



LINCOLN
A PRIORY ACADEMY



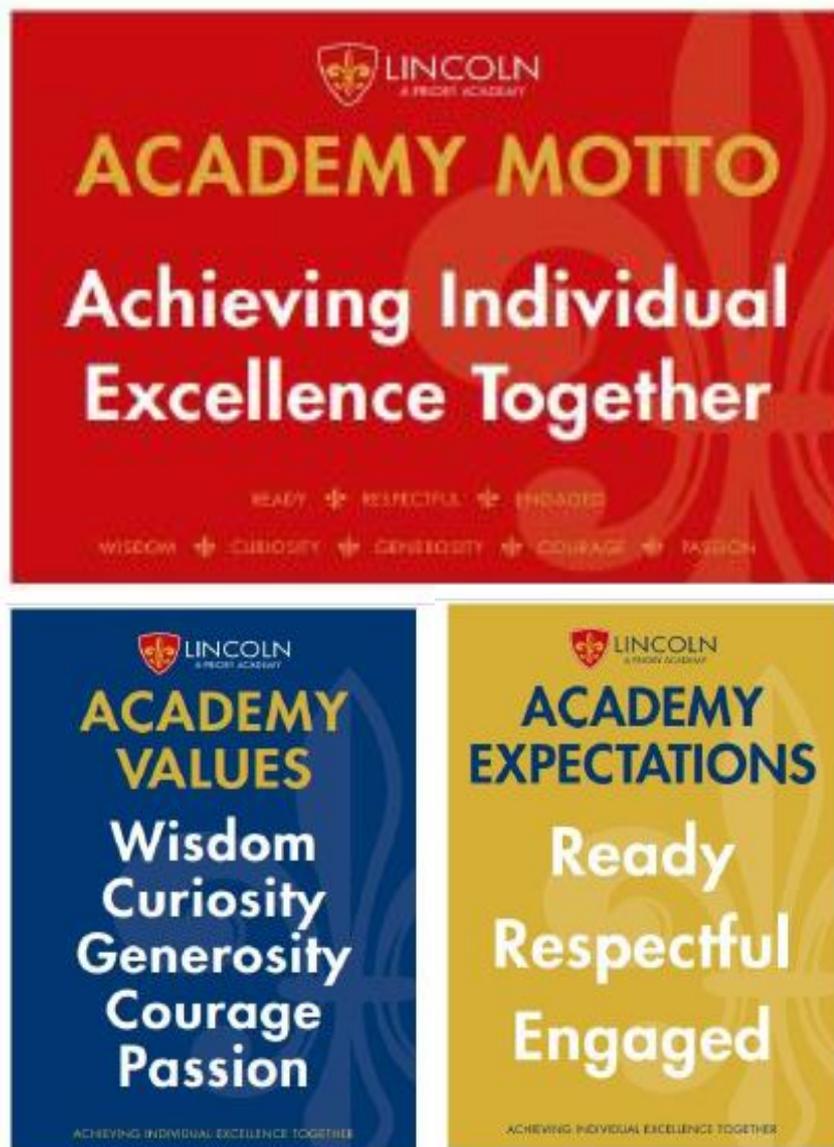
KEY STAGE 4
OPTIONS BOOKLET
2025

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The Priory Lincoln Academy Intent

Priory Lincoln is an academy which is an inspirational place to learn and work. We proudly serve our community and are fiercely ambitious for our students who we support to flourish and to become true citizens of the world. Our learning community has a culture which recognises and celebrates success in both the taught and wider curriculum. Inclusivity and equality of opportunity are values we hold highly and our learning environments are safe spaces for young people to thrive. We recognise the context in which our learners live and are ambitious for all in meeting our Academy Motto of Achieving Individual Excellence Together.



Our curriculum provides a coherent knowledge base which is well structured and sequenced, and has knowledge, literacy and creativity at its' core. The Academy Values are prominent and they, alongside the Academy Expectations, identify the behaviours for learning which guide students to be successful. Personal Development underpins the curriculum and gives our students the skills, knowledge and experience to make valuable contributions to both the community and society.

Introduction

In Years 7, 8 and 9 you studied a broad curriculum. In Year 10 you will begin your GCSE courses in all subjects.

This Options Booklet is designed to help you through the process of deciding on your Key Stage 4 option subjects. We hope this booklet alongside the evening of February 6th will support in making the correct decisions.

Support

You may already have a specific university degree or career in mind and there might, therefore, be some subjects that you would be advised to choose. It is important that you speak with subject leaders and careers advisers and your Form Tutor in order to confirm if this is the case.

The most important advice you will be given is to choose the subjects that you are likely to enjoy, as this will make you more likely to be successful. When choosing your subjects, you should bear two things in mind. Firstly, you should aim for a balance of subjects to give you the widest possible choice of careers. Secondly, we ask you to choose four subjects in order of preference and one reserve course. This is because it is possible, indeed likely, that not all subject combinations will be possible within the academy timetable. Once you have selected your choices, we will attempt to accommodate these choices into the curriculum structure. We cannot guarantee that you will be given your first choices. We will, however, work with you to provide the most appropriate set of courses available.

You will be thoroughly supported throughout this option process through regular contact with your Form Tutor and subject teachers. Students and parents and carers can make an appointment to see your Head of Year or speak with members of the Senior Leadership Team, either within the Academy or during the course of Key Stage 4 Options Evening.

Miss Fisher from our Careers Team, will be available on the evening of the 6th February to discuss career choices with you. Our SEND department are also available to advise any students with specific learning needs.

You will select your Options in the SIMs Student App. Form Tutors will work with you so that you are able to do this. Parents and carers can see their child's selection in the SIMs Parents App, we will email how to access this following Options Evening. Confirmation of Options timetabled will be made in June and this information will sent to you and your parents/carers.

Final Submission of subject choices no later than Friday 21st March 2025.

Key Stage 4 Curriculum

The Key Stage 4 Curriculum at Priory Lincoln Academy is divided into two parts:

Core

These consist of GCSEs in English Language, English Literature, Mathematics, Science and Core PE. You will see the descriptions of these courses later in this booklet.

Options

In addition to the Core, you are able to select four other subjects from the following list:

Art	French	Music
Business	Geography	Photography
Computer Science	Graphics	Religious Studies
Construction	Health and Social Care	Separate Sciences
Dance	History	Sport Studies
Drama	Hospitality and Catering	
Engineering	Media Studies	

You must select one of French, Geography, History, Religious Studies or Separate Sciences. You cannot select more than two of Construction, Engineering, Health and Social Care, Hospitality and Catering and Sport Studies to ensure you are not burdened with too much coursework at certain times of the academic year. You cannot select both Art and Photography due to exam board restrictions.

The table below shows how many hours you spend studying each subject in Years 10 and 11 every fortnight.

GCSE Subject:	Hours Studied per fortnight in Years 10 and 11:
Mathematics	8
English Language	4
English Literature	4
Science	8
PE (Core)	2
Option 1 – French, Geography, History or Separate Sciences.	6
Option 2	6
Option 3	6
Option 4	6

Please note, if a student wishes to study more than one of French, Geography, History or Separate Sciences they can do to, they just select their choice as one of options 2, 3 or 4.

Science

All students study Combined Science as a minimum and therefore go on to obtain two GCSEs in Science. Combined Science has elements of Biology, Chemistry and Physics. If a student selects 'Separate Sciences' as one of their options they will study 14 hours of Science per fortnight (Core 8 hours plus 5 hours from an option block). Students who study Separate Sciences go on to obtain three GCSEs; one in Biology, one in Chemistry and one on Physics.

Core Subjects



Course Description

This course focusses on the acquisition of skills needed to access all areas of the academic and non-academic curriculum. The skills of reading with engagement and writing coherently are essential in a competitive academic and employment market.

Assessment Structure

Paper 1 Explorations in creative reading and writing - 50% - (Examination 1 hr 45)

Section A: Reading one literature fiction text

Section B: Producing descriptive or narrative writing

Paper 2 Writers' Viewpoints and Perspectives - 50% - (Examination 1 hr 45)

Section A: Reading one non-fiction text and one literary non-fiction text

Section B: Writing to present a viewpoint

Non Examination Assessment – Spoken Language

This unit is set and marked by the teacher, is separately endorsed and has a 0% value however, it is valued by employers. These are filmed and a sample is sent to the examination board.

Presenting skills

Responding to questions and feedback

Use of Standard English

Special Features:

Success in English requires you to be active in your pursuit of improving your own use of spoken and written English. You must see their English skills as essential in any area of life where writing for communication or reading for information or pleasure is needed. There is an expectation that you will read widely outside the prescribed curriculum. There will be a focus on vocabulary extension and accurate written expression across the spectrum of subjects. Skills in English communication are essential for all subjects studied at GCSE not just for the English Language result.

Why study English?

You will be able to read and evaluate texts critically and make comparisons between texts. You will learn and develop the skills of summary and synthesis.

The knowledge gained from wide reading will inform and improve your own writing. Perhaps most importantly you will be able to write effectively and coherently using Standard English appropriately. This includes the correct use of spelling, punctuation and grammar. You will acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language. The non-examined component will enable you to listen to and understand spoken language and use spoken Standard English effectively.

Course Description

Edexcel English Literature is a challenging and enriching course that focusses on responses to texts and the academic study of the written, literary word.

Assessment Structure

Paper 1: Shakespeare and the Modern Text. 1hr 45 Un-tiered; 40% GCSE

Section A One whole Shakespeare play will be studied from a choice of six plays

You will answer a question on an extract of the play you have studied and then on the play as a whole.

Section B One whole modern text will be studied

You will answer one essay question from a choice of two on your studied modern prose or drama text.

Paper 2: Closed Book: 19th Century Literature, Poetry and Unseen Poetry. 2hr 15. Un-tiered 60% GCSE

Section A 19th Century Literature One whole 19th Century novel will be studied from a choice of seven:

You will answer a question on an extract of the novel you have studied and then on the novel as a whole.

Section B Poetry: you will answer one comparative question on one named poem printed on the paper and one other poem from your chosen anthology cluster.

Section C Unseen poetry: you will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Special Features:

- The course may involve a trip to a live performance of a play
- You will be encouraged to respond creatively to the study of texts

Why study English Literature?

The study of English Literature encourages you to develop knowledge and skills in reading, writing and critical thinking. Through literature, you have a chance to develop culturally and acquire knowledge of the best that has been thought and written. Studying GCSE English Literature should encourage you to read widely for pleasure, and as a preparation for studying literature at a higher level.

Course Description

All pupils will follow a differentiated Mathematics course provided by White Rose Education which follows the Edexcel specification. 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 purpose 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.

Assessment Structure

- The qualification consists of three equally weighted written examination papers at either foundation tier or higher tier.
- 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.
- Each paper has 80 marks.

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.

Why study Mathematics?

Mathematics GCSE provides a strong foundation for further academic and vocational study and for employment, and gives 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. Mathematics is also vital in many aspects of the world outside of education and as part of the curriculum students gain an insight into the applications of mathematics. Skills such as problem solving and critical thinking are easily transferable across multiple professions and by teaching these explicitly we give our students the best chance at gaining life skills and progress onto a path of their choosing.

Other Information

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 as a Period 6 and should be used to clarify areas of uncertainty; practise areas of weakness; seek advice/help and build on strengths.

Science Combined (Core) or Separate Sciences (Option)

Course Description

Science is a compulsory subject which is taken by all students throughout Key Stage 4. All students will follow a specification from Edexcel. There are two possible routes to achieving the Science GCSEs:

- **Combined Science** (Double award – 2 GCSEs). This will be taken by the majority of students. Students will receive 8 lessons of Science across their two week timetable. **This does not need to be selected as an option choice.**
- **Separate Science GCSE** (Three separate GCSEs in Biology, Chemistry and Physics). These courses have content in common with Combined Science, plus additional content. The students who select this option will receive 13 lessons of Science across their two week timetable. **This must be chosen as an option choice.**

What will you study?

Biology: A range of topics from cells to ecosystems allowing students to gain an understanding of the living world around them.

Chemistry A range of topics from atomic structure and the periodic table to separating techniques and fuels. Chemistry allows students to develop their knowledge of the chemical world.

Physics A range of topics including electricity, forces and energy – covering all aspects of Physics and its impact on our daily lives.

Assessment structure

Each student will sit six examinations regardless of their choice of course. Combined Science papers are 75 minutes each, the Separate Science examinations are 105 minutes each. All units are examined in May/June of Year 11.

Why study Science?

Science is a subject with many areas of interest and helps us understand the world around us. It forms the basic grounding for a wide range of careers including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the armed services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology...amongst many others.

Studying Science will allow you to make choices about your future at 16 and give you the freedom to select from a wide range of careers. Once you have completed the course you can continue your studies at A level in one of the three sciences or pursue a T level in a range of subjects.

Special features – Separate Science

If you have a particular aptitude for science then it is possible to take the Separate Science option. This will allow you to study GCSEs in Biology, Chemistry and Physics in distinct lessons each week. This option will be particularly suitable for those students who may wish to specialise in the sciences at A level and beyond, but taking Combined Science does not prevent further study of the sciences at A level.

Options



Course Description

The Fine Art GCSE is a two-year course. Students will produce a variety of work from a range of different study areas:

- Drawing and Painting
- Photography
- Mixed-media
- Three-Dimensional design

Students are encouraged to develop individual skills and personal interests. Those who wish to work in one particular specialist area will be catered for. The approaches to study will vary between projects, but will cover the following:

- Observational study; work which is based on direct observation and analysis.
- Materials-based study; exploration of the qualities and characteristics of materials; experimentation with processes and techniques to develop skills and understanding.
- Thematic study; initiating, developing and modifying an idea to a conclusion, primarily directed by a personal response to a theme.
- Critical and Historical study; it is intended that students develop skills in critically appraising the work of other artists and applying these skills to their own work.
- Problem-solving study; developing an idea, subject or theme in the fulfilment of a brief.

Assessment structure

Final assessment is through exhibition of all of the coursework projects and the examination project.

- | | | |
|---------------|--------------|-------------------|
| • Component 1 | Portfolio | 60% of total mark |
| • Component 2 | AQA Set Task | 40% of total mark |

Special Features

It is expected that students, throughout the duration of the course, will visit local galleries and those further afield as well as areas of interest to a particular project.

Why study Art & Design?

Art A level is offered in the Sixth Form which could lead to courses at university and careers in Art and Design, Ceramics, Jewellery, Environmental design, Illustration, Product design, Photography, Film, Textiles and Printing, Interior design, Computer graphics and animation, Marketing and Advertising, Theatre, Teaching, Galleries and Cultural organisations, Leisure Industries, etc.

Art and Design education not only develops an understanding and knowledge of a variety of skills and techniques, but also an aesthetic awareness of our cultural heritage. It develops initiative, creativity and individuality. These are all personal attributes which are vital for success in higher education and in the world of business and industry.

Course Description

In Business we:

- Encourage the students to consider the practical application of business concepts.
- Provide the opportunity to explore the theories and concepts in the context of the business world.
- Allow students to develop their learning in a practical way via visits and research projects.

The main aims of GCSE Business are to:

- Provide students with an overview of the business world.
- Give students the technical skills, the knowledge and the understanding associated with a study of business at GCSE level.
- Equip students with some of the skills required in the workplace.
- Empower students to take charge of their own learning and development.
- Provide a range of teaching, learning and assessment styles to motivate students to achieve to their full potential.

Assessment Structure

To begin students are introduced to the concept of 'Business in the Real World', studying core business concepts such as Finance and Marketing and applying them to small to medium enterprises. As the course progresses students will enhance their learning by extending their knowledge into more specialised concepts, including the use of terminology, in order to provide a thorough analysis of how and why businesses make decisions and the impact of such on their success.

The course is assessed by two external examinations at the end of Year 11, each worth 50% of the grade:

Paper 1: Influences of Operations and HRM on Business Activity – assessing knowledge and contextualised understanding of the following topics: Business in the Real World, Influences on Business, Business Operations and Human Resources.

Paper 2: Influences of Marketing and Finance on Business Activity - assessing knowledge and contextualised understanding of the following topics: Business in the Real World, Influences on Business, Marketing and Finance.

Why study Business?

GCSE Business lays down excellent foundations for those wanting to understand how businesses operate, from the initial business idea to the challenges multinational corporations face. Knowledge of this provides a secure basis for those wishing to continue their studies to A Level Business and Economics, as well higher education in related subjects. In addition this subject area offers an insight into a wide range of career paths, for example: management, finance and not forgetting entrepreneurialism.

Course Description

GCSE Computer Science consists of two main disciplines: computer programming and understanding how computer technology works.

Computer programming allows you to design and develop your own computer programs. The specific programming language we will be learning is called “Python”. This is a beginner-friendly programming language which all students have already had the opportunity to explore as part of their KS3 Computing lessons. The fundamental programming skills learnt on this course can be easily transferred to other programming languages.

You will also gain a theoretical understanding of how computers work, how people can communicate with each other using networks, how all data can be represented and stored using the binary number system, and the impacts of digital technology on wider society.

Assessment Structure

Two written examinations, each worth 50% of the overall GCSE grade.

Paper 1 – Computational Thinking and Programming Skills (50%)

- Fundamentals of algorithms
- Programming (using the Python programming language)

Paper 2 – Computing Concepts (50%)

- Fundamentals of data representation
- Computer systems
- Fundamentals of computer networks
- Fundamentals of cyber security
- Relational databases and Structured Query Language (SQL)
- Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy

A common misconception is that GCSE Computer Science is assessed through a practical computer examination or programming coursework. Practical skills will be developed using computers throughout the course, but they will be assessed through the two written examinations only.

Why study Computer Science?

In an increasingly technological society, most people benefit from interacting with computer systems every day (smartphones are a common example of this). GCSE Computer Science will equip you with a greater understanding of the technological world around us. The course will allow you to explore how computers work and how you, as a programmer, can begin to develop programs for them. Additionally, the course will support you to become a more conscientious user of technology with discussions of using cyber security methods to keep people safe online, and the ethical and environmental impacts of the devices we chose to use. The course is useful if you already have aspirations of a career linked to computing in some way, and can lead to further studies at T-Level, A-Level or apprenticeships. The majority of jobs require some use of technology, so even if a career in the sector isn't in your current plans, the knowledge you will acquire can help you to be a more efficient and informed user of digital devices.

Course Description

The **BTEC Level 2 in Construction in the Built Environment** is a vocational qualification designed to provide foundational knowledge and skills for students interested in pursuing a career in the construction industry. It covers various aspects of construction, including building design, materials, processes, and safety practices.

- Hands-on learning with practical application in real-world scenarios.
- Develop essential skills in areas like construction planning, design, and project management.
- Learn about sustainability and modern construction techniques, which are highly relevant in today's industry.
- Suitable for students who want to continue into higher education or progress into apprenticeships

Assessment Structure

Learners are required to complete and achieve all three components in the qualification. The components that will be covered and assessed are as follows:

Component	Assessed	What this means	% of qualification
Construction technology	External	You will sit an exam on the content of this topic and it will be marked by the exam board.	1/3
Construction in practice	Internal	You will learn and practice practical skills that will be assessed with a scenario, marked by your teachers.	1/3
Construction and Design	Internal	You use the information from the previous two components to answer a scenario based project set by the exam board.	1/3

Why study Construction?

The construction industry is one of the UK's most important sectors. In 2018 it employed, directly or indirectly, around 2.4 million people and accounted for £117 bn of the value to the UK economy. The range of jobs available is large, covering traditional craft trades, large civil engineering infrastructure projects, housebuilding, design and consultancy, and the professions such as architecture, management and surveying. Study of this sector at Key Stage 4 will complement GCSE study through providing an opportunity for practical application alongside conceptual study. There are also strong opportunities for post-16 progression in this vital sector.

This qualification provides a pathway into various roles in the construction industry, such as Construction Technician, Site Manager, Architect's Assistant, Building Surveyor and Quantity Surveyor.

Misconceptions

- **It's not just for those who want to build:** While practical skills are important, the qualification also covers theoretical knowledge such as project management, building regulations, and sustainability.
- **It's not only for males:** The construction industry offers diverse roles suitable for all genders, and BTEC Level 2 encourages equal opportunities and inclusivity.

Course Description

The study of dance as an art form contributes to your social development. As a physical activity it promotes fitness and well-being. As a performer, you will develop confidence and self-esteem. You will develop self and body awareness as well as sensitivity to others and team-working skills. Effective performance requires physical effort and the determination to succeed and improve. As a choreographer, you will employ the skills of problem-solving and creativity. Effective choreography requires imagination and the ability to synthesise a number of elements. In directing others, you will develop your interpersonal and communication skills. As a critic, you will make informed decisions about the dances you see. You will articulate your knowledge, opinions and preferences. Viewing professional dances fulfils your cultural entitlement and broadens your artistic experience.

Assessment Structure

The course is assessed via practical and written examinations in the following way;

Component 1: Non examination assessment marked by the centre and moderated by AQA

Performance – set phrases through a solo performance (approximately 1 minute in duration) and a duet/trio performance (three and a half minutes in duration) – 40 marks, 30% of your final mark.

Choreography – solo or group choreography – solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes) – 40 marks, 30% of your final mark.

Component 2: Written examination – 1 hour 30 minutes

Dance Appreciation – knowledge and understanding of choreographic processes and performing skills; critical appreciation of your own work; critical appreciation of six professional works – 80 marks, 40% of your final mark.

Why study Dance?

Do you dream of making a living from your passion for dance? It is really possible as a dancer yourself, as a choreographer, or maybe as a teacher. This course will be a constant pleasure... but it also has a vision to be the first step in a career for you that includes dance.

GCSE Dance is suitable for anyone wanting to pursue the arts or dance in Higher Education, or as support for any course requiring good communication and group work skills. In addition to performing, choreographing and teaching, this course might lead to such diverse careers as dance therapy or journalism.

Dance helps students to develop a number of skills:

- Visual appreciation of dance and choreography
- Balanced judgement
- Information gathering and assessment
- Ability to work on your own or as part of a team
- Communication

Course Description

By the end of Year 9 Drama, you will have established skills and understanding in the crucial building blocks of Drama. The highlight of GCSE Drama is that you will now be in much more control of how your work is developed and staged – including making crucial decisions about the kind of characters that are developed and how stage lighting, music, sound effects and special effects are used. At the same time, you will also experience new and exciting styles and techniques that really help you expand your imagination and your precision – whether you prefer performing, or writing and directing, or both. There will be no holding you back!

Assessment Structure

Planning, research and scripting; learners will research and explore a stimulus, work collaboratively and create their own drama. Marks are for planning and research, performance OR stage design and a written evaluation of performance:

30% of the total GCSE is **Devising Drama**: Planning, research and scripting; learners will research and explore a stimulus, work collaboratively and create their own drama. Marks are for planning and research, performance OR stage design and a written evaluation of performance.

30% of the total GCSE is **Presenting and Performing Texts**: learners explore a published play to analyse, adapt to their own production and perform two scripted extracts.

40% of the total GCSE is **Drama Performance and Response**, the written examination paper: explaining how to act or direct specific scenes in a whole play studied in class; explaining the effectiveness of a live, professional performance seen on a school visit or a filmed live performance.

Why study Drama?

The GCSE specification that we follow is OCR – and we have achieved amazing GCSE results! As throughout Years 7, 8 and 9, you will build upon your skills in devising drama; interpreting a given story, idea or images and creating your own material. Devising skills are an important section of GCSE learning and assessment, giving you the confidence and the creativity to explore all kinds of drama, including seeing professional work and being able to explain clearly what makes it effective – and even how it could be improved. Script work will help you understand how writers build meaning, mood and atmosphere to make an impact on an audience. This helps you unlock these skills of creating meaning and power – so benefitting your study of texts in English Literature too. Of course, when performing a section of script, you are pushing and challenging yourself as a performer, literally bringing characters to life, so this will also benefit your studies in English Literature. As for stage and film design, here you can make excellent links to Art and Technology. The impact of set, lighting, make up and costume can never be under-estimated – think of the originality and creativity in films by Tim Burton or Wes Anderson, or the times you have almost believed in the gory injuries in thriller or horror movies....

Course Description

This **OCR Level 1/Level 2 Cambridge National in Engineering Design** will enable you to learn about the process of engineering design, and understand how it can be used to design effective solutions for a given design brief. You will develop the ability to communicate your design ideas through the use of sketches and engineering drawings and computer-aided design. You will also be able to evaluate the design of a product, through the disassembly of existing products or the use of modelling for new designs.

Assessment Structure

Learners are required to complete and achieve the following three components in the qualification:

Component	Assessed	What this means	Part of the total qualification
R038 – Principles of engineering design	External	You will sit an exam on the content of this topic and it will be marked by the exam board.	1/3
R039 – Communicating Designs	Internal	You will be provided with a scenario and use the taught engineer drawing and CAD skills to create a solution that will be communicated as a piece of coursework.	1/3
R040 – Design, evaluating and modelling	Internal	You will be working with a client to evaluate using research, data analysis, CAD, risk assessment, disassembly and practical skills to trial the proposed design -	1/3

Why study Engineering Design Level 2?

Studying **Engineering Design Level 2** offers a great foundation for those interested in the world of engineering, design, and manufacturing.

- **Hands-On Learning:** Students gain practical experience in designing and creating engineering products using both traditional and digital methods, including CAD (Computer-Aided Design) software.
- **Industry-Relevant Skills:** The course covers key areas such as design principles, technical drawing, materials, and manufacturing processes, making students highly employable in engineering-related roles.
- **Pathway to Higher Qualifications:** The qualification is a stepping stone to further study in engineering or related fields, such as apprenticeships or a higher-level qualification like BTEC Level 3.
- **Career Opportunities:** The course prepares you for a variety of engineering roles, including product design, CAD technician, design engineer, or manufacturing technician.

Completing a **Level 2 Engineering Design** qualification can open doors to a variety of careers in the engineering and manufacturing sectors. The skills acquired in areas like design, technical drawing, CAD (Computer-Aided Design), and manufacturing processes can lead to several roles, including CAD technician, Design Engineer, Product Designer, Manufacturing Technician, Technical Draughtsperson and Production Planner to name a few.

Misconceptions

- **It's only for those who want to be engineers:** While it does provide a foundation for becoming an engineer, it also opens doors to roles in design, manufacturing, and even architecture.
- **It's all about technical skills:** While technical expertise is essential, the course also emphasizes creativity, communication, and teamwork, all important in engineering design projects.

Course Description

Students will receive three hours of French lesson per week with a specialist French teacher. Thematic contexts covered include:

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

This means students have the opportunity to write, talk, read and listen about the topics below:

- Family
- Physical wellbeing
- Place in town
- Environmental issues
- Music
- Friends
- Mental Wellbeing
- Shopping
- Social media and faming
- TV and film
- Relationships
- Food and drink
- Transport
- Future opportunities
- Accommodation
- Equality
- Sports
- The natural world
- School
- Tourist attractions

Assessment Structure

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 3-9). Pupils can be entered for either tier but must sit the same tier in all skill areas.

- Paper one - Listening (25%) Foundation 45 minutes / Higher 60 minutes.
- Paper two - Speaking (25%) Foundation 7-9 minutes + preparation time / higher 10-12 minutes + preparation time.
- Paper three - Reading (25%) Foundation 45 minutes / Higher 60 minutes
- Paper four - Writing (25%) Foundation 1 hour 15 minutes / Higher 1 hour 20 minutes

Why study French?

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.

As well as being our closest neighbour, France is one of the UK's biggest trading partners, meaning many companies require French-speaking staff. GCSE French enables progression to further study or employment. In addition to this, France is a country of great beauty and diversity in geography and culture, which students of French gain a first-hand insight into. Additionally, students will develop the ability to communicate in French and develop understanding of other countries and cultures where French is spoken

Careers with French 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.

Further support:

- GCSE Period 6 French lessons
- French Club
- Educational visit to France (dependent on numbers)
- Discounted revision guides

Course Description

Students study three units:

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 the tropical rainforest and hot deserts like?
- How do rivers and coasts shape the UK's physical environment?

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 energy 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?

Assessment Structure

The AQA course is assessed through three exams. Paper 1 is an assessment of physical geography, Paper 2 assesses human geography and Paper 3 is an issue evaluation. You will be tested on your knowledge and understanding of geographical features and processes and for the issue evaluation, you will be asked to investigate a geographical issue.

Why study Geography?

Geography helps you to make sense of the world around you. It's hands on, relevant, and fun. Whatever your passion for the world – fascination with landscapes or concerns about sustainability – geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally. 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. There has never been a better or more important time to study geography.

Course Description

The Graphics GCSE is a two-year course. Students will produce a variety of work from a range of different study areas:

- Graphical art such as logos and branding.
- Digital and practical editing.
- Mixed-media art techniques.
- Typography and package design.

Students are encouraged to develop individual skills and personal interests.

- Observational study; Work which is based on direct observation and analysis.
- Development of meaningful logo/branding/marketing visual research.
- Thematic study; Initiating, developing and modifying an idea to a conclusion, primarily directed by a personal response to a theme.
- Critical and Historical study; It is intended that students develop skills in critically appraising the work of other artists and applying these skills to their own work.
- Refining techniques and processes relevant to chosen theme/designers.

Assessment structure

Final assessment is through exhibition of all of the coursework projects and the examination project.

- | | | |
|---------------|--------------|-------------------|
| • Component 1 | Portfolio | 60% of total mark |
| • Component 2 | AQA Set Task | 40% of total mark |

Special Features

It is expected that students, throughout the duration of the course, will visit local galleries and those further afield as well as areas of interest to a particular project.

Why study Art & Design?

Art A level is offered in the Sixth Form which could lead to courses at university and careers in Art and Design, Ceramics, Jewellery, Environmental design, Illustration, Product design, Photography, Film, Textiles and Printing, Interior design, Computer graphics and animation, Marketing and Advertising, Theatre, Teaching, Galleries and Cultural organisations, Leisure Industries, etc.

Art and Design education not only develops an understanding and knowledge of a variety of skills and techniques, but also an aesthetic awareness of our cultural heritage. It develops initiative, creativity and individuality. These are all personal attributes which are vital for success in higher education and in the world of business and industry.

Course Description

The BTEC Tech Award Health and Social Care gives learners the opportunity to develop applied knowledge in areas including:

- the life stages and key characteristics in the physical, intellectual, emotional and social (PIES) development classifications and the different factors that can affect an individual's growth and development
- different life events and how individuals can adapt or be supported through changes caused by life events
- health and social care conditions, how they can be managed by the individual and the different health and social care services that are available
- the barriers and obstacles an individual may encounter and how these can be overcome
- the skills, attributes and values required to give care and how these benefit the individual
- how factors can affect an individual's current health and wellbeing
- how physiological indicators and an individual's lifestyle choices determine physical health
- the use of the person-centred approach
- recommendations and actions to improving health and wellbeing
- the barriers or obstacles individuals may face when following recommendations and the support available to overcome.

Assessment Structure

- Component 1 - Human Lifespan Development – assessed internally through an assessment set by the exam board during Year 10 (30% of final grade)
- Component 2 - Health and Social Care Services and Values – assessed internally through an assessment set by the exam board early in Year 11 (30% of final grade)
- Component 3 – Health and Wellbeing – written examination taken in May of Year 11 (40% of final grade)

As this is a BTEC course, the achievable grades are Level 1 Pass, Level 1 Merit, Level 1 Distinction, Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*. The course is the equivalent in value to a GCSE.

Why study Health and Social Care?

Health and social care is one of the fastest growing sectors in the UK with demand for both health and social care employees continuously rising. This course provides a fantastic opportunity to learn about the physical, intellectual, emotional and social development of people, from infancy to old age. It provides valuable insight into roles within the health and social care sector, the impact of life events on people within our society, and the types of support available. If you are considering a career within this sector or a career that involves working with people, or are just interested to learn more about human development or health and wellbeing, this course will provide you with information you need to know.

60% of this course is assessed through work completed in set 'windows' during year 10 and year 11. This is great for students who may find the pressure of 100% exam content at the end of year 11 a challenge, however it is important to consider that work you do in year 10 will count towards your final grade, so a positive attitude and high level of effort are required early on in the course.

Course Description

The units cover a diverse range of new and familiar topics, and will deepen the knowledge you have already gained about particular periods as well as introduce new and exciting material!

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: Conflict in Asia, 1950-1975. You will study the post-war battle between capitalism and communism and how the Cold War spread to Asia. You will study the causes, the details and the outcomes of the America's forgotten war in Korea and then study the events of the Vietnam War.

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.

Assessment Structure

GCSE History will be assessed entirely through examination, with all examinations being sat in the summer of Year 11. There will be two examinations, both of which are 2 hours long.

Why study History?

Studying GCSE History will help you to answer important questions about the society we live in and give you a great understanding of the past. Learning about past events and the people who've influenced history will allow you to understand how the world got to the point it's at now and how it will continue to develop in the future. You'll learn valuable skills including developing your communication and writing skills, learning how to construct an argument, developing research and problem-solving skills and developing your ability to analyse and interpret information from a range of sources. Studying history can lead on to some exciting career options, including in journalism, law, business, politics, archaeology, marketing and archiving.

Hospitality and Catering

Course Description

Ever wondered what it takes to work in a top hotel or restaurant? Does food and discovering new flavours in the kitchen inspire you? Maybe you're interested in developing the skills you need to work front of house? **Level 2 Hospitality and Catering (WJEC)** is predominantly practical (in the kitchen preparing food) underpinned by theory lessons which build on the knowledge of the hospitality and catering industry. This subject opens up a range of careers and employment opportunities across the globe as well as build important life skills.

Assessment Structure

The qualification is made up of 2 units:

Unit 1 – The Hospitality and Catering Industry

Unit 1 is worth 40% of the final qualification. This is assessed by a 75-minute examination in the summer of Year 11. This unit covers the business element of what happens in the day to day running of Hospitality and Catering businesses. You will learn about the following:

- The different types of Hospitality and Catering businesses – hotels, restaurants, airlines, take away shops
- Health and safety within these businesses
- Food safety and the laws relating to selling food
- Why and how food can make people ill

Unit 2 – Hospitality and Catering in Action

Unit 2 is worth 60% of the final qualification. This is assessed by a 12-hour timed practical and written piece of work. This is made up of a 3.5 hour food practical assessment and a further 7.5 hour timed and written coursework. The assessment is completed in February/March of Year 11 and runs over 3 days. This unit delivers the importance of nutrition and how cooking methods can impact on nutritional value. You will learn the skills needed to:

- Plan nutritious menus as well as factors which affect menu planning.
- Prepare, cook and present dishes
- How to review your work effectively

Why study Hospitality and Catering?

The Priory Lincoln Academy has state of the art educational catering facilities and industry experts teaching and delivering the qualification. We also foster links with local businesses which provide work experience and future job opportunities.

There is a huge skills shortage of younger people entering the hospitality and food industry. There are some fantastic opportunities with above average salaries within the industry. Possible career opportunities include; Hotel Management, Restaurant/Bar Management, Housekeeper, Event Management, Hotel Receptionist and Development Chef – within retail and supermarkets.

Further Information

There will be a food practical cookery lesson every week in Year 10. The Academy will pay for the ingredients if you are eligible for free school meals or are a Pupil Premium student.

The Academy will support all students and pay for ingredients such as vegetable oil, seasonings, paper bags/ foils for baking. Those students who are not Pupil Premium will be asked to provide some ingredients each week during Year 10. The portion sizes will be small and costs kept to a minimum.

Course Description

The Eduqas GCSE Media Studies course helps learners develop knowledge of key media issues and debate important questions about the media. It introduces a theoretical framework for analysis, focusing on contemporary and historical media products to enhance understanding. The course balances theoretical and practical learning, allowing students to develop media production skills and apply their knowledge creatively. It also encourages critical thinking, analysis, and an appreciation of the media's role in society, culture, and politics.

Assessment Structure

Component 1 – Exploring the Media

- Written examination: 1 hour 30 minutes
- 40% of qualification
- Section A: Exploring Media Language and Representation (45 marks)
- Section B: Exploring Media Industries and Audiences (35 marks)

Component 2 - Understanding Media Forms and Products

- Written examination: 1 hour 30 minutes
- 30% of qualification
- Section A: Television - Crime Drama or Sitcom
- Section B: Music - Music Video and Online Media

Component 3 - Creating Media Products

- Non-exam assessment: internally assessed and externally moderated by WJEC Eduqas 3
- 30% of qualification

Why study Media?

Studying Media will help you develop a range of valuable skills, including critical thinking, analysis, research, planning, time management, and practical media production skills. These skills will not only support your learning in other subjects but also prepare you for further study at A Level and beyond, with opportunities in fields such as Film, English, Humanities, and Social Sciences. Media Studies also provides a strong foundation for university courses in Media, Communications, and Cultural Studies, as well as careers in TV and film production, advertising, journalism, digital marketing, web design, and more. As a Media Studies student, you will explore how media products influence society, examine audience engagement, and through the non-exam assessment part of the curriculum, apply your knowledge to create your own media content, making it a dynamic and relevant subject for today's world.

Special Features:

Success in Media Studies requires you to be active and independent in the pursuit of improving your knowledge and awareness of the various media forms in society and analysing how they target specific audiences. You must use both analytical skills to understand how products are advertised and constructed for profit, as well as implement creative ideas to create your own media product for the coursework section of the course. There is an expectation that you will research widely outside the prescribed curriculum to widen your knowledge of different media forms and products. There will be a focus on theoretical framework, extensive vocabulary and written analysis across all parts of the curriculum. Skills developed in this course will not only support your development in the English and Arts curriculum, but also your ability to deconstruct forms of media into written expression.

Course Description

This is a very practical course in many ways. During the course you will be given opportunities to develop your musical sensitivity, creativity and aural perception through different areas of study. The areas of study include: Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music. You will need to perform music as part of the course using either an instrument or your voice.

Assessment Structure

Component 1: Performing (30%)

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated

- A **minimum of two** pieces, **one** of which must be an **ensemble** performance of **at least one minute** duration. The other piece(s) may be **either solo and/or** ensemble.
- **One** of the pieces performed must link to an area of study of the learner's choice.
- The standard of pieces selected for performance should be broadly equivalent to grade 3 of the graded music examinations.

Component 2: Composing Music (30%)

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated

- **Two** compositions, **one** of which must be in response to a **brief set by WJEC**. Learners will choose one brief from a choice of four, each one linked to a different area of study.
- The **second** composition is a free composition for which learners set their **own brief**.

Component 3: Music – Appraising (40%)

Written examination: 1 hour 15 minutes

- This component is assessed via a listening examination.
- **Eight** questions in total, **two** on each of the four areas of study.

Special Features

This course gives you the opportunity to develop your own musical interests within the framework of the three-strand approach. Even if you have not yet started on any formal instrumental or vocal training, you can also take the course as a way of making very fast progress on a chosen instrument or voice, as time is given each week for individual performance work with a professional on hand for guidance.

Why study Music?

Music develops broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-awareness and self-motivation. There is an opportunity to take Music A Level in the Sixth Form, which could lead to a further education course in Music at either university or a music college. Music related careers are varied and include some of the following; teaching; performance; music industry; television/radio; music librarian; audio engineering; music arranging; music composition; recording engineer; music software development; publishing; conducting; film scoring; recording editing; virtual reality sound environments (internet, games, programmes); music therapy.

Course Description

The Photography GCSE is a two-year course. Students will produce a variety of work from a range of different study areas:

- Photography;
- Digital and practical editing;
- Mixed-media;
- Camera skills through traditional Still Life art.

Students are encouraged to develop individual skills and personal interests.

- Observational study; Work which is based on direct observation and analysis.
- Exploration of different photo-manipulation possibilities to develop interesting and creative outcomes.
- Studying photography skills and concepts and understanding of subject knowledge.
- Critical and Historical study; It is intended that students develop skills in critically appraising the work of other artists and applying these skills to their own work.
- Refining techniques and processes relevant to chosen themes/photographers.

Assessment structure

Final assessment is through exhibition of all of the coursework projects and the examination project.

- | | | |
|---------------|--------------|-------------------|
| • Component 1 | Portfolio | 60% of total mark |
| • Component 2 | AQA Set Task | 40% of total mark |

Special Features

It is expected that students, throughout the duration of the course, will visit local galleries and those further afield as well as areas of interest to a particular project.

Why study Art & Design?

Art A level is offered in the Sixth Form which could lead to courses at university and careers in Art and Design, Ceramics, Jewellery, Environmental design, Illustration, Product design, Photography, Film, Textiles and Printing, Interior design, Computer graphics and animation, Marketing and Advertising, Theatre, Teaching, Galleries and Cultural organisations, Leisure Industries, etc.

Art and Design education not only develops an understanding and knowledge of a variety of skills and techniques, but also an aesthetic awareness of our cultural heritage. It develops initiative, creativity and individuality. These are all personal attributes which are vital for success in higher education and in the world of business and industry.

Course Description

At Priory Lincoln we study the AQA Religious Studies. The first part of the course is looking at the beliefs and practices of two major religions: the Christian and the Muslim faiths. Here you will learn about the diverse religious traditions and beliefs in Britain today and their basis in wisdom and authority. You will learn to use relevant texts and scripture in your answers and apply your understanding of different world views.

For the second half of the course you will consider the religious, philosophical and ethical nature of religion. You will study contrasting beliefs and will be able to show an understanding of how there are a spectrum of perspectives in contemporary British society. You will have the opportunity to study relationships, how violence and war can be interpreted, how terrorism can be challenged from a position of faith and the ethical and moral questions in crime and punishment.

Religious Studies is a literacy based subject. Therefore, students will develop their skills in extended writing and will learn new subject-specific terminology.

Assessment Structure

- Paper one: 1 hour 45 minutes
The Study of Religions - Christian Beliefs, Christian Practices, Islamic Beliefs, Islamic Practices.
- Paper two: 1 hour 45 minutes
Thematic Studies - Relationships and Families, Religion and Life, Religion, Peace and Conflict and Religion, Crime and Punishment.

Why study Religious Studies?

Religious Studies is all about people, religion, culture, morality (what is right and wrong) and philosophy (asking big questions). As well as learning facts and gaining knowledge about religious beliefs and practices, this course encourages students to develop skills of empathy, critical thinking and debate. The Religious Studies GCSE will give the opportunity to discuss and evaluate key issues, including contemporary moral issues such as the death penalty, so it is perfect for those who love debate.

Religious Studies GCSE is a valuable qualification for anyone wishing to work in areas where communication skills are important. Jobs in the caring professions such as nursing, nursery work, social work or teaching, require skills of empathy and tolerance that Religious Studies fosters in its students. People who study Religious Studies also go on to careers in politics, the civil service, journalism, the media and the charity sector. As an academic subject, Religious Studies complements other humanities subjects such as history, as well as social science subjects like sociology and psychology.

Science Combined (Core) or Separate Sciences (Option)

Course Description

Science is a compulsory subject which is taken by all students throughout Key Stage 4. All students will follow a specification from Edexcel. There are two possible routes to achieving the Science GCSEs:

- **Combined Science** (Double award – 2 GCSEs). This will be taken by the majority of students. Students will receive 8 lessons of Science across their two week timetable. **This does not need to be selected as an option choice.**
- **Separate Science GCSE** (Three separate GCSEs in Biology, Chemistry and Physics). These courses have content in common with Combined Science, plus additional content. The students who select this option will receive 13 lessons of Science across their two week timetable. **This must be chosen as an option choice.**

What will you study?

Biology: A range of topics from cells to ecosystems allowing students to gain an understanding of the living world around them.

Chemistry A range of topics from atomic structure and the periodic table to separating techniques and fuels. Chemistry allows students to develop their knowledge of the chemical world.

Physics A range of topics including electricity, forces and energy – covering all aspects of Physics and its impact on our daily lives.

Assessment structure

Each student will sit six examinations regardless of their choice of course. Combined Science papers are 75 minutes each, the Separate Science examinations are 105 minutes each. All units are examined in May/June of Year 11.

Why study Science?

Science is a subject with many areas of interest and helps us understand the world around us. It forms the basic grounding for a wide range of careers including engineering, medicine, electronics, environmental science, space, transport, communications, building, nursing, the armed services, food science, sport science, textiles, materials, ecology, zoology, botany, biotechnology...amongst many others.

Studying Science will allow you to make choices about your future at 16 and give you the freedom to select from a wide range of careers. Once you have completed the course you can continue your studies at A level in one of the three sciences or pursue a T level in a range of subjects.

Special features – Separate Science

If you have a particular aptitude for science then it is possible to take the separate science option. This will allow you to study GCSEs in Biology, Chemistry and Physics in distinct lessons each week. This option will be particularly suitable for those students who may wish to specialise in the sciences at A level and beyond, but taking Combined Science does not prevent further study of the sciences at A level.

Course Description

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

The Edexcel BTEC Level 1/Level 2 First 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 and Unclassified.
- Is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE).
- Has 33% 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.
- 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.

Assessment Structure

This qualification helps learners develop broad knowledge of the sport sector and specialist skills like analysis, leadership, and communication at Levels 1 and 2.

Component 1 and 2

- **Component 1:** Preparing Participants for Sport and Physical Activity
- **Component 2:** Taking Part and Improving Others' Sporting Performance

These components are assessed through non-exam internal tasks that connect conceptual knowledge to real-world practice. They cover:

- Types of physical activity, participant needs, barriers to participation, and strategies to overcome them. Also includes equipment, technology, anatomy, and planning warm-ups.
- Fitness components, their role in sports, practical participation, rules, and improving others' performance through drills and practices.

Component 3

- **Component 3:** Developing Fitness to Improve Others' Performance
Learners use theoretical knowledge (anatomy, physiology, movement analysis, and training) to analyse and evaluate performance and create strategies for improvement.

Why Study Sport Studies?

The BTEC Tech Award in Sport is for learners interested in applied knowledge and skills in sport and physical activity. It focuses on increasing participation, understanding anatomy, and delivering sports sessions. The qualification also builds skills like sports analysis, leadership, communication, planning, time management, and teamwork through practical learning and assessment.

Learners need a strong theoretical understanding of PE and the practical ability to perform competitively in various sports.

Submitting Option Choices

You will select your options in SIMs Student. You can do this on a website or via the app. You will be guided by your Form Tutor on how to do this. A guide will also be sent to your parents/carers after Options Evening.

Option 1

- Choose one of French, Geography, History, Religious Education or Separate Science. If you wish to study more than one of these place the other subject(s) in your Options 2-4.

Options 2-4

- Decide on four more GCSE option subjects – three you wish to study and one reserve.
- Every attempt will be made to provide you with the most appropriate set of courses – but we cannot and do not guarantee that students will get their first choice courses.
- Discuss your choices with your parents and your Form Tutor if you can.
- If you require further help, then make an appointment with your Head of Year who can advise you which member of staff can best help you.
- Once you are happy with your choices then complete your selection in SIMs Student and submit it.
- Your course choices will be confirmed in the Summer Term.
- If there are any further aspects you wish to discuss, please contact Mr G Sleight, Deputy Headteacher on GSleight@prioryacademies.co.uk

