

THE
TRINITY
CATHOLIC
SCHOOL



OPTIONS BOOKLET
2017



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HEADTEACHER'S LETTER

So Year 9 you come to make your first fairly big decision about study, there are more big decisions to come but please take your time to think about which option carefully. Here is my advice:

- Talk to your families, parents, carers and older brothers and sisters.
- Talk to teachers about the different subjects in the options, especially about what content and skills the subject involves and where it may lead you.
- Read all the information carefully and ask questions if you do not understand something.
- Chat to your friends about what they are doing BUT please do not choose an option because someone else is doing it or choose not to do it because of a friend. You have to take a bit of responsibility here, do what you think is best for your future not for your friendships. Believe me your friends will still be around!
- Don't choose a subject because you like the teacher or not choose it because you don't like a teacher. You will probably have a different teacher next year anyway and in Year 10/11 there will be a different approach to GCSE learning, building on your KS3 foundations
- Decide if you like a subject enough to be prepared to spend the necessary time in school and at home to do really well at it.
- Keep an eye on career ideas, don't worry if you have no ideas about what you want to do when you leave school, most Year 9's don't either. But be careful also not to be have decided a definite career with absolute certainty as we have all seen pupils change their minds, which is a good thing. Choose to do well across a balance of subjects.
- Make sure you understand the deadlines and when forms have to be returned.

I still remember my options and looking back I didn't realise how important those decisions were so I was glad my family and teachers encouraged me to keep sensible broad choices. I did have a career idea (be an accountant) but shortly after it changed (be a scientist). So had I chosen subjects for what my career ideas were I might not have been a Chemistry teacher. Year 10 and 11 or Key stage 4 will feel a bit more grown up and serious and most of the GCSE subjects have new content and assessments (new to us but not new to you because it's all new to you).

The teachers at Trinity are working hard to really work out what is best to help you enjoy their subject and for you to achieve your very best. The task for you is just the same as Year 7 to Year 9, listen, act and work hard every lesson, every day. There are no shortcuts, but if you do those things a whole exciting world of further opportunities opens up for you both at Trinity and beyond school too.

All the best with the choices and we look forward to the new world for you in Year 10.

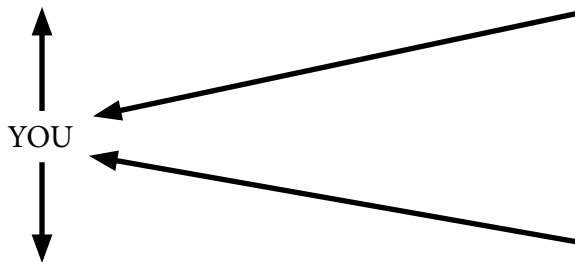
Mr J Dexter
Headteacher

WHO CAN HELP?

PARENTS WHO KNOW YOU BEST OF ALL AS A PERSON

Specialist guidance teachers who give you independent unbiased advice over the choice you will have

Subject Teachers provide an objective view of your subject abilities



Form Teacher or Progress Coordinator who can see you in the all round school situation

Sixth Form Staff who can advise on courses available to you at 16+ and requirements for particular university courses.

WHAT ABOUT EXAMINATIONS?

Generally speaking, good grades in examinations can be regarded as keys which open doors to certain careers and to fields of study in further education. Most boys and girls entering Year 10 have only a vague idea of what they intend to do when they leave school and many ideas will have been modified by the time they do leave.

It would be wise therefore in making your choice of subjects to aim at acquiring a large and varied 'bunch of keys' so that many courses of action are open to you at 16+.

Work on examination courses requires a great deal of self-discipline and responsibility. It means never being absent unless you are very ill and it means catching up if you are absent because, if you miss work, that is often the section on which a question is set on the final examination paper. You must understand that in the end you have to accept the consequences. You will be guided by your subject teachers to the best examination or non-examination course for you when you choose an option.

Mr R Bennett
Assistant Headteacher

GUIDANCE

Throughout Year 10 and Year 11 at Trinity, pupils have the opportunity to use a well stocked and organised Careers Library, which has computers with programmes specifically designed to aid pupils in career choice and options. All pupils are given help in using this self-accessing resource, and will be encouraged to use the resources to identify types of work for which they may be suited. Students will also undertake a variety of activities in PSHE time to aid them with their career decision making.

A Futures Careers Advisor is in school on a regular basis to provide support and guidance to students as appropriate. Students currently go on work experience in Year 10 and visiting speakers come to Trinity during the year to speak on a variety of topics.

Mrs A Prout
Careers

THE EXAMINATION SYSTEM

There is something of a new world at GCSE as you start Year 10 in September 2017 and get results in June 2019. All exams will be done at the end of Year 11. Some subjects still have coursework and teachers will tell you what percentage of the course is coursework. Some of that coursework is done as Non-Exam Assessment (NEA) this is like coursework but done under certain conditions for example you will have a time limit (say 3 lessons) and you will do it under exam conditions (in silence, no help etc). Teachers always explain the rules of NEA carefully because sometimes you can gather together really good resources inside and outside of school to bring into the NEA session even if you only get say 1 hour to do the actual exercise, for example planning a science practical.

There is also a change to grades. You are all used to GCSE running from A* at the top down to G grade. You probably know schools and colleges ask for certain grades to allow you to progress onto certain courses (like a B at GCSE to do an A Level). You might even know the present benchmark for pupils is to get 5 grades including English and Maths at C or above. However, all of your subjects have changed and at the end you will get a grade which is a number from 9 at the top down to 1 at the bottom. Teachers will try and explain what grade in letters equates to what grade in numbers but it isn't simple.

I don't think you need to worry about any of this. Your teachers will work out what has to be done to make sure you achieve success and past experience at Trinity, when changes happen, shows just how well the school copes with those changes whether we like the changes or not. So you are in good hands. As I said before you just have to listen, act and work very hard every lesson over two years and no one will complain and you will succeed.

THE CURRICULUM

There are some subjects that a pupil must study at The Trinity School and others that are optional. All pupils study the compulsory units, at least one Humanities option, one Design Technology option and 2 from the mixed option block. Students can also choose whether to study separate Sciences, double Science or BTEC Science (this may also depend on the level they get at the end of key stage 3).

Compulsory Subjects

Religious Studies
English Language
English Literature
Mathematics
Core PE

Science Option

Pathway 1:

- Biology
- Chemistry
- Physics

Pathway 2:

- Trilogy (Two GCSEs)

Design Option

Art & Design
Food & Nutrition
Graphics
Resistant Materials
Textiles

Humanities Option

Geography
History

Mixed Option Block

Art & Design
Business Studies
Computer Science
Dance
Drama
French
Geography
History
Information & Creative Technology (BTEC)
Music
Physical Education (GCSE)
Spanish
Sport (BTEC)

COMPULSORY OPTION BLOCK

Religious Studies
English Language
English Literature
Mathematics
Core PE

RELIGIOUS STUDIES

OPTION BLOCK: COMPULSORY

EXAM BOARD: EDUQAS

POSSIBLE CAREERS:

Teaching, social work, police force, law, medicine, clergy, counselling.

RELIGIOUS STUDIES - GCSE

SCHEME OF ASSESSMENT:

There are 3 units, all are examinations.

1. Foundational Catholic Theology (37.5% of total GCSE; 1.5 hour exam)
2. Applied Catholic Theology (37.5% of total GCSE; 1.5 hour exam)
3. Judaism (25% of total GCSE; 1 hour exam)

All pupils in Years 10 and 11 follow a compulsory course in Religious Studies, which is supported with regular opportunities for school worship, acts of charity and community support. The GCSE is a single tier paper, which means that all pupils will sit the same exam.

The course aims to:

- develop students' knowledge and understanding of religious beliefs, teachings, sources of wisdom and authority and forms of expression.
- provide opportunities for students to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life.
- develop students' ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.

There are three components to the course:

1. Foundational Catholic Theology:

- Origins and Meaning – Creation from religious and secular viewpoints, beliefs about the world communicated through art and symbolism, and Catholic social teaching about being made in the image of God.
- Good and Evil – beliefs in how they can be explained, the Trinity and Incarnation and how statues express these beliefs.

2. Applied Catholic Theology:

- Life and Death – beliefs in the sanctity of life and life after death, sources of authority in teaching about life and death, and how these beliefs are expressed through artefacts and music.
- Sin and Forgiveness – crime and punishment, salvation and redemption and how these are expressed through sculpture.

3. Judaism – beliefs about God, the covenant, the synagogue, festivals and rituals.

ENGLISH

OPTION BLOCK: COMPULSORY

EXAM BOARD: EDEXCEL

INFORMATION:

All students will study one GCSE course in English Language and one GCSE course in English Literature

ENGLISH LANGUAGE - GCSE

SCHEME OF ASSESSMENT:

100% Examination (untiered). The assessment consists of two externally examined papers plus a separate endorsement of Spoken Language, which is internally assessed. It is a linear qualification so all examination papers must be taken in the same series at the end of the course in Year 11. The qualification will be graded and certified on a nine grade scale from 9 – 1, where 9 is the highest grade.

Paper 1 40%

Fiction and imaginative writing

Section A: Reading (15%)

Unseen 19th century fiction

Section B: Writing (25%)

Creative writing linked to theme in Section A

Paper 2 60%

Non-fiction and transactional writing

Section A: Reading (35%)

Unseen 20th and 21st century non-fiction and literary non-fiction

Section B: Writing (25%)

Transactional writing linked to theme of Section A

ENGLISH LITERATURE - GCSE

SCHEME OF ASSESSMENT:

100% Examination (untiered).

The assessment consists of two externally examined papers. It is a linear qualification so all examination papers must be taken in the same series at the end of the course in Year 11. The qualification will be graded and certified on a nine grade scale from 9 – 1, where 9 is the highest grade.

Paper 1: 50%

Shakespeare and post-1914 literature

Section A: Shakespeare (25%)

Closed book

Section B: Post 1914 British drama or novel (25%)

Closed book

Paper 2: 50%

19th century novel and poetry since 1789

Section A: 19th century novel (25%)

Closed book

Section B: Poetry (25%)

MATHEMATICS

OPTION BLOCK: COMPULSORY

EXAM BOARD: AQA

POSSIBLE CAREERS:

App Developer, business analyst, programmer, IT consultant, logistics consultant, software engineer, teacher, engineering, communications, thermal/structural analyst, auditor, Chartered Accountant, investment banker, statistician, Air Traffic controller, defence and intelligence, Lawyer, sports analyst, transport planner

MATHEMATICS - GCSE

SCHEME OF ASSESSMENT:

The course is assessed by THREE examination papers. Each paper is worth a third of the final grade.

Paper 1 – Non Calculator paper June Year 11
Paper 2 – Calculator paper June Year 11
Paper 3 – Calculator paper June Year 11
Each paper is 1 hour 30 minutes

The papers will test knowledge of content, questions involving mathematics in context, problem solving and quality of written communication.

There is no coursework in Mathematics GCSE, and pupils need to be aware that all of their examinations are at the end of Year 11.

There are two tiers of entry – Higher (grades 4-9 available) and Foundation (grades 1-5 available). The tier of entry will depend on each student's end of Year 9 level.

Generally, students achieving above a level 6 will enter the Higher tier, and those below enter the Foundation tier, although changes are sometimes made during the course of Year 10 and 11.

Pupils' performance will be monitored regularly throughout the two years and the system used is flexible enough to allow movement between sets and different levels of entry.

PE - CORE

OPTION BLOCK: COMPULSORY

EXAM BOARD: N/A

POSSIBLE CAREERS:

Coaching, Sport Development, Physiotherapy or Injury Therapy, Nursing, Sports Science, Police / Fire / Ambulance service, Teaching, The Military.

CORE PHYSICAL EDUCATION

SCHEME OF ASSESSMENT:

Core PE is a compulsory as part of the National Curriculum for Key Stage 4 and is not a GCSE subject.

This is for 1 hour a week.

Students can also choose to study a GCSE or BTEC in addition to this.

CORE

Students are provided with a variety of practical experiences to develop:

- A knowledge and understanding of the role of physical activity in a healthy lifestyle
- Leadership, communication and team community skills.

A varied curriculum incorporates activities and opportunities for both team and individual performers that will allow them to progress and develop at their own level, and explore different roles within the activities offered, such as official/coach. Pupils follow programmes of study which fulfil the requirements of the National Curriculum at Key Stage 4.

Pupils are given the opportunity to choose which activity they participate in at KS4. Pupils are also given the opportunity to complete a level 2 in sports leadership



All students study Science in Year 10 & 11. There are 2 alternative pathways in Science. Pupils will be allocated to the most appropriate pathway based on their prior attainment. This decision is based on each pupil's overall progress throughout Key Stage 3; including results from SC1 progress tasks, topic tests, Checkpoint (Kerboodle) assessments and the Year 9 end of year exam. Year 9 Science teachers will make an objective judgement on each individual's suitability to the specific pathways based on their relative strengths, bearing in mind the differing exam loads, pace of work and of each option. N.B Students do NOT make a choice about their science course although they can express a preference to their Science teacher.

These are new qualifications for 2016 and will be examined for the first time in 2018. At the time of writing OFQUAL are still to accredit the AQA qualifications that constitute the two pathway choices.

SCIENCE

OPTION BLOCK

The courses available include:

Pathway 1: Biology, Chemistry & Physics as separate subjects (3 GCSE's)

Students study Physics, Chemistry and Biology as separate subjects. This pathway is generally more appropriate for students who achieve a Level 6 or above over the course of Year 9. The sciences are taught by subject specialists (a Biologist, Chemist and Physicist) and students have two hours of each science each week. The separate sciences are an ideal preparation for A level study in either (or all) of the science subjects. Assessment and course content Each subject is examined through two papers which assess students against the three assessment objectives (AO) detailed below.

Pathway 2: Trilogy as a dual qualification (Two GCSEs)

This pathway leads to two GCSE qualifications. Students study an amalgamation of the three sciences. The Trilogy course is taught in five lessons per week and incorporates much of the separate science content but covered to a little less depth in places. The trilogy qualification is a valid route to studying sciences at A level and certainly does not restrict any higher education options. The trilogy qualification is examined through six papers which assess students against the three assessment objectives (AO) detailed below.

Commonalities

There are a number of similarities between the two pathways. These include the over-riding assessment objectives (AO) that are examined

AO1: The ability to demonstrate knowledge and understanding of scientific ideas, techniques and procedures accounts for 40% of marks.

AO2: The ability to apply knowledge and understanding to previously unseen situations accounts for 40% of the marks

AO3: The ability to analyse information and ideas to interpret and evaluate, make judgements and draw conclusions accounts for 20% of the marks.

Also there is no controlled assessment in either pathway. However over the duration of each course the students have a number of Core Practical experiments to perform that support the theory being covered. Aspects of these core practicals will be examined.

SCIENCE 1

OPTION BLOCK: SCIENCE

EXAM BOARD: OCR

INFORMATION:

Science is studied by all students in Year 10. There are two alternative pathways available depending on the ability and aspirations of each student. The pathways lead to at least two GCSE qualifications (three in the case of separate sciences) and the structure, amount of content, level of challenge and pace of study varies depending on the chosen pathway.

PATHWAY 1: SEPARATE SCIENCE (Physics, Chemistry and Biology)

SCHEME OF ASSESSMENT

	Paper 1 (50%)	Paper 2 (50%)	Core Practicals
Biology	Cell biology, Organisation, Bioenergetics, Infection and response	Homeostasis and response, Inheritance, variation and evolution, Ecology	<ol style="list-style-type: none"> 1. Use a light microscope to observe, draw and label plant and animal cells. 2. Investigate the effect of antiseptics or antibiotics on bacterial growth. 3. Investigate the effect of concentrations of salt or sugar solutions on plants. 4. Use qualitative reagents to test for a range of carbohydrates, lipids and proteins. 5. Investigate the effect of pH on the rate of reaction of amylase enzyme. 6. Investigate the effect of light intensity on the rate of photosynthesis. 7. Perform an investigation into the effect of a factor on human reaction time. 8. Investigate the effect of light or gravity on the growth of germinating seeds. 9. Measure the population size of a common species in a habitat. 10. Investigate the effect of temperature on the rate of decay of fresh milk.
Chemistry	Atomic structure and periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes	Rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources	<ol style="list-style-type: none"> 1. Preparation of a pure, dry sample of a soluble salt. 2. Determination of the reacting volumes of solutions. 3. Investigate what happens when aqueous solutions are electrolysed. 4. Investigate the variables that affect temperature changes in reacting solutions. 5. Investigate how changes in concentration affect the rates of reactions. 6. Investigate how chromatography can be used to separate coloured substances. 7. Use of chemical tests to identify the ions in unknown single ionic compounds. 8. Analysis and purification of water.
Physics	Energy Electricity Particle model of matter Atomic structure	Forces Waves Magnetism and Electromagnetism Space Physics	<ol style="list-style-type: none"> 1. Investigation to determine the specific heat capacity of materials. 2. Investigate the effectiveness of different materials as thermal insulators. 3. Investigate the factors that affect the resistance of an electrical component. 4. Investigate the V-I characteristics of a variety of components 5. Determine the densities of regular and irregular solid objects and liquids. 6. Investigate the relationship between force and extension for a spring. 7. Investigate the effect of varying the force on the acceleration of an object. 8. Investigate the frequency, wavelength and speed of waves. 9. Investigate infra-red radiation absorbed or radiated by a surface. 10. Investigate reflection and refraction of light.

All papers are 1 hour and 45 minutes.

SCIENCE 1

OPTION BLOCK: SCIENCE

POSSIBLE CAREERS:

Medicine, veterinary science, engineering (all fields), scientific research, technician, forensics, marine biologist, astrophysicist, pharmacist, geologist, particle physicist, chemical analyst.

PATHWAY 1: SEPARATE SCIENCES (continued)

This pathway leads to three GCSE qualifications.

Students study Physics, Chemistry and Biology as separate subjects. This pathway is generally more appropriate for students who achieve a Level 6 or above over the course of Year 9.

The sciences are taught by subject specialists (a Biologist, Chemist and Physicist) and students have two hours of each science each week. The separate sciences are an ideal preparation for A level study in either (or all) of the science subjects.
Assessment and course content

Each subject is examined through two papers which assess students against three assessment objectives (AO).

AO1: The ability to demonstrate knowledge and understanding of scientific ideas, techniques and procedures accounts for 40% of marks.

AO2: The ability to apply knowledge and understanding to previously unseen situations accounts for 40% of the marks

AO3: The ability to analyse information and ideas to interpret and evaluate, make judgements and draw conclusions accounts for 20% of the marks.

There is no controlled assessment. However over the duration of each course the students have a number of Core Practical experiments to perform that support the theory being covered.

Aspects of these core practicals will be examined.

SCIENCE 2

OPTION BLOCK: SCIENCE

EXAM BOARD: AQA

INFORMATION:

Science is studied by all students in Year 10. There are two alternative pathways available depending on the ability and aspirations of each student. The pathways lead to at least two GCSE qualifications (three in the case of separate sciences) and the structure, amount of content, level of challenge and pace of study varies depending on the chosen pathway.

PATHWAY 2: TRILOGY (2 GCSE'S)

SCHEME OF ASSESSMENT

TRILOGY	Time	Weighting	Content
Biology Paper 1	1hr 15 minutes	16.70%	Cell biology, Organisation, Bioenergetics, Infection and response
Biology Paper 2	1hr 15 minutes	16.70%	Homeostasis and response, Inheritance, variation and evolution, Ecology
Chemistry Paper 1	1hr 15 minutes	16.70%	Atomic structure and periodic table, Bonding, structure, and the properties of matter, Quantitative chemistry, Chemical changes, Energy changes
Chemistry Paper 2	1hr 15 minutes	16.70%	Rate and extent of chemical change, Organic chemistry, Chemical analysis, Chemistry of the atmosphere, Using resources
Physics Paper 1	1hr 15 minutes	16.70%	Energy, Electricity, Particle model of matter, Atomic structure
Physics Paper 2	1hr 15 minutes	16.70%	Forces, Waves, Magnetism and Electromagnetism
Core practicals (16)	B1. Investigate the effect of concentrations of salt or sugar solutions on plants.		
	B2. Investigate the effect of pH on the rate of reaction of amylase enzyme.		
	B3. Investigate the effect of light intensity on the rate of photosynthesis.		
	B4. Perform an investigation into the effect of a factor on human reaction time.		
	B5. Measure the population size of a common species in a habitat.		
	C1. Preparation of a pure, dry sample of a soluble salt.		
	C2. Investigate what happens when aqueous solutions are electrolysed.		
	C3. Investigate how changes in concentration affect the rates of reactions.		
	C4. Investigate how chromatography can be used to separate coloured substances.		
	C5. Analysis and purification of water.		
	P1. Investigation to determine the specific heat capacity of materials.		
	P2. Investigate the factors that affect the resistance of an electrical component.		
	P3. Investigate the V-I characteristics of a variety of components		
	P4. Determine the densities of regular and irregular solid objects and liquids.		
	P5. Investigate the relationship between force and extension for a spring.		
	P6. Investigate the effect of varying the force on the acceleration of an object.		

SCIENCE 2

OPTION BLOCK: SCIENCE

EXAM BOARD: AQA

POSSIBLE CAREERS:

Medicine, veterinary science, engineering (all fields), scientific research, technician, forensics, marine biologist, astrophysicist, pharmacist, geologist, particle physicist, chemical analyst.

PATHWAY 2: TRILOGY (2 GCSE'S)

This pathway leads to two GCSE qualifications. Students study an amalgamation of the three sciences. The Trilogy course is taught in five lessons per week and incorporates much of the separate science content but covered to a little less depth in places. The trilogy qualification is a valid route to studying sciences at A level and certainly does not restrict any higher education options.

Assessment and course content

This GCSE qualification is examined through six papers which assess students against three assessment objectives (AO).

AO1: The ability to demonstrate knowledge and understanding of scientific ideas, techniques and procedures accounts for 40% of marks.

AO2: The ability to apply knowledge and understanding to previously unseen situations accounts for 40% of the marks

AO3: The ability to analyse information and ideas to interpret and evaluate, make judgements and draw conclusions accounts for 20% of the marks.

There is no controlled assessment. However over the duration of the course the students have a number of Core Practical experiments to perform that support the theory being covered.

Aspects of these core practicals will be examined.

DESIGN OPTION BLOCK

Art & Design
Food Preparation & Nutrition
Graphics
Resistant Materials
Textiles

ART & DESIGN

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: EDEXCEL

POSSIBLE CAREERS:

Architect, Illustrator, Silversmith, Advertising, Ceramist, Fashion Buyer, Fashion Designer, Costume Designer, Milliner, Art Teacher, Photographer, Art History, Art Therapist, Jewellery Design, Interior Designer, Animation, Make-up Artist, Website Designer, Graphic Designer, Computer Game Designer.

ART & DESIGN - GCSE

SCHEME OF ASSESSMENT:

Component 1 - personal portfolio 60%

Component 2 - externally set assignment 40%

The GCSE in Art, Craft and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes. Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions. Your work may be inspired by and take the form of, painting and drawing, printmaking, sculpture and alternative media. You will need to work in at least two of these disciplines.

supporting studies.

Unit 2; Externally set assignment

Roughly 8 weeks preparation time for 10hour exam. Each unit must meet all the assessment objectives.

AO1; develop ideas through investigations, demonstrating critical understanding of sources

AO2; refine work by exploring ideas, selecting and experimenting with appropriate media,

materials, techniques and processes
AO3 record ideas, observations and insights relevant to intentions as work progresses

AO4; present a personal and meaningful response that realises intentions and demonstrates

understanding of visual language

Course structure

Unit 1; Personal portfolio in art and design, controlled assessment This must meet all assessment objectives and must comprise practical outcomes and

FOOD PREPARATION AND NUTRITION

OPTION BLOCK: DESIGN

EXAM BOARD: AQA

POSSIBLE CAREERS:

Food Journalism, Catering, Dietician, Chef, Food Technologist, Recipe Developer, Hospital Catering, Teaching Food and many more.

FOOD PREPARATION AND NUTRITION - GCSE

SCHEME OF ASSESSMENT:

50% - One Written Exam Paper of 1hr 45 mins

Section A – multiple choice questions

Section B – 5 questions

50% - Non Exam Assessment

Two Tasks – Practical + Related Written (Practical work completed throughout the course)

Food Preparation and Nutrition: This new Food Preparation and Nutrition GCSE will help you to develop a greater understanding of nutrition, food provenance and the working characteristics of food materials. You will also learn about food from around the world through the study of British and international culinary traditions as well as developing an understanding of where food comes from (food provenance). You will master culinary skills and appreciate the science behind food and cooking. This is an exciting and creative course which will allow you to demonstrate your practical skills and make connections between theory and practice.

- Food, nutrition and health.
- Food science
- Food safety
- Food choice
- Food provenance
- Food groups

YEAR 11

The Non Exam Assessment tasks will be completed in Year 11 along with related written work, revision and exam practice. They will be set by the exam board.

- Task One is a Food Investigation Assessment eg: 'Investigate the best flour to use for breadmaking'
- Task Two is a Food Preparation Assessment where you are required to prepare, cook and present a menu of three dishes cooked within a single period of no more than three hours. This does not have to be a meal but may be for example three dishes rich in fibre.

YEAR 10

You will be developing your practical skills through cooking and modifying a variety of both British and International recipes for many different occasions. You will also be studying, throughout the two years, these topics:

GRAPHICS

OPTION BLOCK: DESIGN

EXAM BOARD: EDEXCEL

POSSIBLE CAREERS:

Graphic Design, Civil Engineering, Architecture, Product Design, Advertising, Teaching, Printing, Interior Design, Computer Aided Design, Packaging, Photography and many other careers.

GRAPHICS - GCSE

SCHEME OF ASSESSMENT:

60% Personal Portfolio (coursework)
based around a theme

40% Externally Set Assignment
10 hour design exam based on a theme
given in the January of Year 11.

Graphic Communication introduces you to a visual way of conveying information, ideas and emotions, using a range of graphic media, processes, techniques and elements such as colour, icons, images, typography and photographs. You will conduct primary and secondary investigations during your design development, and explore traditional and/or new technologies. You will also consider the use of signs and symbols, and the balance between aesthetic and commercial considerations.

Must work in at least one of the following areas:

- Advertising
- Communication graphics (logo design and corporate identity)
- Design for print
- Illustration
- Interactive design (including web design)
- Multi-media
- Package design
- Signage
- Typography

Key aspects include:

- how sources inspire the development of ideas
 - colour
 - line
 - form
 - tone
 - texture
- The use of
- media
 - materials
 - techniques
 - processes
 - technologies

Students can work entirely in digital media or entirely by hand or any mixture of the two.

All the GCSE Design Technology subjects are a good foundation for AS and A2 courses as well as being beneficial to the careers mentioned above.

TEXTILES

OPTION BLOCK: DESIGN

EXAM BOARD: EDUQAS

POSSIBLE CAREERS:

Fashion Design, Interior Design, Teaching, Product Design, Fashion Marketing, Knitwear Design, Tailor, Clothing Technologist, Textiles Design, Print Maker, Industrial / Product Designer and Fashion Purchasing.

TEXTILES - GCSE

SCHEME OF ASSESSMENT:

50% one written paper
2 hour written paper at the end of Year 11.
Theory work completed throughout the course.

50% one coursework project (non-exam assessment - NEA), mostly completed in Year 11.
Written, design and making.

This course encourages pupils to be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related areas such as manufacturing and designing. Pupils will produce a range of mini projects and then go on to produce 1 large piece of examined coursework.

YEAR 11

In Year 11 students complete their NEA task. This includes written work, design work and a practical task. Pupils are given a theme by the exam board in June of Year 10 to develop a project. Some of the possible projects in the past for the NEA have been:

A fashion garment (Bodice/top/waistcoat)
An accessory (bag) to wear at a special occasion event.

YEAR 10

In Year 10 students complete a range of small projects that cover a variety of skills including an apron, mini-garment and decorative techniques. Key skills used are machine skills, shaping and using pre-manufactured components.



RESISTANT MATERIALS

OPTION BLOCK: DESIGN

EXAM BOARD: EDUQAS

POSSIBLE CAREERS:

Carpentry and Joinery, Mechanical Engineering, Manufacturing Engineering, Architecture, Industrial Design or any other creative field.

RESISTANT MATERIALS - GCSE

SCHEME OF ASSESSMENT:

50% one written paper
2 hour written paper at the end of Year 11.
Theory work completed throughout the course.

50% one coursework project (non-exam assessment - NEA), mostly completed in Year 11.

Written, design and making.

The course will teach students all about woods, metals & plastics and the various ways of shaping/ joining them.

YEAR 10

Students will make lots of mini projects using a range of materials, tools and processes. The projects (some are shown below) help them to learn the skills needed to complete their GCSE NEA in Year 11. Students will also be taught how to use Computer Aided Design (CAD) to help draw their designs and used Computer Aided Manufacturing (CAM) eg the laser cutter.

YEAR 11

This year is dedicated to the GCSE NEA project. Students will need to produce a 20 page design folder (on A3 paper) and a piece of practical work. Pupils are given a theme by the exam board in June of Year 10 to develop a project. Past projects that students have made include barbecues, fold up seats and games sets for cricket/ rounders.



HUMANITIES

OPTION BLOCK

Geography
History

GEOGRAPHY

OPTION BLOCK: HUMANITIES & MIXED OPTION BLOCK

POSSIBLE CAREERS:

EXAM BOARD: AQA

Environmental Management, Forestry, Architecture, Nature Conservation, Journalism, Television, Map Making, Meteorology, Business and Finance, Marketing, Armed Forces, Police Service, Teaching, Travel, Tourism, Pilot.

GEOGRAPHY - GCSE

SCHEME OF ASSESSMENT:

Paper 1: Living with the physical environment. 1 hour 30 minute exam. 35% of GCSE.

Paper 2: Challenges in the human environment. 1 hour 30 minute exam. 35% of GCSE.

Paper 3: Geographical fieldwork and skills. 1 hour 15 minute exam. 30% of GCSE.

Students will travel the world from their classroom, exploring case studies in the United Kingdom (UK), higher income countries (HICs), newly emerging economies (NEEs) and lower income countries (LICs). Topics of study include climate change, poverty, deprivation, global shifts in economic power and the challenge of sustainable resource use. Students are also encouraged to understand their role in society, by considering different viewpoints, values and attitudes.



HISTORY

OPTION BLOCK: HUMANITIES & MIXED OPTION BLOCK

POSSIBLE CAREERS:

EXAM BOARD: EDEXCEL

Legal profession, Library, information and archivist careers, Politics, Publishing, Journalism, Media, Business and commerce, Public sector administration.

HISTORY - GCSE

SCHEME OF ASSESSMENT:

Paper 1: Medicine Through Time and historic environment - 30%

Paper 2: Early Elizabethan England and The American West - 40%

Paper 3: Weimar and Nazi Germany, 1918–39 - 30%

Let the History department take you on a guided tour of the past. You will have the opportunity to study fascinating topics such as, Medicine Through Time, Elizabethan England, The American West and Hitler. The Schools History Project offers students the chance to explore the past in an interesting and questioning manner. It helps to explain why the world we live in is the way it is today. The course allows the students to discover the answers to questions such as:

- How did medicine evolve?
- What was the plague really like?
- Why did so many people want to kill Elizabeth I?
- What was life like living on the American Plains?
- How did a mad man like Hitler come to be ruler of Germany?
- Why did were groups persecuted under the Nazi's?

History will equip the students with many valuable skills including analysis, problem solving, researching, and making judgements. Studying History will give you a good start for most careers, especially law, journalism, business management, teaching, creative arts and design, publishing and many more. It might also help you answer some of the questions on Pointless and The Chase that you don't know the answer to already!!

MIXED OPTION BLOCK

Art & Design (found in the Design section)

Business Studies

Computer Science

Dance

Drama

French

Geography (found in the Humanities section)

History (found in the Humanities section)

Information and Creative Technology (BTEC)

Music

Physical Education (GCSE)

Spanish

Sport (BTEC)

BUSINESS

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: EDEXCEL

POSSIBLE CAREERS:

Business reflects the demands of a truly modern and evolving business environment – it is a qualification that enables students to develop as commercially minded and enterprising individuals and helps them to succeed in a variety of pathways. We have had students that have gone on to careers in law, accountancy, advertising, sales, medicine etc... Broadly speaking, it has some relevance to all future careers, as every occupation is set within a business context, even teaching!

BUSINESS - GCSE

SCHEME OF ASSESSMENT:

Two exams, each worth 50% of the qualification.

Each examination lasts 1 hour and 30 minutes.

The exams are a combination of multiple choice questions, calculations, short answers and extended responses, all set within real business contexts.

Why study Business?

Business is likely to spark imaginations and commercial thinking as a student's knowledge of the subject develops. We investigate real and relevant business examples which are both engaging and thought provoking. This is an active and enjoyable subject.

What will I learn?

The subject is divided into two themes;

Theme 1 – Investigating Small Business

1.1 Enterprise and entrepreneurship

1.2 Spotting a business opportunity

1.3 Putting a business idea into practice

1.4 Making the business effective

1.5 Understanding external influences

on business

Theme 2 – Building a Business

2.1 Growing the business

2.2 Making marketing decisions

2.3 Making operational decisions

2.4 Making financial decisions

2.5 Making human resource decisions

Business GCSE aims to help students understand business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society. Business issues are analysed in relation to different types and sizes of businesses in local, national and global contexts. Students are encouraged to think commercially and creatively to demonstrate business acumen, and draw evidence to make informed business decisions and solve business problems.

Learning involves lots of business case studies and activities, with many practical examples and business investigations. This will be a new and exciting subject, although some of Year 9 may have already experienced a short taster course within their rotations. Business GCSE involves practical work, group activities, presentations and problem-solving. There is a quantitative element to the course and students will be expected to apply the maths skills that they have already developed, including using and interpreting data.

COMPUTER SCIENCE

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: WJEC

POSSIBLE CAREERS:

Computer Programmer. Website Design. Systems Analyst.

IT Technician. Game Designer. Hardware Design and Manufacture. Virtually every medium to large business organisation depends on its IT systems, the companies offer excellent salaries to the right people.

COMPUTER SCIENCE - GCSE

SCHEME OF ASSESSMENT:

Component 1: Exam	50%	1 hour 45 minutes
Component 2: On-screen exam	30%	2 hours
Component 3: Coursework	20%	20 hours

Component 1: Understanding Computer Science

This component investigates hardware, logical operations, communication, data representation and data types, operating systems, principles of programming, software engineering, program construction, security and data management and the impacts of digital technology on wider society.

Component 2: Computational Thinking and Programming

This component investigates problem solving, algorithms and programming constructs, programming languages, data structures and data types and security and authentication.

Component 3: Software Development

This component requires learners to produce a programmed solution to a problem. They must analyse the problem, design a solution to the problem, develop a final programmed solution, test the solution and give suggestions for further development of the solution. Throughout the production of the solution learners are required to produce a refinement log that evidences the development of the solution.

DANCE

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: AQA

POSSIBLE CAREERS:

There are many different career options open to those interested in the dance profession including performance and choreography, teaching in school, community dance artists/teacher, dance therapy, dance physical therapy, dance criticism, dance journalism, arts administrator, public relations/marketing for dance, dance notation for companies.

DANCE - GCSE

SCHEME OF ASSESSMENT:

30% Performance

30% Choreography

40% 1½ hour written exam

Performance, Choreography & Appreciation

- An introduction to dance in its widest sense and helps you to understand the basic skills needed to appreciate, create and perform dance.
- You will study good studio practice, basic technique, the rehearsal process and the expressive nature of dance.
- You will develop analytical, interpretative, critical, perceptual, evaluative and reflective skills in response to your own work and the work of others.
- You will perform to audiences of family, friends and other students as well as for assessment.

Solo Performance

You will learn how to perform as a solo dancer for approximately one minute. The exam board will set specific phrases to learn and assessment will focus on the safe demonstration of physical, technical, expressive and mental skills during performance.

Duet/trio Performance

This dance piece will have a clear choreographic intention, include developments of the set phrases and will last 3-5 minutes. The skills you will develop in this area are technique and

physical skills, sense of style, musicality and accuracy, expressive skills, safe practice at a challenging level, relationships between dancers and demonstrating sensitivity to other dancers.

Choreography

You will learn how to respond creatively to an externally set stimulus, to choreograph your own dance. This must be either a solo dance lasting 2-2½ minutes or a group dance lasting 3-3½ minutes. You will use a variety of methods to develop your ideas and demonstrate your understanding of actions, space, dynamics, relationships, choreographic processes and devices, structure and form, aural settings and the communication of choreographic intent.

Dance appreciation

Through written communication and the use of dance terminology, you will learn how to critically analyse, interpret and evaluate your own work in performance and choreography and demonstrate your knowledge and understanding of professional practice in the six set works in the GCSE Dance anthology.

The exam paper will include short answer and extended writing questions.

DRAMA

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: WJEC

POSSIBLE CAREERS:

Some drama students go into some form of drama - acting, directing, designing and lighting technician in theatre, playwright for theatre or tv, broadcasting or film, musician, Drama/ English teacher, set designer. Others go into related fields – Theatre Manager, stage management, Marketing, Advertising, Event Organisation, Business & Research, Retail, Hotels & Restaurants etc. “The creative and communication skills they develop during Drama courses are at a premium in these jobs.” (Careers specialist from a leading UK University)

DRAMA - GCSE

SCHEME OF ASSESSMENT:

Component 1: Devising Theatre – 40%
(non-exam assessment)

Component 2: Performing from a Text
-20% (non-exam assessment)

Component 3: Interpreting Theatre - 40%
(written exam: 1 hour 30 minutes)

GCSE Drama is both the study of existing plays, live theatre and the creation of your own unique performances. Students must attend several live theatre performances throughout the course to aid in their completing of Component 3. Drama is a creative course that can help you develop transferable skills, which you can take into any course, career or job.

Component 1

Non-exam assessment: internally assessed, externally moderated. Students will be assessed on either acting or design.

Students must produce:

- a realisation of their piece of devised theatre
- a portfolio of supporting evidence
- an evaluation of the final performance or design.

Component 2

Non-exam assessment: externally assessed by a visiting examiner. Students will be assessed on either acting or design.

Component 3

Section A: Set Text

Section B: Live Theatre Review

Topics that will be covered over the two years will include:

- Theatre in Education
- Naturalism and Stanislavski
- Physical Theatre
- Epic Theatre and Bertolt Brecht
- Musical Theatre
- Theatre design (if chosen)

Why should you take Drama?

It is intended to help you feel more self-confident and prepare you to deal with a range of different situations and people. Drama gives you, interview skills, experience in communicating, practice in expressing yourself clearly, and the chance to be creative. Drama teaches you leadership, team working skills, to plan, persevere and to present yourself well.



FRENCH

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: AQA

POSSIBLE CAREERS:

Teaching, Interpreting, Translation, Journalism, Working in the European Parliament both abroad and in the UK, Bilingual secretarial and PA work, Working abroad with Law, PR, HR, Retail and Commercial, careers in business at all levels utilising language skills.

French - GCSE

SCHEME OF ASSESSMENT:

Speaking (25% of total) - terminal exam

Writing (25% of total) - terminal exam

Listening (25% of total) – terminal exam

Reading (25% of total) – terminal exam

At the end of Year 9 you have four choices;

- You can continue with French
- You can continue with Spanish
- You can continue with French and Spanish
- You no longer choose to study a language.

Whatever language option you continue, we cover the AQA specification and the emphasis will be on using your foreign language effectively in a tourism or work situation. All 4 skills will have terminal exams. Topics that we will cover will be about where you live, the environment, hobbies, free time and leisure, work experience, the world of work and further study, holidays and tourism, and many others.

The department urges you to think very carefully before you drop the study of a Modern Language. You may find yourself at a disadvantage if you want to apply

for university places. Good language qualifications are much sought after by employers and Higher Education. For example Universities may look at your language qualifications, not just for courses which obviously require a language but in other competitive areas. A good grade in a Modern Foreign Language GCSE represents a standard of success they are often looking for in good prospective candidates.

Whether for business or pleasure, having a language is an invaluable skill. Currently, freedom of movement within the European Union means you could use your language skills and work abroad very easily. In a post-Brexit world, languages may prove even more valuable as businesses look for trade deals across the globe.

INFORMATION & CREATIVE TECHNOLOGY

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: PEARSON

POSSIBLE CAREERS:

This course allows students to continue to Further Education Courses such as A'level and Level 3 BTECs which can be studied at Trinity Form Centre. This in turn provides routes into many areas of business in which it can be used.

INFORMATION & CREATIVE TECHNOLOGY - BTEC

SCHEME OF ASSESSMENT:

Core units

Digital Portfolio coursework	25 %
The Online World examination	25 %

Optional Units

Choose two optional coursework units each worth 25 %

Digital Portfolio

Students will produce a digital portfolio which is an exciting onscreen way to showcase their achievements to potential employers or when applying for a course. It is all about: the projects students have created and developed, their use of communication and presentation skills and their capabilities and potential. Digital portfolios can be viewed by anyone with a computer and an internet browser.

They will learn how to create a digital portfolio that includes a series of web pages with links to content that they have created. They will learn how to make use of multimedia assets such as images, sound and video to make their portfolio appealing and engaging. For this unit, their digital portfolio will have a clear purpose and audience to show them who you are and what you are capable of. It should have a structure that is logical and

easy to navigate and must be in a format that can be uploaded

The Online World

They will learn the answers the following questions;

- How do websites work?
- How do emails reach your computer?
- How does the use of computer applications affect your daily life?

Starting with your own experiences, you will extend your knowledge of online services and investigate the technology and software that supports them.

You will learn more about a range of services including email, online data storage, collaborative software, search engines and blogging.

MUSIC

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: OCR

POSSIBLE CAREERS:

Performing: Orchestral, Band, Choral, Ensemble, Session musician, Shows, Theatre, Conducting. Education: Music teacher, College lecturer, Examiner, Private tuition. Composing: Classical music, Popular music, Adverts, Computer games, Film music, Musical theatre, Sound and image.

MUSIC - GCSE

SCHEME OF ASSESSMENT:

- Coursework: two performances, two compositions and some written work accounts for 60%.
- The Listening Paper which is weighted at 40%.

This exciting course will develop interest and understanding of how music is created through a practical approach. The focus for learning in the course is provided by five Areas of Study:

- Area of Study 1: My Music (Spotlight On My Instrument)
- Area of Study 2: The Concerto Through Time (Musical Relationships and Roles)
- Area of Study 3: Rhythms of the World
- Area of Study 4: Film Music
- Area of Study 5: Conventions of Pop

Performances are recorded, meaning that you can record pieces until you are happy with them.

One of the compositions must be composing to a set brief. The other composition is for your instrument or voice. You can use music technology to produce your compositions.

You will appraise one of your

performances and one of your compositions.

Music GCSE will develop your performing, composing and listening skills and give you a wider appreciation of different musical styles. You will have opportunities to use music technology and perform regularly. You will study the following genres of music: The Concerto Through Time, World Music, Rhythms of the World, Conventions of Pop & Film Music.

PHYSICAL EDUCATION

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: AQA

POSSIBLE CAREERS:

Teacher, Sports Scientist, Psychologist, Fitness Instructor, Public Servant.

PHYSICAL EDUCATION - GCSE

SCHEME OF ASSESSMENT:

60% Exam, Paper 1 and 2, 1.25 hours each, combination of multiple choice, short answer and extended writing questions

Paper 1: The human body and movement

in physical activity and sport

Paper 2: Socio-cultural influences and well-being in physical activity and sport

40% Practical, 3 activities (1 individual, 1 team, 1 from either), analysis and evaluation

Paper 1: The human body and movement in physical activity and sport

- Applied anatomy and physiology – musculoskeletal, cardio-respiratory system
- Movement analysis – levers, planes and axes
- Physical training – health, fitness, components of fitness, fitness tests, principles and methods of training
- Use of data

Paper 2: Socio-cultural influences and well-being in physical activity and sport

- Sports psychology – skills, target setting, information processing, guidance, feedback, mental preparation
- Socio-cultural influences – Physical activity amongst social groups, commercialisation, ethical and socio-cultural issues
- Health, fitness and well-being - Physical, emotional and social health, fitness and well-being, sedentary lifestyle, Energy use, diet, nutrition and hydration
- Use of data

Team Activities		Individual Activities	
Association football	Lacrosse	Amateur boxing	Rock climbing
Badminton	Netball	Athletics	Rowing
Basketball	Rowing	Badminton	Sculling
Camogie	Rugby League	Canoeing	Skiing
Cricket	Rugby Union	Cycling	Snowboarding
Dance	Squash	Dance	Squash
Gaelic football	Table tennis	Diving	Swimming
Handball	Tennis	Golf	Table tennis
Hockey	Volleyball	Gymnastics	Tennis
Hurling		Equestrian	Trampolining
		Kayaking	

SPANISH

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: AQA

POSSIBLE CAREERS:

Teaching, Interpreting, Translation, Journalism, Working in the European Parliament both abroad and in the UK, Bilingual secretarial and PA work, Working abroad with Law, PR, HR, Retail and Commercial, careers in business at all levels utilising language skills.

Spanish - GCSE

SCHEME OF ASSESSMENT:

Speaking (25% of total) - terminal exam

Writing (25% of total) - terminal exam

Listening (25% of total) – terminal exam

Reading (25% of total) – terminal exam

At the end of Year 9 you have four choices;

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The department urges you to think very carefully before you drop the study of a Modern Language. You may find yourself at a disadvantage if you want to apply

for university places. Good language qualifications are much sought after by employers and Higher Education. For example Universities may look at your language qualifications, not just for courses which obviously require a language but in other competitive areas. A good grade in a Modern Foreign Language GCSE represents a standard of success they are often looking for in good prospective candidates.

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PE - SPORT

OPTION BLOCK: MIXED OPTION BLOCK

EXAM BOARD: EDEXCEL

POSSIBLE CAREERS:

Coaching, Sport Development, Physiotherapy or Injury Therapy, Nursing, Sports Science, Police / Fire / Ambulance service, Teaching, The Military.

SPORT - BTEC

SCHEME OF ASSESSMENT:

The subject involves an external online assessment (25%) and then a variety of assignments (75%).

For unit 1 (online assessment) pupils will know about the components of fitness and the principles of training, explore different fitness training methods and investigate fitness testing to determine fitness levels. The test can be retaken as many times as needed throughout the year.

For the remainder of the units, the assignments will allow pupils to understand the rules, regulations and scoring systems for selected sports, practically demonstrate skills, techniques and tactics in selected sports and be able to review sports performance. Pupils will know the attributes associated with successful sports leadership, undertake and review the planning and leading of sports activities, know about the short-term responses and long-term adaptations of the body systems to exercise and know about the different energy systems.



OTHER INFORMATION

KEY DATES 2017

Parents' Evening - Thursday 20th April 2017

Options form hand in - Monday 24th April 2017

FILLING IN THE OPTIONS FORM

1. Fill in the student first name and surname, form and the date.

YEAR 9 OPTIONS 2017		
NAME	FORM	DATE

The National Curriculum lays down most subjects pupils must study in Years 10 and 11. There is some freedom of choice for any student in school. Fill in your choices in the spaces below. Talk to parents and teachers before making your choices. These forms should be returned as soon as possible, some options are limited by numbers.

2. Select the Science box if interested.

RELIGIOUS EDUCATION
ENGLISH & ENGLISH LITERATURE
MATHEMATICS
SCIENCE
PHYSICAL EDUCATION

THESE ARE COMPULSORY SUBJECTS

SCIENCE - Students who achieve a level 6 or above on their end of KS3 assessments may be asked to study three separate sciences (Physics, Chemistry, Biology) at GCSE. Please indicate in the box if this would be of interest.

3. Select the chosen options;

A Humanity
B Design
C Mixed option block
D Mixed option block

WRITE YOUR CHOICE IN THE BOX ON THE LEFT

A
B 1st Choice
B 2nd Choice
C 1st Choice
C 2nd Choice
D 1st Choice
D 2nd Choice

A Humanity Geography / History	A
B Technology Food / DT Textiles / DT Resistant Materials / DT Graphics / Art & Design	B
Your own choice from: Art and Design / Drama / Dance / Geography / French History / Spanish / PE (BTEC or GCSE) Information Technology BTEC / Music Computer Science / Business Studies	C
Your own choice from: Art and Design / Drama / Dance / Geography / French History / Spanish / PE (BTEC or GCSE) Information Technology BTEC / Music Computer Science / Business Studies	D

4. Write down any reasons the student really wants to do a particular subject (optional)

You can make a comment about your choices here and continue overleaf if necessary:

5. It must be signed by a parent or guardian.

Signed by Parent/Guardian

It may be necessary to move subjects around boxes. We will hope to give everyone their first choice but we cannot guarantee what you have selected here.