a wide range of materials and processes, being able to select some of them for use in their own design and manufacturing tasks.

The written exam covers the theory of; core technical principles, specialist technical principals and design and making principles. 15% of the exam will assess functional mathematics and at least 10% of the exam will assess scientific principles.

The NEA is a piece of written coursework where pupils design a prototype followed by an opportunity to bring their designs to life in the workshop. Pupils will independently use their creativity and imagination to design and make prototypes that solve real and relevant problems relating to a given context. They will achieve this by following the iterative design process. Pupils will need to consider their own and others' needs, wants and values. They will look at existing products to help to inform their designs, produce a specification, generate and develop ideas, manufacture their design and analyse and test throughout the project. The outcome will be a portfolio of written/ design work with a manufactured prototype. This work will be teacher assessed and moderated by AQA.

General Advice:

- Pupils provided with a textbook tailored to the specification containing the theory content and practice exam questions.
- Pupils will be required to do at least an hour of homework a week and be prepared to work hard and be fully engaged in all lessons. Extra-curricular support is available after school.
- Pupils will be required to use SENECA to support their knowledge and understanding for their exam.
- Voluntary contributions may be required for the cost of some materials

For more information, contact Mrs A Hackney

Course Content and Assessment:

Component 1: Exploring Enterprises (internally assessed assignment at 30% weighting)

Component 2: Planning and Presenting a Micro-Enterprise Idea (internally assessed assignment at 30% weighting)

Component 3: Marketing and Finance for Enterprise (externally assessed task at 40% weighting)

The BTEC Tech Award in Enterprise is a practical introduction to life and work as an entrepreneur, which will:

- Develop an aptitude in planning and carrying out an enterprise activity.
- Develop the knowledge that underpins the effective use of skills that can affect the performance of an enterprise.
- Develop attitudes and ways of working that are important for enterprise.

Description of Course:

The BTEC Tech Award in Enterprise:

- Is a nested Level 1 and 2 qualification and is graded at Level 1 Pass to Level 2 Distinction *.
- Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE) with core units.
- Has external assessment task up to 40% weighting of the qualification. Pearson sets and marks these assessments.
- Presents knowledge in a work-related context and gives learners the opportunity to develop and apply skills in English and Mathematics in naturally occurring, work-related contexts.
- Introduces you to the world of work and provides a good basis to go on to a more advanced work-related qualification.

General Advice:

The nature of the specification and assessment methods require strong literacy and analytical skills to achieve a good grade. In addition, several topics require numerical calculations. Pupils need to be aware of local businesses and business contacts, as this is where you will gain most of the information needed for your coursework.

For more information, contact Mr D Willars

HEALTH and SOCIAL CARE

Qualification: BTEC Tech Award

Course Content and Assessment:

The range of components studied includes:

- Component 1 Human Lifespan Development
- Component 2 Health and Social Care Services and Values
- Component 3 Health and Wellbeing (externally assessed)

The above components are assessed internally by coursework assignments marked by the centre and externally verified by Pearson; and an externally assessed task set and marked by Pearson.

Description of Course:

The BTEC Tech Award in Health and Social Care is designed to give learners an understanding and knowledge into health and social care settings, services and care.

The Pearson BTEC Tech Award:

- Is a Level 1 and 2 qualification and is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 Pass, Level 1 Merit and Unclassified.
- Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE).
- Has 40% of the qualification that is externally assessed. Pearson sets and marks these assessments.
- Presents knowledge in a work-related context.
- Gives learners the opportunity to develop and apply skills in English and Mathematics in naturally occurring, work-related contexts.
- Gives learners a wider understanding and appreciation of how development can be affected by factors and events and the types and sources of support available.

For more information, contact Mr S Duggan

HOSPITALITY and CATERING

Qualification: WJEC Technical Award

Course Content and Assessment:

- Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification 80 marks Questions requiring short and extended answers, based around applied situations. Learners will be required to use stimulus material to respond to questions.
- Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification 120 mark

Description of Course:

The WJEC Level 1/2 Vocational Award in Hospitality and Catering equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating within the Hospitality and Catering Industry. It encourages learners to cook and enables them to make informed decisions about food and nutrition as well as giving them insight into the complex logistics and operational standards required in the industry.

The UK is currently perceived to offer the friendliest hospitality service in Europe. For the majority behind this vibrant industry, hospitality is more than just a job; it is a passion, an opportunity to express creativity. The greatest challenge facing the hospitality and catering industry today is the shortage of skilled staff at all levels; the industry offers fantastic careers to all.

Unit 1: learners will gain a comprehensive knowledge and understanding of the hospitality and catering industry including provision, health and safety, and food safety. The written exam (40%) covers the internal and external factors, which influence the industry. This is assessed via a written paper that is set and marked by the examination board.

In unit 2 learners will gain knowledge and understanding of the importance of nutrition and how to plan nutritious menus. They will learn the skills needed to prepare, cook and present dishes. They will also learn how to review their work effectively. This unit is synoptic and draws upon the knowledge gained in Unit 1. Learners will need to apply knowledge gained in the following topic areas in order to be able to complete this assessment:

General Advice:

- Pupils will be required to do at least an hour of homework and be prepared to work hard and be fully engaged in all lessons. Extra-curricular support is available after school.
- **Pupils will be required to bring ingredients form home.**
- Voluntary contributions may be required for the cost of some ingredients.

For more information, contact Mr I Fowler

Course Content and Assessment:

- Component 1: Exploring Music Products and Styles
- Component 2: Music Skills Development
- Component 3: Responding to a Music Brief

The Edexcel BTEC **Pearson BTEC Tech Award Level 1/Level 2 in Music Practice**. The music industry is a vibrant, exciting and highly competitive industry that contributed £5.2 billion to the UK economy in 2019 and generated a further £2.7 billion in export revenue. In 2016, live music alone created £3.7 billion in direct and indirect income for the UK. The music industry is constantly evolving and offers many different and exciting new work opportunities. In 2019, the music industry supported more than 190,935 full-time jobs in the UK, 139,352 of which were in the music creators' sector. This Award complements the learning in GCSE programmes, by broadening experience and skills participation in different types of musical techniques for different musical styles.

Description of Course:

Pearson BTEC Level 1/Level 2 Tech Award in Music Practice:

- Is a nested level 1 and 2 qualification and is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 Pass, Level 2 Merit and Unclassified.
- Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE) with 3 core units. Assignments are set by the exam board.
- The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on:
 - Knowledge of musical skills and styles.
 - Use of different musical creation techniques and resources
 - Application of techniques and skills required to develop musically.
 - Development of musical ideas, and using skills and techniques for rehearsal and performance to respond to a music industry brief.

General Advice:

- It is helpful, but not essential, to have spent some time learning an instrument before the course. Wherever possible, instrumental lessons will be provided for those taking Music BTEC. An instrumental practice logbook completed each week.
- Pupils need to take part in as many music experiences as possible, both inside and outside the Academy. Visiting music business professionals, concerts and opportunities to take part in large scale productions and performances are available to all pupils, and Music pupils would benefit from taking part in as many groups and ensembles as possible in order to develop their skills.

PERFORMING ARTS

Qualification: BTEC

Course Content and Assessment:

- Components covered:
- Exploring the Performing Arts (30%)
- Developing skills and techniques in the Performing Arts (30%)
- Performing to a brief. (External Assessment) (40%)

The BTEC Level 1 / 2 Tech Award in Performing Arts is a 3-component qualification, consisting of two components that are internally assessed through assignments set by the exam board and marked by teachers and one set and marked by the exam board. The externally set component requires pupils to work as part of a group to create a workshop performance in response to a given brief and stimulus. In addition, a selection of student work from the other two components will be sampled by Edexcel to ensure the integrity of the qualification is upheld.

Description of Course:

Pupils will develop their understanding of the Performing Arts by examining practitioners' work and the processes used to create performance. They will develop knowledge of a range of performance styles and develop transferable skills such as research and communication. They will develop their own performance skills and techniques and take part in workshops to develop their technical and interpretive acting skills. Additionally, they will build on their understanding to create a live workshop performance for a selected audience whilst continually reviewing their skills throughout the duration of the course.

The Edexcel BTEC Level 1 / Level 2 Tech Award;

- It is a Level 1 and 2 qualification and is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction star, Level 1 Pass, level 1 Merit, level 1 Distinction and Unclassified.
- It is equivalent to one GCSE,
- It has 2 internally set components and 1 externally set component.
- All components consist of written and practical work.

General Advice:

- Time must be spent at home working on coursework. This can consist of research, character work or learning lines. A logbook is kept as evidence and completed each week, as well as additional set written and reflective work. Students will perform to an audience.
- Pupils would benefit from taking part in as many Performing Arts experiences as possible, both inside and outside the Academy to develop confidence and skills. Workshops, theatre visits and opportunities to take part in large-scale productions are available to all pupils to support their development and passion for the subject.

For more information, contact Mrs A Goodwin

Course Content and Assessment:

Coursework comprises:

- A controlled assessment demonstrating the use of a range of techniques - 60% of marks.
- An examination project comprising extensive preparatory studies undertaken during a six-week period and a 10-hour practical examination (held over at least 2 days) during which the final piece is produced - 40% of marks.

There is no written examination. GCSE Photography is predominantly practical in nature. Pupils' work is marked against 4 assessment objectives:

- Recording ideas (including drawing).
- Research into the work of other photographers.
- Use of different programmes.
- Developing your own ideas.

Description of Course:

Photography is both a form of communication and a means of expressing one's ideas and feelings. It is a language, which complements those of English, Mathematics, Sciences and fact-based subjects.

The GCSE Photography course encourages imagination, sensitivity, thinking and observation. It leads to a better understanding of mankind's development and to enjoyment and pleasure. The syllabus has been devised to reflect these views.

Learners must demonstrate the ability to work creatively with processes and techniques appropriate to the chosen area of Portraiture. The study would be in the form of photograms, pin-hole cameras, digital processes, time-lapse photography, installation, film, video, animation, photomontage and most importantly digital manipulation of images.

General Advice:

Minimum homework is 1 hour per week visiting and photographing points of interest to create their own photoshoots plus research for current projects.

Put in extra time at home or in Art Club to complete projects.

For more information, contact Mrs A Hackney

RELIGIOUS STUDIES

(Full Course)

Qualification: GCSE

Course Content and Assessment:

Component 1: The study of religions: beliefs, teachings and practices

(1 hour, 45-minute exam – 50% of the course)

Two religions:

- Christianity
- Buddhism

Component 2: Thematic studies

(1 hour, 45-minute exam – 50% of the course)

Four religious, philosophical and ethical studies

- Theme B: Religion and Life
- Theme C: The existence of God and revelation
- Theme D: Peace and conflict
- Theme E: Religion, Crime and punishment

Description of Course:

Religious Studies covers a range of the major world religions, ethical themes and ensures a diverse choice of intriguing topics for students to explore. Students will be challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own attitudes towards religious issues. Students will also gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership and research skills. All these skills will help prepare them for further study.

General Advice:

- Read and watch the news - either newspapers, watching the television or online.
- Visit our school library or ask your RE teacher and ask for recommendations for stories and books about different cultures.
- Listen to the RE Podcast by Louisa Jane Smith

For more information, contact Mrs L Gibbons

Course Content and Assessment:

The course follows the Edexcel Exam Board and consists of final examinations in Year 11 in the skills of listening, reading, speaking and writing.

There are 2 tiers: Foundation (grades 1-5) and Higher (grades 4-9). Pupils can be entered for either tier but must sit the same tier in all skill areas.

- Paper 1: Speaking (25%) – Foundation Tier 7-9 min + 15 min preparation time (50 marks)/ Higher Tier 10-12 min + 15 min preparation time (50 marks)
- Paper 2: Listening and understanding in Spanish (25%) – Foundation Tier 45 min including 5 min reading time (50 marks)/ Higher Tier 60 min including 5 min reading time (50 marks)
- Paper 3: Reading and understanding (25%) – Foundation Tier 45 min (50 marks)/ Higher Tier 60 min (50 marks)
- Paper 4: Writing (25%) – Foundation Tier 1h 15 min (50 marks) / Higher Tier 1h 20 min (50 marks)

Description of Course:

Spanish has become an increasingly global language and it is one of the world's most spoken language not only in Spain but also parts of the USA, South America and the Caribbean.

Learning Spanish can open up new and extraordinary dimensions for those who want to visit new countries, as well as creating a whole new wealth of new holiday opportunities. At least 6.5 million people visit Spain every year and it is the most visited country in the world, only 2 hours away by plane from the UK.

Careers with Spanish include hotel and tourism management, working for airlines, translators, interpreters, journalists, teachers, football physiotherapists, lawyers, nurses (abroad), business and commerce, marketing, scientists, artists and fashion design and many more.

The vocabulary in this qualification enables students to communicate across a range of engaging and relatable thematic contexts, which are relevant to their current and future needs.

Thematic contexts:

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

family	friends	relationships	equality
physical well-being	mental well-being	food and drink	sports
places in town	shopping	transport	the natural world
environmental issues	social media and gaming	future opportunities (e.g. work, travel)	school
music	TV and film	accommodation	tourist attractions

General Advice:

Lessons will be interactive and engaging, making the learning for a real purpose. Pupils need to be prepared to work hard and engage fully in the lessons.

For more information, contact Mrs M Sykes

Course Content and Assessment:

The range of units studied includes:

- Component 1: Preparing Participants to Take Part in Sport and Physical Activity
- Component 2: Taking Part and Improving Other Participants Sporting Performance
- Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

Components 1 and 2 are assessed internally by coursework assignments marked by the centre and externally verified by Edexcel. Component 3 is an externally assessed synoptic examination.

Description of Course:

The Level 1/2 BTEC Tech Award in Sport is designed to give learners an understanding and knowledge of the sport and active leisure sector.

The Level 1/2 BTEC Tech Award in Sport:

• Is a Level 1 and 2 qualification and is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*, Level 1 and Unclassified.

- Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE).
- Has three compulsory components.
- Has 40% of the qualification that is externally assessed. Edexcel sets and marks these assessments.
- Presents knowledge in a work-related context.
- Gives learners the opportunity to develop and apply skills in English and Mathematics in naturally occurring, work-related contexts.
- Provides opportunities for synoptic assessment. Learners will apply the skills and knowledge gained from the internal components when studying the external synoptic content.
- Gives learners a wider understanding and appreciation of health-related fitness, sports and exercise and provides education and training for sport, leisure and recreation employees.

For more information, contact Mr S Duggan

Course Content and Assessment:

GCSE Statistics (Edexcel) develops students' understanding of how data is planned, collected, analysed, and interpreted. The course introduces a range of sampling methods, data-collection techniques, and ways to present information clearly using charts, graphs, and summary measures. Students explore probability, correlation, and patterns within data, learning to question reliability and draw meaningful conclusions. It's a strong option for pupils who enjoy analytical thinking and want to apply mathematical ideas to real-world situations.

GCSE Statistics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9).

How it's assessed

- Two written examinations, both 1 hour 45 minute calculator papers.
- Tiered Higher and Foundation
- 80 marks per paper
- 100% of GCSE

Description of Course:

GCSE Statistics gives students a strong understanding of how data is collected, analysed, and interpreted in the real world. The course builds on Key Stage 3 skills and helps pupils make sense of information they encounter in everyday life, from surveys and experiments to graphs and probability. Students learn to question data, spot patterns, and draw meaningful conclusions. They also develop confidence in using statistical methods that support subjects such as science, geography, psychology, and business. Statistics is a valuable option for students who enjoy problem-solving and want to strengthen their analytical thinking for future study and careers.

General Advice:

In order for a candidate to be successful on this course, they need to be confident with:

- Manipulating fractions, decimals and percentages.
- Applying the four operations to integers, decimals and simple fractions.
- Using ratio, standard units of mass, length, time, money and other measures.

Homework time should be used for work set and additional practice. Where a written homework is not set, it is expected that pupils will revise and use recommended websites. After-school support is available most evenings and should be used to clarify areas of uncertainty; practise areas of weakness; seek advice/help and build on strengths. Pupils who have used these services have improved their marks. Useful resources for purchase would include a Casio Classwizz (991EX) calculator however this is not essential. Statistics teachers will be happy to assist with individual queries.

For more information, contact Mrs H Murdock

The Priory Federation Post-16 Options

After Year 9, your next important decision about study choices will be during Year 11 in readiness for Year 12/Sixth Form. Below will help you to understand the different options offered within The Priory Sixth Form to assist in deciding your next steps.

Across the Priory Federation within Lincoln (Witham, City of Lincoln, LSST), there are four main pathways;

- A Levels (Academic)
- T Levels (Technical)
- BTECs / AAQs (Vocational)
- Apprenticeships



A Levels (LSST Campus)

Traditional academic subjects such as Mathematics, English, Sciences, Humanities, and Social Sciences.

T Levels (Witham & Lincoln Campuses)

A two-year qualification equal to 3 A Levels, including 315 hours of industry placement.

Witham Campus: Management & Administration (leadership)
Health (Adult Nursing)
Craft & Design (Textiles),

Lincoln Campus: Designing, Surveying & Planning for Construction
Digital Support and Security (Cyber Security)
Digital Software Development
Education (Assisting Teaching),.

BTECs & AAQs (Witham & Lincoln Campuses)

Career-focused qualifications combining coursework and practical learning.

Witham Campus: Level 3 Legal Pathway: Applied Law, Business and Criminology
Level 3 Leisure and Tourism Pathway: Travel and Tourism, Food Science & Nutrition and Business
Level 3 Performing Arts Pathway: Performing Arts
Level 2 Childcare Pathway: Early Years Childcare (practitioner course)

Lincoln Campus: Level 2 Professional Cookery
Bricklaying

Apprenticeships (Priory Apprenticeships)

Work 4 days + 1 day training while earning a wage in the following industry areas;

- Education and Science (Level 3 to 6)
- Construction and Engineering (Level 2)
- Business & Leadership (Level 3 and 5)

Entry: GCSE Grade 4+ in English and Mathematics (or taken during the apprenticeship).

Which Pathway Might Suit You?

- A Levels – enjoy academic subjects, exams, university focus.
- T Levels – prefer one main subject with real work experience.
- BTECs/AAQs – like coursework and practical tasks.
- Apprenticeships – want to work while training.

For more information go to [The Priory Federation of Academies Trust - Prospectus](#) online by scanning the QR Code, or speak with Mr Willars or Mrs Hemsley.



Questions to Ask

You may want to ask different members of staff questions about the course(s) they deliver. Use this space in form time to write down any questions you might want to ask about the courses you are considering. You can write down your answers on Options Evening.

Subject	Staff	Questions and Answers
E.g. Geography	E.g. Mrs. Gibbons	Q: What areas of human geography do you study at GCSE?
		Q: _____
		Q: _____
		Q: _____
		Q: _____
		Q: _____
		Q: _____