

STURMINSTER NEWTON HIGH SCHOOL



THE WAY FORWARD
September 2023 - July 2025

YEAR TEN OPTIONS
INFORMATION

FOREWORD TO PARENTS

Students in Year 9 have followed a broad curriculum during Key Stage 3, with everybody having had the opportunity to experience the same wide range of subjects.

From September 2023, students will begin courses that directly lead to GCSE or other qualification at the end of Year 11. They will study fewer subjects but to greater depth. They will have to decide which subjects in Year 9 they wish to continue and which they will drop. Several subjects remain compulsory while others are chosen from a system of options.

Since September 2017, all students have been required to study either History or Geography and a Modern Foreign Language, unless there are exceptional circumstances. Students who do not study French will have support lessons for their other subjects.

All GCSE subjects will be awarded the new grades ranging from 1-9. A standard pass is 4, a good pass is grade 5 or above.

The purpose of this booklet is to explain the pattern of courses available, both compulsory and optional, and to help students and their parents make informed choices about what type of course and which subjects best suit them. Other sources of help and advice are indicated in the pages that follow.

The pattern of subjects chosen at this stage may have a bearing on a student's future choice of career or course in the Sixth Form or Further Education. I hope, therefore, that this booklet will prove to be a valuable source of information in making the decisions with which students are now faced.



Mr D Harris
Deputy Headteacher

YEAR TEN OPTIONS

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STUDENT INFORMATION

Key Stage 4 Curriculum

The curriculum is divided into 'core' subjects which everyone studies, and 'options' where you have some choice in the subjects you take. The diagram below shows how this works.

The "Core" (30 lessons per two week cycle)

English	Mathematics	Science	PE	Life Skills carousel
9 lessons	8 lessons	9 lessons	2 lessons	2 lessons

+ Tutorial programme & Challenge Days

The "Options" (20 lessons)

Option 1 French or German	Option 2 History or Geography	Option 3	Option 4
5 lessons for each Option			

Making your choices

This booklet contains descriptions of all the courses offered. It enables you to select the options that you would like to follow.

As you may be aware from the news, the Government has raised the profile and importance of the English Baccalaureate subjects which include Mathematics, English and Science as well as a Modern Foreign Language, History and Geography.

As a result, you will need to choose, for your first choice, either French or German and for your second choice either History or Geography. You will then choose 4 more subjects in preference order. Out of these 4 choices, 2 will be studied at GCSE level and Mr Harris will create a set of option blocks to allow you to study as many of your preferred subjects as possible.

If you are proficient in another language other than French, it may be advantageous to take this language at GCSE to improve your results. In previous years we have had students gaining good grades in Russian and Polish.

Examinations are not the only aspects of life in Years 10 and 11! We hope that you will continue to take part in a wide range of activities. Whether you are interested in Sport, Drama, Music or one of the many clubs and societies available within school, there will be plenty to take part in and enjoy.

EXTERNAL EXAMINATIONS AND QUALIFICATIONS

The courses you start in September will lead to two main types of public (external) accreditation leading to recognised certificates.

GCSE – the General Certificate of Secondary Education
or
BTEC/Cambridge Nationals equivalent to a GCSE.

GCSE Subjects

Most of the subjects you study in Years 10 and 11 will lead to GCSE examinations.

At the end of the course you will be awarded a GCSE grade between 1 (low) and 9 (high) for the GCSEs.

Various methods of examining will be used to find out what you know, understand and can do – and what standard you have reached by the end of the course.

BTEC/Cambridge National Qualification

These qualifications are made of a number of units. This number is dependent on the level and size of qualification being taken. To complete each unit, your work is assessed along the way, pulling together skills, knowledge and understanding. This on-going assessment allows you to analyse and improve your performance through your course in much the same way as you would in the workplace.

This teacher assessment is complemented by an external assessment to give a clear and robust view of your real abilities and performance. Unit results are graded as Pass/Merit/Distinction. A level 2 pass is equivalent to a GCSE grade 4.

INTERNAL ASSESSMENT

To help you and your parents keep a check on your progress as you choose your options and prepare for the GCSE/BTEC assessments/examinations, there is a carefully arranged pattern of assessments in Years 9, 10 and 11.

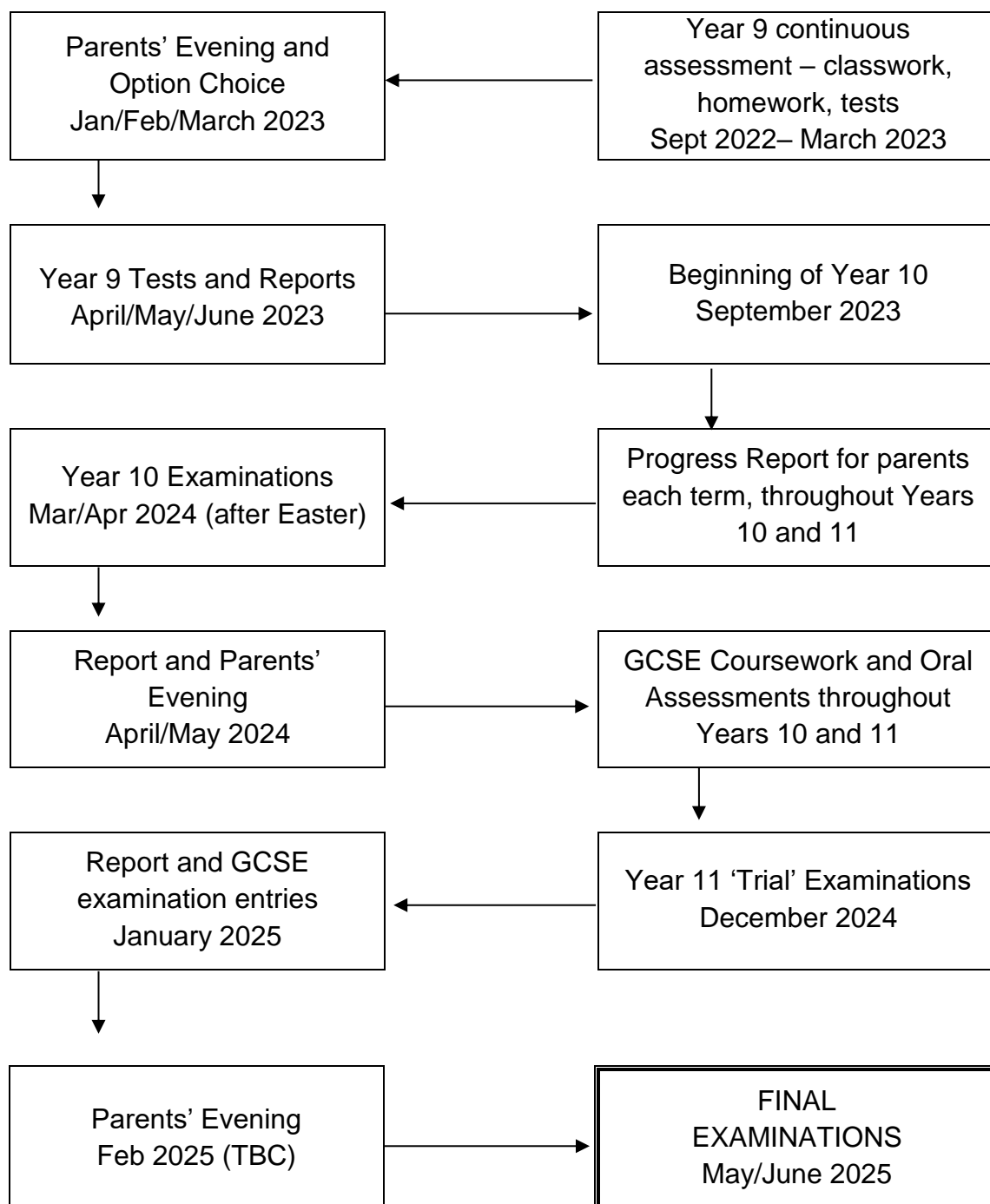
During Year 9 you will be given feedback on progress in all subjects. The results of these reports should give you an indication of your progress to date and help you to confirm your option choice by identifying strengths and weaknesses. However, this should only be one of the criteria which help you make your choices – others, such as your interests and career needs, are just as important. You should remember that a poor result in your Year 9 assessments does not necessarily mean you should drop a subject.

Whilst it is interesting to compare your choice of subjects with your friends, do remember that choosing a subject because a friend has also chosen it is probably the weakest reason. All students are unique and have different talents and interests. You should always aim to choose the path that seems best and reasonable for YOU.

Your teachers will often use the marks and levels you achieve in your Year 9 exams to help place you in sets for the core subjects (English, Maths, Science) for the start of Year 10.

The diagram on page 7 shows how the pattern of major assessments, reports and parents' evenings during Years 9, 10 and 11 helps to prepare you for GCSEs/BTECs, which you will take in the summer term in Year 11.

PLOTTING YOUR PROGRESS IN YEARS 9, 10 AND 11



HOMEWORK

As you begin GCSE courses it is inevitable that the amount of work you are expected to do at home will increase. Tackling this work carefully in the quiet conditions needed for proper study will be essential if you are to do well.

The kind of homework you will get will vary enormously, ranging from written work of various types to researching a topic, from reading to making the preparatory drawings for a design project, from learning to preparing an argument for a class debate in the next lesson. Each piece needs to be worked at thoroughly both for the sake of your eventual examination results and also because learning to work on your own is important preparation for the more independent style of work you will find if you go on to further education. Recent research reinforces the long held view that there is a close relationship between homework and success in exams.

OTHER ACTIVITIES

Working hard for examinations does not mean that you will have to give up all your other activities! We hope that you will play a full part in the many activities which take place in school and also continue to develop the recreational and leisure interests which you have outside. Some of you, too, will have small part-time jobs such as delivering newspapers.

All of these things help to develop you as a person and can sometimes tell an employer or college interviewer just as much about you as your examination results. However, it will be important to get the right balance between school work and your other interests. You will need to plan your time and prioritize carefully so that you can meet deadlines for homework and coursework assignments. There will be times, too, such as the build-up to examinations when it may well be wise to cut back on activities such as part-time jobs, if you are to do justice to your work and still leave time for essential relaxation.

CAREERS GUIDANCE

Throughout Years 10 and 11 you will receive information about the opportunities open to you post 16 as well as guidance on the world of work. In July of Year 10 you will have the opportunity to participate in the Work Experience programme which has led in the past to many students gaining valuable experience and part time jobs. Visits are arranged to local employers, other educational establishments and guest speakers discuss their careers with students when available. We engage with the Young Enterprise company in order to encourage teamwork and create a sense of the world of work.

Our Careers Adviser, Steve Martin, will interview every student on a one-to-one basis at least once during this time to give advice on the next steps in your learning. A mentoring programme is in place using local business volunteers to further assist our students.

Parents are more than welcome to discuss careers and opportunities for their children; please get in touch via the Careers pages of the school website.

Your parents will naturally want to assist and encourage you in these vital choices for your future and in this they can be assured of every help from your tutor.

Choosing Your Options – Advice for Students

You will need to select up to three courses to complement your core programme of study. If it appears that some courses are going to generate insufficient interest they may be withdrawn from the programme.

Once you have decided upon your options, fill in the Options Selection Form (available from your tutor after the Year 9 Parents' Evening – 2nd February 2023). Ask your parents to sign the form before handing it in to your tutor. Your tutor will check your form, and, if it has been filled in correctly, will sign the form and pass it on to Mr Harris.

We will let you know as soon as we can whether or not your choices can be accommodated.

Your Options Form must be returned by 1st March 2023

TIMETABLE FOR OPTION CHOICE	DATE 2023
Transition Presentation at Year 9 Parents' Evening	2 nd Feb
Subject presentation to students (assemblies)	Jan/Feb
Submission of options forms	1 st March
Interview with senior staff	Jan/Feb/Mar
Subject Allocation	April/May

With such a range of possible routes to follow, it is essential that you read the information in this booklet carefully and then talk to your parents, teachers and your tutor about the best combination of courses to meet your needs. In some courses there will be a limit on the number of students who can take the subject. In these cases preference will be based on your proven commitment and enthusiasm in these and related subjects together with information on your known potential.

Advice

In choosing subjects you need to think carefully about maintaining a broad and balanced curriculum. Look carefully at the percentage of practical work in each subject and ask yourself whether this would suit the way you work.

Are you good at sustaining momentum on long pieces of work?

Do you prefer assessment by examinations?

Do you need a balance between the academic and more practical subjects?

Do you like writing essays?

Based on this information, students **must** choose one of History/Geography and one of French/German as part of the EBacc subjects as part of your 4 options

Your next 2 choices can come from any of the following;

1. Think about choosing a more practical subject, such as a Technology or a BTEC/Cambridge National

- | | |
|--------------------|--------------------------------------|
| * Food & Nutrition | * Resistant Materials |
| * Textiles | * Sport Studies (Cambridge National) |

2. Or something creative:

- | | |
|------------------|---------|
| * Art and Design | * Drama |
| * Music | |

3. Or another Humanities subject:

- | | |
|--------------------|-------------|
| * Business Studies | * Geography |
| * History | * RE |

4. Or something that you have not studied before:

- | |
|--|
| * Child Development (Cambridge National) |
| * Media Studies |

5. Or continuing with an ICT qualification

- | |
|------------------|
| * GCSE Computing |
|------------------|

To help you make these difficult decisions you may wish to discuss your preferences with these specialist teachers:

Subjects

Art and Design (Mr Pallett)
Photography (Mrs Cammidge)
Business Studies (Mrs Woodbridge)
Child Development (Mrs Quickfall)
Drama (Ms Sumner)
Design Technology Textiles (Mrs Andrews)
Design Technology Resistant Materials (Mr Main)
French (Mrs Woods)
Geography (Mr Pettit)
History (Ms Mitchell)
Computing (Mrs Broughton)
Media Studies (Mr Dodman)
Music (Miss Osbourne)
Physical Education (Mr Henley)
Religious Education (Mrs Phipps/Mrs Cavalier-Hirth)



The Core Examination Subjects

These are subjects which all students have to take as part of the National Curriculum.

Subject: English Language and English Literature GCSE

Exam Board: (AQA, 8700 **QAN code:** 601/4292/3 English Language and 8702 **QAN code:** 601/4447/6 English Literature) From 2017 (first teaching Autumn 2015) there will be no coursework element to the English examinations. These outlines are taken from the AQA prospectus, which the English Department are intending to follow, and may be subject to change as directed by the exam board.

English Language: Paper 1: Explorations in Creative Reading and Writing, one literature fiction text and descriptive or narrative writing with a written exam - 1 hour 45 minutes (80 marks 50% of GCSE). Paper 2: Writers' Viewpoints and Perspectives, one non-fiction text and one literary non-fiction text Section Writing: Writing to present a viewpoint. With a written exam - 1 hour 45 minutes (80 marks 50% of GCSE).

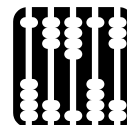
English Literature: Paper 1 – Shakespeare and the 19th century novel: Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole. Written exam: 1 hour 45 minutes, 64 marks, 40% of GCSE

Paper 2 – Modern Texts and Poetry: Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text. Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. Section C Unseen poetry: students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem. Written exam: 2 hour 15 minutes, 96 marks, 60% of GCSE.

Students will follow courses in both English Language and English Literature. This allows for an integrated approach to the National Curriculum targets of reading and writing. Students will be expected to continue their own private reading to extend the reading habit beyond the classroom.

Skills needed to study this subject: All students are expected to make progress in the subject and there is a high expectation of achieving above the students' potential. The Department liaises closely with Mathematics and senior staff in order to ensure that the highest possible number of students leave Sturminster Newton High School with passes in both subjects.

Possible Careers + Future Study: Students with a love of English may progress in many directions; most immediately it can lead into our very successful A Level Literature course. The subject can lead to careers in journalism, writing, librarianship and many other areas where the quality of written expression is important and valued.



Subject: Mathematics GCSE

Exam Board: (Edexcel) 1MAO

Coursework None

Exam: 100%

Units – Linear

Course Summary + Controlled Assessment/Overview of content:

The course offered follows guidelines set out in the National Curriculum for Mathematics. All students will cover a basic core of work, which includes number, money, percentages, time, measurement, graphical representation, spatial work involving shape, area and volume, ratio and proportion and simple graphical ideas.

Depending upon measures of potential and achievement, many students will tackle the work at higher levels of complexity and will subsequently be entered at the appropriate level (Higher or Foundation).

The new examination tests more than just memory and skills. Candidates will have to show that they can apply what they have learnt. Problem solving will also be tested in the written examinations.

There is no coursework element to this course. All students will sit three linear papers at the end of Year 11, two calculator papers and one non-calculator paper at either Higher or Foundation tier. Each paper will last for 1½ hours.

Skills needed to study this subject:

This Edexcel specification encourages pupils to:

Consolidate their understanding of mathematics

Be confident in their use of mathematics

Extend their use of mathematical vocabulary, definitions and formal reasoning

Develop the confidence to use mathematics to tackle problems in the work place and everyday life

Take increasing responsibility for the planning and execution of their work

Develop an ability to think and reason mathematically

Learn the importance of rigour and precision in mathematics

Make connections between different areas of mathematics

Realise the application of mathematics around them

Use ICT appropriately

Develop a firm foundation for further study.

Possible Careers + Future Study: Accountancy, Law, Business, Economics, Teaching... mathematics can open many doors!

Subject: GCSE Combined Science: Trilogy

Exam Board: AQA Science 8464

Exam: 100%

Course Summary: Combined Science consists of six externally examined papers. These are available at foundation tier and higher tier. Students must complete all assessments in the same tier in Y11.

Qualification Content:

Subject	Paper 1 Content (1hr 15mins)	Paper 2 Content (1hr 15mins)
BIOLOGY	Cells Systems Plants Diseases	Homeostasis Inheritance Variation Ecology Human Impact Food Production
CHEMISTRY	Fundamental Chemistry The Periodic table Metals Energy Changes Acids, bases and salts Electrolysis Chemical calculations	Hydrocarbons Rates of reactions Equilibria The Earth's Resources Chemistry of the Atmosphere Chemical Analysis
PHYSICS	Particle Theory and Thermal Energy Nuclear Physics Electricity	Forces and Motion Forces and Energy Waves Electromagnetism.

Course Aims & Objectives:

The GCSE in Combined Science: Trilogy enables students to:

Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics.

Develop understanding of the nature, processes and methods of Science, through different types of enquiry that help them to answer scientific questions about the world around them.

Develop and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments.

Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Possible Careers + Future Study: From Electrician to Astrophysicist via A Levels and onto University.

Subject: GCSE Triple Science (Biology, Chemistry, Physics)

Exam Board: AQA Biology 8461, Chemistry 8462, Physics 8463

Exam: 100%

Course Summary: Triple Science consists of six externally examined papers and results in 3 separate GCSE grades which are examined at the end of Y11. Students who wish to study triple science must have followed the programmes of study for sets 1 or 2 at KS3. Further discussion will be through Mrs Thompson – Head of Faculty for Science.

Qualification Content:

Subject	Additional Triple Content	
BIOLOGY 8461	Cell Structure: Culturing microorganisms Monoclonal antibodies Plant disease The brain, the eye, control of body temperature Water and nitrogen balance	Plant hormones Reproduction DNA structure and cloning The theory of evolution Decomposition Trophic levels in the ecosystem Food production
CHEMISTRY 8462	Properties of transition metals Nanoparticles Yield and atom economy of chemical reactions Chemical cells and fuel cells Reactions of alkenes and alcohols	Synthetic and naturally occurring polymers Identification of ion by chemical and spectroscopic means Using materials The Haber Process and the use of NPK fertiliser
PHYSICS 8463	Static electricity Pressure in gases Hazards and uses of radioactive emissions Nuclear fission and fusion Moments, Levers and Gears Pressure and pressure differences in fluids	Changes in momentum Reflection of waves, sound waves and waves for detection and exploration Induced, potential transformers and the National Grid Solar System and Red Shift

Course Aims & Objectives:

The Separate Sciences should build on the Combined Science course to enable students to further:

- Develop scientific knowledge and conceptual understanding.
- Develop understanding of the nature, processes and methods of Science, through different types of enquiry that help them to answer scientific questions about the world around them, and learn to apply observational, practical, modelling, enquiry and problem solving skills in the laboratory, in the field and in other learning environments.
- Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Possible Careers + Future Study: From Electrician to Doctor/Vet via A Levels and onto University.

The EBacc Subjects - You must choose at least one of these MFLs

Subject: French GCSE

Exam Board: (Edexcel 1FRO)

Exams: 100%

Units: Listening 25%

Speaking 25%

Reading Translation 25%

Writing + Translation 25%



Course Summary + Controlled Assessment/Overview of content:

The course is designed to help students develop their ability to use French for practical communication i.e. to speak French, to understand spoken and written French and, where appropriate, to write in French. It will count towards the English Baccalaureate and is also a prerequisite for entrance in some universities.

The course aims to encourage interest in language-learning. The language skills developed will form the basis for further study, not just for those who wish to continue at Sixth Form level, but also for those who might resume their study of French, or even embark on another language, at some later date.

In addition, the ability to use a foreign language, and gaining a recognised qualification, will be an asset for employment in a wide range of jobs. This is particularly important in view of the increased competition for vacancies and the increasing contact with Europe in the worlds of work and leisure. Being able to speak and understand French and knowing something of the French way of life as a result of this course will make holidays in France, and other French speaking countries, far more enjoyable.

As the emphasis is on communication, the course is skill-based and students will be prepared for examinations in the four skills of listening, speaking, reading/translation and writing/translation as they might be used in a variety of situations in real-life.

All groups in French will be following the new Edexcel syllabus with the opportunity to take the exam at Foundation or Higher Level, with candidates being eligible for the award of different grades according to the level for which they are entered.

The best way to practise communication in French is to visit France or a French speaking country, and for this reason students are actively encouraged to visit France. Whenever possible we try to organise a trip to France during KS4 to give students this opportunity.

Skills needed to study this subject: Academic skills, using a dictionary and developing their own vocabulary knowledge, memory skills and presentation skills.

Possible Careers + Future Study: Translating, teaching, business, commerce, finance, law, pharmaceutical, scientific research, engineering, armed forces, civil service media and entertainment, as well as tourism.

Subject: German GCSE
Exam Board: (Edexcel 1GRO)
Exams: 100%
Units:

Listening 25%
Speaking 25%
Reading 25% Translation
Writing + Translation 25%



Course Summary + Controlled Assessment/Overview of content:

The course is designed to help students develop their ability to use German for practical communication i.e. to speak German, to understand spoken and written German and, where appropriate, to write in German. It will count towards the English Baccalaureate and is also a prerequisite for entrance in some universities.

The course aims to encourage interest in language-learning. The language skills developed will form the basis for further study, not just for those who wish to continue at Sixth Form level, but also for those who might resume their study of German, or even embark on another language, at some later date.

In addition, the ability to use a foreign language, and gaining a recognised qualification, will be an asset for employment in a wide range of jobs. This is particularly important in view of the increased competition for vacancies and the increasing contact with Europe in the worlds of work and leisure. Being able to speak and understand German and knowing something of the German way of life as a result of this course will make holidays in Germany, and other German speaking countries, far more enjoyable.

As the emphasis is on communication, the course is skill-based and students will be prepared for examinations in the four skills of listening, speaking, reading/translation and writing/translation as they might be used in a variety of situations in real-life.

All groups in German will be following the new Edexcel syllabus with the opportunity to take the exam at Foundation or Higher Level, with candidates being eligible for the award of different grades according to the level for which they are entered.

The best way to practise communication in German is to visit Germany or a German speaking country, and for this reason students are actively encouraged to visit Germany. Whenever possible we try to organise a trip to Germany during KS4 to give students this opportunity.

Skills needed to study this subject: Academic skills, using a dictionary and developing their own vocabulary knowledge, memory skills and presentation skills.

Possible Careers + Future Study: Translating, teaching, business, commerce, engineering, finance, law, media. pharmaceutical, scientific research, engineering, armed forces, civil service and entertainment as well as tourism

The EBacc Subjects- You must choose at least one of these Humanities

Subject: Geography GCSE

Exam Board: (AQA 8035)

Exams: 100% - 3 papers

Units:

Unit 1 – National Hazards, The Living World and UK Physical Landscapes

Unit 2 – Urban Challenges, Change Economic World and Resource Management

Unit 3 – Geographical Skills including fieldwork



Course Summary + Overview of content: Geography is an exciting and dynamic course, perfect for students who are interested in the changing world around them. It is split into three parts as outlined above. All of the study builds on knowledge, themes and skills developed initially at KS3.

Unit 1 focuses on the physical environment and considers some key geographical processes for example formation of landforms such as stacks on the coast, volcanoes, the formation of tropical storms and climate change. The course looks at natural environments and completes a case study of the Sahara Desert considering the opportunities and challenges of development there. The impact of physical processes are then considered on people in both the UK and wider world through brief examples and extended case studies.

Unit 2 focuses on the human environment considering characteristics and challenges in both the richer and poorer world. It considers the development and changes within cities with case studies of Mumbai in India and Liverpool in the UK. It also considers how globalisation is impacting on the richer and poorer world and how poorer countries can be helped to develop more quickly. The course studies India as a case study to explore this. The course also considers the worlds resources. The world needs to find new ways of creating, storing and transporting resources and a study of the resources of “water” is included.

Unit 3 is one of the most exciting units as it includes a day’s fieldwork at Swanage to collect data on coastal processes and patterns of change in an urban area. The unit also includes an in depth study using an information booklet. Students do not know the topic of this until two months before the exam but previous pre release foci have been squatter settlements, the location of a reservoir and the construction of a road in the Amazon Rainforest.

Every single lesson for the course is currently available online alongside detailed knowledge organisers for every unit and past exam papers and comprehensive online and home learning tasks giving students and parents an opportunity to explore the course. Please email 4179rp@mynhs.net if you would like access to this

Skills needed to study this subject: A combination of skills are required. Geography will challenge your literacy, numeracy and scientific understanding. The use of ICT and electronic communication to support out of school learning is integral to the course.

Possible Careers + Future Study: More top company executives (people who earn the most money) at the UK leading companies studied Geography at University. You don’t have to become a geography teacher to use your geography!

Subject: History GCSE

Exam Board: (OCR History B) J411

Exam: Component 1 – The People’s Health & The Elizabethans (40%)
Component 2 – History Around Us (20%)
Component 3 – The Making of America, Living Under Nazi Rule (40%)

Content:

The thematic study provides students with the opportunity to immerse themselves in successive periods of history, from the Middle Ages to the present day. The focus of the study is The People’s Health. Students will explore government responses to a range of health challenges including the Great Plague of 1665, the Gin Craze of the 1700s and cholera epidemics in Industrial Britain.

The depth study encourages students to learn about a fascinating aspect of British history: *The Elizabethans*. Students will analyse a wide range of interpretations to explore the concept of a Golden Age in Elizabethan England.

The History Around Us module is an essential part of the course. Students will visit a site of interest and consider how the historic environment has changed over time.

The period study follows the unfolding narrative of the Making of America from the inauguration of the first president in 1789 to the end of the nineteenth century when the USA was set to become the world’s dominant power. Students will investigate how and why American territory expanded during these years and the relationship between this expansion and the cultures of indigenous Americans, African Americans and white settlers.

The World depth study will enable learners to understand the impact of the Nazi dictatorship on people’s lives, both within Germany and across occupied Europe.

Course Summary

OCR’s GCSE History B is an exciting new history course that will fire students’ curiosity for the study of the past. It has been constructed in partnership with the Schools’ History Project and reflects our commitment to offering worthwhile and inspiring school history. Students build a deeper understanding of the present by engaging with and questioning the past.

Possible Careers and Future Study: Apart from enjoying the course, and being much more aware of the world around you, GCSE History will provide you with a solid foundation for further study or employment. Many people working in law, media, tourism and education have studied History. This is because the subject helps you to develop reasoning skills and the ability to argue your point using evidence.

The Other Option Examination Subjects

Subject: Art and Design GCSE Fine Art

Exam Board: (AQA 8202)

Coursework: 60% Component 1: Portfolio

Exam: 40% Component 1: Externally Set Assignment



Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of fine art, such as: drawing, painting, sculpture, installation, lens/light-based media, photography and the moving image, printmaking, mixed media. They may explore overlapping areas and combinations of areas.

Component 1 : Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives (Develop, Refine, Record, Present). Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken. The portfolio is completed and handed in at the end of January in Year 11.

Component 2: Externally Set Assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students begin developing ideas in lessons from the beginning of January of Year 11 and complete the project in practical exam conditions of 10 hours spread over a period of time in May.

Skills needed to study this subject:

You will need to be creative, open minded, curious, persistent, hardworking, risk taking, problem solving, motivated, with a passion for mark-making and other art techniques.

Possible Careers + Future Study:

A Level Art, Photography, Graphics, Textiles. Foundation Degree, Honours Degree in all areas of Art and Design leading to careers in the Creative Industry including Multi-media/Graphic/Product/Interior/Fashion Design, Fine Art, Photography, Landscape Design, Ceramics, Jewellery and many more! Combine with physics and maths to study Architecture/Computer Programming/ Computer Design. Post graduate degree leading to teaching. Art also contributes to other areas that require visual literacy such as child care, hair and beauty and many other areas.

Subject: Art and Design GCSE Photography



Exam Board:(AQA 8206)

Coursework: 60% Component 1: Portfolio

Exam: 40% Component 2: Externally Set Assignment

Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of photography, such as those listed below:

- portraiture
- location photography
- studio photography
- experimental imagery
- installation
- documentary photography
- photo-journalism
- moving image: film, video and animation
- fashion photography
- dark room techniques

Component 1 : Portfolio

A portfolio that in total shows explicit coverage of the four assessment objectives (Develop, Refine, Record, Present). Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

1. A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.
2. A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; work placements; independent study and evidence of the student's specific role in any group work undertaken.

The portfolio is completed and handed in at the end of January in Year 11.

Component 2: Externally Set Assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives.

Skills needed to study this subject:

You need a desire to explore the world around you photographically and a wish to use photography as an art form. Photography at SNHS is really the study of a wide range of light and lens-based media. We teach you how to use a camera and to think like a photographer. Our approach to photography is also essentially creative. You will learn specific technical skills but also learn how to see the world through looking harder to create images in unique ways.

Possible Careers + Future Study:

A Level Photography, Graphics, Textiles. Photography is particularly useful if you wish to study Photography, Film, Video Production, Graphic Design, Fine Art or Media at HND/Degree or for those wishing to do an Art Foundation course first. Some students have found employment directly as a Photographer's Assistant or an Editorial Assistant on a magazine.

Subject: Business Studies (9-1) 1BSO
Exam Board: (EDEXCEL 603/0121/1)
Exam: 100%



Units: Assessment:

Theme 1 Written Paper: Paper 1. Investigating Small businesses
(1hr 30 mins) - Year 11 (1BS0/01)

Theme 2 Written Paper: Paper 2. Building a Business
....(1hr 30 mins) - Year 11 (1BS0/02)

Course Summary

This course is structured in two themes, taking students from how entrepreneurs start businesses through to growing and global businesses..

Investigating small businesses concentrates on the key business concepts, issues and skills involved in starting and running a small business, providing a framework to explore core concepts through the lens of an entrepreneur setting up a business.

Building a business examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with an emphasis on aspects of marketing, operations, finance and human resources. It also considers the impact of the wider world on the decisions a business makes as it grows.

The course provides a useful start to those students who wish to study Business at higher level and also those who wish to enter employment.

Skills needed to study this subject: An interest in business current affairs, good numeracy skills for calculations and data analysis, and good literacy skills.

Possible Careers + Future Study: GCSE Business Studies is a good starting point for A Level/BTEC Business Studies, A Level Economics or A Level Accounting leading on to Business, Management and Accountancy degree courses and apprenticeship schemes.

It also provides a good background for all jobs and is useful for those who want to start their own business.

Subject: Cambridge National level 1 & 2 Child Development

Exam Board: OCR J818

Coursework: 60% Coursework

Exam: 40%



Units:

- Health and wellbeing for child development
- Create a safe environment and understand the nutritional needs of children from birth to five years
- Understand the development of a child from one to five years

Students who opt for this course will need to have access to a child on which to base their observations. The child should be between 6 months and 5 years at the start of the study.

Course Summary + Controlled Assessment/Overview of content:

The exam: will be one exam of 75 minutes, this will test a candidate's knowledge and recall of the compulsory topic "Health and Wellbeing for Child Development". Quality of written communication will also be assessed. This will be marked by the exam board externally.

School Assessed Tasks

Each student will be required to produce 2 extended coursework assignments;

- 1) An investigation to review and compare essential equipment for a nursery, identify and prevent accidents, recommend healthy meal choices and plan, prepare and evaluate a feed or meal.
- 2) Observe and compare a child (upon whom they have decided to base their studies) to developmental norms and plan and evaluate a suitable play activity.

The coursework assignment brief will be set by OCR yearly focussing on each learnt area of study. Student will have to complete each piece between 10-14 hours of class time. The tasks will be marked by the teacher and moderated externally by the exam board.

Skills needed to study this subject: You should be interested in and confident around young children and keen to observe and understand their stages of physical, intellectual and social development. Good literacy skills are required as there is a considerable amount of theory and written work. Higher marks are awarded for accurate spelling, grammar and punctuation. You need to have the ability to work independently on two extended coursework tasks.

Possible Careers + Future Study: Course can lead to: further study in Health and Social Care; a career working with children, for example Nursery Nurse, Early Years Teacher, Primary School Teacher, Social Worker.



Subject: GCSE Computer Science

Exam Board : (OCR) J277

Coursework: 0%

Exam 100%

Units:

Component 01 – Computer Systems 50% (Exam)

Component 02 – Computational Thinking, Algorithms and Programming 50% (Exam)

Course Summary:

The world depends on computers. In this GCSE you will learn about how computers work, the networks they use and how programming can create solutions to everyday problems and future challenges.

Component 01 – Computer Systems.

You will learn about digital systems and how they communicate with one another. This component introduces you to the computer processor, memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. You will also consider the ethical, legal, cultural and environmental concerns associated with computer science.

Component 02 – Computational Thinking, Algorithms and Programming.

The most important aspect of computer science is problem solving.

In this component, you will analyse problems in computational terms through practical experience including designing, writing and debugging programs. You will understand and apply the fundamental principles and concepts of Computer Science, including abstraction, decomposition, logic and algorithms.

You will have the opportunity to complete a sizable programming project during this course, where you will design, write, test and refine programs using a high-level programming language. This will prepare you for the written examination, in particular component 02

You will develop your ability to:

- Break down problems effectively
- Solve complex problems
- Think logically
- Learn through exploration

Skills needed to study this subject: Learners are expected to be familiar with the Key Stage 3 Computing curriculum as well as having strong Mathematical skills.

Possible Careers + Future Study: GCSE Computer Science lays the foundation for studying the subject at A Level and beyond.

It is also a useful first step to a broad range of careers including Cyber Security, Software Developer, Games Designer, Network Manager, Systems Analyst, Artificial Intelligence, Software testing, web designer.

The qualification will also provide a good grounding for other areas that require logical thinking and analytical skills including healthcare, science and engineering.



Subject: Drama GCSE

Exam Board: (AQA 8261)

Coursework: 60%

Exam: 40%

Course Summary + Controlled Assessment/Overview of content:

This is an interesting and exciting course which offers students the opportunity to approach drama from a variety of angles.

Three components are offered for assessment:

COMPONENT 1 - Understanding drama, written examination paper 40%.

What's assessed

- Knowledge and understanding of drama and theatre.
- Study of one set play from a choice of six
- Analysis and evaluation of the work of live theatre makers

COMPONENT 2 - Devising drama, Performance 10% + Devising log 30%

What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

COMPONENT 3 - Texts into practice, Performance 20%

What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

Course Aims & Objectives:

This course engages and encourages students to become confident performers and designers. Students learn to collaborate with others, think analytically and evaluate effectively. They gain the confidence to pursue their own ideas, reflect and refine their efforts. Whatever the future holds, students of GCSE Drama emerge with a toolkit of transferable skills, applicable both in further studies and in the workplace.

Skills needed to study this subject: Vocal & physical skill, analytical ability, written skills, commitment & reliability.

Possible Careers + Future Study: From Electrician to Doctor/Vet via A Levels and onto University.

Students will be expected to attend Live Production visits.

Subject: Three-dimensional design: Product Design GCSE

Exam Board: AQA 8205 (Quan Code JA2)

Coursework: 60% **Component 1 : Portfolio**

NEA: 40% **Component 2 : Externally Set Assignment**

Course Summary:

Three-dimensional design is defined here as the design, prototyping and modelling or making of primarily functional and aesthetic products, objects, and environments, drawing upon intellectual, creative and practical skills.

Component 1

A portfolio that in total shows explicit coverage of the four assessment objectives (Develop, Refine, Record, Present). Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; work placements; independent study and evidence of the student's specific role in any group work undertaken. The portfolio is completed and handed in at the end of January in Year 11.

Component 2: Externally Set Assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students begin developing ideas in lessons from the beginning of January of Year 11 and complete the project in practical exam conditions of 10 hours spread over a period of time in May.

Skills needed to study this subject:

You will need to be creative, open minded, curious, persistent, hardworking, risk taking, problem solving, motivated, with a passion for making products from a range of materials such as wood, metal, plastics and found materials.

Possible careers and future study:

A Level Product Design, Foundation Degree, Honours Degree in all areas of Design leading to careers in the Creative Industry including Multi-media/Graphic/Product/Interior/Fashion Design, Fine Art, Photography, Landscape Design, Ceramics, Jewellery and many more! Combine with physics and maths to study Architecture/Computer Programming/ Computer Design. Post graduate degree leading to teaching.

Subject: Textile Design GCSE

Exam Board: AQA 8204 (Quan Code JA2)

Coursework: 60% Component 1 : Portfolio

NEA: 40% Component 2 : Externally Set Assignment

Course Summary:

Textile design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

Component 1

A portfolio that in total shows explicit coverage of the four assessment objectives (Develop, Refine, Record, Present). Each student must select and present a portfolio representative of their course of study. The portfolio must include both:

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions. This will give students the opportunity to demonstrate, through an extended creative response, their ability to draw together different areas of knowledge, skills and/or understanding from across their course of study.

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; work placements; independent study and evidence of the student's specific role in any group work undertaken. The portfolio is completed and handed in at the end of January in Year 11.

Component 2: Externally Set Assignment

Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. The extended creative response must explicitly evidence students' ability to draw together different areas of knowledge, skill and/or understanding from initial engagement with their selected starting point through to their realisation of intentions in the 10 hours of supervised time. Students begin developing ideas in lessons from the beginning of January of Year 11 and complete the project in practical exam conditions of 10 hours spread over a period of time in May.

Skills needed to study this subject:

You will need to be creative, open minded, curious, persistent, hardworking, risk taking, problem solving, motivated, with a passion for making products from a range of woven, knitted, stitched, printed or decorative textiles.

Possible careers and future study:

A Level Textiles, Art and Design, Foundation Degree, Honours Degree in all areas of Design leading to careers in the Creative Industry including Textiles, Multi-media, Graphic, Product, Interior, Fashion Design, Fine Art, Photography, Landscape Design, Ceramics, Jewellery and many more! Post graduate degree leading to teaching.

Subject: GCSE Food Preparation and Nutrition

Exam Board: (AQA 8585)

Coursework: 50% NEA tasks

Exams: 50%



Assessment: NEA Tasks x 2- 50% Written Exam- 50%

Overview of content: GCSE Food Preparation and Nutrition is a new, exciting and creative course which focuses on practical cooking skills to ensure students develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. At its heart, this qualification focuses on nurturing students' practical cookery skills to give them a strong understanding of nutrition.

Subject Content – What is covered?

1. Food, nutrition and health – Macro Nutrients, Micro Nutrients, Nutritional Needs and Health.
2. Food science – Cooking of food, Heat Transfer and the Functional and Chemical Properties of Food.
3. Food safety – Food Spoilage, Contamination and the Principles of Food Safety.
4. Food choice – Factors affecting Food Choice, British and International Cuisines, Sensory Evaluation, Food Labelling and Marketing.
5. Food provenance – Environmental Impact and Sustainability of Food, Food Processing and Production.

Assessments: EXAM: Paper 1: Food preparation and nutrition (50%) Written exam: 1 hour 45 minutes The paper will be made up of 20 multiple choice questions worth 20 marks and 5 questions each with a number of sub questions worth 80 marks.

NON- EXAM ASSESSMENT (NEA): Task 1: Food investigation (15%) Written Report Students' understanding of the *working characteristics, functional and chemical properties of ingredients*. Students will submit a written report (1,500–2,000 words) including photographic evidence of the practical investigation.

NON-EXAM ASSESSMENT (NEA): Task 2: Food preparation assessment (35%) Written Portfolio Students' knowledge, skills and understanding in relation to the *planning, preparation, cooking, presentation of food and application of nutrition* related to the chosen task. Students *will prepare, cook and present a final menu of three dishes* within a single period of no more than three hours, planning in advance how this will be achieved. Students will submit a written portfolio (15 A4 pages) including photographic evidence.

Skills needed to study this subject: Basic skills in food preparation and knowledge of a range of materials. Students will enjoy Food Technology if they are **organised** and enjoy **experimenting** with food. It is more important for pupils choosing the course to enjoy **a large variety of foods** than have a natural flair for cooking.

Possible Careers + Future Study: Studying food preparation and nutrition can lead to exciting and well paid career options. Consumers are becoming increasingly reliant on the food industry to develop solutions for their nutritional needs. This course could lead you into roles such as Chef, Food Product Developer, Buyer (who travels the world sourcing new food products for manufacturers), Food Safety Inspector, Nutritionist, Dietician, Quality Manager, Teacher, Food Engineer, Food Scientist, Food Technologist, Food Photographer, Food Stylist, Home Economist, Hotel and Restaurant Manager, Microbiologist, working in food journalism.



Subject: Media Studies GCSE

Exam Board: (AQA 8572)

Coursework: 30% (1 practical)

Exam: 70% (2 exams 1 hour 30 minutes each, summer 2025)

The course is fully linear; all exams and submission of practical work at the end of the course.

Course summary and overview of content:

We will be studying the AQA GCSE which links practical coursework with the study of set Close Study Products (CSPs) from across the spectrum of the media. The media currently on the list of CSPs are *The Times* and *The Daily Mirror* newspapers, *Tatler* and *Heat* magazines, *Dr Who* and *His Dark Materials* television programmes, *Black Widow* and *I, Daniel Blake* films as well as various radio programmes and advertisements. The course also covers Marcus Rashford's campaigning for free school meals and aspects of gaming.

The Media Studies course is all about acquiring the skills to read media messages, and making informed decisions as to how to react to them.

Students will study how the media works through looking at the various forms and the coursework tasks allow them to show their skills in print (using Photoshop etc), website creation and filming short sequences and music videos (using Adobe Premiere Pro editing.) Student select their individual task from a selection of five provided by the exam board.

Skills needed to study this subject: Team work, independent study skills, resourcefulness, creativity, basic IT skills and a keen interest in the world around us and current affairs.

Possible Careers + Future Study: This course leads into A2 Media Studies in the Sixth Form where the BTEC in Creative and Digital Media is a practical base course. Possible careers in film making, radio producing, graphic design, photography, marketing, video game promotion, TV producing, magazine and newspaper/web-based journalism.

Subject: Music GCSE
Exam Board: (AQA 8271)
Coursework: 60%
Exams: 40%



Units:

Listening to and Appraising Music
Performing Music
Composing Music

Course Summary + Controlled Assessment/Overview of content: A keen interest in music and listening to music is recommended for anyone opting for the subject. It is not essential to play a musical instrument or be a singer to access GCSE Music, when performing students can use music technology on computers and can also DJ or play a musical instrument. The GCSE Music course is delivered in an exciting way giving students of all musical ability an excellent opportunity to develop their musicality through performing, composing and listening.

Through performance, composing and listening activities, students are given insights into a vast selection of music from many different times and cultures, including Popular Music from the 20th and 21st centuries and World Music. The specification includes a flexible approach to performing, giving musicians of all abilities an opportunity to succeed in the subject.

Core context:- 1) Performing Music 2) Understanding Music 3) Composing Music.

Exam paper:- 40% of GCSE. Listening and Appraising.

Performing Music:- 30% of GCSE. 1) Solo performance 2) Group performance.

Composing/Song Writing:- 2 compositions – one to a brief and one free composition.

Performing coursework can be completed in many ways. Students can sing or use a musical instrument, but also students can perform as a DJ or use computers to programme their performances. Any piece from any genre can be performed there are no limitations.

Skills needed to study this subject: Students must be good at working individually and as part of a team. They must be willing to take part in class performances. As in all subjects they must be good at meeting deadlines.

Possible Careers + Future Study: The GCSE in Music is a good link to A Level Music, Music Technology and other further and higher education courses which can lead to a career in the arts/music. Taking part in music helps students develop confidence, self-belief, motivation, social skills and other important life skills of which all are useful for any career.

Subject: Level 1/2 Vocational Award in Sport and Coaching Principles

Exam Board: WJEC (603/7017/8) Qualification Code: 5259QA



Unit 1: Fitness for Sport Written exam
1 hr 20 mins 40% of qualification 80 marks

Unit 2: Improving Sporting Performance Controlled assessment
approx. 4 hrs 25% of qualification 50 marks

Unit 3: Coaching Principles Controlled assessment
approx. 6 hrs 35% of qualification 70 marks

Unit 1 introduces learners to the adaptations that take place in the body following exercise, how training can lead to improvements in fitness, and the planning of training programmes. The aim of this unit is to develop the knowledge, understanding and skills needed to plan training programmes to improve the fitness of individuals.

Unit 2 introduces learners to how different areas of sporting performance can be improved. The aim of this unit is to provide learners with the knowledge and understanding needed to be able to analyse sporting performance, identify strengths and weaknesses and plan for improvement.

Unit 3 introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.

There is coursework throughout the two years of the course which involves creating power points, observational checklists, pamphlets as well as written (typed) reports. Coursework is completed as controlled assessments which must be done in school, under supervision and a time limit.

Skills needed to study this subject: An interest in all aspects of PE and sport, success at performing practical PE and sport with good general sporting knowledge. Students must also be playing, performing, coaching or officiating either within school or in the local community.

Possible Careers + Future Study: There are a range of A-Level courses linked to Sports, in addition to a variety of Level 3 Vocational courses offered by further education providers.



Subject: Religious Education GCSE (inc. Religion, Ethics and Philosophy)

Exam Board: (AQA 8062)

Coursework: none

Exam: 100%

Course Content:

Religious Studies offers students an exciting and unique opportunity to investigate the impact and influence that religion has on the lives of believers and society. The syllabus requires students to engage with current ethical and philosophical topics that are at the heart of modern society and cause much debate and often controversy. Religious Studies enables students to develop independence in their thinking as they analyse and reflect on the value and usefulness of different points of view. It is widely recognised that Religious Studies gives students valuable academic skills that can really help them with many of their other GCSEs, including the ability to write dynamic essays and express themselves clearly both orally and in writing.

The Religious Studies syllabus offers the opportunity to study the following topic areas, all of which are relevant and important in today's ever changing world:

- The treatment of animals and the ethics of medical testing on animals
- The origins of the universe and the treatment of the environment
- Ideas about the afterlife
- Human relationships, including sexuality, marriage and divorce
- Relationships within different families and the changing nature of the roles of men and women.
- Gender equality and prejudice and discrimination.
- Religion, peace and conflict, including ethics of war, violence, weapons of mass destruction, pacifism and terrorism.
- Religion, crime and punishment, including the aims of punishment and different beliefs about the treatment of criminals and the causes of crime.
- Topics are explored by studying a wide variety of views that include both atheist and religious ideas. Students are encouraged to think for themselves and try to assess the validity of these views.
- Beliefs and Practices of Christianity and Buddhism.

This course gives students a good foundation for going on to study RS Philosophy and Ethics at A Level. The skills they develop are higher level thinking skills such as analysis of various arguments (religious and non-religious), and it helps them to be able to construct and justify their own arguments.

Possible Careers + Future Study: The knowledge and skills gained through Religious Studies lend themselves to careers such as, Law, Police, Teaching, Nursing, Paramedic, Medicine, Journalism, Armed Forces and any job that requires a certain ability to empathise, communicate and understand other people.

MAKING THE DECISION

You need to make a decision and hand your initial form in by 9am on Wednesday 1st March 2023 at the latest.

Over the next few weeks you may wish to discuss with:

Your Form Tutor

Your Parents/Carers

Your Subject Teachers

Miss Norton (Head of Year)

Mr Harris (Deputy Head)

Careers Advisor

At the beginning of April you will have an individual interview with a senior member of staff. During the Summer Term, your courses will be confirmed with a letter to your Parents/Carers.

Students will choose one of the EBacc Humanities subjects (Geography/History) one of the EBacc Languages (French/German) and 4 further subjects in preference order and 3 subjects from this list will be allocated. Mr Harris will use this information to create option blocks, so that the maximum numbers of top choice options are met. With such a large number of choices to be made it will not be possible to give everyone their top 3 choices.

An example only of what the final blocks could look like is shown below;

Block A	Block B	Block C	Block D
Business Studies Art French Photography	History Geography Child Development Computing French	Geography History German Religious Studies Sports Studies	Drama Food & Nutritional French History Music Resistant Materials

Here are some **examples** of student choices based on the example blocks:

Student A:	Preferences
EBacc Hums	<i>History</i>
EBacc MFL	<i>French</i>
1 st choice	<i>Business Studies</i>
2 nd choice	<i>R.E.</i>
3 rd choice	<i>Music</i>
4 th choice	<i>Art</i>

Based on the **example** blocks, Student A would be able to access Bus Studies in A, RE in C, French in B and History in D.

Student B:	Preferences
EBacc Hums	<i>Geography</i>
EBacc MFL	<i>French</i>
1 st choice	<i>Music</i>
2 nd choice	<i>Computing</i>
3 rd choice	<i>Photography</i>
4 th choice	<i>Art</i>

Based on the **example** blocks Student B would access Music in D, Computing in B, French in A and Geography in C.

Student C:	Preferences
EBacc Hums	<i>History</i>
EBacc MFL	<i>French</i>
1 st choice	<i>Computing</i>
2 nd choice	<i>Child Dev</i>
3 rd choice	<i>Sport Studies</i>
4 th choice	<i>Music</i>

Here Student C would get Computing in B, French in A, History in D and Sports Studies in C, as Child Development clashes with Computing in Block B.

Example: Year 10 Courses for September 2023

Student's Name: *Joe Bloggs*

Tutor Group: *9 Hardy*

You need to ensure that you return this form to your Form Tutor before 9am Wednesday 1st March 2023.

Before you make your choices you need to ask yourself:-

- Have you got a balance of different types of subjects?
(Discuss with your Form Tutor)
- Will you enjoy and be committed to your subjects?
(Discuss with your Subject Teachers/Parents)
- Do your preferences fit in with your hopes for study/work in the future?
- Discuss with your Parents/Mr West/your Form Tutor /Mr Harris/Careers Advisor

1st Task: Choose one from the group below;

EBacc Hums	Preferences
Geography	✓
History	

2nd Task: Choose one from the group below;

EBacc MFL	Preferences
French	
German	✓

3rd Task: List your next 3 subjects in preference order

	Preferences
1 st choice	<i>History</i>
2 nd choice	<i>Business Studies</i>
3 rd choice	<i>Media</i>
4 th choice	<i>GCSE RE</i>

Please give reasons for your combination of subjects:

I am unsure of what I want to do in the future; I may want to go to university, or even into employment so I have chosen a variety of subjects.

Parent's/Carer's Signature: *Mrs J M Bloggs*

Date: *18th February 2023*

