

BISHOP HEBER HIGH SCHOOL

RESPECT • OPPORTUNITY • ACHIEVEMENT



Year 9 Options 2017



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INTRODUCTION

I'm privileged to be the Headteacher of this outstanding School ranked in the top 10% of all schools nationally based on GCSE results in 2016. I believe that every child who enters this great School leaves as an adult truly 'ready to accomplish' their personal ambitions. At this stage of Year 9 I'm minded of Oscar Wilde's quote that, "Success is a science; if you have the conditions, you get the result." For Year 9 students in 2016 choosing the 'right' options are indeed central to creating the conditions to be successful. Mrs Sargent and I will elaborate more on this at the Options Evening with the most up-to-date information we have at this time of great change.

On **Thursday 9th February 2017** there is a **YEAR 9 OPTIONS EVENING** at **6 p.m.** in the **Sports Hall**. I would strongly encourage you to attend this meeting as it is about making choices. There has been more choice in the last three years than there has been previously at Heber. There is more flexibility for schools and more choice for students. We have tried to offer what is best under this government's direction, but we have been careful to avoid offering you choices which will be bad for your future education and career. Now it is over to you – the choice is yours!

Presently all Year 9 students are required to study English Language, English Literature, Mathematics and Combined Science and everyone will follow the (new 9-1 graded) GCSE courses in five subjects. Citizenship, P.E., R.E. and Careers/Work-Related and Enterprise Education are also compulsory subjects, but in many cases they will not lead to formal examinations. At this point in time this takes up 30 periods in our two-week timetable of 50 periods. The remaining periods form the "Options" and they will be arranged into four blocks of five hours (periods). Within this, you must choose at least one language. In addition, you can choose three other subjects to make up your Year 10 and 11 curriculum. You should try to have subjects which you enjoy, which you are good at, which will be useful and which achieve a good overall balance of knowledge and skills.

Although there is choice, there are important factors to consider and you will get plenty of advice. Future careers ideas are important and so is **BALANCE**. A modern language will be a huge asset in gaining a place at University and/or College or in getting a good job in the 21st century. For some students, vocational skill-based courses give you the chance to apply theory with practice, understanding in a practical context.

Personally, I welcome the shift to more flexibility and more choice so students have a more personalised curriculum. At 14 you ought to have some control over what you learn. If you choose sensibly and we make sure that the essential subjects are included, then we should ensure the Year 9 Options run effectively for all students.

It is my role to write this to encourage you to make brave and wise decisions. Your choice of GCSE subjects will be determined by four important factors which provide you with a broad and balanced curriculum that prepares you for Further Education or the world of work in 2021 onwards:

- ✓ Your ability and/or aptitude for all four subjects
- ✓ Your interest and enthusiasm for all your chosen subjects
- ✓ The relation of your chosen subjects to each other
- ✓ Your plans for further and/or higher education and a career

The Options Evening is an important part of this process. However, please feel free to contact any of my colleagues for further information, advice or guidance in completing the Options process.

D A Curry
Headteacher



A NOTE TO PARENTS

At the end of this Academic Year, your child will have completed three years in Secondary Education (Key Stage 3) and will be entering Year 10 (Key Stage 4) in September 2017. It is at this stage in your child's education that it becomes necessary for them to choose the subjects which they are going to continue to study over the next two years leading to external examinations. As stated earlier by the Headteacher, there are certain subjects which are compulsory for all students and this will be explained in more detail later in this booklet.

Choosing the correct subjects is extremely important and we will make every effort to ensure that each student receives the necessary help and advice to do this. It is in everyone's interest that the correct choices are made at this time so that each individual student can make the best use of his or her talents, and maintain a broad and balanced curriculum.

The purpose of this booklet is to outline the procedure involved in making this choice and to provide you with information that will help you to assist your child in making the correct decisions. At the Options Evening on **Thursday 9th February 2017** the option choices will be more fully outlined and senior staff and Subject Leaders will answer your questions. In addition, your child's Tutor will give them a great deal of advice about options before choices are actually made. Their work will be co-ordinated by Mr Ward, Year Leader of Year 9.

Following the successful introduction of a 'student centred' options process, we remain committed to designing a Key Stage 4 curriculum that responds to students' preferences and individual needs. Students will be asked to select five subjects **(in priority order)** and we will use this information to construct four GCSE option blocks.

EXAMINATIONS

It is our policy to give all students the opportunity to sit external examinations at the end of Year 11. Students entering Year 10 will begin by studying courses that will lead to the award of the General Certificate of Secondary Education (GCSE) or Business and Technology Council (BTEC).

The **GCSE** is the examination which all students sit in the majority of subjects offered at Heber. The GCSE and BTEC are both known as Level 2 qualifications, the assessment of most of the subjects offered in School has two or three main parts:

- i. An examination
- ii. Written Controlled Assessment or fieldwork/project
- iii. Oral assessment e.g. Modern Languages
- iv. Assessed practical work e.g. Art, D&T, Drama and P.E.

The percentage of marks offered in each of these parts varies according to the subject. The requirements of controlled assessment also vary according to the subject. Please note that Controlled Assessment is part of an examination course and therefore must be the student's own work. Students will be required to sign an Examination Form stating that they received no help in producing the work. (e.g. Parents, teachers or Internet).



Government changes to GCSE examination assessment will mean that, in many subjects, all students will sit one common paper where the questions are stepped in ascending order of difficulty and the marking of the questions is differentiated. For example, only the most capable students will be able to attempt and answer correctly the most difficult questions. It is intended that the majority of students are capable of sitting the GCSE in any subject.

A new grading system has also been introduced comprising 9 grades, with 9 being the highest grade. In 2019, most GCSEs will be graded using this 9 point scale.

BTEC is assessed primarily through coursework built up throughout the two years of the course. This is then assessed and moderated. Where examinations do take place these are usually taken throughout the course, rather than terminal examinations at the end of the course. In Science, the majority of students will follow a Combined Science course leading to two GCSEs. Some of the most able scientists will be able to use one of their option choices to study additional science modules, leading to GCSEs in the three separate sciences (Biology, Chemistry and Physics.)

THE YEAR 10 TIMETABLE (Provisional)

There are 50 periods of one hour each in the two-week timetable cycle. Of these, 30 periods are **CORE TIME**, and most students in Year 10 follow the courses that make up this **CORE TIME**. These courses are:

English Language and Literature (2 GCSEs)	7 periods
Mathematics (1 GCSE)	7 periods
Science (2 GCSEs)	9 periods
Physical Education	4 periods
Religious Education / Careers & Work-Related Learning / PSHCE)	3 periods
TOTAL	30 periods

The remaining 20 periods are made up by studying **four OPTION** subjects of 5 periods each. In the case of students who choose to follow a Vocational Course as part of their Key Stage 4 curriculum, there will be a reduction in the number of option subjects they study.

Full information about all these subject courses – **CORE** and **OPTIONS** – can be found later in this booklet. **Two** copies of the Option Form are attached at the end of this booklet. You should complete both of the forms – hand one to your Form Tutor and keep one for yourself by **Thursday 2nd March 2017**.

All students will have to select a Modern Language as one of their option subjects in the first box on the Options Form.



CORE SUBJECTS

English Language and English Literature

All students will follow the Eduqas English Language and English Literature courses to GCSE Level. It is anticipated that all students will be entered for examinations in English Language at the end of Year 10 (2018).

GCSE English Language

This course builds on the work done in Key Stage 3 and develops skills in the key areas of Reading, Writing, Speaking and Listening. There are two examinations for which students will be entered in June 2018. Students who do not achieve at least a Grade 5 in English Language in 2018 will have the opportunity to resit this qualification in Year 11.

GCSE English Literature

All students will have the opportunity to study for a GCSE in English Literature. The Literature course involves detailed study of set texts and develops students' analytical skills. There may be an opportunity to visit live theatre and develop wide reading skills or to attend workshops organised within school to improve specific skills. It is anticipated that examinations will be in May of 2019.

The English Literature and English Language courses in 2018/19 will be a single tier of entry and will be graded from 1-9. Both examinations are assessed by 100% examination.

Mathematics

Students begin the linear GCSE course at the start of Year 9 and will cover the content of the **new Maths GCSE specification**. There are two tiers of entry for the examination, Foundation and Higher, and all students will be entered for examinations in which it is possible to get at least a Grade 5.

- Overall Assessment – 100% Examination (3 x 1.5 hour papers)
- Results will be awarded using the new GCSE Scale 9-1

FOUNDATION TIER PAPERS

Level of questions tested – Grades 1-5

HIGHER TIER PAPERS

- Level of questions tested – Grades 4-9

Students will be entered by the school at the most appropriate level. This is particularly important since if the minimum grade is not achieved at Higher Level an ungraded result will be awarded.



Science

- Students (who do not opt for Triple Science) will complete the Combined Science GCSE during Year 10-11
- The Combined Science GCSE results in two GCSE grades.
- The Combined Science covers topics from Physics, Chemistry and Biology
- There are 16 required practicals over the two years.

GCSE Combined Science will be assessed at the end of Year 11:

- Six 1 hour 15 mins external exam papers taken in May/June of Year 11, two for each, Biology, Chemistry and Physics – each will assess different topics. Questions will be multiple choice, short and long answer questions.
 - Biology – Cell Biology, Organisation, Infection and Response, Bioenergetics, Homeostasis and Response, Inheritance, Ecology
 - Chemistry – Atomic Structure, the Periodic Table, Bonding, Quantitative Chemistry, Chemical Changes, Energy changes, Rates, Organic Chemistry, chemical analysis, Chemistry of the Atmosphere, Using Resources
 - Physics – Forces, Energy, Electricity, Waves, Magnetism and Electromagnetism, Particle Model, Atomic Structure

Please see **Triple Science** in the OPTIONS section of this booklet for details of the course leading to Biology, Chemistry, and Physics GCSEs as three separate qualifications.

Physical Education (P.E.)

Physical Education is **compulsory** in Years 10 and 11. In Core P.E. there are four one-hour lessons per fortnight. Classes are split into ability groups so that students work with others of similar ability across the year group. The groups have the opportunity to participate in a number of sports, both major and minor during the two year course.

Some of the following aspects of P.E. will be covered during KS4:

Athletics, aerobics, badminton, basketball, cricket, dance, health and fitness, hockey, lacrosse, netball, rounders, rugby, football, table tennis, tennis, softball, handball and volleyball.

All students are encouraged to attend clubs during lunchtimes and after school, and also to be members of teams both in and out of School. It is hoped that each student will become sufficiently interested in certain areas and continue at club level when they leave School.

It is important that all students continue to maintain a high standard of appearance. With regards to their kit, the appearance of senior students sets an example to the rest of the School. All of the official School P.E. uniform listed in the School Prospectus can be purchased from Whitchurch Sports and those undertaking GCSE/BTEC P.E. can purchase an additional GCSE P.E. t-shirt from the P.E. department.

In addition, GCSE Physical Education and BTEC (Business and Technology Education Council) Level 2 First Award in Sport are also offered in the option blocks – further information is available.



Religious Education (R.E.)

Religious Education at KS4 is a compulsory core subject, non-examinable and taught one period per fortnight. Religion and ethical issues are at the forefront of today's society, therefore in Years 10 and 11 students have the opportunity to explore themes common to all religious traditions, looking at how beliefs affect lifestyles. There is also an opportunity for students to reflect on their own beliefs and values in the light of their studies, discussing their own opinions and considering those of others in the class, therefore developing key skills.

Topics to be included will be:

- Human nature and human potential
- Myself and the world / personal responsibility – can I make a difference? Problems such as peace, freedom, justice
- Social ethical issues, e.g. abortion, capital punishment and euthanasia
- Different views about life after death
- Religion and the media

The course will mainly involve discussion, with group-work and some individual written work for progress purposes.

Religious Studies (R.S.) GCSE is offered in addition to the core subject – further information is available.



PSHCE

Personal, Social, Health, Citizenship and Economic (PSHCE) Education continues to cover a series of pastoral topics. No examinations are involved and the courses are designed to help students to prepare themselves for life during and after School. For example, they are helped to improve their communication skills, to manage relationships with other people, to develop their self-confidence, and to develop skills that will help them gain employment and play a full part in the life of the community.

The PSHCE curriculum is reviewed by the Year Leader every year and lessons build on and develop statutory curriculum content. For example:

- Drug and Alcohol education
- Financial education
- Sex and relationship education (SRE)
- Importance of physical activity and diet for a healthy lifestyle
- Citizenship
- Promotion of student's spiritual, moral, social and cultural (SMSC) development
- Career advice and guidance

Careers, Work-Related Learning & Enterprise Education

In Years 10 and 11, students complete three strands of the careers curriculum:

- Self-Assessment and Development
- Exploring Careers
- Managing Careers

They complete self-assessment tasks and are encouraged to explore career opportunities by using the Careers Library and ICT Careers Programmes and websites. Speakers are invited to School to give information on Apprenticeship Programmes and subject-specific careers and the biennial Careers Convention is an opportunity to gather information from a wide range of organisations regarding specialist areas of work. Independent careers advice is also available on the National Careers Website:

www.nationalcareersservice.direct.gov.uk

The Work-Related Learning and Enterprise Education programme gives students an opportunity to develop their life skills. Such skills are a high priority to employers and training organisations and evidence of applicants' experience is usually required on Application Forms.

Students are encouraged to develop such skills as Communication, Leadership, Problem-Solving, Decision-Making and Teamwork in a number of Business Enterprise activities. They may complete Work Experience in KS4 or Sixth Form, and will complete tasks linked to the recruitment and selection process and job applications. The management of personal finance is also covered. The programme is intended to support students in making well-informed realistic decisions, as well as preparing them for the world of work and giving them an insight into the standards and qualities required for employment.



OPTION SUBJECTS

Vocational Courses

In addition to the courses offered in School, we are able to take advantage of a very limited number of places on Vocational Courses. These courses will take the place of two option subjects in School and will be taught 'off-site' at Reaseheath College (Nantwich), with transport being arranged by the School. Students will gain hands-on practical skills in the industrial units at the College. As well as the Vocational Course, students will continue to study the Core subjects plus two Option subjects.

The following Vocational Courses are currently offered at Reaseheath College:

The City & Guilds Level 1 Diploma in Land-based Studies

- Agriculture
- Animal Management
- Equine
- Horticulture

Edexcel BTEC Level 1 Certificate in Construction

- Construction

In Year 10, students will attend College all day on Wednesday and in Year 11 they will attend on Thursday.

Additional accredited qualification

Students who attend a College course will be required to follow an additional course of study to ensure that their curriculum allows them to achieve the minimum requirement of **eight** GCSE's or equivalent. This will take place when they are in School in the lessons when other students are studying for their other two option subjects (the majority of which are timetabled on College days.)

Details of the course to be followed will be provided once final decisions have been made about the most suitable course for the students.



Art and Design

“Look at your life. What do you feel, watch, wear, listen to? Then think that someone designed it, painted it, wrote it, performed it, invented it. That someone is working in the creative industries; in future that someone could be you.” (Design Council)

The first step to a career in the creative industries is to study Art and Design at GCSE. You will have the opportunity to develop your knowledge and understanding of the subject, you will be encouraged to form opinions, work more independently and have personal ownership of the work you do.

During the course you will experiment with a wide range of media and materials and develop many practical skills. You will investigate both contemporary and historical artists and designers to support your own practical work and ideas. You will complete three major units of work which will be marked as coursework at the end of the GCSE course.

The following points are all important features of the course:

- No written final exam – the Art exam consists of an externally set assignment with a timed 10-hour exam at the end of a period of preparation, research and development on a choice of given themes. The written element you will be required to do will be in annotation form and whilst researching and analysing both artists and your own work.
- The exam traditionally takes place in March of Year 11 and so does not clash with other examinations, enabling you to spread your workload!
- Wednesday night coursework clubs, and also open access every lunchtime Monday-Thursday where you can work alongside your teachers to improve your art work.
- Coursework is worth 60% and exam work is worth 40% of the total GCSE.
- You will have completed your entire Art and Design GCSE before starting your other GCSE examinations
- An opportunity of a residential overseas visit to a major cultural European City and/or drawing / information-gathering trip out of school.
- You will have the opportunity to work with many media including:
 - Fine Art
 - Digital Photography
 - Print
 - Textiles
 - Ceramics
 - Three-Dimensional Design

All your work will be marked to the same assessment criteria, which takes into account your practical and analytical skills, the way you develop ideas, your level of understanding and degree of personal involvement. All your coursework is assessed regularly by your teacher throughout the course, and reassessed as a whole at the end of the course. Staff will mark your exam work, which is then checked by an external Exam Board (AQA) Moderator.



Business Studies

Business Studies is a dynamic academic course that examines the fast-paced and ever-changing business environment and current affairs in the wider world. The course prepares students for the highly competitive world of work, developing skills required to be successful after compulsory education and to cultivate a valuable understanding of the business workplace.

Business Studies is a popular subject, which equips students with both academic understanding of theory and the practical application to real business situations. It provides excellent preparation and is a proven pathway to further study at Key Stage 5.

The units of study will enable students to improve communication skills, teamwork, self-motivation and the production of business documentation to professional standards.

1. GCSE (9-1) Business

The GCSE is structured into distinct modules with external visits to relevant businesses and outside speakers in order to enhance the understanding of theory outside of the classroom:

Unit Title

1. **Investigating small business** – Enterprise and entrepreneurship, spotting a business opportunity, putting a business idea into practice, making the business effective and understanding the external influences on business.
2. **Building a business** – Growing the business, making marketing decisions, making operational decisions, making financial decisions marketing, making human resources decisions.

Assessment

Regular unit testing takes place throughout the programme of study and mock examinations in Years 10 and 11 are undertaken, with final GCSE assessment consisting of:

Two written examinations at the end of Year 11 (Two papers– each worth 50% of the final grade. Each paper is 1 hour 30 minutes. The paper will consist of calculations, multiple choice, short-answer and extended-writing questions.

The exam papers are divided into 3 sections:

Section A – 35 marks

Section B – 30 marks

Section C – 25 marks

Questions in Sections B and C will be based on business contexts given in the paper



2. BTEC Level 2 First Award in Business

BTEC is an Industry and Further/Higher education recognised vocational qualification that provides students with an alternative approach to their studies. It gives students the opportunity to develop a range of personal skills and attributes essential for successful performance in working life. The same visits as the GCSE support the programme in the practical application of classroom theory.

The course is structured into four distinct units:

1. Enterprise in the Business World (assignment – 25% of final grade)
2. Finance for Business – (1 hour external examination – 25% of final grade)
3. Principles of Customer Service (assignment – 25% of final grade)
4. Promoting a Brand (assignment – 25% of final grade)

This course requires the creation of three substantial pieces of coursework for successful external moderation and one external examination for award of the GCSE equivalent qualification.

Educational Visits traditionally include:

- Manchester United, Old Trafford – Ownership structures, Marketing and Branding
- Chester Zoo – Human Resources and Marketing

The BTEC First Award represents a clear progression pathway for students wishing to progress with Vocational Business Studies into Key Stage 5.

Both courses are worth the equivalent of one GCSE. The choice of course depends on the preferred learning style of the individual student. Please speak to any Business Studies teacher for further advice and guidance about which course may best suit you.

If Business Studies is selected as an option, please make it clear whether you wish to study the GCSE or BTEC course.



Computer Science

This is a course that uses mathematical and physical concepts to understand how computers work. It investigates programming in great depth, and considers how real world problems can be tackled using computational thinking. Students will be expected to learn and apply classic algorithms such as; linear and binary search; bubble sort, merge sort and insertion sort; compression techniques like dictionary encoding and RLE; Huffman encoding for internet transmission; typical assembly routines to add, subtract and iterate at the level of the processor. By the end of the course, students will have an in-depth understanding of how computer technology works.

Information technologies continue to have a growing importance. This means there will be a bigger demand for professionals who are qualified in this area. If learners want to go on to higher education and employment in the field of Computer Science, they will find that this course provides a superb stepping stone. Learners who have taken a Computing GCSE and who then progress to study the subject at A Level and university will have a sound underpinning knowledge of this subject area.

GCSE specifications in Computing enable learners to:

- programme (Python)
- understand how computers work and apply this knowledge and understanding in a range of contexts
- understand the use of algorithms in computer programs to solve problems using programming
- develop computer programs to solve problems
- evaluate the effectiveness of computer programs/solutions and the impact of and issues related to the use of computer technology in society.

There are two exams (80% of the mark) and a programming project (20% of the mark). Over 60% of the mark will be based on the ability to programme a computer. This is an intensely creative activity which many people find difficult mastering without substantial amounts of practice and effort (above and beyond homework and classwork).

Computer Systems (Exam 40%)

The first component is an exam focused on computer systems covering the physical elements of computer science and the associated theory.

Computational Thinking, Algorithms and Programming (Exam 40%)

This component is focused on the core theory of computer science and the application of computer science principles. Taking computational techniques such as programming and apply this to creating solutions for real world problems

Programming Project (non-exam assessment) (Project 20%)

This component is the non-exam assessment where candidates will be challenged to solve a problem by creating a piece of software (programming in Python), e.g. to dictionary encode a file, or create a database and then develop functions that can add, edit and search the stored data



Dance

Dance is taught throughout Year 7, 8 and 9 in P.E. by which time students will have developed performance and choreography skills which they can apply to the course. Students will therefore have been engaged in Dance for a number of years and will know whether they have an interest in the subject and want to pursue the subject as an option. All students are encouraged to attend Dance Club especially if they do not dance outside of School. It is not compulsory for the students to have attended dance classes outside of School or have any dance experience other than what has been offered in School.

The BTEC Dance course is equivalent to one GCSE. The course has a clear progression route to a Level 3 course or to an apprenticeship. This award is generally provided by colleges. The course is predominantly performance-based assessment of which the majority is internally assessed. The assessment approach for the internally assessed units in the qualification structure enables learners to receive feedback on their progress throughout the course as they provide evidence towards meeting the unit assessment criteria. Evidence for assessment may be generated through a range of activities, including workplace assessment, log books, practical performance and verbal presentations.

Units within the qualification

Individual Showcase (*Approximately 25% of the course*)

- Produce a self-choreographed piece of dance based on a particular stimulus
- Produce a letter of application/CV as though applying for employment within the Dance industry
- Produce a 5 minute presentation

This unit will be an externally moderated piece

Preparation, Performance and Production (*Approximately 25% of the course*)

- Demonstrate performance or production skills and techniques in a performance
- Perform in a live production as a group performance

This unit will be internally assessed

Specialist Unit in Dance (*Approximately 50% of the course*)

- Explore and develop your dance skills and review own practice
- Use your dance skills within rehearsal and performance
- Two dance styles to study alongside attending workshops to learn the practical physical skills (tap, ballet, jazz, street, contemporary etc.)



Design and Technology

Careers in Design and Technology

"The innovation that fuels UK growth relies on knowledge, the skilled use of materials and the command of ideas. Design and the Arts are vital components of an accessible and varied education system that can provide these skills."

Sir Jonathan Ive, Stella McCartney, Sir Terence Conran (and others)

- from an open letter to Michel Gove

A good grounding in Design and Technology is a distinct advantage in any career choice where innovative, creative thinking, problem solving and team work are required. More specifically it can lead to employment in such careers as architecture, product design, engineering, manufacturing, graphic design, advertising, fashion design, catering, food Science.

Think very carefully about your choice and do some thorough research into the type of career you would like and the opportunities Design and Technology can offer.

This year Design and Technology qualifications change in line with the Government's new curriculum. All students opting for Design and Technology will have to study **core technical principles**. This will include an element of materials, techniques, processes, electronics, mechanisms and textiles alongside specific designing and making skills. This knowledge will be tested through the written examination at the end of Year 11.

You will be able to complete your coursework, or Non Examined Assessment, in one of three different focus areas:

Product Design – The practical aspect of the focus area enables a student to gain an understanding of working with a range of materials such as wood, metal, plastic, etc., and also the technologies used when working and manufacturing with them. In addition, students will apply their knowledge and understanding of principles and concepts relating to mechanisms, energy, structures, aesthetics, ergonomics, design drawing and communication. Throughout the course, students will be taught to extend and apply their skills in Information Technology (e.g. Computer Aided Design and Manufacture) and to show evidence of this in their Year 10 assignments and the project that forms part of their final Non-Examination Assessment in Year 11.

Graphics – This focus area will appeal to students who have enjoyed the designing and drawing parts of their work at KS3. The course will teach design and communication skills including drawing, graphic techniques and model making. A large part of the course will concentrate on less formal and more expressive methods of drawn communication as well as computer aided design. These will be acquired through project work which will require the use and understanding of topics and techniques such as use of colour shading, freehand lettering, graphical techniques to explain statistical information, sequential illustrations of operations and procedures etc.

Textiles – This focus area gives students an opportunity to study textiles in an interesting and exciting way. Research work will involve looking at the use of fibre and fabric. Experiments with creative techniques of applying surface decoration such as screen printing, tie-dyeing, machine embroidery and computer aided design will be incorporated into the coursework assignments. Students may work with fashion items or textile articles which are used for other purposes either functional or decorative. Most of the theoretical knowledge will be taught through practical applications. Students will build up a design portfolio which will be used as a resource for their practical coursework assignments for the external examination.



Exam Board – AQA

Qualification – GCSE Design and Technology

This qualification is linear, so you will sit all exams and submit all your non-exam assessment at the end of the course.

Subject content

1. Core technical principles
2. Specialist technical principles
3. Designing and making principles

• EXAMINATION

What's Assessed

Core technical principles
Designing and making principles
Specialist technical principles

How it's assessed

Written exam: 2 hours
100 marks
50% of GCSE

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions including a 12 mark design question.

• NON-EXAMINED ASSESSMENT

What's assessed

Practical application of:
Core technical principles
Specialist technical principles
Designing and making principles

How it's assessed

Non-exam assessment (NEA): 30–35 hours approx.
100 marks
50% of GCSE

Task(s)

- Substantial design and make task
- Assessment criteria:
 - Investigating
 - Designing
 - Making
 - Analysing and Evaluating
- Students will produce a working prototype and a portfolio of evidence (maximum 20 pages)

If you wish to study Design & Technology please indicate on the Options Form which area you wish to focus on. (Product Design, Graphics or Textiles)



1. Food Preparation and Nutrition

GCSE Food Preparation and Nutrition is a fresh and exciting course that equips students with an array of culinary techniques, as well as knowledge of nutrition, food traditions and kitchen safety.

“Imagine a world where every child was educated about how amazing food is, where it comes from, how it affects the body and how it can save their lives” – Jamie Oliver

Subject content

Food preparation skills – these are split into the five sections:

Food, nutrition and health

Including recommended guidelines for a healthy diet, nutritional needs, specific dietary needs • The importance of metabolic rate and physical activity • How to calculate energy and nutritional values and plan recipes, meals and diets accordingly • Major diet related health risks

Food Science

Why food is cooked • Appropriate cooking methods to conserve or modify nutritive value • understanding of the working characteristics of ingredients • carbohydrates • fats/oils • protein • fruit/vegetables • how preparation and cooking affects the sensory and nutritional properties of food

Food Safety

Food safety principles when buying, storing, preparing and cooking food • How to store foods correctly and the importance of date-marks • The signs of food spoilage • The factors which affect bacterial growth • The types of bacterial cross-contamination and their prevention

Food choice

How sensory perception guides the choices that people make • how to set up tasting panels for preference testing • The range of factors that influence food choices • The choices that people make about certain foods according to religion, culture, ethical belief or medical reason • How to make informed choices about food and drink to achieve a varied and balanced diet, including awareness of portion sizes and costs

Food provenance

Where and how foods are grown, reared, or caught and the primary and secondary stages of processing and production • how processing affects the sensory and nutritional properties of ingredients • the impact of food and food security on the environment • technological developments that claim to support better health and food production • the development of culinary traditions in British and two international cuisines

Examples of products;

Soup and homemade savoury scones, meat/vegetable casserole, meat/ Halloumi/veg kebabs with dressing, Fish pie, curries with chapatti, naan, paratha, Fish cakes with tartare sauce, Lasagne, Savoury roulade, Quiche, Tarte tatin, savoury choux buns, trifle, fruit whisked sponge, sun dried tomato palmiers, calzone pizza.



General practical skills – including:-

- Knife skills; fillet a chicken breast/portion a chicken/fillet a fish,
- Preparation of fruit and vegetables; peel / slice / dice / mash / shred / scissor / snip / scoop / crush / grate / peel / segment /de-skin /de-seed / blanch / shape / pipe / blend / juice and prepare garnishes to control enzymic browning
- Weigh and measure, preparation of ingredients and equipment and use of equipment; blender / food processor / mixer and microwave
- Using the oven; baking, roasting, casseroles / tagines / braising
- Making sauces; blended / reduction / emulsification
- Use of raising agents; egg / chemical / steam
- Make a dough; shortening / gluten formation / proving, shaping and finishing dough / roll out pastry / use of pasta machine / create layers / proving / resting

Assessments

Written exam: 1 hour 45 minutes, Summer Term of Year 11, worth 50% of the GCSE

Questions are based on knowledge of food preparation and nutrition from Sections 1 to 5 above.

There are multiple choice questions (20 marks) and five questions each with a number of sub questions (80 marks)

Non-exam assessment (NEA), worth 50% of the GCSE

Task 1: Food investigation

Tests students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task. Students complete a written or electronic report (1,500–2,000 words) including photographic evidence of the practical investigation.

Task 2: Food preparation assessment

Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task.

Students prepare, cook and present a final menu of three dishes within a single period of no more than three hours, planning in advance how this will be achieved. Students complete a written or electronic portfolio including photographic evidence. Photographic evidence of the three final dishes must be included.



2. Level 1/2 Vocational Award in Hospitality and Catering

Depending on the number of students expressing interest, we may offer an alternative course to Food and Nutrition:-

The Hospitality and Catering sector includes all businesses that provide food, beverages and/or accommodation services. This includes restaurants, hotels, pubs and bars, airlines, tourist attractions, hospitals and sports venues. According to the British Hospitality Association, hospitality and catering is Britain's fourth largest industry and accounts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the hospitality and catering sector with the majority of new roles falling within the 18-24 age group.

The eduqas Level 1/2 award in Hospitality and Catering has been designed to support students who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Employment in hospitality and catering can range from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing. All of these roles require further education and training either through apprenticeships or further and higher education. Learners completing the Level 1/2 Award in Hospitality and Catering may be interested in progressing to our Level 3 qualifications in Food Science and Nutrition.

Course Components

The eduqas Level 1/2 Award in Hospitality and Catering is made up of two mandatory units:

Unit 1

The Hospitality and Catering Industry **(40% of Total Mark: Assessment by online Exam)** Students will apply their learning by considering all aspects of the vocational sector. They will acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2

Hospitality and Catering in Action **(60% of Total Mark: Assessment using practical cookery and extensive planning to meet a brief)** Students will apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision, kitchen and front of house operations in unit 1, as well as personal safety in their preparations. The content is relevant to not only employees within food production, but also those with a responsibility for food safety in the industry, nutritionists, managers and owners. This extends the students appreciation of the whole vocational area beyond the kitchen environment.

Students can achieve the following grades: Level 1 Pass, Level 2 Pass, Level 2 Merit, Level 2 Distinction.



Geography

Geography GCSE is right for you if you.....

- Enjoy finding out about people, places, landscapes and events
- Want the opportunity to work outdoors as well as in the classroom
- Prefer short structured answers rather than long essays
- Enjoy studying a subject that is relevant to your life and experience
- Have an interest in concerns for the environment
- Want to be taught in a department that has excellent exam results

What will you study?

At GCSE, students opting to study Geography will follow the AQA syllabus. This course provides a balance between physical and human geography and places an emphasis upon students' ability to apply theory to a situation, and understanding issues. You will gain practical skills from two days of fieldwork outside of the School that will be examined in a fieldwork paper.

There are three units of work:

Living with the physical environment: Natural Hazards, the Living World, Physical landscapes of the UK.

Challenges in the human environment: Urban issues and challenges, the changing economic world and resource management.

Geographical Applications: Issue evaluation, field work and geographical skills (using a pre released resource booklet).

How will you be assessed?

There are three examinations, contributing to 100% of the grade. Paper 1 'Living with the physical environment' (1 hour 30 mins - 35% of GCSE), Paper 2 'Challenges in the human environment' (1 hour 30 mins – 35% of GCSE), Paper 3 'Geographical Applications' (1 hour 15 mins– 30% of GCSE). There is one tier of entry to the examinations.

Will you get out of the classroom?

Yes! As part of your fieldwork paper you will be required to complete fieldwork that is relevant to the work you have carried out, e.g. visiting a coastal area such as Llandudno to investigate coastal management or impacts of tourism in Llandudno. The Geography Department has also run international trips e.g. Sorrento, Italy.

Where will Geography take you?

Further studies in Geography can lead to careers in accountancy, market research, management consultancy, aid work, landscape architecture, countryside management, field studies work, environmental consultancy, civil engineering, social work, cartography, surveying, town planning, heritage management and many more areas. Geography is a popular subject and many of our GCSE students continue to study the subject to A-level. Students also go on to study Geography, or related subjects, at University. Many of our students have been inspired by what they have learnt in their Geography lessons and have gone on to visit these places by working and travelling abroad once they have left school. Geography is highly valued by universities as an A-level choice and the Russell Group report published in 2011 names geography as one of eight facilitating subjects. This is a subject more likely to be required or preferred for entry to degree courses and choosing facilitating subjects will keep more options open to you at university.



History

Why choose History?

- It is interesting and relevant to the world you live in.
- It is a respected qualification by employers with former students going on into varied careers including medicine, accountancy, journalism, engineering, law, beauty, events management and the Police.
- The department has a track record of excellent results well above national averages and target grades.
- It is not all about long essays. The exam is made up of short questions based on analysis of pictures and evidence combined with students' own knowledge.
- You develop the skills needed to present an argument and reach a judgement on what you think happened in the past.
- The skills learnt are transferable to other written and analytical subjects and are excellent basis for further and higher education.

What will I study?

Unit 1 – The American West 1840-95

- The life and culture of the Native American Indians.
- How early settlers colonised the Great Plains of America and the problems and dangers they faced.
- The problems of maintaining Law and Order in the Wild West.
- Studying the lives of historic figures such as “Billy the Kid”, “Butch Cassidy” and other outlaws.
- The destruction of the Native American way of life and the subsequent Indian Wars.

Unit 2 – Medicine in Britain c.1250 – Present Day and The British Sector of the Western Front 1914-18

- Changes and developments in Medicine and Surgery from the Middle Ages.
- The impact of plagues and infectious diseases across History and how we overcame them.
- The development of modern vaccines and antibiotics in the fight against infectious disease.
- How public health has developed over time to make our world cleaner and lives longer.
- Source investigation on conditions in the trenches and the impact on medicine

Unit 3 – Anglo-Saxon and Norman England c.1060-88

- Changes before and after the Battle of Hastings.
- Investigate how Castles were used to control the English.
- The failed attempts at English rebellion in the years after the invasion.

Unit 4 – Weimar and Nazi Germany 1918 – 39

- The problems Germany faced after World War One.
- The rise of extremism, including the Nazis in the 1920s.
- Hitler's rise to power.
- Life in Nazi Germany (including the Holocaust).

How will you be assessed?

There are three exams that are all taken at the end of Year 11.

- **Exam Paper 1** - Medicine in Britain c.1250 – Present Day and the British Sector of the Western Front - **30%**
- **Exam Paper 2** - Anglo-Saxon and Norman Britain c.1060 – 88 and the American West – **40%**
- **Exam Paper 3** - Weimar and Nazi Germany – **30%**



Modern Languages

In this modern world, do you have the spirit of internationalism? Does living and working overseas appeal to you? Have you realised that not all cultures think the way we do? Why is that do you think? How do we communicate?

Languages are certainly one of the keys to success. Linguistic skills are required by employers who need a workforce to operate within the global markets and rising economies of the world. There is always a job for someone who speaks a foreign language.

We are offering four languages at Key Stage 4 in 2017:

- French
- German
- Mandarin Chinese
- Spanish

Most students will study a language at Key Stage 4. Students will follow the GCSE route and they will work through the AQA Specification in French, Spanish and German. The language that you have chosen to study in Year 9 will be your choice for the two year course of GCSE. In Mandarin Chinese, it is anticipated that Chinese students will follow the Edexcel course at GCSE.

Students will benefit from a stimulating environment and the opportunity to use state of the art ICT resources. Our Foreign Language Assistants also play a key role in developing confident speaking skills, as well as providing valuable insight into their own cultures. To support learning outside the classroom, the school organises a number of educational trips and visits, including exchange visits with partner schools in target language countries. As an International Specialist Languages College, we strive to equip our students with the language skills and cultural awareness necessary to be proactive citizens of the 21st Century.

Students studying French, Spanish, German and Mandarin Chinese will be assessed in the following way:

- Listening (25%)
- Speaking (25%)
- Reading (25%)
- Writing (25%)

All 4 elements will be externally examined with end of course examinations in June 2019. Students will sit all 4 elements at either a foundation level or higher level. There is no option to mix and match.



Performing Arts – Drama

AQA - 60% Practical and 40% Written

Drama GCSE is an exciting course that will prepare students for all aspects of working life. It is not only for those interested in a career in Drama, but is also an exercise in confidence building and use of your own ideas and experiences. It is a course which allows students the flexibility to specialise in their chosen area of Theatre Production from acting to set design.

The course will engage and encourage students to become confident performers and designers and will give them a range of practical, theoretical and social skills they need for a bright and successful future.

Assessment

The GCSE gives the students as much opportunity as possible to explore scripts and themes practically and participate in performances. It is assessed through 3 components.

Component 1: Understanding Drama: 1 hour 45 minutes exam: worth 40% of GCSE

In this component students will demonstrate their knowledge of evaluation live theatre and exploring scripts to complete a written exam.

Component 2: Devising: Practical performance and logbook: worth 30% of GCSE

This unit is entirely practical and allows students to perform a devised performance based around a theme of their choice. They can select whether to perform or support a group technically; for example: lighting, sound, masks/make-up, set design or props and stage management.

Component 3: Performing Scripts: Performance of 2 extracts from a play to a visiting examiner: worth 30% GCSE

This is a practical unit that allows students to specialise in acting or performance support to direct and perform an extract from a play of their choice.

For further information about GCSE Drama see Mrs Cawley



Performing Arts – Music

The Course

The Edexcel GCSE offers a modern, exciting Music course which affords students the flexibility to specialise as performers on an instrument or voice of their choice whether that be an orchestral, rock or electronic instrument or as a DJ and computer sequencing musician. The course provides the customary rigour associated with other GCSEs and also promotes creativity through wide-ranging composing projects and broadens musical knowledge and appreciation through an eclectic mix of set works.

Assessment

The GCSE is assessed through three units. In the performing unit, students will prepare a number of solo performances and ensemble work and produce a recording of their best pieces. In the composing unit, students will write and record two original pieces in any style to original and set briefs. These two practical units are produced under controlled conditions and account for 60% of the GCSE. The final 40% is assessed through a final listening examination which is the culmination of the study of set works including pieces by Bach, songs by Queen and a song from the musical 'Wicked'. Soundtrack music from 'Star Wars' will also be studied.

Pre-requisites

Students opting for GCSE Music should have a keen interest in performing on an instrument or voice. They should be prepared to develop their musical skills through independent study, practice and rehearsing and be open to listening to music in a wide range of styles.

Other Opportunities

The many skills and techniques taught during the course will also complement those developed by students who have gained or are studying for ABRSM Grade V theory or who are looking to take further practical graded exams. The course is a natural stepping stone to A-level Music or as enrichment to existing performing pursuits. The course will also develop music technology skills for those students who wish to go into the world of music production and sound recording and students will have the opportunity to use music production software including Sibelius 7 and Cubase 7.5.

For further information about GCSE Music see Mr Ferrelly.



Physical Education (P.E.)

In Year 10 students will have the opportunity to choose either the BTEC Level 2 First Award in Sport which is equivalent to 1 GCSE (A*-C grade) and which is predominately coursework based, or the GCSE PE full course (60% written exam, 40% practical exam).

Please note - All students will undertake both the GCSE and BTEC course in the first half term of Year 10 as topics overlap. This will give students the opportunity to experience both examination and coursework based PE activities. Students will then be able to opt for the course that they feel is suited for them. PE Staff will give support and guidance in their choice.

In both years there will be 5 one hour lessons to complete the course and lessons will be split between practical and theoretical activities.

1. The BTEC Level 2 First Award in Sport

The BTEC qualification has been designed to build on learning from Key Stage 3. The BTEC First Award in Sport provides a good foundation for learners in post-16 education and qualifications such as the BTEC National Level 3.

Course Outline

Syllabus followed: Edexcel BTEC level 1/2 First Award in Sport 2016

Students must complete 2 Core mandatory Units– Fitness for Sport and Exercise and Practical Sports Performance and then choose 2 Optional Units from following list.

- The Mind and Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities

Assessment includes an externally assessed unit (Fitness for Sport). This will be a 1 hour onscreen test. The rest of the course is through Internal Assessment of Units and is assignment based coursework where students are required to complete a range of activities including leadership activities, posters, written work, presentations, and practical activities.

Each Unit will be assessed through 3 or 4 assignments marked on a Pass, Merit and Distinction basis. Students will receive the equivalent of 1 GCSE C grade for a PASS, 1 GCSE B grade for a MERIT or 1 GCSE A*-A grade for a DISTINCTION.

2. GCSE PE will allow students to develop a knowledge and understanding of human performance through participation in a range of physical activities. They will be given the opportunity to acquire and develop a higher level of personal performance through participation in a range of sports. They will be encouraged to develop an appreciation of the relationship between physical activity, general health and education for post-school leisure. Students will be assessed on their skills as a performer in 3 different activities.



For students intending to continue with their education, the course offers a solid grounding for further study in Physical Education at A-level.

Course Outline

Syllabus followed: AQA GCSE PE 2017 - This course builds upon knowledge and skills learned through Physical Education in the KS3 and BTEC. It is intended to help the students:

- (i) Develop a deeper understanding of sports rules, tactics and techniques
- (ii) Develop an understanding of the theory of Sports Science
- (iii) Develop and improve their individual personal performance

The lesson times will be separated into practical and theory sessions. Weekly homework is set throughout the duration of the course and is an important integral part of the syllabus. It is also vital that students make a regular commitment to our extra-curricular programme, particularly in their chosen assessment activities, and also demonstrate a high level of commitment outside of school in order to achieve a good level of ability in all sports used for assessment.

Each candidate must select 3 activities with at least 1 team game, 1 individual activity and 1 of their own choice from the allowed list. In school the activities offered will include:

Team Games: Football, Basketball, Hockey, Netball, Rugby Union, Lacrosse, Cricket, Badminton, Tennis

Individual Activities: Athletics, Badminton, Tennis

N.B - if a student participates in a sport to a high standard out of school this can be used if it is in the relevant sports framework for assessment. The complete list of possible sports has been determined by the Government and if a sport is not on that list it is not admissible. The full list of possible activities is available from the PE department.

Students are also required to demonstrate their ability to analyse performance in their chosen activities.

Assessment and Reporting Details

The GCSE assessment will be based as follows:

60% Written Examinations (two) on the theoretical concepts studied

30% Practical Performance in 3 activities

10% Personal Exercise Programme (designed, carried out and evaluated by each student)



Religious Studies

Beliefs, practices and four ethical themes are studied from the perspective of Christianity and Buddhism, two very contrasting faiths. Studying Religious Studies will give you the opportunity to analyse your own reasons for holding your own viewpoints and be able to critically compare them with the ideas of others.

Beliefs and practices:

- Beliefs about God and Buddha; the lives of Buddha and Jesus
- How Christians and Buddhist worship, including meditation
- What festivals are celebrated and why
- How Christians and Buddhists make moral decisions

Religious themes:

- **1) Relationships and families** (Marriage, divorce, issues related to sex and sexuality, the family unit, gender equality);
- **2) Religion and life** (Origins of the universe, scientific views, environment, use of animals, abortion, euthanasia);
- **3) Religion, peace and conflict** (War, terrorism, nuclear weapons, forgiveness, pacifism);
- **4) Religion, crime and punishment** (Causes of crime, corporal and capital punishment).

If these topics interest, anger, excite or provoke you then you would find Religious Studies GCSE a challenging option. In this course you would learn more facts about moral issues and understand a religious person's beliefs about these issues and how it affects their lifestyles. Look at the news every day and you will see debates on matters of morality and the impact of religion on society.

This GCSE course is 100% examination at the end of Year 11, with the AQA exam board. As a qualification, it is an excellent foundation for any career working with people, particularly in our multi-cultural society. It allows you to think about the meaning of life and different lifestyles, so helping you to empathise with others and develop interpersonal skills through discussion and exchange of ideas. It also develops key skills of critical analysis and independent learning. It is a traditional academic subject, and as such is essay-based, so requires a high standard of written communication, for which much practice and guidance are provided. These are all skills highly valued by employers and universities alike.

Visiting speakers and trips will be organised when deemed relevant and supportive in your studies.



Triple Science

Students wishing to take Triple Science should select this as one of their option subjects. The Triple Science course is only available to those who achieve Grade 3 or above at the end of Year 9.

- Triple Sciences GCSE results in 3 GCSE grades one for each Biology, Chemistry and Physics.
- There are 8 required practicals over the 2 years for each of Biology, Chemistry and Physics.
- Topics covered are the same as for the Combined Sciences however additional content is included for each of the topics.

GCSE Triple Science will be assessed **at the end of Year 11**:

- Six 1 hour 45 minutes external exam papers taken in May/June of Year 11, two for each Biology, Chemistry and Physics – each will assess different topics. Questions will be multiple choice, short and long answer questions.
 - Biology – Cell biology, Organisation, Infection and response, Bioenergetics, Homeostasis and response, Inheritance, Ecology
 - Chemistry – Atomic Structure, the Periodic Table, Bonding, Quantitative chemistry, Chemical changes, Energy changes, Rates, Organic chemistry, Chemical analysis, Chemistry of the Atmosphere, Using resources
 - Physics – Forces, Energy, Electricity, Waves, Magnetism and Electromagnetism, Particle Model, Atomic structure

Students who have studied Combined Science or Triple Science and achieved good grades in the Higher Tier papers are able to take Science A-levels. Whilst not essential for these students to have followed the Triple Science course it is advantageous for them to have done so.



WHAT HAPPENS NEXT?

You need to make your decision and fill in **BOTH** the Option Forms. There are two copies at the back of the booklet. One is for your Form Tutor and one for yourself.

- First decide which subjects you would like to study
- Complete the Option Form, listing your chosen subjects in **priority order** – remember that you **must include a Modern Language in the first box then 4 more subjects**
- Check your forms thoroughly – you don't want to make a mistake at this stage! Check that your Name and Form are clearly written and that both forms are identical
- Give a copy to your Form Tutor. Keep the other copy safely

After the Options Form has been handed in (the last day for handing them in is **Thursday 2nd March 2017**) we will use the priority choices students have made to construct option blocks that allow as many students as possible to study their most favourite subjects. Some students will study the fifth subject on their list in place of one of the subjects they placed higher up the list.

IF YOU HAVE ANY QUESTIONS – THEN ASK YOUR TEACHER

When you have completed your Option Forms and returned one to School, it will be checked carefully by your Form Tutor and Head of Year. For most students there will be no problems, but in some cases there may be a need to further discuss your option choices. This may be because we think you have not chosen wisely, or because your choices can not be accommodated by the final four option subject lists, or it may be because we have a problem with the numbers in each group. If any of these circumstances arise we will talk to you about it.

REMEMBER

If there are any problems you must ask for advice. Staff will be only too pleased to help as it is such an important decision that you are making.

Mrs E Sargent

Deputy Head (Curriculum)



YEAR 9 OPTIONS FORM 2017

Name: _____ Tutor Group: 9

List the Subjects you would like to take in Years 10 and 11 in the table. Please do this even if you wish to follow a Vocational Course.

- The first space is for a Modern Language
- The other four spaces should be filled in **priority order**, with the subject you most want to do as choice 1. Places are allocated to subjects on the basis of your priority order. Ensure you have a good balance of subjects that keep future options open
- If you want to study a vocational subject, that should be added in the Vocational Subject section

Choice	Subject
Modern Language	
1	
2	
3	
4 (Reserve)	

This section is only for students who would like to study a vocational subject:

Vocational Subject	
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One copy of this form must be handed to your Form Tutor by **Thursday 2nd March 2017**

Keep the other copy for your records.

Signed (Student): _____ Date: _____

Signed (Parent): _____ Date: _____



YEAR 9 OPTIONS FORM 2017

Name: _____ Tutor Group: 9

List the Subjects you would like to take in Years 10 and 11 in the table. Please do this even if you wish to follow a Vocational Course.

- The first space is for a Modern Language
- The other four spaces should be filled in **priority order**, with the subject you most want to do as choice 1. Places are allocated to subjects on the basis of your priority order. Ensure you have a good balance of subjects that keep future options open
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Choice	Subject
Modern Language	
1	
2	
3	
4 (Reserve)	

This section is only for students who would like to study a vocational subject:

Vocational Subject	
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One copy of this form must be handed to your Form Tutor by **Thursday 2nd March 2017**

Keep the other copy for your records.

Signed (Student): _____ Date: _____

Signed (Parent): _____ Date: _____



Year 9 Options Evening 9th February 2017

SUBJECT AREA (6:20 – 7:45 pm)	ROOM
Art and Design	Ar2
Business Studies • Business Studies GCSE • Business Studies BTEC	Ec2
Computer Science	IT2
Dance	PE1
Design and Technology:-	
• Food and Textiles	DT7 and DT8
• Resistant Materials and Graphics	DT3 and DT4
English and English Literature	En2
Geography	Gg4
History	Hi1
Languages	La1 and La6
Mathematics	Ma5
Performing Arts – Drama	Dr1
Performing Arts - Music	Mu3
Physical Education	PE2
Religious Studies	Re2
Science	Sc3
Vocational College Courses	Sc1
Careers advice	Gg2