

**BEAUMONT
SCHOOL**



**YEAR 9
CURRICULUM CHOICES
INFORMATION BOOKLET**

**OPPORTUNITIES AT Key Stage 4
2011 - 2013**

CHOICES 2011-2013



YEAR 9 CURRICULUM CHOICES INFORMATION BOOKLET

SPRING 2011

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	'My Notes' Curriculum Choices Form - One copy to keep and one copy to hand in.

INTRODUCTION

Welcome to your **Year 9 Choices Booklet**. In here you will find information on all the subjects you can choose next year plus information about how to make your choices. There is much information here which you need to study very carefully. You also need to talk with your parents, form tutor and your subject teachers. In addition, you will have a meeting with one of the senior teachers to discuss your choices and you may also be able to speak to a representative from **Connexions (the careers service)**.

More information will be available at the Options Evening on:

WEDNESDAY 2 FEBRUARY 2011

The **deadline** for returning your completed choices form is:

THURSDAY 3 MARCH 2011

Please hand the form to your form tutor on or before that date. Enjoy choosing!

A BROAD AND BALANCED CURRICULUM

It is our responsibility as teachers at Beaumont School to ensure every student has access to a broad and balanced curriculum. Therefore, although there is some choice, there are certain subjects and types of subjects which you must follow. This will ensure that your options are open for future choice when you reach 16 years old. Subjects everyone follows make up the Core Curriculum, the options you choose make up the Choices Curriculum. Putting the Core and Choices together will lead to a broad and balanced curriculum. Some students will be invited to take Supported Study as one of their options. During Supported Study they will work independently on material from other subjects with support from staff. Other students will also be invited to take part in the Youth Achievement programme to include the ASDAN key skills qualification or invited to take a course based at Oaklands College.

THE CORE CURRICULUM

All students take the subjects below.

- **English language**
- **English literature**
- **Mathematics**
- **Science - Core GCSE Science + Additional GCSE Science (Double Award)**
- **Foreign language (French, German, Italian or Spanish)**
- **Personal & Social & Health & Citizenship Education (PSHCE) - Including aspects of Religious Education**
- **Information & Communication Technology (ICT)**
- **PE (GCSE, BTEC or Practical Activities)**

THE CHOICES CURRICULUM

We offer a wide range of choices at GCSE and BTEC level and have added a number of exciting new courses in recent years. There are **four choices** to be made and you must choose these very carefully bearing in mind the courses you want to follow after Year 11 and the type of career you may wish to follow.

Many parents will remember from their own school experience being given option blocks and told to choose one subject from each – we ask the students what they would like and then put them into blocks to give the maximum number of students their preferences. However not all combinations are possible and students must also give reserve choices as we may not be able to allocate every pupil their first four choices. If no reserve choices are given, students will be allocated any subject, if necessary. When allocating students to groups, we take into consideration the order of preference of the subjects they have listed.

Section A

This section of the options form lists again the Core subjects. In this section you can choose the foreign language you wish to take or you can take the ASDAN course if you have been invited to do so. In core science you will study the double GCSE award. In core PE you will have the opportunity to study GCSE, BTEC or Practical Activities.

Section B

In Section B students have the opportunity to select four subjects they wish to study throughout KS4. To ensure a broad and balanced curriculum, students can only select up to two subjects from any column.

Students who intend to study 'AS' French or German might seriously consider also selecting the supervised study or practical engineering option. Both are non-examined but the supervised study will enable the students to keep pace with the additional work load associated with studying a subject at 'AS' level.

Please note the restrictions that apply to some subjects.

ENGLISH BACCALAUREATE

As I am sure you are aware the government has made clear in a recent Education White Paper, their intention to introduce and certificate the English Baccalaureate as an additional indicator of KS4 performance.

This will recognise A* - C passes at GCSE in five subject areas; English, Mathematics, Science, Languages and Humanities (at the moment only History or Geography).

Historically, the majority of our students already select a combination of subjects that would automatically lead to the award but it is perhaps something that you might want to consider when making final subject choices.

At the moment we have no further information regarding how important the acquisition of the award might be viewed by employers and/or Higher Education establishments.

COLLEGE COURSES

Students who are invited to study one of the college options will attend the college on one afternoon each week. The qualification they achieve will not be a GCSE but it will enable progression onto a higher qualification at college post-16. The courses on offer are likely to include 'Construction', 'Motor Vehicle Studies' and 'Beauty'.

CHECKLIST – THINK!!



- ❖ **Choose subjects that you enjoy and feel you can be successful in.**

- ❖ **Don't follow friends or teachers.**

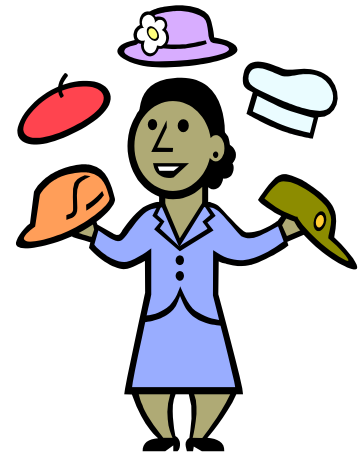
- ❖ **Consider which courses you might like to follow after Year 11 and make sure you take the necessary subjects at GCSE.**

- ❖ **Try to look ahead long term; what you choose should provide the balance of subjects for the type of career you have in mind.**

- ❖ **Talk to your parents, your form tutor, your subject teachers and the careers staff.**

IMPARTIAL ADVICE & GUIDANCE

The Impartial Advice & Guidance programme enables Upper School students to make informed decisions about their futures, be it at work or in higher or further education. All Year 11 students can request a careers interview with Mr Carter or with a Connexions Advisor (Jackie Duffy) at any time, should they wish one.



The Careers/Connexions Library, located off the main Library, is well resourced with information about different careers, University or College courses. The Library has open access throughout the day, and the Library staff and Mr Carter are always happy to help with any queries.

As part of your impartial Advice & Guidance, you will:

- **go on a one-week work experience placement in the summer term of Year 10;**
- **be offered guidance in how to fill in application forms, write a CV, prepare for interviews etc.;**
- **have a personal interview with a member of senior staff regarding Post 16 options.**
- **have opportunities within PSHCE lessons to investigate different careers and education routes, learn how to action plan and make informed decisions.**

For further information please contact Mr B Carter

LIKELY TRIPS & VISITS IN KS4

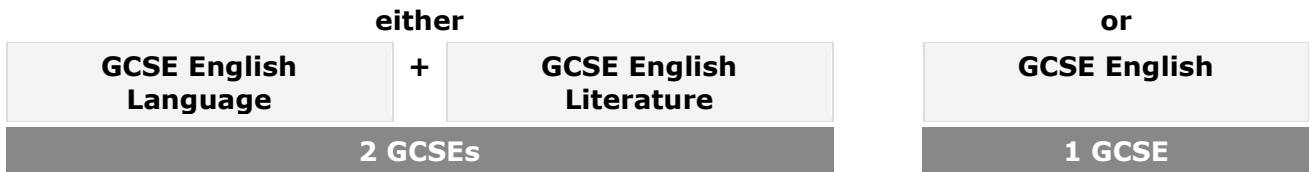
SUBJECT	YEAR	VISIT	APPROX. COST
Art	10	London Art Gallery	£6
ASDAN	10	Thorpe Park	£20.00
ASDAN	10	Wembley Stadium	£15.00
ASDAN	10	St Albans Magistrates Court	-
ASDAN	10	St Albans Museum or Volunteer Centre	-
Drama	10/11	Theatre visits (for coursework)	£25
Drama	10/11	Physical Theatre and Practical Workshops	-
English	10	Drama day focusing on a Shakespeare text	-
English	10/11	Various theatre trips organised	£15 (average)
Geography	11	Voluntary trip to Norfolk to study coasts and settlements	£130
Geography	11	Local day trip focussing on urban Geography	£7
German	9/10/12	Exchange to Speyer (9 days) in March; German students return in early July	£380
History	10	Visit to London on the 'Jack the Ripper Experience'.	£15
Music	10/11	Various Concert and Theatre trips	£25
Spanish	10	Rosas Study Visit July 2010	£700

CORE SUBJECTS

ENGLISH - Core

Examination Board: AQA

The course in English leads to two separately certificated but related examinations at the end of Year 11:



Syllabus Content:

English:

In accordance with National Curriculum requirements, you complete a unit on media and non-fiction texts; a unit on speaking and listening and; a unit on understanding and producing creative texts (including a play by Shakespeare, a text from the English Literary Heritage and a text from a different culture). You are expected to develop your own capabilities as users of language, whether as writers, readers, speakers or listeners.

Assessment:

There is one final examination for this course, on understanding and producing non-fiction texts, which is two hours long and examines both reading and writing skills. This examination provides 40% of the total marks. The speaking and listening (worth 20%) and understanding and producing creative texts (worth 40%) units, make up the remaining 60% of the available marks. It is worth noting that for the understanding and producing creative texts unit you are to complete two tasks, under the requirements of controlled assessment.

English Language:

This course covers three units, namely; understanding and producing non-fiction texts; speaking and listening and; understanding spoken and written texts. You are expected to develop your own capabilities as users of language, through extended reading, creative writing and through an extended language study.

Assessment:

There is one final examination for this course, on understanding and producing non-fiction texts, which is two hours long and examines both reading and writing skills. This examination provides 40% of the total marks. The speaking and listening (worth 20%) and understanding spoken and written texts (worth 40%) units, make up the remaining 60% of the available marks. It is worth noting that the understanding and producing creative texts unit you are to control three tasks, under the requirements of controlled assessment.

English Literature:

This course also covers three units; exploring modern texts; Shakespeare and; poetry. You are expected to develop informed critical responses to the texts and an awareness of their social, historical and cultural contexts and influences on them.

Assessment:

There are two final examinations at the end of this course. The modern texts examination is one hour and thirty minutes long and examines two main sections: a modern prose or drama and exploring cultures. It constitutes 40% of the total marks. The Shakespeare and poetry unit can be examined either by an examination or under the requirements of controlled assessment, so long as one of these is taken as an examination and one as a controlled assessment piece to make up the remaining 60% of the marks. The Shakespeare examination (worth 35%) is one hour and fifteen minutes long, whereas there is only one task for completion under the requirements of controlled assessment (worth 25%). The poetry examination (worth 35%) is also one hour and fifteen minutes long (and includes a section on unseen poetry) whereas there is only one task for completion under the requirements of controlled assessment (worth 25%).

You will be entered for one of two possible tiers:

Tier F (Foundation Tier)	Target grades G to C
Tier H (Higher Tier)	Target grades D to A*

The work covered in class is suitable for both tiers of entry.

For further information please contact Mrs T Proudfoot

ICT– LEVEL 2 NATIONALS IN ICT - Core

Exam Board: OCR

Syllabus Content:



The OCR National Certificate is designed to:

- stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.
- develop students' ability to select and use digital applications appropriately and produce high quality outcomes.
- promote the use of digital applications achieving a goal, rather than for their own sake;
- enhance creativity and communication.
- equip students with some of the skills that they will need in the workplace or in further education or training.
- encourage students to reflect critically on their own and others' use of digital applications.

Key features of the OCR qualification within the core curriculum are:

- Worth 1 GCSE
- All units are internally assessed and externally moderated - no exam
- Evidence is provided by paper portfolio - there is no eportfolio requirement
- 2 compulsory full unit plus 1 half unit
- The half unit could include: creating animation for the World Wide Web using ICT or creating computer graphics or creating sound using ICT or creating video.

Assessment:

Each unit is assessed via a summative project in which students bring together the knowledge, skills and understanding they have acquired throughout the unit into one substantial piece of work. This is marked by the teacher and externally moderated. This is a brand new course and it is difficult to predict how many of the suite of units the students will be able to complete in two years time. The aim for all students is to pass the equivalent of one GCSE. Students who are interested in ICT should consider taking ICT as an option if they wish to gain further experience and qualifications.

For further information please contact Mr T Robinson

MATHEMATICS - Core

Examination Board: Edexcel

Scheme: National Curriculum with internal assessment



Syllabus Content:

The aim of the course is to promote the development of mathematical knowledge and oral, written and practical skills which can be applied in everyday situations.

The syllabus relates directly to the Programme of Study for Key Stage Four of the National Curriculum for Mathematics. It includes a basic core of Number, Algebra, Shape, Space and Measures, and Handling Data. Analysing problems, selecting strategies and applying mathematical techniques are prominent features of the work. You are expected to perform calculations by suitable methods. A scientific calculator is essential and you will also be given the opportunity to use ICT skills as appropriate.

Assessment:

We currently take the modular option of the GCSE Mathematics exam which means that you will take three separate modules. The modules are:

Module 1	worth 30% of the total mark
Module 2	worth 30% of the total mark
Module 3	worth 40% of the total mark.

Modules 1 and 2 will be taken in the summer exam session at the end of year 10, and module 3 in the summer exam session at the end of year 11.

Differentiation:

You are taught in sets and entered at one of the following tiers, according to your ability as it develops through the course.

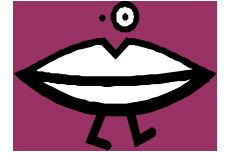
There are two tiers of entry for GCSE Mathematics, Higher and Foundation.

The range of grades available in each tier is shown below:

Higher Tier	Grades available	A* - D
Foundation Tier	Grades available	C – G

There is also a functional element to the GCSE and this will be between 20% and 30% of the higher paper and between 30% and 40% of the foundation paper.

For further information please contact Mr K Smith



Examination Board: EDEXCEL

Syllabus Content:

The emphasis in all four subjects (French, German, Spanish and Italian) is on developing language skills for practical communication in real-life situations. There are four topics covering the two targets of listening and reading, and five themes for speaking and writing. These are shown below:

New specification External examination - common topic areas (listening and reading)	New specification Controlled assessment themes (speaking and writing)
Out and about <ul style="list-style-type: none"> • Visitor information • Basic weather • Local amenities • Accommodation • Public transport • Directions 	<ul style="list-style-type: none"> • Media and culture • Sport and leisure • Travel and tourism • Business, work and employment • Centre-based option
Customer service and transactions <ul style="list-style-type: none"> • Cafés and restaurants • Shops • Dealing with problems 	
Personal information <ul style="list-style-type: none"> • General interests • Leisure activities • Family and friends • Lifestyle 	
Future plans, education and work <ul style="list-style-type: none"> • Basic language of the internet • Simple job advertisements • Simple job applications and CV • School and college • Work and work experience 	

Students are expected to practise regularly by participating fully in oral work in class and by doing regular homework.

Assessment:

Two tiers of examination are offered in each attainment target.

Foundation tier covers grades C to G, **Higher tier** grades A* to D. Students are entered for either the Foundation or Higher tier paper in each attainment target.

The Syllabus:

The syllabus combines an emphasis on communication skills with reward for practical knowledge and understanding of language structures and grammar. Within the topic areas above, students will be encouraged to adapt and apply their target language to different contexts and situations. All papers are designed to match the language experience and maturity of candidates at Key Stage 4 and will draw on some of the language knowledge developed at Key Stage 3 or during initial exposure to the target language. The syllabus provides student-focused papers for listening and responding, speaking, reading and responding and writing.

Speaking and writing assessments will take place under controlled conditions during the Spring term of Year 11 and are worth 60% of the final mark.

Assessment Overview:

	Percentage	Marks	Time
Unit 1 Listening and Understanding German	20% of Full Course or 40% of Short Course	40	Externally assessed. Foundation Tier: 25 minutes + 5 minutes reading time. Higher Tier: 35 minutes + 5 minutes reading time.
Unit 2 Speaking in German	30% of Full Course or 60% of Short Course	60	Controlled assessment. Edexcel or centre-set, marked by the centre with a representative sample externally moderated. Two tasks of 4 – 6 minutes.
Unit 3 Reading and Understanding in German	20% of Full Course or 40% of Short Course	40	Externally assessed. Foundation Tier: 35 minutes Higher Tier: 50 minutes.
Unit 4 Writing in German	30% of Full Course or 60% of Short Course	60	Controlled assessment. Marked by Edexcel. Two single assessment sessions of no more than 1 hour. Edexcel or centre-set stimuli.

For further information please contact Mrs S Lutz (French), Mrs L Yapp (German), Miss C Garcia (Spanish), Miss C Blake (Italian)

PHYSICAL EDUCATION - Core



All students in Key Stage Four will have three lessons of Physical Education per week, as in years 7-9. All students will have the opportunity to select a pathway from one of the four options detailed below.

The four courses are:

1. **Full course GCSE Physical Education**
2. **BTEC First Certificate in Sport (equivalent to 2 GCSEs)**
3. **Practical sports activities with a focus on understanding games and sports leadership**
4. **BTEC Dance (depending on numbers)**

Students who take BTEC First Certificate within their core PE lesson also have the opportunity to select **BTEC First Diploma in Sport** in Section B of the options block.

This selection would give the student 6 lessons of Physical Education per week and the possibility of gaining up to the equivalent 4 GCSE grades.

If students want to continue their studies of Physical Education at A/S and A2 they must follow the GCSE course, if they want to continue to the BTEC National (equivalent to 2 A2s) then they must follow the BTEC route.

1. **GCSE PHYSICAL EDUCATION**

Examination Board: EDEXCEL

Course suitability:

This course is ideally suited for those students who are currently working at National curriculum level 6 and above, or for those students who are working at a level 5 and are strong swimmers, or take part in a sport outside of school to a high level that can be used for assessment. The course contains both practical and theoretical components which both contribute to the pupils' final GCSE grade.

Course Aims

Edexcel GCSEs in Physical Education:

- encourages students to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and to develop an awareness and appreciation of their own and others' cultures in relation to physical education
- encourages creativity and decision-making skills to enable students to plan effectively for performances and to respond to changing situations
- prepares students to make informed decisions about further learning opportunities and career choices
- enables students to become increasingly physically competent through being actively engaged in a range of physical activities, and to become increasingly effective in their performance in different types of physical activity and roles such as player/participant, leader and official
- enables students to develop their ability to engage independently and successfully in different types of physical activity, and to develop and maintain their involvement in physical activity as part of a healthy, active lifestyle.

Course structure:

Unit 1 – The Theory of Physical Education

1.1: Healthy and active lifestyles

1.2: Your healthy, active body

Unit 2 – Performance in Physical Education

2.1: Practical Performance

Students are required to offer **four performances**, in practical contexts, in the role of either player/participant, official or leader. At least two of the four performances must be in the role of player/participant; from two of the following activity areas:

- **Games**
- **Gymnastics**
- **Dance**
- **Adventurous**
- **Fitness and Health Activities**
- **Athletic Activities**

Students are able to use activities from outside school if they regularly take part in that activity with a qualified coach. e.g., Horse Riding, Karate, Judo, Swimming.

2.2: Analysis of Performance

Students are required to demonstrate their understanding of rules, regulations; evaluating performance and offering practices for improvement as well as planning their own exercise plan to improve their fitness and performance.

Assessment Overview:

Theory:	40%
Practical:	48%
Coursework:	12%

Practical Exam:

Final Exam:	1 hr 30 minutes
Part 1:	Multiple choice questions
Part 2:	Short answer questions
Part 3:	Scenario questions

Coursework:

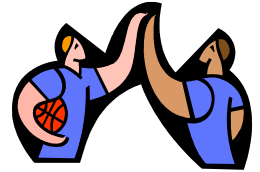
Practical assessment in four performances
Analyses of performance in one activity

For further information please contact Miss N Moody

2. BTEC FIRST Extended CERTIFICATE IN SPORT (2 GCSEs)/BTEC FIRST DIPLOMA IN SPORT (4 GCSEs)

Course Suitability

This course is suitable for any students. It caters for those students who are good practically and have a keen interest in all aspects of sport. It is also suitable for those students who are not as strong practically and would gain from studying a variety of theoretical areas of Physical Education rather than just practical performance. It also caters for pupils who would benefit from being assessed purely via coursework rather than an end of year exam.



Examination Board: EDEXCEL

The Edexcel BTEC First Extended Certificate in Sport and BTEC First Diploma in Sport are designed to provide specialist work based qualifications. They have been designed to provide the knowledge, skills and understanding to prepare learners for employment or career pathways. The BTEC Firsts in Sport provide the foundations to continue studies at the BTEC National level (equivalent to A2).

Course Aims:

- to educate and train those interested in the sports industry,
- to provide opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life,
- to provide a foundation for further study of the industry at KS5 or beyond school,
- to allow students to take responsibility for their own learning.

Course Structure:

The four units to be studied in BTEC First Certificate in Sport are:

1. **Fitness Testing and Training**
2. **Practical Sport (this is not assessed on your performance, more your understanding and knowledge)**
3. **Planning and Leading Sports Activities**
4. **Development of Personal Fitness (this assesses your knowledge of how to improve your own personal fitness)**

The four further units to be studied in the BTEC Diploma in Sport (Taken as an option in Section B of the form) are:

1. **Anatomy and Physiology for Sport**
2. **Injury in Sport**
3. **Effects of Exercise on the Body Systems**
4. **Planning and Running a Sports Event**

Assessment:

The assessment is 100% coursework marked by the staff in school and then checked by an external moderator. The outcomes are pass, merit and distinction. In addition to the taught units there will be the opportunity to gain extension awards such as First aid, Coaching and officiating.

For further information please see Mr P Willsher

3. PRACTICAL SPORTS ACTIVITIES

This course is suitable for all students. Students will create their own practical activity / sport in the first term allowing them to explore what is involved in the creation of the new sporting activity. Following the creation of their sports the students will have the opportunity to play their created games in a tournament structure.

For further information please see Mr S Jump

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION (Including aspects of Religious Education)

The PSHCE curriculum aims to help students to lead confident, healthy and responsible lives as individuals and as members of society. It is delivered by a team of specialist providers in a weekly lesson and also through the Curriculum Enrichment Day programme. The students are also encouraged to study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events.

The aim of the scheme of work is to achieve the following:

- Developing confidence and responsibility and making the most your abilities.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Develop knowledge and understanding about becoming informed citizens.
- Develop skills of enquiry and communication.
- Develop skills of participation and responsible action.

The topics covered in Year 10 include:

The Media and Public Opinion	Enterprise	Gangland Weapons	Work Experience Preparation
Crime and Credit Crunch	Moral Dilemmas	Freedom of Speech	Alcohol and Sex Education

As a non-examinable component of the curriculum, students are not given a GCSE grade for this subject. They do however receive a summative comment written by their PSHCE provider as part of their Year 10 report.



SCIENCE - Double

Examination Board: AQA Syllabus A



Syllabus Content:

GCSE SCIENCE + GCSE ADDITIONAL SCIENCE

The subject is taught in six lessons per week: two Biology, two Chemistry and two Physics, taught, in each case, by specialist teachers. GCSE Science is studied in Year 10 and examined in the summer of Year 10. This course is designed to communicate the scientific ideas and issues that we encounter in today's society.

In Year 11, students study GCSE Additional Science. This course includes many of the basic scientific theories that underpin modern science. It is examined in the summer of Year 11.

Besides being an interesting course in its own right, it is a solid foundation for study of science subjects at A-level.

Examples of curriculum content:

GCSE SCIENCE – YEAR 10	GCSE ADDITIONAL SCIENCE – YEAR 11
Biology 1 <ul style="list-style-type: none">• How do human bodies respond to changes inside them and to their environment?• What can we do to keep our bodies healthy?	Biology 2 <ul style="list-style-type: none">• What are animals and plants built from?• Which human characteristics show a simple pattern of inheritance?
Chemistry 1 <ul style="list-style-type: none">• How do rocks provide building materials?• What are the changes in the Earth and its atmosphere?	Chemistry 2 <ul style="list-style-type: none">• How do sub-atomic particles help us to understand the structure of substances?• How can we control the rates of chemical reactions?
Physics 1 <ul style="list-style-type: none">• What factors affect the rate at which heat is transferred? How do we then decide how to better insulate our houses?• How should we generate the electricity we need?	Physics 2 <ul style="list-style-type: none">• How can we predict the movement of objects?• What is the life cycle of a star?

Assessment:

GCSE Science is examined by three forty-five minute written papers: Biology 1, Chemistry 1 and Physics 1, sat in June of Year 10. These comprise 75% of the total mark. Please note that new national rules mean that we will not be able to offer resits of these exams in Year 11. It is therefore vitally important that students work hard and do well at their first and only attempt at these papers.

The remaining 25% of the mark is awarded for practical work (Investigative Skills Assignment or ISA). During Year 10 students will have an opportunity to complete a Science ISA in each area (Biology, Chemistry and Physics) and the highest scoring ISA will be counted towards the final mark.

GCSE Additional Science is examined in the same way: students take Biology 2, Chemistry 2 and Physics 2 papers in June of Year 11. These comprise 75% of the total mark.

The remaining 25% is determined by the best example of an Additional Science ISA, completed in Year 11.

SCIENCE - triple

This qualification is designed for able students with a keen interest in science. It is timetabled in an extra option block, meaning that students have 50% more science lessons than Double Science students.

On successful completion of the course, students will have three science GCSEs, one each in Physics, Chemistry and Biology. Two-thirds of the course is the same as Double Science students ie students will take the same Physics 1&2, Chemistry 1&2 and Biology 1&2 papers. In addition, students take Physics 3, Chemistry 3 and Biology 3 papers.

These extra units comprise many challenging and interesting topics that will stretch students. The triple science course is therefore an excellent preparation for study of Sciences at Advanced level.

We will run two sets. The course places a high demand on students and we therefore recommend it only to students currently working at a National Curriculum level 7 or, possibly, a high level 6. If you need advice, then please discuss suitability for the course with your Science teacher.

Examples of extra curriculum content (in addition to that listed under Double Science):

Biology 3
<ul style="list-style-type: none">• Human physiology; eg the human heart and blood chemistry
Chemistry 3
<ul style="list-style-type: none">• Analysing substances using flame tests and coloured precipitates
Physics 3
<ul style="list-style-type: none">• Electric motors and electromagnetic induction

Assessment

Each subject is split into three sections, for example Biology 1, Biology 2 and Biology 3. All three sections in all subjects will be assessed individually with forty-five minute papers. The first unit, in each case, will be examined in June of Year 10; the second and third units will be examined in Year 11.

In addition to the above papers, students will need to complete an ISA (Investigative Skills Assessment) for each subject area.

For further information please contact Mr G Sargen, Head of Science, or Mr K Fernandez, Key Stage 4 Co-ordinator Science.

OPTION SUBJECTS

ART & DESIGN - Option

Examination Board:
EDEXCEL

Syllabus Content:

The syllabus requires a portfolio of the students' own coursework to be produced throughout the majority of the course, and is given a 60% weighting. The exam is a practical piece of artwork set over a ten hour examination period; it has a 40% weighting. These are then combined and assessed internally, and externally moderated.



General Art:

You are able to develop your interests and skills in a variety of media and techniques. Project work allows you to work in the following disciplines: Drawing, Painting, Textiles, Photography, Printmaking, Graphic Design and 3-Dimensional studies.

During the course you must produce a minimum of two main units of work, and develop a sketch/art book. Students will be required to work in two or more of the disciplines in each unit submitted.

Assessment:

Each major project is assessed and an indication of an estimated GCSE mark is given. You will also assess your own work, setting targets for achievement in your next assigned project. In Year 11 you will be set a trial 'art exam' in November and receive the official external exam 'theme' in Year 11 (February), for which you are allocated 8 weeks preparatory time to prepare for the art exam.

You are encouraged to develop and initiate your own interests and skills within your own artwork, and those who develop imaginative and independent methods of working inside the art and design course usually attain higher GCSE grades.



For further information please contact Miss V Findlay

- **BTEC FIRST CERTIFICATE IN ART AND DESIGN**

Examination Board:
EDEXCEL

Syllabus Content:

The syllabus requires a portfolio of the students' own coursework to be produced over a two year period based around different project themes. The coursework covers three units and contributes 100% to the final grade. Each project is assessed internally and externally moderated.



General Art:

You are able to develop your interests and skills in a variety of media and techniques. Project work allows you to work in the following disciplines: Drawing, Painting, Textiles, Photography, Printmaking, Ceramics, Graphic Design and 3-Dimensional studies.

During the course you must cover the criteria of three units and develop a sketchbook.

Assessment:

Each unit is individually assessed and a grade is given. You will also assess your own work, setting targets for achievement. You are encouraged to develop and initiate your own interests and skills within your own art work.

For further information please contact Miss V Findlay

BTEC FIRST CERTIFICATE IN PERFORMING ARTS (DANCE) - Option:

Examination Board: EDEXCEL



Course Suitability

This course is suitable for those students who are working at National Curriculum level 5 or above in Dance, and the content is all practical. All that you need is the enthusiasm to have a go!

What could be easier! As long as you attend lessons; take part and attend assessment performances you will be sure of an equivalent grade CC. It's fun, interactive and offers independent learning. Come and join us; take part in the performing environment. Watch this year's contribution to the Gym and Dance Display or attend lunchtime performances throughout the year.

Course Aims:

The Edexcel BTEC First Certificate in Performing Arts (DANCE) is designed to provide specialist work based qualifications. They have been designed to provide the knowledge, skills and understanding to prepare learners for employment or career pathways. The BTEC First Certificate in Performing Arts DANCE provides the foundations to continue studies at the Diploma and National level.

- **To educate and train those interested in the performing arts industry,**
- **To provide opportunities for learners to develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in working life,**
- **To provide a foundation for further study of the industry at KS5 or beyond school,**
- **To allow students to take responsibility for their own learning.**

Course Structure:

The three units to be studied are:

- 1. Performing Dance**
- 2. Jazz Dance**
- 3. Contemporary Dance**

Assessment:

This is a Level 2 qualification (2 GCSEs) taught over 180 hours via three units, for 3 lessons per week over the two years. The assessment is 100% coursework marked by the staff in school and then sent to an external moderator. The outcomes are pass (CC), merit (BB), distinction (AA) and distinction* (A* A*).

For further information please contact **Mrs. Riggott-Jones** or **talk to the students on this year's course.**

BTEC LEVEL 2 EXTENDED CERTIFICATE IN PERFORMING ARTS (PERFORMANCE)



This course is suitable for students who enjoy practical Drama lessons and do not want a final examination in the subject.

This course is 100% practical work and coursework. The Extended Certificate is equivalent to two GCSE passes.

Exam board: Edexcel

- BTEC qualifications are designed to provide specialist work-related qualifications in a range of areas.
- This course is a practical course and has been developed to provide the knowledge, understanding and skills necessary to prepare you for employment in the Performing Arts, with a specific focus on Acting.
- It has been designed for you to build on important skills you will need to work in this area. The course has been designed for students who have a passion for acting and wish to develop their performance skills.
- Throughout the course you will work on ‘**mandatory**’ and ‘**optional**’ units.
- Your teacher will lead your lessons and take you through each unit with various Drama activities.
- Be prepared to use time outside of lessons to rehearse and complete your home-based learning. You will also need to keep a folder of evidence that is divided into the separate units you will cover on the course. All this evidence will support and go towards your final BTEC grade.

Course Details

Throughout the two year course you will have three 45 minute sessions per week. You will cover different units throughout these sessions.

Throughout the course you will be required to show consistent commitment and focus. This commitment will require you to attend out of lesson rehearsals; these rehearsals will take place at lunchtimes and after school. It is a vital requirement of the course that you are willing to give up hours to develop and rehearse your work out of lesson.

What units will I cover in the course?

Name of unit	Mandatory/Optional	Content
Acting Skills and Techniques	Mandatory	Developing core acting skills and techniques
Performing Scripted Plays	Optional	Using scripts in a variety of performances
Devising Plays	Optional	Creating plays from a stimulus

For further information please contact Miss Z Shepherd

BUSINESS & ECONOMICS - Option

Examination Board: EDEXCEL



Syllabus Content:

This is a combined course in Business and Economics. The two disciplines are tested individually, with elements integrated in each year. The benefits are that the intellectual and theoretical rigour of economics is applied to the practical nature of business thus allowing the application of theory to business, and access to the study of the practical use of economics.

Students will study:

- The main challenges to the creation and running of a small business
- Enterprise skills
- The economic aspects on a small and large scale; within the local, national and international arenas
- The effects of competition
- The determination of price and its effects
- The independent behaviour of individuals, groups, organisations and governments within the local, national and international context

The course takes an active investigation approach, which means that you will analyse many different case studies and answer detailed questions on them. You will be expected to take a view on any findings you come up with and say what you think. During the course of your studies it will be likely that you will interview people involved in business and undertake significant primary and secondary research. Independence of learning will be also a key skills area that you will demonstrate in order to succeed.

Assessment:

Assessment in **Year 10** comprises Unit 1, a multiple choice and objective test questions and Unit 2, a controlled assessment task. Students use the content of Unit 1 to research, analyse and evaluate a task on enterprise issues. The Year 10 assessments lead to a half GCSE at the end of Year 10.

In **Year 11** the assessment is by an examination comprising a mixture of multiple choice, short and extended answers and date response questions.

For further information please contact Ms Z Beaumont, Mr P de Kort, Mr A Goodwin or Mrs K Hannay

BUSINESS STUDIES - Option

Examination Board: EDEXCEL

Syllabus Content:

This is a straight course in Business Studies. The topics are built up over the two years, taking the building blocks of business through from basic understanding to practical application. The benefits are that the intellectual and theoretical rigour of business is applied in a practical manner thus allowing effective application of theory in a real world environment.



Students will study:

- The main challenges to the creation and running of a small business
- Enterprise skills
- The factors affecting a firm from outside influences
- The effects of competition
- The determination of price and its effects
- The effects of marketing on a business
- How to satisfy customers needs
- Effective financial management
- How to manage people

The course takes an active investigation approach, which means that you will analyse many different case studies and answer detailed questions on them. You will be expected to take a view on any findings you come up with and say what you think. During the course of your studies it will be likely that you will interview people involved in business and undertake significant primary and secondary research. Independence of learning will be also a key skills area that you will demonstrate in order to succeed.

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For further information please contact Ms Z Beaumont, Mr P de Kort, Mr A Goodwin or Mrs K Hannay

DESIGN AND TECHNOLOGY

Examination Board: AQA and OCR



Course Availability:

In Design and Technology you will focus on a single material area and develop the knowledge, skills and understanding introduced in the lower school. You may choose **one** course from the following:

D&T:	Home Economics: Food and Nutrition	4585
D&T:	Resistant Materials Technology	4560
D&T:	Textiles Technology	4570
OCR D&T:	Graphics	J303

Course Content:

Each specification is designed to foster awareness of the need to consider sustainability and the environmental impact of design.

Each course will develop candidates' awareness through a range of design and make assignments suitable to the relevant subject area.

Further information is available from:

http://web.aqa.org.uk/qual/newgcse/dandt/new/home_fn_overview.php?id=7&prev=7

http://web.aqa.org.uk/qual/newgcse/dandt/resistant_index.php?id=07&prev=07

http://web.aqa.org.uk/qual/newgcse/dandt/textiles_index.php?id=07&prev=07

<http://www.ocr.org.uk/qualifications/type/qcse/dt/graphics/index.html>

AQA course content is assessed through:

Unit 1: 2 hour un-tiered written paper with a weighting of 40%

Unit 2: 45 hour controlled assessment task with a weighting of 60%

OCR course content is assessed through:

Unit A531: 20 hour controlled assessment task with a weighting of 30%

Unit A532: 1 hour un-tiered written paper with a weighting of 20%

Unit A533: 20 hour controlled assessment task with a weighting of 30%

Unit A534: 1 hour and 15 minute un-tiered written paper with a weighting of 20%

For further information please contact Mr C Jeffcoate

DRAMA - Option

Examination Board: EDEXCEL



Syllabus Content:

What is GCSE Drama all about?

(This course is suitable for students who enjoy Drama and wish to develop their analytical, communication and creative skills.)

GCSE Drama follows on from drama work that you will have done at Key Stage 3 (Years 7 – 9), developing your improvisation and acting skills to a higher level. You will also look at plays in more detail and look at different ways of bringing a script alive on stage. Lessons are almost entirely practical.

Summary of the specification content:

Title	Description
Unit 1: Drama Exploration (30%)	<ul style="list-style-type: none">• Exploration of creative aspects of Drama• You will create your own pieces of theatre using different forms of stimuli and a range of explorative strategies• Controlled assessment consists of six-hour practical exploration• Written documentary evidence – maximum 2000 words
Unit 2: Exploring Play Texts (30%)	<ul style="list-style-type: none">• Exploration of a play text. You will study a published play in detail focussing on exploration of character, interpretation and design implications• A visit to a live theatre performance is necessary for completion of the coursework. Trips will be organised to support this.• Controlled assessment consists of six-hour practical exploration of the play• Documentary response – maximum 1000 words• Written response to live theatre - maximum 2000 words
Unit 3: Drama Performance (40%)	<ul style="list-style-type: none">• A devised or scripted play performed to an audience and visiting examiner.• Students may offer acting skills, or performance support and design skills.

Examples of plays we have studied and performed include:-

- Teachers
- The Rise and Fall of Little Voice
- Under Milk Wood
- Ghetto
- The Wind In the Willows
- Dr Faustus

Theatre trips include:-

- The Woman In Black
- Warhorse

For further information please contact Miss Z Shepherd

GEOGRAPHY - Option

Geography explores and tackles the big issues in our world. This new specification is modern and wide ranging and includes an equal mix between human and physical Geography topics.



Specification: Edexcel B

The Structure of the Course

Unit 1: Dynamic Planet

- Restless Earth
- Climate and Change
- Battle of the Biosphere
- Water World
- Coastal Change and Conflict
- Oceans on the Edge or Extreme Climates

This unit is assessed through a 1 hour written exam (higher or foundation) worth 25%.

Unit 2: People and the Planet

- Population Dynamics
- Consuming Resources
- Living Spaces
- Making a Living
- Changing Cities
- Development Dilemmas

This unit is assessed through a 1 hour written exam (higher or foundation) worth 25%.

The Unit 1 exam will be taken at the end of Year 10.

Unit 3: Making Geographical Decisions

A written exam based on pre-released resource materials assessing student's ability to make decisions about geographical issues. It is related to sustainable development and environmental issues.

This one hour exam (higher and foundation), is worth 25%.

Unit 4: Researching Geography

A fieldwork investigation and written report completed in class time under controlled conditions based on either coastal environments or urban environments.

The report is worth 25% of the final grade.

Fieldwork is an important part of the course, with an optional residential fieldtrip to Norfolk in Year 11 or a local day trip.

By the end of GCSE Geography:

Students are:

- good communicators
- socially, economically and environmentally aware
- problem solvers
- good team players

Students can:

- write a concise report
- handle data
- ask questions and find answers
- make decisions about an issue
- analyse material
- think creatively and independently

For further information please contact Miss S Hosegood

HISTORY - Option

Examination Board: EDEXCEL Syllabus A
(The Making of the Modern World)



Syllabus Content:

The GCSE course is very varied combining a high level of interest with a great deal of relevance to our lives today. The syllabus consists mainly of twentieth century world history and the British history element has a topic focus from the late nineteenth century through to the latter part of the twentieth century.

There are four major topics that will be covered throughout the GCSE. One of the major topics is the **Cold War**: its development and course in Germany, Cuba, Czechoslovakia and Afghanistan to the collapse of the Soviet Union. Students will also study two eras of American history: the first looking in **depth 1919-41** (the roaring 20s, prohibition, gangsters, the depression and segregation) and a source based study of **1945-70** (the 'Red Scare', the Black Civil Rights movements and the women's and students' movements). The British history topic will focus on **crime, policing and punishment** from c1880-c1990 with a case study on Jack the Ripper.

Students will take part in a variety of activities , although History always centre around discussion, and literacy based tasks using a wide variety of resources including those which are written, picture, audio-visual, and ICT based.

Assessment:

The four elements of the course have equal weighting (25% of the final mark per topic), both of the USA units and the Cold War unit will be assessed by formal examination and the British history unit is the controlled conditions assessment, where the students will be taught an overview of the topic, and be given the sources and time for independent research two weeks before the final write up under controlled conditions.

For further information please contact Miss J Pearson

OCR Level 2 Nationals in ICT - Option

Exam Board: OCR

Syllabus Content:



The OCR National Certificate is designed to:

- stimulate students' creativity and develop real-world, practical skills that will motivate learning across a wide range of subjects.
- develop students' ability to select and use digital applications appropriately and produce high quality outcomes;
- promote the use of digital applications achieving a goal, rather than for their own sake;
- enhance creativity and communication;
- equip students with some of the skills that they will need in the workplace or in further education or training;
- encourage students to reflect critically on their own and others' use of digital applications.

Key features of the OCR qualification within the option curriculum are:

- Worth a further 2, 3 or 4 GCSEs beyond the core work
- All units are internally assessed and externally moderated - no exam
- Evidence is provided by paper portfolio - there is no eportfolio requirement
- 1 compulsory unit (in the core) plus a range of other units
- There are several units which could be taught including: WebPages, desktop publishing, multimedia products, spreadsheets, digital imaging and any of the half units.

Assessment:

Each unit is assessed via a summative project in which students bring together the knowledge, skills and understanding they have acquired throughout the unit into one substantial piece of work. The aim for all students is to gain a second GCSE in ICT, a smaller number of students to attempt the three GCSEs, and only a few, very well motivated, students attempting all four.

However, we feel that to achieve two, three or four GCSE equivalents, students will have to work hard in lessons and for the three or four GCSEs put in a lot of extra work outside of ICT lessons/homework.

For further information please contact Mr T Robinson

MUSIC - Option

Examination Board: OCR



The GCSE Music Course is suitable for all students with an enthusiasm for Music, although the ability to play a musical instrument is desirable. The course gives students an opportunity to explore their instrument, as well as a variety of styles of music that they may not necessarily come across in their regular music-making.

Course Content:

The course is based on **four Areas of Study** which build on topics and knowledge covered in Years 7 – 9.

- 1. MY MUSIC (AoS1)**
Students study their own instrument or voice, focussing on a piece of music written for your instrument.
Students must complete performance, appraising and composition tasks based on your studies, which is all part of controlled coursework.
- 2. SHARED MUSIC (AoS2)**
Students explore the relationships and roles of voices in instruments in a variety of ensemble music. The following textures are studied:
 - Voice and accompaniment (Romantic song (lieder) and pop ballads)
 - Music contrasting one solo instrument with orchestra/band (Classical concerto/jazz)
 - Ensembles (Indian classical music, Gamelan, Baroque and Classical chamber music)
 - Large vocal ensembles (the great choral classics, African *a capella* singing)
- 3. DANCE MUSIC (AoS3)**
Students Study different types of dance music from across the ages:
 - Paired dance (Waltz, Tango and Salsa)
 - Group/folk/synchronised dance (Line Dance (American, Irish Jig and Reel) and Bhangra)
 - Improvised dance (Disco and Club Dance)
- 4. DESCRIPTIVE MUSIC (AoS4)**
Students study descriptive music from the Romantic period to the present day:
 - Programme Music (Symphonic music from 1820 onwards)
 - Film Music

Coursework and Examinations:

Unit B351: Integrated Tasks (30%)

A performance, a composition and a commentary, all related to Area of Study 1 (the composition and commentary are all part of controlled coursework, i.e. undertaken under timed conditions)

Unit B352: Practical Portfolio (30%)

A portfolio containing a group performance relating to Area of Study 2, a composition relating to Area of Study 2, 3 or 4 and a log and commentary (composition and log are part of controlled coursework)

Unit B353: Creative Task (15%)

A timed task drawing on understanding gained from an area of study, in which candidates develop a short piece and communicate it, based on a stimulus.

Unit B354: Listening Test (25%)

A written paper, with CD, assessing knowledge and understanding of Areas of Study 2, 3 and 4.

For further information please contact Miss H Doan

GCSE: PHILOSOPHY AND ETHICS - Option

The GCSE is split into two parts: Philosophy and Ethics. The topics studied as part of the course are outlined below.



ETHICS

Human relationships: What are the roles of men and women in the family? Is marriage important? Should we keep sex for marriage?

Medical ethics: Is abortion ever justified? Do we have a right to end our life? Should we use animals in medical research?

Poverty and wealth: What causes poverty? Should we care about others? How should we use our money?

Peace and justice: Is it ever right to fight? How should we treat criminals? Why do we punish?

Equality: Are men and women equal? Should we forgive? Why are people racist?

The media: How is religion portrayed in the media? Why is the media influential? Should we have freedom of speech?

PHILOSOPHY

Beliefs about God: Does God exist? What is God like? Does God perform miracles?

Religious and spiritual experiences: How do religious people worship? Why do people pray? Why is food and fasting important?



Death and beyond: Do we have a soul? What happens after we die? Why do we have a funeral?

Good and evil: Who is the devil? Why does evil exist? How can we cope with suffering? Why should we behave morally?

Reason and revelation: How is God revealed in the world? Why are sacred texts important?

Religion vs. science: How did the universe begin? Are humans more important than animals? Should we look after our planet?

Students are encouraged to consider religious and non-religious views on all these issues. We will predominantly be looking at Christianity. You will take part in a variety of activities including class discussion, debate, role play, and group work.

Assessment:

Two written examination papers each of two hours duration.

For further information please contact Mrs L Sidney

STUDY

The Study Option is an alternative to one GCSE subject option. It is offered by invitation only, to a small group of students. Students may only select this option if they have previously received an invitation from Mr Levoir or Mr Carter. The Study Option is an opportunity for students to consolidate learning across the curriculum and to receive support with their homework and class work where this is necessary.



For further information please contact Mr N Levoir

PRACTICAL ENGINEERING

This is a non-examinable subject. Students can use the three periods in the week to enjoy making projects in Technology. This is purely a recreational course.



For further information please contact Mr B Carter



ASDAN (by invitation only)

The ASDAN awards are recognised by The Department for Education and the programmes progress through Bronze, Silver, Gold and Universities levels. Each programme is designed to develop, assess and accredit Key Skills and recognise personal achievements.

Each Award programme contains a choice of challenges which will encourage students to become more skilled at:

- **Improving their own learning and performance**
- **Working with others**
- **Problem solving**

In addition challenges and activities may develop other skills and provide evidence of:

- **Communication**
- **Application of number**
- **Information technology**

Students carry out tasks and challenges from the following list of modules: Information Handling, The Community, Sport and Leisure, Home Management, The Environment, Number Handling, Health and Survival, World of Work, Technology, The Wider World, Expressive Arts, and Beliefs and Values.

It is anticipated that students will be able to achieve the Bronze Award by the end of Year 10.

The course is aimed at students who would benefit from additional support to develop key learning skills. These students should have received a letter from **Mr Levoir** before the Options Evening.

Name.....

Pathways to Success: KS4 - 2011/13

Form.....

1. Choose your additional Core Subjects. Tick ONE box to show which Main Foreign Language or ASDAN you are choosing, and ONE box to show which Core PE you are choosing from Section A. Please also write down a Reserve Choice for your Core PE in the space provided.

2. Choose FOUR subjects from Section B, but no more than TWO from any column.

Section A Your core subjects are
English Language, English Literature, Mathematics, Core & Additional Science, Core ICT, PSHCE,
PLUS
 i) a Foreign Language or ASDAN and ii) a PE option

<u>Main Foreign Language, or ASDAN</u> <u>Choose One Subject</u> GCSE French <input type="checkbox"/> GCSE German <input type="checkbox"/> GCSE Spanish <input type="checkbox"/> 'AS' French <input type="checkbox"/> 'AS' German <input type="checkbox"/> ASDAN (by invitation) <input type="checkbox"/>	AND	<u>Core PE.</u> <u>Choose One Subject</u> Practical Activities <input type="checkbox"/> Practical Activities and Sports Leader Award <input type="checkbox"/> BTEC Sport (Certificate) <input type="checkbox"/> GCSE PE <input type="checkbox"/> Reserve Choice
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Section B Choices
 Choose **four** subjects you wish to study but **no more than two from any column. Place a number 1 - 4 in the relevant box to indicate your order of preference (where 1 is the highest priority).**

Please note:-
 You cannot take more than one Design and Technology subject. You cannot choose both Business, and Business & Economics. You cannot choose both BTEC Performing Arts (Acting) and Drama. You cannot choose both BTEC Art and Art. If you choose BTEC Sport (Diploma) in section B you also need to select BTEC Sport (Certificate) in Section A. You can choose Supervised Study, Practical Games or Practical Engineering (at the bottom of the table) as one of your four choices instead of selecting all four from the columns.

Humanities	Arts	Languages	Science & Technology	BTECs
Business <input type="checkbox"/>	Art <input type="checkbox"/>	GCSE French <input type="checkbox"/>	Design & Technology	BTEC Performing Arts (Acting) <input type="checkbox"/>
Geography <input type="checkbox"/>	Drama <input type="checkbox"/>	GCSE German <input type="checkbox"/>	D&T Graphics <input type="checkbox"/>	BTEC Sport (Diploma) <input type="checkbox"/>
History <input type="checkbox"/>	Music <input type="checkbox"/>	GCSE Spanish <input type="checkbox"/>	D&T Resistant Materials <input type="checkbox"/>	BTEC Art <input type="checkbox"/>
Philosophy & Ethics <input type="checkbox"/>		GCSE Italian (beginner) <input type="checkbox"/>	D&T Food & Nutrition <input type="checkbox"/>	BTEC Performing Arts (Dance) <input type="checkbox"/>
Business & Economics <input type="checkbox"/>			D&T Textiles <input type="checkbox"/>	
			** Triple Science <input type="checkbox"/>	
			ICT (OCR Nationals) <input type="checkbox"/>	
Practical Games <input type="checkbox"/> Supervised Study <input type="checkbox"/> Practical Engineering <input type="checkbox"/>				

3. Indicate TWO RESERVE choices of subjects.

Section C Reserve choices

First choice

Second choice

Personal Success

Please refer to Page 5 for information regarding the English Baccalaureate

MY NOTES

SUBJECT: _____ Questions I have about this subject:

-
-
-
-

Initial decision: Definite Possible Rejected

Reasons for your choice. Comment on:

- Career
-
- Balance (see page 4)
-
- Interest
-

SUBJECT: _____ Questions I have about this subject:

-
-
-
-

Initial decision: Definite Possible Rejected

Reasons for your choice. Comment on:

- Career
-
- Balance (see page 4)
-
- Interest
-

MY NOTES

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-
-

Initial decision: Definite Possible Rejected

Reasons for your choice. Comment on:

- Career
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- Balance (see page 4)
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- Interest
-

MY NOTES

SUBJECT: _____ Questions I have about this subject:

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-
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Initial decision: Definite Possible Rejected

Reasons for your choice. Comment on:

- Career
-
- Balance (see page 4)
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- Interest
-