



BISHOP ULLATHORNE CATHOLIC SCHOOL

**KEY STAGE 4
CURRICULUM 2021**



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SECTION A

General Information

An introduction for parents and carers

At Bishop Ullathorne Catholic School we are committed to offering your child a broad and balanced curriculum through timetabled lessons and extra-curricular activities.

Our aim is that all students should leave our school happy and fulfilled with the best qualifications which they can achieve leading to a worthwhile progression route. The priority is that they enjoy their learning and that their choices will be stimulating. It is important for them to develop their learning skills, through the core subjects and their optional subjects, so that they become equipped with the capacity to adapt and excel in an increasingly changing world.

It is essential that there is a strong partnership between our school and parents and carers; you can help guide your child when making their choices and support them in the months ahead, especially in their home learning and when they find a subject particularly challenging. As well as encouraging their resilience and motivation during Key Stage 4, it is important to help your child to be well organised so that they avoid the extra pressure of missed deadlines and lack of preparation for tests and examinations. Those who experience the greatest success at GCSE will start their courses without delay and commit themselves from the start.

Please spend time with your child to discuss their choices for next year. We believe that a confident choice now will set the foundation for a confident and committed learner in September and for success in progression through Key Stage 4 and beyond.

We would appreciate a prompt return of the My Curriculum Choices sheet from the back of this booklet so that the groupings and timetable can be completed. Please ensure that your child keeps this booklet safe with a completed copy of their choices for future reference.

We hope that our staff will be able to help with any advice you may require about each subject and the variety of learning experiences offered.

An introduction for students

Why are there changes in Years 10 and 11?

The Year 10 and 11 curriculum is designed to provide you with a mixture of subjects that enable you to develop the skills and competencies needed for life. It also provides more opportunities to 'specialise' in two subjects which you enjoy most.

How should I begin making my decision?

Many things influence the pathways which students take at the age of sixteen, eighteen or later and one of these is obviously the subjects studied at school.

As all of our students will have a broad and balanced curriculum, we feel that you will be well equipped for future career paths whichever subjects are taken.

What advice should I consider before making my choices?

Do choose subjects which you think you will enjoy.

Do choose subjects which you think you can cope with.



Do not choose a subject just because your friend is choosing it.

Do not choose subjects because you like, or do not like, a particular teacher - there may be a different one next year!

Do not choose a subject without finding out about it...

You can choose a carousel subject that you did not choose for Year 9.

What is so different about Years 10 and 11?

You will participate in full time education or training until the age of 18. Therefore, it is most important that the courses on offer in Year 10 enable you to make progress to higher qualifications (Level 3) or training after you are 16. You must consider carefully the choices you make as well as committing yourself whole-heartedly to the compulsory subjects to ensure your future success.

In Years 10 and 11, you have a limited choice about the subjects you can study, as most of your subjects remain compulsory.

What are the Core Subjects?

English – Language and Literature

Humanities – either Geography or History

Mathematics

PE (non GCSE)

Religious Education

Science – either Combined Science or *Triple Science – **guided choice**.

CPSHE

All of you will select a Humanities GCSE from either Geography or History from the core subjects. You can then choose two further subjects from the Optional Subjects list. If you want to study both Geography and History, you can choose Geography in the core and History from the list of Optional Subjects

After choosing a Humanities subject, you can then choose other subjects from the Options Subjects list.

Before you begin this process, you must remember that we cannot guarantee that any student will be allocated their choices. There are many reasons for this:

- classes can not be too big or too small
- the number of available places is limited to the number of teachers we have in the school who teach that subject.

Guided choices



Your teachers will advise you about the right courses for you to maximise your learning and your success at Key Stage 4. You may also have an interview with Ms Stonehouse (Deputy Headteacher) to discuss your choices and how they will help you to develop your studies to Year 11 and beyond.

When you have made your first choice, you must select realistic reserve subjects, one from each block, as there is no guarantee that you will get your first choice.

So, what are the Optional Subjects offered at Bishop Ullathorne School?

Block A	Block B
Business Studies	Art and Design
Catering and Hospitality – Level 2 Award	Art Textiles
Drama	Business Studies
Physical Education	Computer Science*
Product Design*	French
Spanish	Health and Social Care – BTEC
Triple Science*	History
	Music
	Spanish

*Guided choice

You must understand that our school cannot guarantee your choices. We will make the final judgement based on your aptitude and ability as well as the availability of places.

Important dates to remember

Information video for parents and students

Thursday 11 March 2021

6pm

Bishop Ullathorne website

Thursday 25 March 2021

Subject choices to be returned to school to
your Form Tutor

SECTION B

The Core Subjects

English

Humanities: Geography or History

Mathematics

Physical Education

Religious Education

Science

CPSHE

HUMANITIES: GEOGRAPHY



The GCSE course followed in Geography is the new Eduqas specification B.

There are three assessments to the exam – all are written examinations:

- Investigating geographical issues
- Problem solving Geography
- Applied fieldwork enquiry.

The topics studied are divided into three key areas:

1. **Changing Places – Changing Economies.**
Students will look at global cities, rural environments and global development issues.
2. **Changing Environments.**
Students will study coasts and rivers, focusing on future management issues. Weather and climate will also be studied.
3. **Environmental Challenges.**
Students will look at ecosystems, water issues and desertification.

All students will sit the same examination with a new grading system of 1-9.

Why study GCSE Geography?

During your lifetime, you may have as many as 20 different jobs. You cannot learn all of these trades at school but Geography gives you transferable skills such as:

- Research skills, collecting data from fieldwork, books and the internet.
- Communication skills, presenting data in a variety of ways.
- Interpretive skills, extracting meaning from graphs, maps and photographs, questionnaires and written texts.
- Evaluative skills, analysis evidence and drawing conclusions.
- Problem-solving skills, weighing up evidence and making a decision.
- ICT skills.

The development of these skills, through engaging global and local topics, makes for a fascinating course which will set you up well for A levels, university and beyond.

Career opportunities

As an understanding of the environment and its workings is required for most jobs, the GCSE Geography course gives a grounding for many Geography-based jobs including Cartographer, GIS specialist, Remote Sensing Analyst, Urban Planner and Transport Manager.

GCSE Geography also gives you the skills to be involved in jobs such as Retail, Economist, Diplomat or Charity Co-ordinator.

For further information, please see Mr J Challis.

HUMANITIES: HISTORY



The study of History is critical for students to have a grounded understanding of the present. In their search for meaning, it enables them to place events and situations in perspective and to evaluate their lives and the lives of others. History empowers students to question and challenge the moral and political dilemmas which societies have faced in the past and present. History will equip them with the skills of enquiry, evaluation and independent thought – skills which are prized in adult life.

OUR GCSE COURSE

Students taking History at Bishop Ullathorne study the AQA GCSE History syllabus. This is a stimulating course which provides students with the opportunity to engage in a range of study areas which focus on British and European History. They will be taught to develop useful skills which will prepare them for higher education and future employment.

METHOD OF ASSESSMENT

Paper 1: Understanding the modern world	Paper 2: Shaping the nation
How it is assessed <ul style="list-style-type: none"> • Written exam 2 hours • 50% of GCSE 	How it is assessed <ul style="list-style-type: none"> • Written exam 2 hours • 50% of GCSE
Section A (Period Study): Germany, 1890–1945: Democracy and dictatorship 	Section A (Thematic Study): Britain: Health and the people; c1000 to the present day 
Section B (European Depth Study): The First World War, 1894–1918 	Section B (British Depth Study): Norman England, c1066–c1100 

CAREER OPPORTUNITIES IN HISTORY

The skills developed through the study of History are welcomed by a diverse range of professions. These include Journalism, Law, Politics, Business and Accountancy, Entertainment, Teaching, Social Work and many more besides.

For further information, please see any member of the History department.

MATHEMATICS



Our aims:

To enable each student to develop, within their capabilities, the mathematical skills and understanding required for adult life, employment, further study and training; to enhance the problem solving fluency and reasoning of each student; to provide each student with such mathematics as may be needed for the study of other subjects; to help each student to develop, as far as is possible, their appreciation and enjoyment of mathematics itself, and their realisation of the role which it has, and will continue to play, in the development of Science, Technology and Civilisation.

THE COURSE

GCSE Mathematics is delivered at Higher and Foundation level.

Higher	9	8	7	6	5	4				
Foundation					5	4	3	2	1	

Students will sit three examination papers, each of equal weighting, in June of their final year.

Regular internal assessments, together with marking of classwork and homework, will ensure that students are making the expected progress throughout the course towards fulfilling their potential in Mathematics.

All students will require a geometry set and scientific calculator.

Career opportunities:

Mathematics is a very wide subject area. It is the basis for many career areas including Science, Engineering, Construction, Technology, Finance, Business, Commerce, Industry, Computing, Information Technology and Education.

For further information, please see Mrs L Francome.

SCIENCE



Students with different aptitudes can follow different pathways through their Science education. All students will study a combined course worth two GCSEs. Some students will be given the opportunity to take an extra GCSE in Science by studying Triple Science in the option block. This will result in a number of students achieving three GCSEs in Science instead of two: in Physics, Chemistry and Biology as separate Sciences.

Students will follow AQA Trilogy Combined Science. This course emphasises explanations, theories and modelling in Science along with the implications of Science for society. Strong emphasis is placed on the active involvement of students in the learning process and the specification encourages a wide range of teaching activities.

This is achieved by identifying activities and experiences which will excite students' interest, through links to scientific ideas, and highlighting the implications for society. It provides the opportunity, skills, knowledge and understanding necessary for life as a citizen and helps to develop Science explanations and theories.

The Examinations: June 2023 There are six papers: two Biology, two Chemistry and two Physics.

Each of the papers assesses knowledge and understanding from distinct topic areas

Paper 1	Biology	1 hr 15 minutes 16.7% of GCSE	Topics 1-4
Paper 2	Biology	1 hr 15 minutes 16.7% of GCSE	Topics 5-7

Paper 1	Chemistry	1 hr 15 minutes 16.7% of GCSE	Topics 1-5
Paper 2	Chemistry	1 hr 15 minutes 16.7% of GCSE	Topics 6-10

Paper 1	Physics	1 hr 15 minutes 16.7% of GCSE	Topics 1-4
Paper 2	Physics	1 hr 15 minutes 16.7% of GCSE	Topics 5-8

Questions are multiple choice, structured, close short answer and open response.

Career opportunities:

Science is a core National Curriculum subject and as such is in demand in industry, commerce and further education as it indicates both intellectual ability and possession of good practical and investigative skills.

This opens up career possibilities in Environmental Science, Medicine, Forensic Science, Zoo Keeping, Teaching, Veterinary Science, Engineering, Computing, Dentistry, Hairdressing, Medicine, Metallurgy, Mining, New Product Development, Nursing, Ophthalmology, Pharmacy, Space Science, Telecommunications, and Veterinary Science.

For further information, please see Mrs J Dines – Subject Leader.

CPSHE

**Active
Citizenship
for
Sustainable
Learning**

CITIZENSHIP, PERSONAL, SOCIAL AND HEALTH EDUCATION

CPSHE is delivered by Form Tutors every Tuesday morning during period 1. As a team, we aim to provide:

- Develop the knowledge, skills and understanding to become informed, active, responsible members of local, national and global communities.
- Address real life issues and show students that they can make a difference.

The citizenship programme of study focuses on the following key areas: rights and responsibilities; communities and identities; and the democratic processes and government. The course develops many of the issues covered during Key Stage 3 and introduces new units relevant to Key Stage 4 education.

To support and further enhance the programme, students receive presentations from organisations including theatre groups, Careers, the Police, the Fire Service and health organisations.

All students have access to our careers adviser and will be offered advice and guidance in helping you to prepare for Post 16 options.

For further information, please see Mrs N Hayes – Subject Leader.

SECTION C

OPTIONAL SUBJECTS

Art and Design
Art Textiles
Business Studies
Catering and Hospitality (Level 2 Award)
Computer Science – guided choice
Drama
French
Health and Social Care (BTEC)
History
Music
Physical Education
Product Design – guided choice
Spanish
Triple Science – guided choice

ART and DESIGN



Students will follow the OCR GCSE course in Fine Art, which offers the opportunity to explore a broad range of practical experiences and encourages observation, analytical ability, imagination and expression.

By the end of the course, it is expected that students will have enjoyed the process of creativity and have developed the skills needed to communicate their ideas visually with success and confidence.



The syllabus combines the necessary breadth of study with the freedom of choice required to accommodate a wide range of abilities and material resources. Students will have the opportunity to investigate a variety of different media, materials techniques and processes, which may include any of the following areas:



- drawing and painting - using different media, on different surfaces including paper, fabric and canvas
- sculpture – creating 3-Dimensional forms using different materials which could include clay, textiles, wire, papier mache and plaster
- installation
- printmaking – on different supports including textiles and paper
- lens-based and/or light based media and new media (e.g. digital photography)



Assessment

Portfolio Unit (coursework element) 60% (commences towards end of Year 10 and deadline is December in Year 11)

Externally Set Task (examination) 40%



Portfolio Unit requirements:

The Portfolio Unit provides students with an opportunity to demonstrate their ability to research, develop and realise their ideas in a variety of ways. Students are required to select, organise and present materials which exemplify work carried out during their course of study. They will complete a series of introductory projects to develop their skills and techniques in a variety of subjects. The skills developed will be utilised in their portfolio unit just before the end of Year 10. This is worth 60% of the GCSE.

Externally Set Task

Students are required to produce a unit of work from conception to realisation. They are given a variety of themes to choose from (usually at the start of the spring term in Year 11). Following a preparatory period during which they will develop their ideas in response to their chosen theme, students will produce a personal, practical response in the 10-hour examination time. This takes place in the Art room over two days and is usually at Easter. This is worth 40% of the GCSE grade.



Assessments of progress will be made on a regular basis via peer group marking and teacher moderation. Marks are also given at various points over the course, at half termly intervals. Coursework and Examination work are internally marked and externally moderated.

Career opportunities:

This course equips students with a variety of useful transferrable skills such as perseverance, problem solving and creative thinking. It also encourages organisation, independence, and the production of imaginative responses; all of which are useful in any career. In addition, this course can provide opportunities for students who are interested in careers in the creative industries such as: Illustration; Graphic Design; Advertising; Publishing; Interior Design; Fashion Design; Furniture Design; Architecture; Theatre Design; Theatrical/Television Make-up; Computer Gaming; Media; and Hairdressing.

For further information, please see Mr S Coulson - Subject Leader.



ART TEXTILES

Unit 1: Portfolio 60%

Unit 2: External Practical Exam 40%

Is Art Textiles the right subject for me?

If you enjoy being creative, want to increase your practical skills and improve your analytical, communication and research abilities, then Art Textiles is a great choice for you.

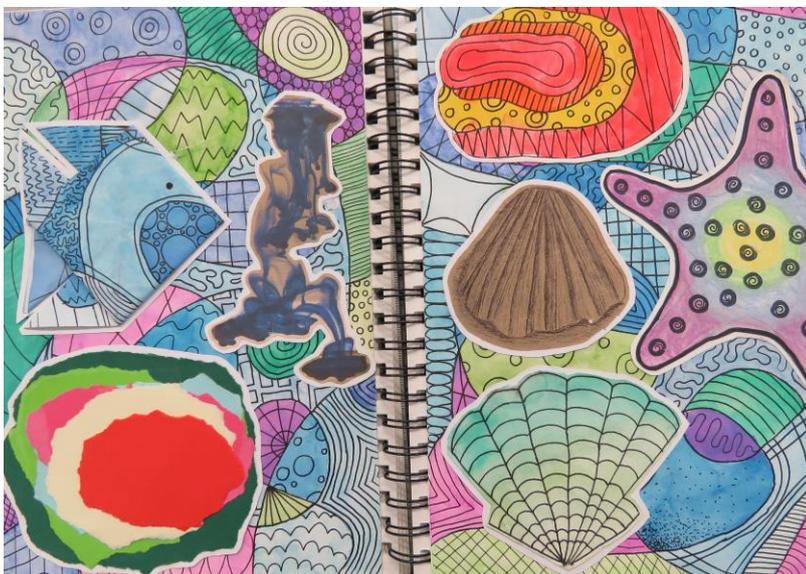


The transferable skills you will gain through studying Art Textiles will be valuable in preparing you for the world of work, regardless of which area of employment you choose. You will develop problem solving, creative thinking, investigation, research, communication and teamwork skills, as well as gaining the ability to develop, refine and present ideas. Employers and universities regard these highly.

How will the course be structured?

During Year 10 you will gain an insight into a range of techniques and new ideas, as well as building on skills you learnt in key stage 3. This will enable you to develop a style in which you like to work. You will complete a range of mini projects which will all start with a brief and a list of textile artists. It is expected that you undertake research and gather resources which you will experiment with, while developing the skills that you have learnt. Example project titles include:

- Close Up
- Natural Forms
- In the News
- Human Figures



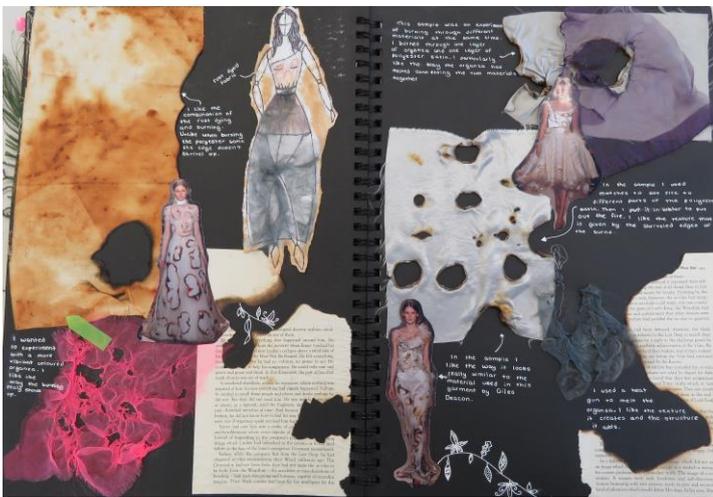
How will I be assessed?

Unit 1 Portfolio: 60% of final grade

At the end of Year 10 you will be given a project brief which will form your portfolio work for Unit 1. This project will culminate in a 5 hour practical exam in December of Year 11. You will explore and investigate different artists and discover a style which will show your best work. You will work with a range of techniques and styles. It is expected that you will produce a final piece for the project. This may be a conceptual piece, wall hanging, piece of fashion or even furnishing.

Unit 2 externally set assignment: 40% of final grade

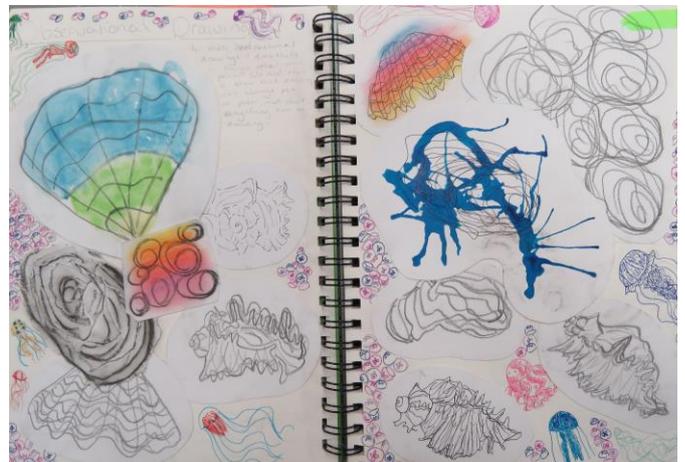
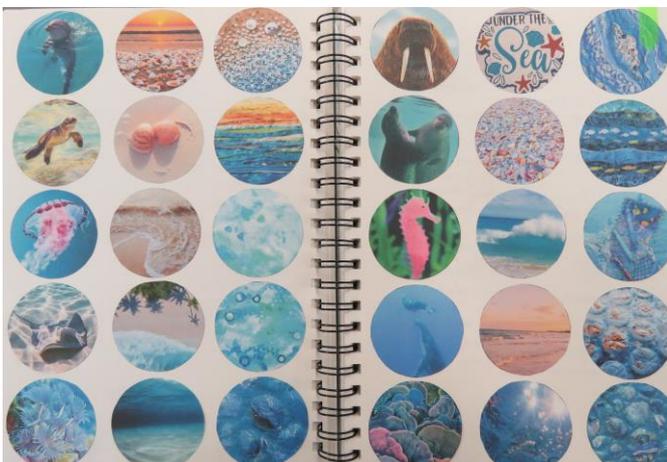
You will choose from a series of seven projects set by the exam board in the January of Year 11. This project will show off your techniques and sampling. It will accumulate with a 10 hour exam which will take place over two days in the Art Textiles room. You will explore a range of artist's work, which will influence your final project. You will be expected to explore a range of techniques throughout your project and develop your own response to the chosen theme.



What career opportunities could it lead to? Did you know more people work in the creative industries than the finance industry? Unlike many industries, the creative industries have continued to grow, despite the recent financial crisis. Textile businesses make a wide range of products, from clothing and home items, through to high-tech performance situations such as road building, construction of architectural projects and the production of composite materials for car bodies.

Other roles include Textiles Designer, Fashion Designer, Milliner, Fashion Buyer, Interior Design, Garment Technologist, Materials Developer, Pattern Cutter/Grader, Tailor, Costume Designer.

For further information, please see Miss S Newell.



CATERING and HOSPITALITY (Level 2)

External Examination

40% (1 hour 30 minutes)

Non-Examined Assessment

60% (70 guided learning hours)



How will I be assessed?

Unit 1: The Hospitality and Catering Industry

The online external exam will include short and extended answer questions based around situations and stimulus material that you need to apply your knowledge to. It will cover topics such as the structure of the industry, job requirements, what makes a successful catering business, operations of the kitchen and front of house, the customer, health and safety, causes of ill health and hospitality and catering provisions. You will need to review and recommend what a catering business needs to be successful.

You will sit the exam in the summer term of Year 10.

Unit 2: Hospitality and Catering in Action

The Unit 2 project theme is set by the exam board Eduqas yearly. You are expected to safely prepare, cook and present a range of nutritional dishes to be served in a restaurant. Dishes cooked will include main meals, vegetarian dishes, pastries, dishes for special diets, starters, desserts etc.

You will need to produce a written document (roughly 12-15 pages) where you will explain your research into the situation that the exam board give you. You will demonstrate your knowledge of a range of topics including nutrition, cooking methods and life stages. When you have selected dishes that are appropriate for who will be eating them, you must be able to justify your choices.



How will the course be structured?

In Year 10, students will learn the theory ready to sit the real exam in the summer. Students will also practice the wide range of practical skills required to be successful as well as completing a mock Non-Examined Assessment project to prepare thoroughly before tackling the real one. In Year 11, students will complete the real Non-Examined Assessment project, and will then have the opportunity to resit the external exam in the summer if required.



The course is graded using a Pass / Merit / Distinction scheme. These are fully equivalent to GCSE grades as this table shows:

Catering and Hospitality Grading	9-1 Equivalent Grade
Level 2 Distinction *	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Pass	1.75
Please note: Level 2 Distinction * can only be achieved if Level 2 Distinction is awarded in both units	

Students must be able to achieve at least a Level 1 pass both the exam and assessment in order to achieve a grade for the entire course.

Is Catering the right course for me?

It is, if:

- you enjoy independently cooking a range of dishes safely and are looking forward to developing your skills further, both in school and at home
- you are interested in nutrition, the operation of catering and hospitality providers, food-related causes of ill health, health and safety legislation and environmental issues
- you are prepared to research recipes and try new dishes, flavours and foods
- you care about nutritional / dietary requirements and enjoy solving problems such as planning a menu for others
- you are prepared to bring ingredients into school for each practical (once a fortnight) to produce high quality dishes.



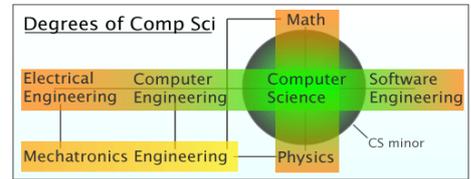
What career opportunities could it lead to?

According to the British Hospitality Association, Catering and Hospitality is Britain's fourth largest industry and counts for around 10% of the total workforce. Since 2010, over 25% of all new jobs have been within the Catering and Hospitality sector. Roles include Chef, Nutritionist, Baker, Butcher, Catering Manager, Waiting Staff, Food Processing Worker, Food Scientist, Kitchen / Restaurant Manager, Publican-licensee, Events Manager

For further information, please see Mrs J Revell



COMPUTER SCIENCE



Entry requirements

Meeting in Key Stage 3 Maths and Computer Science.

What will I learn?

The EDEXCEL GCSE in Computer Science allows students to make software solutions rather than use ICT to solve clients' problems.

The Computer Science GCSE enables you to:

- understand and apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- analyse problems in computational terms through practical experience of solving such problems, including designing, writing and debugging programs
- think creatively, innovatively, analytically, logically and critically
- understand the components that make up digital systems, and how they communicate with one another and with other systems
- understand the impacts of digital technology to the individual and to wider society
- apply mathematical skills relevant to computer science.

How will I be assessed?

Two examinations at the end of Year 11 and a Controlled Assessment starting in Year 10.

Content Overview	Assessment Overview	
Principles of Computer Science <ul style="list-style-type: none"> • Computational Thinking Understanding of what algorithms are, what they are used for and how they work; ability to follow, amend and write algorithms; ability to construct truth tables. • Data Understanding of binary, data representation, data storage and compression. • Computers Understanding of hardware and software components of computer systems and characteristics of programming languages. • Networks Understanding of computer networks and network security • Issues and Impacts Awareness of emerging trends in computing technologies, and the impact of computing on individuals, society and the environment, including ethical, legal and ownership issues. 	Principles of Computer Science (1CP2/01) 75 marks 1 hour and 30 minutes Written Paper (no calculators allowed) This paper consists of five compulsory questions, each one focused on one of the topic areas. The questions consist of multiple-choice, short-, medium- and extended open-response, tabular and diagrammatic items	50% of total GCSE
Application of Computational Thinking Problem solving with programming <ul style="list-style-type: none"> • Understanding what algorithms are, what they are used for and how they work in relation to creating programs • understanding how to decompose and analyse problems • Ability to read, write, refine and evaluate programs. 	Application of computational thinking (1CP2/02) 75 marks 2 hours Practical onscreen examination This paper is practical in nature and requires students to design, write,	50% of total GCSE

	<p>test and refine programs in order to solve problems. Students will complete this assessment onscreen using their Integrated Development Environment (IDE) of choice.</p>	
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Progression routes:

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

For further information, please see Mrs K Brindley – Subject Leader.

DRAMA



What is GCSE Drama all about?

GCSE Drama is all about teaching you the skills to understand and work successfully with other people whether in large or small groups. Drama will teach you the life skills of negotiation, collaboration, independent learning and problem solving. Most of all, drama will teach you the skills of presenting giving you the opportunities to stand up in front of others and communicate to your audience with confidence: a skill required in many work places. You will have the opportunity to create your own work as well as look at plays written by other people. You can specialise as a performer or a designer.

The course is in three parts:

- In part one of the course, you will work in groups to devise and perform your own piece of theatre. Working alongside your peers you will practically explore a stimulus and develop a performance that can be showcased in front of a live audience. This unit is accompanied by a written evidence devising log.
- In part two of the course, you will study a full length play of your choosing. For your assessment, you will perform or design for two contrasting extracts from the text. You can perform solo, in a duo or as a larger group. This will be your second public performance.
- Part three is a written examination in two sections. Section A is based on your study of a full length set text. Section B takes the form of an evaluation of a live performance (You will visit the theatre as part of the course).

How does it follow on from what I have learned before?

GCSE Drama follows on from Drama work that you will have done at Key Stage 3. You will develop your improvisation and acting skills to a higher level and/or follow a design pathway. You will also look at plays in more detail and look at different ways of bringing a script alive on stage together with developing your analysis and evaluation written skills. You will continue to develop your presentation, team work and communication skills.

How will I be assessed?

Component 1 will be a written exam at the end of the course (40%). Component 2 will be marked by your teacher and moderated by an external examiner (40%). Component 3 will be assessed by a visiting external examiner (20%).

Is DRAMA the right subject for me?

If you enjoy the following, then you should choose GCSE Drama:



What other skills might I develop?

As well as acquiring the skills involved in creating and performing Drama, you will also be able to acquire skills in working with others, problem solving and communication. You will find that Drama will help you feel more self-confident and prepare you to deal with a range of different situations and people.

What could I do next with GCSE Drama?

You could go on to take an A level in Drama and Theatre, or a Vocational A level in Performing Arts; a BTEC National Certificate or Diploma in Performing Arts or Performance Design and Technology. You could apply for an apprenticeship or move straight into the workforce.

For further information, please see Miss J Nordone.



FRENCH



In Years 10 and 11 students follow the AQA GCSE course. The course builds upon and extends the language and skills learned in Key Stage 3.

Students are required to demonstrate that they have a good grasp of vocabulary and that they are able to manipulate the language with confidence.

There is a greater emphasis on independent learning – students are required and expected to work by themselves in order to be successful at Key Stage 4.

In addition to regular written homework, students are expected to use the Quizlet.com, Kerboodle and Memrise.com interactive websites to learn and to extend their vocabulary.

GCSE (Exam Board: AQA)

The GCSE course continues to develop competency in Listening, Speaking, Reading and Writing. Students are able to talk about themselves or communicate with native speakers. Teaching and Learning is focused upon developing students' ability to communicate effectively in the foreign language.

The course is assessed as follows at the end of Year 11:

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

Subject content

The course is taught through three main topic areas:

- 1 Identity and Culture
- 2 Local, national, international and global areas of interest
- 3 Current and future study and employment.

The importance of a Modern Foreign Language

Skills in a Modern Foreign Language help to enhance your employability – the most valued skill your French shows is your ability to communicate and to interact with others. Your understanding of other cultures demonstrates your ability to play a part in the global community that extends far beyond your country's borders. Having a GCSE in languages will set you aside from other students and will enhance future job prospects. Russell group universities especially prefer their students to have studied a Modern Foreign language at GCSE level.

- Specific language skills can lead to careers in Education, Engineering, Film and Media Industry, International non-profit organisations, Publishing companies, Fashion industry, Game translator, Health services, Social services, Immigration services, Tourism, Marketing, Translators and Interpreters, Diplomatic and Civil Services, Armed Forces, International Aid and Development, International and Corporate Law, Corporate Banking, Project Managers, Broadcast Journalists and Disaster Management.

For further information, please see Mrs C Cabrera-Mix

HEALTH AND SOCIAL CARE



AN INTRODUCTION TO THE COURSE

BTEC Tech Award in Health and Social Care is a vocationally related qualification where students develop knowledge and understanding by applying their learning skills, in a work related context. Students are encouraged to take responsibility for their own learning and develop skills that are essential for the modern day workplace. Students need to be motivated and enthusiastic and display a genuine interest in Health and Social Care issues and have a 'can do' attitude to learning. The exam board is Edexcel.

WHAT THE COURSE INVOLVES

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- development of key skills that prove your aptitude in health and social care such as interpreting data to assess an individual's health
- process that underpins effective ways of working in health and social care, such as designing a plan to improve an individual's health and wellbeing
- attitudes that are considered most important in health and social care, including the care values that are vitally important in the sector, and the opportunity to practice applying them
- knowledge that underpins effective use of skills, process and attitudes in the sector such as human growth and development, health and social care services, and factors affecting people's health and wellbeing.

HOW THE COURSE IS ASSESSED

Internal assessment is through assignments (component 1 and 2) that are subject to external standards verification. Each assignment/Coursework unit contributes 30% of the qualification which means 60% of the final qualification is through coursework from the 2 components.

The external assessment is taken under supervised conditions and is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme. Evidence for assessment may be generated through a range of diverse activities including workplace assessment, role play and oral presentations

The externally-assessed component contributes 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade.

This BTEC TECH Award has units that you centre assess (internal) and a unit that Edexcel sets and marks (external) BTEC in Health and Social Care Level 2			
Component		ASSESSMENT METHOD	GLH
1	Human Lifespan Development	Internally assessed /assignments	36
2	Health and Social Care Services and Values	Internally assessed /assignments	36
3	Health and Wellbeing	External and Synoptic (EXAM)	48

WHERE MIGHT THIS COURSE TAKE ME?

This course provides a variety of progression opportunities that will help learners to make more informed choices for further learning, either generally or in this sector. Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Health and Social Care, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in aspects of health or social care.

For further information, please see Mrs G Hondo

MUSIC



GCSE Music is divided into three sections:

1. **Listening** **40%**
2. **Performing** **30%**
3. **Composing** **30%**

The listening section covers a wide variety of musical styles from many different cultures, pop, folk, classical and world music, so whatever style or type of music you enjoy, it will play some part in this section. The listening paper will be sat in the Summer of year 11 when you will be assessed on your ability to listen to and analyse unfamiliar pieces of music, alongside your knowledge and understanding of two set works. This course will give you an excellent level of insight into a wide variety of music to enable you to understand and enjoy all music that you hear.

For the performance section, you will choose two pieces to perform on your particular instrument or voice. You are required not only to play on your own as a soloist, but also as part of a group or ensemble. The submission recordings will take place in year 11. This is a fabulous opportunity to focus on and further develop your performance skills. Any instrument and style is acceptable for submission.

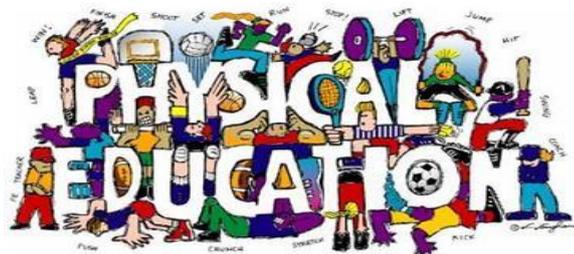
The composition section gives you the opportunity to choose what you would like to compose, whether it be in a traditional or modern style. You can compose for a single instrument or voice, or for a group of choices of instruments or a mixture of both. This is coursework activity and will be done during the whole of the GCSE course, with the two assessed pieces completed by Easter of year 11. So if you are interested in creating your own music, you will enjoy this part of the course.

Career opportunities:

The skills developed through the Music GCSE are some of the most varied in any subject and many are transferrable to almost any future career. Specific links are with: Teacher, Media, Radio, TV, Professional Musician, Pop Star, Music Librarian, and Music Shop.

For further information, please see Mrs H Hall – Subject Leader.

PHYSICAL EDUCATION



(This is in addition to the Core PE Programme)

The syllabus studied is offered by AQA.

Why choose PE?

- this specification follows on from the Key Stage 3 Physical Education Programme of study by providing students with exciting opportunities to lead a healthy and active lifestyle.

Paper 1: The human body & movement in physical activity & sport	+ Paper 2: Socio-cultural influences & well-being in physical activity & sport	+ Non-exam assessment: Practical performance in physical activity & sport
What's assessed <ul style="list-style-type: none"> • Applied anatomy and physiology • Movement analysis • Physical training • Use of data 	What's assessed <ul style="list-style-type: none"> • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data 	What's assessed <ul style="list-style-type: none"> • Practical performance in 3 different physical activities in the role of player/performer (1 in a team activity, 1 in an individual activity & a 3rd in either a team or individual activity). • Analysis & evaluation of performance to bring about improvement in 1 activity.
How it's assessed <ul style="list-style-type: none"> • Written exam: 1h15m • 78 marks • 30% of GCSE 	How it's assessed <ul style="list-style-type: none"> • Written exam: 1h15m • 78 marks • 30% of GCSE 	How it's assessed <ul style="list-style-type: none"> • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	Questions <ul style="list-style-type: none"> • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions. 	Questions <ul style="list-style-type: none"> • For each of their 3 activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvement in one activity.

Candidates study the following theory topics:

Individual differences	Training
Fatigue/stress	Principles of training
Injury	Methods of training
The difference between anaerobic and aerobic exercise	Diet
Characteristics and benefits of leisure and recreation	School influences
Health, fitness and healthy active lifestyle	Cultural and social factors
Components of fitness	Opportunities and pathways for becoming involved in physical activities
Emotional health and wellbeing	International factors

Candidates will study a number of sports with the three best marks going forward to their final grade.

Team Activity List	Individual Activity List
Association football	Amateur boxing
Badminton	Athletics
Basketball	Badminton
Camogie	Canoeing/kayaking (slalom)
Cricket	Canoeing/kayaking (spring)
Dance	Cycling
Gaelic football	Dance
Handball	Diving
Hockey	Golf
Hurling	Gymnastics (artistic)
Lacrosse	Equestrian
Netball	Rock climbing
Rowing	Sculling
Rugby League	Skiing
Rugby Union	Snowboarding
Squash	Squash
Table tennis	Swimming
Tennis	Table tennis
Volleyball	Tennis
	Trampolining.

Will I enjoy this course? Yes, if you:

- have a good practical ability in a range of sports and are exceeding in at least two sports, and playing competitively in at least one of the above sports outside school in order to access the subject content
- have an interest in sport both in and out of school
- participate in at least one sport for a team or club
- attend an extra-curricular club after school
- have achieved 'meeting' standard in at least 2 sports.

Career opportunities:

The course is useful to those hoping to pursue a career in the Sports Industry – Teaching, Coaching, Sport Administration, Sports Journalism, Outdoor Education, Armed Forces, and Professional Sports.

The Anatomy, Physiology and Sports Injuries work may bring about an interest in a career involving health and first aid – Physiotherapy, Occupational Therapy, Massage, Osteopathy, and Radiography.

Related further education courses:

- AS/A2 level: Physical Education
- Sport and Exercise Science
- Outdoor Education
- Sport Development and Fitness
- Sports Performance and Excellence

For further information, please see Mr I Cox – Subject Leader.

PRODUCT DESIGN

Unit 1 External Written Exam: 50%
(1 hour 45 minutes)

Unit 2 Non Examined Assessment: 50%
(35 hour design project)

How will I be assessed?

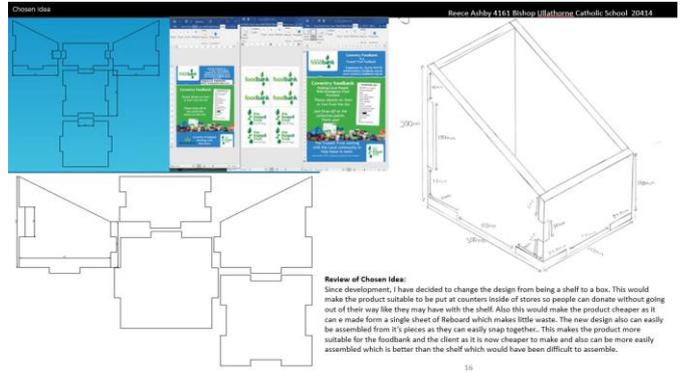
Unit 1: External Written Exam, sat in May of Year 11, 100 marks available

The exam paper is divided into two sections with a mixture of different question styles. These include short answer, drawings, mathematical calculations and extended answer questions.

Section A: Core (40 marks)

40% of the written exam will cover questions about all materials categories, energy, sustainability, designers, the impact of new technologies, communicating design ideas and constraints on designing.

10 of the 40 marks will be applied mathematical calculation questions.



Section B: Polymers (60 marks)

60% of the written exam will focus on the material category of polymers and test knowledge on types of polymers, properties, sustainability and industrial manufacturing processes.

5 of the 60 marks will be applied mathematical calculation questions.

Manufacture of Chosen Idea (continued)
Next I started to cut out the pieces of fibboard using a steel ruler and a scalpel. By using the ruler, I ensured that the lines I cut were straight and followed the design from the template that I drew onto the fibboard. I cut along the ruler multiple times so that the cut went through the material all the way. If it didn't cut all the way through the material, it might have ripped which would change the shape, making it weaker, and also the outside. If the outside was damaged the box would be less water resistant and would be able to be damaged by spilled food. After I cut the pieces out, I started to assemble the box by snapping the pieces together. The box was able to stay upright and together alone but I decided to use superglue so the box wouldn't fall apart while being tested. To apply the superglue, I arranged the pieces flat on the table so the glue could be quickly put together. I put glue on the edges that would be on the inside of the box. This made sure that the glue wouldn't run the back of the box from the outside and it also wouldn't get stuck to the table. I then quickly put the box together and wrapped it in masking tape to make sure that it would stay together so the glue could dry overnight. Without masking tape, the glue could have dried with the pieces in the wrong place and this would have made the box look bad.



Unit 2 NEA: Contextual Challenge, from June in Year 10 to March in Year 11

You will undertake a design project based on contexts released by Edexcel. All work must be completed under controlled conditions. 20 to 30 PowerPoint slides using font 12 will be produced as you design and make a prototype of a product that solves a problem and meets the needs of a client. Recent contexts include:

- How can products be used to increase our awareness of the climate emergency?
- How can products be used to encourage the donation of food items to food banks in supermarket stores?
- How can products be used to meet the storage needs of people that are travelling?

For the NEA you select the context that you are most interested in and investigate it by looking at issues and existing products. After creating a wide range of design ideas that would solve the problem you chose, you then develop your idea. This stage is about changing and improving it to make the product better for your client. You make a prototype from appropriate materials (which could be fabrics, timbers, polymers, metals or paper and boards). Finally you evaluate it to see if it meets the original context. All design decisions must be evidenced in your PowerPoint.

Testing and User Group Feedback
I tested my product by putting lots of food into it until it was full and I found that the combination of the material and the glue made it strong enough to hold all of the food without breaking or bending. This is good as it means that my product could easily be able to stay together while full of food and so wouldn't break while being carried by someone or while being driven to or from a food bank. The product is also large enough to fit all of the types of food that I put into it which means a customer could comfortably donate any food item without worrying if it will fit or not. It is also large enough to contain a large amount of small or medium sized items which will increase the amount of food that can be stored and transported to the food bank. This makes it easier for customers as there is less of a chance that it will fill up than there would be with a smaller box, so they won't have to go out of their way to a larger food bank like the existing ones. I think this is good for my product as it can fit in many places in a store so would be more likely to be used as the store could put it wherever they want. The product also can fit a large amount of food in it which is also think is very good as it means that the product won't get full quickly or have to be emptied too often.

The product also could fit perfectly inside of the flat part of a till in a Morrison's. This means that the product could easily be used by a shop as it will fit perfectly in the till, so people could put food into it without having to go out of their way. One disadvantage, however, is that the narrow roll checkout tills have less space and a weight limit so could not have enough space for my product. The employees at Morrison's also commented on my product, saying that it was a useful product and could definitely help the people who donate to foodbanks. They said that there are a lot of people who donate and they would benefit from my product as they wouldn't have to go to the end of their way to donate. They also said that most of the shopping goes in a separate area to where the box is (more towards the right of the flat part of the till) so it wouldn't get in the way. This means that the customer won't be inconvenienced by the box which is very good as it makes them more likely to donate.



Marks are awarded as shown:

16 marks	Investigate – investigating the needs of users, researching existing products, writing a product specification
42 marks	Design – producing different design ideas, reviewing and developing these into a chosen design
36 marks	Make – manufacturing an accurate, high quality prototype
6 marks	Evaluate – testing and evaluating your prototype against the product specification

Manufacturing Evidence

I started my manufacturing by cutting out all the pieces I needed to the right dimensions which I measured to fit to my zip and dimensions of my earlier practice model which I got from measuring the size of a laptop.

The first step in making my product was to attach the first zip that would form the bottom of the bag. For this I added a zipper foot to the machine and practiced on making a zip before I attempted it on my prototype to ensure the quality of it.

I then added interfacing to my prototype to provide the bottom of the bag with a hard layer that stiffened the fabric. I was safe when I did this because I used the iron carefully and ensured it was turned off after.

I then used an over locker to neaten the edges of my fabric and ensure that it would not fray. I heightened the quality of the prototype. I made sure to stay safe whilst using the machine by keeping my hands away from the sharp blades.

I then added another layer of fabric wadding with a gap to create a pocket where I added padding which created a soft and comfortable layer that would protect the users property from damage. This ensured the quality of my prototype. I then sealed the padding in and added sewed lines across the fabric to add support to the padding so it would remain in its position.

I then cut out and measured the pieces of fabric I needed to make the top part of my bag. Making sure I cut every piece to the right size using the pattern pieces and use the scissors carefully to minimise the risk of an accident.

Is Product Design the right subject for me?

To be successful you need to:

- be imaginative and interested in designing to help others
- be confident in your drawing skills and practical abilities
- manage your own time effectively, work independently and understand the importance of deadlines
- evaluate how to improve your own work and that of others
- have strong ICT skills (particularly PowerPoint as this is used for the NEA) and a desire to develop both 2D and 3D CAD skills further
- have good mathematical skills as 15% of the external written exam is dedicated purely to mathematical calculations.

2.1 DESIGN IDEAS

Design 1: sticker book

The sticker book would encourage children to eat healthy as it has various foods they would want to collect which would mean they will buy and eat more fruit and veg. Also they would want the £4 voucher.

The stickerbook would be made out of paper so that it is cheap. It is also only made out of paper from Sainsbury's stores and for every 10 sticker books bought a tree is replanted to make less of an impact on the environment. As well as this there would be an additional reusable reusable plastic case which can be purchased along with the stickerbooks for an additional £1. This is to protect the books from getting wet from the rain so that it doesn't get ruined and lose stickers.

The stickerbook would be made out of paper that is 100% recycled and contains 100% recycled paper. The front of the stickerbook would be made out of a clear plastic lid that is 100% recycled and is reusable.

This would be perfect for the average customer who are looking to eat healthy from the age of 5-15. Most kids like to collect stickers. Having interesting designs would interest the younger children and the £4 voucher would interest older people.

The stickerbook would be sold at a reasonable price so that it is affordable to everyone. Would cost £2.00 and would be sold at supermarkets e.g. Sainsbury's, Asda, Tesco, Morrisons, Aldi and Lidl.

My product meets the design specifications of form, function, performance, requirements, customer first requirement, materials, component requirements and safety.

The stickers are made of paper that are made into supermarket up to the age of 14 to eat healthy and collect the stickers.

as the first page there would be a big logo in the corner of the book so when somebody you know what the sticker is.

The way this would look is whatever age kid is looking for fruit from the supermarket then at the checkout you are given the sticker reminding them fruit which is then stuck into the book. Then the book goes into the bag and up into the trolley one connected towards the till so the £4 voucher to buy anything in the supermarket.

Client interview: my brother Gabriel (11 years old) said the design of the sticker book is good and interesting however there needs to be more story telling for each characters so that the people collecting the stickers can learn about the superhero. However the use of gadgets and super abilities is great.

How will the course be structured?

In Year 10, you will cover all of the content required for the examination and develop designing and making skills required to complete the NEA. This will start in June and continue until March of Year 11. The remaining time will be devoted to revising for the written exam which will be in May of Year 11.

Situation and context – user trip to a supermarket

This photo shows a range of healthy snacks on the left. The fact that the supermarket has these is good and a step towards what my product is trying to achieve. However, these products were not well advertised. They were tucked away in the corner with almost nothing to distinguish them from any other snacks. As well as this there is a small shelf of healthy snacks right next to a huge array of unhealthy snacks which is a negative as it is a huge temptation for those trying to eat better and they may easily give in to this.

This photo shows what you see as you enter the shop, right in front of you is the fruit and veg aisle. This is a huge positive as it can be a reminder to people of what they should be looking for throughout their shop and also a way of encouraging people to buy these healthy foods as if they are there and convenient people will buy them. The only negative here is that the aisle themselves are not very well advertised. I would say to put a clear sign in with photos of the fresh produce as this is easier to recognise than a bland sign labelled "fruit and veg".

This is the fruit and veg aisle. As you can see it looks rather bland with black shelving, small prices and little advertisement. The produce itself is good and vibrant but the aisle could do with some more advertisement. For example where it says "great prices" some of these great prices should be listed. Some smarter marketing is needed but the range and easy access to produce is a huge positive.

Here is a shelf of Sainsbury's own range of healthy ready meals. This is great to see as it shows that supermarkets themselves are taking steps towards encouraging healthy eating which is good as they hold lots of influence over what we buy and consider buying so to promote these things will influence more people to eat healthy. This is also good as the product themselves achieve what my clients mentioned would help: this being a quick and simple meal that is healthy.

My products needs...

- To educate people on how to organise their eating to be healthy.
- To encourage people to eat healthy and stick to doing so.
- To be fairly simple and sustainable for daily use.
- To be appealing to a wide target audience.

Concerning Healthy Ready Meals Packaging

This product is Sainsbury's own range of healthy ready meals called "the good to yourself". This product is good as the name is encouraging for those who want to make a change as it suggests that feeling healthy would be a motivation and encouragement to eat healthy.

The packaging on this product is a black tray which is because food was proved to look better on a black, CPE tray through customer surveys. The tray and the card sleeve are both recyclable which is a positive. The thin lid is non-recyclable and is only able to take off once, used and thrown away. This is showing that the product is made for a one time, on the spot use.

This ready meal is from the company "The Kitchen". This is a very option and they promote that their ready meals are high in fibre with at least two of your five a day in them. This company is clearly a very reliable option for those who want something that is guaranteed to be healthy which is good as it makes people feel secure in their meal choices.

The packaging of this product is a clear box which seems to be made with the idea of being re-used as the lid seems to be removable and re-attachable so the customer should use this to act as a lunch box and could re-use the box many times. This shows that it is a sustainable product. Also if the customer chose to throw the box and sleeve away it would be recyclable thus showing that it is a more environmentally friendly product and to overall more sustainable than the previous "the good to yourself" ready meal.

What career opportunities could it lead to?

The Design, Manufacturing and Creative Industry sectors are together worth £500 billion. Current predictions suggest that 1 million more people will be needed to fill creative jobs by 2030, such as Product Designer, Computer Aided Designer, Model Maker, many within Packaging / Manufacturing / Advertising / Publishing / Digital Media.

Analytical skills, empathy, time management and problem solving are useful skills that will transfer to many forms of employment outside of design and technology.

For further information, please see Miss F Hulley – Subject Leader

SPANISH



In Years 10 and 11 students follow the AQA GCSE course. The course builds upon and extends the language and skills learned in Key Stage 3.

Students are required to demonstrate that they have a good grasp of vocabulary and that they are able to manipulate the language with confidence.

There is a greater emphasis on independent learning – students are required and expected to work by themselves in order to be successful at Key Stage 4.

In addition to regular written homework, students are expected to use the Quizlet.com, Kerboodle and Memrise.com interactive websites to learn and to extend their vocabulary.

GCSE (Exam Board: AQA)

The GCSE course continues to develop competency in Listening, Speaking, Reading and Writing. Students are able to talk about themselves or communicate with native speakers. Teaching and Learning is focused upon developing students' ability to communicate effectively in the foreign language.

The course is assessed as follows at the end of Year 11:

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

Subject content

The course is taught through three main topic areas:

- 4 Identity and Culture
- 5 Local, national, international and global areas of interest
- 6 Current and future study and employment.

The importance of a Modern Foreign Language

Skills in a Modern Foreign Language help to enhance your employability – the most valued skill your Spanish shows is your ability to communicate and to interact with others. Your understanding of other cultures demonstrates your ability to play a part in the global community that extends far beyond your country's borders. Having a GCSE in languages will set you aside from other students and will enhance future job prospects. Russell group universities especially prefer their students to have studied a Modern Foreign language at GCSE level.

- Specific language skills can lead to careers in Education, Engineering, Film and Media Industry, International non-profit organisations, Publishing companies, Fashion industry, Game translator, Health services, Social services, Immigration services, Tourism, Marketing, Translators and Interpreters, Diplomatic and Civil Services, Armed Forces, International Aid and Development, International and Corporate Law, Corporate Banking, Project Managers, Broadcast Journalists and Disaster Management.

For further information, please see Mrs C Cabrera-Mix – Subject Leader

TRIPLE SCIENCE guided choice



This is a guided choice. Your Science teachers will be able to tell you if your level of achievement in Year 9 is high enough to attempt Triple GCSE Science: Biology, Chemistry and Physics.

You will have a broader knowledge and understanding of the three Sciences and will be better prepared for A Level Sciences by taking this route.

It will still be possible to take A levels in Science by achieving high grades in double award Science.

Examined in June 2023

There are 6 papers:

2 Biology
2 Chemistry
2 Physics

Each paper is 1 hour 45 minutes long with 100 marks on each.

Each paper is worth 50% of the GCSE and consists of multiple choice, structured, close short answer and open response.

All of the Triple Science modules have been designed to provide opportunities for activities and experiences that excite and enthuse students and enable them to further develop their understanding of scientific theories and explanations.

Triple Science GCSE will be an excellent basis for many career options.

Further information on Triple Science can be found by logging onto the dedicated website:

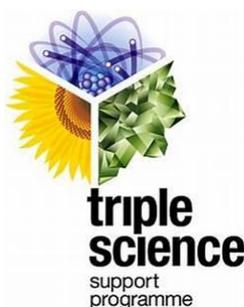
www.triplescience.org.uk

All students will therefore have a common grounding and experience of Science, preparing them for the applications of Science that we all experience in our lives.

Career opportunities:

The examination gains students a qualification taken as equivalent to three GCSEs in the Sciences of Biology, Chemistry and Physics. This leads naturally into the study of any, or all, of the Sciences (Biology, Chemistry and Physics) at AS and Advanced level leading to many careers in our modern technological world.

For further information, please see Mrs J Dines – Subject Leader.



SECTION D

CURRICULUM CHOICES SHEET

My Curriculum Choices



Name: _____

Form: _____

Form Tutor: _____

Humanities choice:

Geography
or
History

Now choose two further subjects, one from each Option Block and then one reserve subject from each Option Block. (We will try to give you your first or second choice but if that is not possible the final decision will lie with us).

Option subjects

Option Block A

**First
Choice**

**Reserve
Choice**

Option Block B

**First
Choice**

**Reserve
Choice**

If Physical Education is selected, please state which sport you play competitively outside school:

Signature of parent / carer:

Signature of Form Tutor:

This should also be filled in and kept by you as your copy.

My Curriculum Choices



Name: _____

Form: _____

Form Tutor: _____

Humanities choice:

Geography
or
History

Now choose two further subjects one from each Options Block and then one reserve subject from each Option Block. (We will try to give you your first or second choice but if that is not possible the final decision will lie with us).

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Option Block B

First
Choice

Reserve
Choice

If Physical Education is selected, please state which sport you play competitively outside school:

Signature of parent/ carer:

Signature of Form Tutor:

**This page should be handed to your Form Tutor
by Thursday 25 March 2021**

Use scissors to carefully remove this page from the booklet