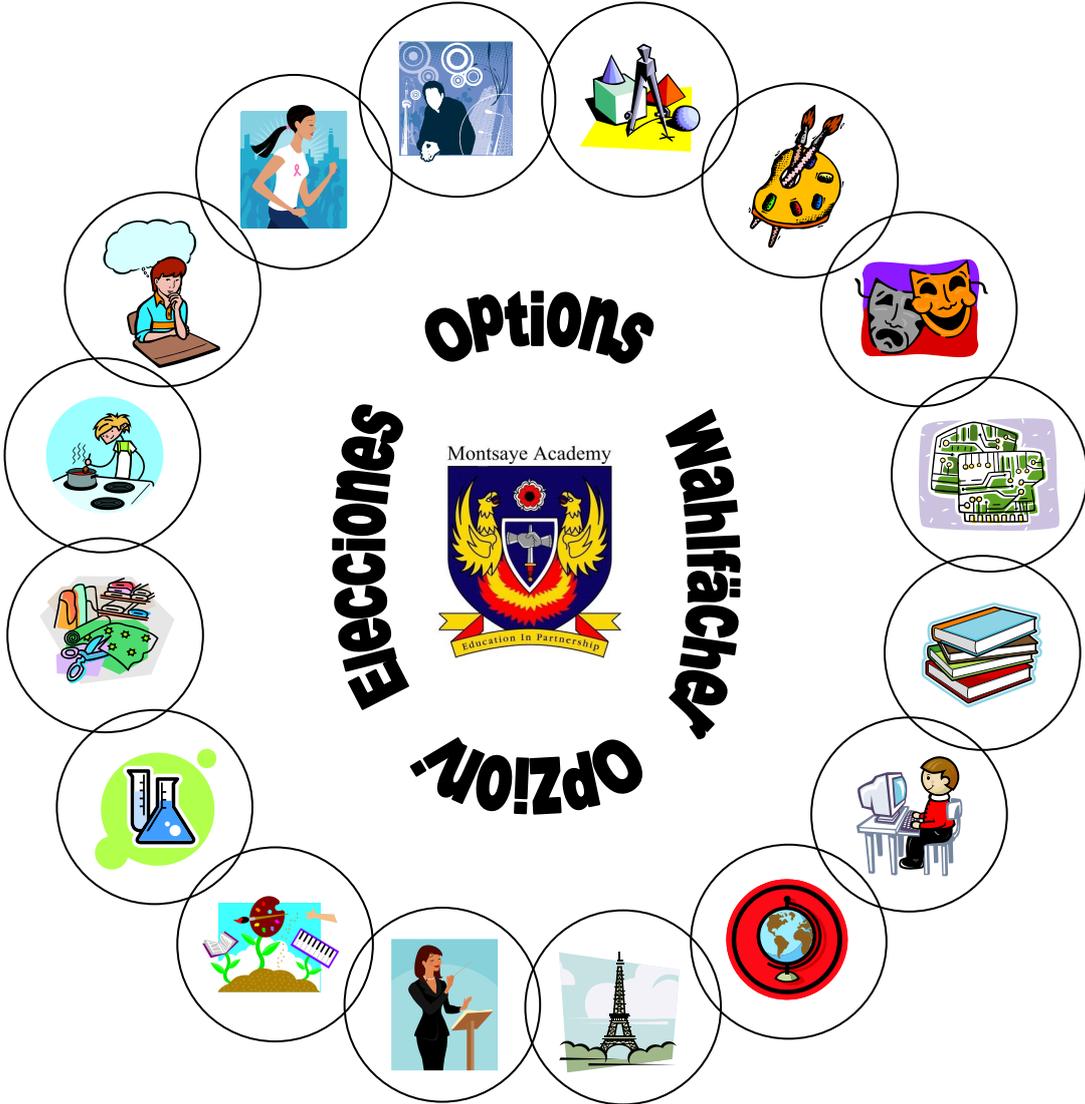
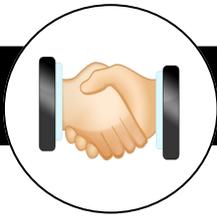


# MONTSAYE ACADEMY

## YEAR 8 OPTIONS BOOK 2017

### Key Stage 4 Curriculum Guide





# Introduction

Dear Parent, Guardian or Carer

As your child approaches the most important stage in his/her education so far, we feel that making the correct decisions and choices is of vital importance. This booklet will guide you through the subjects and courses available to study in Year 9 and throughout Key Stage 4. We hope that every pupil in Year 8 will make an informed choice of the subjects they would like to study in Key Stage 4. All students will be fully mentored by their form tutor and, along with your support, I am confident that they will all make informed choices regarding the subjects they wish to study. Additional information on individual subjects or courses can be found on the relevant examination board website.

Every student will have the opportunity to study a range of accredited subjects appropriate to his/her needs and potential. This includes the core curriculum of subjects which every child must study; further details regarding these subjects and their content can be found within this booklet. We have your child at the forefront of our mind, as we create a broad and balanced curriculum that gives every student the opportunity to be successful in a range of different pathways, including GCSEs and BTECs. To ensure that the curriculum remains broad and balanced, students are to select one option from each of the three option blocks.

This booklet has been put together to help your child make the right decisions. We hope that you will have a chance to read through the booklet with your son/daughter and discuss the choices available. Your child should also be seeking help from his/her tutor and subject teachers, who will offer advice and guidance on the most appropriate courses.

Along with this options booklet you will also find a draft option choices form for your information. This form **does not** need to be completed and returned. All students will complete the official options form with their form tutor during a mentoring session and those forms will be completed and returned by Friday 21st April 2017. We cannot guarantee the availability of all subjects and some alterations may have to be made depending on pupil choices and staffing. We also warmly invite you to our Options Presentation which takes place between 5.30pm-6.00pm on Monday 20th March 2017.

Yours faithfully

Mr M Jordan  
Assistant Vice Principal



## To the pupil.....

### ...your questions answered

#### **Why have I got this booklet?**

This booklet is to help you plan the next phase of your education here at Montsaye Academy. In the future most of you will stay on into the sixth form, some of you may attend college or seek apprenticeships, but whatever you do, you will find your career will involve further training.

#### **What does this booklet contain?**

This booklet contains information about the courses you could follow and the choices you will make. Read it carefully and discuss these options with older students in your form group, your parents, subject teachers, tutor, head of house and careers advisor. The more information you can get the better!

#### **Why do I have to make a choice?**

The next three years are a foundation for the rest of your life. Whatever you decide now may make the difference between success and failure. You are not able to take all your current subjects to examination level, however, it is important to keep your option choices broad in order to get a balanced education, which is the reason behind the blocking together of certain subjects.

#### **Can I choose whichever subjects I want?**

Not exactly – you must study English, maths, PE, religious and social studies, science and a humanities subject. After that you should not attempt to specialise too much in certain areas as this could limit your opportunities in the future. To help with this you must opt for at least one choice from each of the three option blocks.

#### **What do I have to do to succeed?**

The next three years are very important, and you must aim to learn as much as you can to form the basis of future qualifications. Careful planning and serious revision are the key to examination success.

#### **Will I get my first choices?**

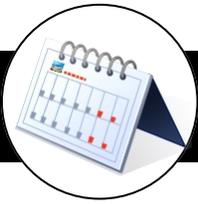
It is hoped that pupils will get their first choices of option subjects, but with such a huge number of pupils all choosing different subjects, it is sometimes impossible to give everybody their top choices. If we cannot offer you your first choice, a senior member of staff will meet with you to discuss alternative arrangements.

#### **Should I choose the same subjects as my friend?**

You need to think very carefully about the subjects that **you** want to study. There is no point choosing a subject you do not like, just because your friend wants to do it. The way the timetable works out, you might not even end up in the same group as your friend anyway!

#### **Where can I get some advice?**

There are many people who are only too happy to offer you good advice; the best thing you can do is talk to as many people as you can and **act** on their advice. Your form tutor will hold a mentoring session with you focusing on the options process and will refer to your current performance in lessons both in terms of the quality of the work you have produced and your attitude towards learning. They will also look at the target information we have that indicate the GCSE grade that you are capable of achieving by the end of Year 11 to ensure that you make appropriate choices. You can also speak to your subject teachers and older members of your form group to ensure you make informed choices. If you would like to talk to a trained careers advisor, please speak to your form tutor.



## Important Dates

**Options Presentation to parents: Monday 20th March 2017**

**Deadline for submission of option form: Friday 21st April 2017**



## Terminology

Here is a short explanation of some of the words and phrases used in this booklet:

**GCSE:** a general certificate in secondary education

**BTEC:** a qualification in a vocational subject, worth the same as one or more GCSEs

**core subject:** a subject which you **must** study in Key Stage 4

**key stage 3 (KS3):** the collective name for Year 7 and Year 8

**key stage 4 (KS4):** the collective name for Year 9, Year 10 and Year 11

**national curriculum:** the subject areas which every pupil in England **must** study

**NVQ:** an alternative to a GCSE course, usually done on a work or college placement

**optional subject:** a subject which you can choose to study at GCSE level

**syllabus/specification:** the information you have to know and the things you must be able to do by the end of the course

**tier:** the level of exam you are entered for; higher or foundation

**internal assessment:** refers to all work that is completed here at the academy, marked by our teachers, with the marks then verified by the examination board and used as part of the final grade. This work may take various different forms including essays, project and practical work and has various different conditions attached to them by the different examination boards. This assessment will have strict deadlines set by the examination boards that we must adhere to

**external assessment:** refers to work that is set and marked externally by representatives of the examination board. At GCSE this assessment typically takes the form of a formal written examination paper although in certain practical subjects and BTEC courses visiting external examiners may come into the academy to assess the work on site. Again there are published dates for these assessments that are set by the examination board and we cannot move or change them.



# Assessment

## External Assessment

## Internal Assessment

All coursework is produced internally in strictly controlled conditions.

### ACADEMY POLICY ON EXAMINATION ENTRY

Certificates at GCSE/BTEC are awarded by:

AQA	Assessment Qualification Alliance	( <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> )
EdExcel	The Foundation for Education Excellence	( <a href="http://www.edexcel.org.uk">www.edexcel.org.uk</a> )
OCR	Oxford, Cambridge and RSA Examinations	( <a href="http://www.ocr.org.uk">www.ocr.org.uk</a> )

Which are regulated by:

QCA	Qualifications and Curriculum Authority	( <a href="http://www.qca.org.uk">www.qca.org.uk</a> )
JCQ	Joint Council for Qualifications	( <a href="http://www.jcq.org.uk">www.jcq.org.uk</a> )

Most of the courses offered to students lead to public examination. The academy has a good record of success in these **for pupils of all abilities**, however, examination entry is not guaranteed, and as you will see as you read on, the level you obtain will often depend on which examination papers you take. Furthermore, you may not be entered if you have made insufficient progress, through lack of effort or failure to produce the required controlled assessments.

**EXAMINATION FEES** are the responsibility of the academy governors. Our fees, paid out of the academy budget, amount to many thousands of pounds each year. Students who complete the necessary components in any subject will have their examination fees paid for by the academy. Parents may be asked to pay for entries in some subjects when the level of attendance to the academy is deemed to be unacceptable.

**ENTRIES** are compiled by heads of department several weeks before the exams are due to take place. Entry procedures are operated by the academy's examinations officer in consultation with staff, pupils and parents, throughout Key Stage 4. **Parental attendance** is very important at Parents' Evenings during these important years.

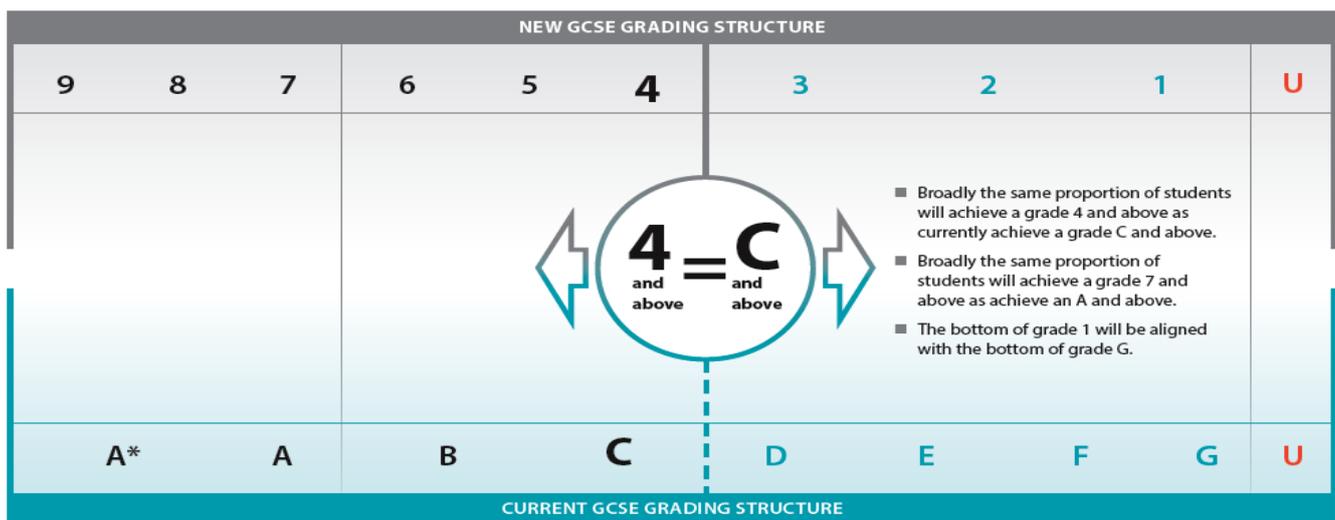
**ATTENDANCE** on a regular basis is essential throughout the course. Unauthorised absences will be recorded on your academy reference. Whilst serious ill health can be covered by a doctor's certificate with the examining board concerned, casual absences lead to a reduced grade or no grade at all.

**WORK RATES** - continuous, consistent, planned effort, effective revision and homework organisation, and determination to succeed are the qualities needed for exam success. There is no easy way to pass an examination. Teachers give regular advice on the necessary study skills but you cannot rely on your teacher to carry you through the course. The academy has a good record at GCSE mainly because the majority of students have developed good work habits and attended regularly.

Key Stage 4 subjects involve a combination of internal and external assessment; the completion deadlines are set by the examination boards, not by the academy. If you do not submit work on time, you may well be graded absent for the particular component and this will result in a considerably lower grade.

**KS4 GRADES** - there will be a new grading system in place by the time your child is awarded their GCSE results in the summer of 2018. Vocational courses are often reported as a pass, merit or distinction, but these also have a GCSE grade equivalent. The diagram below shows the link between the new grading system and the current one:

## Grading the New GCSEs in 2017



# Core Subjects

The following subjects are core subjects which means that they are subjects that everyone studies throughout Year 9, Year 10 and Year 11



**English Language and Literature**



**Geography**



**History**



**Mathematics**



**PE (Core)**



**Religious and Social Studies**



**Science - Combined Science: Trilogy**



# English Language and Literature

## Qualification

GCSE English Language and Literature AQA Specification

## Overview

Students will be given the opportunity to explore and develop the following skills which are essential for GCSE success:

- communication skills; working in groups, sharing ideas, discussions
- analytical skills; the close study of a text
- interpretative skills; developing your own views and understanding the meaning of any given text
- comparative skills; considering and making connections between texts
- imaginative skills; writing creatively in a range of different genres

## Objectives

The course aims to develop knowledge and understanding of language and literature.

Students will learn how to communicate clearly and how to adapt language choices for different situations. Students will learn to read with insight and engagement and be able to follow an argument; they will have a greater understanding and ability to evaluate the different devices a writer uses to achieve effects. They will also learn how to structure and organise ideas. English literature preparation will allow students to develop an awareness of social, historical and cultural contexts.

Year 9 will provide students with opportunities to consolidate essential skills required at GCSE. These skills will be embedded in Year 10 preparation for GCSE assessment at the end of Year 11.

## Assessment

### External Assessment 100%

Students will be assessed for GCSE English language and GCSE English literature examinations in Year 11. The national curriculum attainment areas of a variety of reading and writing form the basis of the course and students will be encouraged to express themselves in both oral and written forms, accurately and with confidence.

## Useful Websites

Montsaye VLE: English department area  
[www.bbc.co.uk/schools/gcsebitesize/english](http://www.bbc.co.uk/schools/gcsebitesize/english)  
[www.thegrid.org.uk](http://www.thegrid.org.uk)

## Career Opportunities

GCSE English language underpins all further study. The ability to communicate clearly in a variety of formats is essential for future study. Those who wish to develop their understanding of English literature may be able to take the subject at A-level at the Academy.



# Geography

## Qualification

Students will be doing the Eduqas GCSE in Geography B specification which will be examined in Year 11 in June 2019.

## Overview

The content of the specification is organised into three broad themes:

Theme 1: Changing Places - Changing Economies

Theme 2: Changing Environments

Theme 3: Environmental Challenges

Within each theme, learners will be encouraged to take an enquiry approach to a range of contemporary geographical and environmental issues. Learners will be given the opportunity to represent geographical data using a range of cartographical and graphical techniques whilst exploring the content of each theme. They should be given the opportunity to analyse a variety of maps, graphs, photographs and data sets. They will also be doing at least two days fieldwork at different locations in the UK.

## Objectives

The course aims to enable learners to think 'like a geographer'. That is to say, learners will develop the skills necessary to conduct framed enquiries in the classroom and in the field in order to develop their understanding of specialised geographical concepts and current geographical issues. By following this specification learners will achieve the following objectives:

- develop the ability to think creatively, for example, by posing questions that relate to geographical process and concepts that include questioning about spatial pattern and geographical change
- develop the ability to think scientifically by collecting and recording appropriate evidence from a range of sources, including fieldwork, before critically assessing the validity of this evidence and synthesising their findings to reach evidenced conclusions that relate to the initial aim of their enquiry
- develop the ability to think independently by applying geographical knowledge, understanding, skills and approaches appropriately and creatively to real world contexts. In so doing they should appreciate that geography can be 'messy' i.e. that real geography does not always match typical or predicted outcomes.

## Assessment

The course is assessed by three exams at the end of Year 11.

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize/geography](http://www.bbc.co.uk/schools/gcsebitesize/geography)

[www.revisionworld.co.uk/gcse-revision/geography](http://www.revisionworld.co.uk/gcse-revision/geography)

## Career Opportunities

The course will allow learners to develop a wide range of skills for the career market place. Employers value the global knowledge and wide-ranging research and analytical skills that successful geography students bring to work as employees. Geography has natural links with many other subjects like business and the sciences and can lead to many different careers linked to the sustainable use and management of the environment, landscapes, resources, ecosystems, planning issue and hazards.



# History

## Qualification

Students starting in Year 9 September 2017 will do the new Edexcel GCSE History course. This will be examined at the end of Year 11 in 2020.

## Overview

Throughout the three year course pupils will study the following units:

- The American West, c1835–c1895
- Medicine in Britain, c1250 to present
- The British sector of the Western Front: injuries, treatment and the trenches
- Weimar and Nazi Germany, 1918–39
- Anglo-Saxon and Norman England 1066-1088

## Objectives

The content of the History GCSE is intended to support students in learning more about the history of Britain and the wider world. It should inspire students to deepen their historical understanding, think critically, make informed decisions and develop analysis and judgement.

The GCSE history course provides students with the opportunity to use critical reasoning and analytical skills, including the capacity for solving problems using a range of stimulating historical resources including text, visual and moving images. Students are also provided with opportunities to learn about change and continuity across a broad range of historical eras, and learn about the significance and impact of these events on today's world.

## Assessment

**External Assessment: 100%**

## Useful Websites

[www.edexcel.com](http://www.edexcel.com) (follow the subject link to history)  
[www.bbc.co.uk/schools/gcsebitesize/history](http://www.bbc.co.uk/schools/gcsebitesize/history)  
[www.revisgcsehistory.co.uk](http://www.revisgcsehistory.co.uk)

## Career Opportunities

History students are naturally suited to careers such as museum or art gallery curators or in academia. Their analytical and communication skills should also be useful in business and law. With a minimal amount of training, history graduates would be ideal for jobs in teaching, journalism, the civil service, law, criminal investigation, archiving and libraries.



# Mathematics

## Qualification

GCSE Mathematics AQA Specification (new style exam for 2017 entry)

## Overview

Maths is one of the most useful subjects that students will learn in school. It gives vital tools needed to study many degree subjects; it also teaches a wide range of transferable skills that will be of benefit within the workplace.

Maths will provide the numeracy skills that are required to take control of daily life, whether managing finances or judging the latest government statistic.

## Objectives

Students will follow a linear course, starting in Year 9 which includes work on:

- statistics and probability
- number and algebra
- geometry and measures

The course builds on the content and skills learnt at Key Stage 3.

## Assessment

Entry is available at one of the two tiers:

Higher (grades available: 9 to 4)

Foundation (grades available: 5 to 1)

Students will sit three equally-weighted papers (one calculator and two non-calculator) one and a half hours each.

**External Assessment: 100%**

Elements of functional mathematics are embedded in assessments:

20% to 30% on higher tier

30% to 40% on foundation tier

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize/maths](http://www.bbc.co.uk/schools/gcsebitesize/maths)

[www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300](http://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300)

[www.mymaths.co.uk](http://www.mymaths.co.uk)

[www.mathswatchvle.com/](http://www.mathswatchvle.com/)

[www.kerboodle.com/users/login](http://www.kerboodle.com/users/login)

## Career Opportunities

Maths provides an entrance into a wide variety of careers; finance, accountancy, banking, engineering and architecture to name but a few.



# PE (Core)

## Overview

All students at Montsaye receive two hours of physical education per week. Teaching groups in Year 9 are normally single sex. Students are taught in blocks of 6 to 8 lessons. During the year students will take part in a broad range of activities taken from the following:

Football	Gymnastics	Badminton	Cricket	Dance
Netball	Hockey	Rounders	Aerobics	Rugby
Table Tennis	Basketball	Athletics	Pilates	Short Tennis
Softball	Tennis	Trampolining	Boxerfit	
Volleyball	Swimming			

## Objectives

All students are encouraged to achieve their best in physical education. Lessons are structured in order that students can learn new skills at the same time as developing their knowledge and understanding of rules and tactics. Within lessons students will have the opportunity to take on roles other than being a performer, ie, coach, official, leader.

Extra-curricular activities are on offer every day of the week after school. The staff in the PE department work alongside the Sports Centre staff to offer a broad range of activities. Some activities are recreational whilst others involve structured competitions against other schools within the district and county. Activities currently on offer include the fitness suite, dance, dodgeball, basketball, rugby, football (boys and girls), badminton, table tennis, netball and swimming.

Both lessons and the extra-curricular programme offer students the opportunity to develop their sporting skills, but also the opportunity to develop life skills such as teamwork, communication, organisation and leadership.

## Assessment

In core PE, students are assessed at the end of each block of work using GCSE practical guidelines.

## Useful Websites

[www.bbc.co.uk/sport](http://www.bbc.co.uk/sport)  
[www.bbc.co.uk/sportacademy](http://www.bbc.co.uk/sportacademy)  
[www.ocr.org.uk](http://www.ocr.org.uk) (GCSE Physical Education)

## Career Opportunities

For elite performers there may be an opportunity to pursue a career as a professional sportsman/woman. However, these opportunities are very rare. In addition to participating in sport/physical activity students have the chance to act as coaches, officials and leaders within PE lessons. Students who enjoy these roles can pursue these further outside of school. If students enjoy PE and want to pursue a career within PE and sport we recommend that they opt to study GCSE PE, GCSE Dance or NCFE in Health and Fitness.



# Religious and Social Studies

## Overview

This course will allow students to develop their understanding and knowledge of religious studies and also cover essential PSHE content. It will allow students to start to prepare for adult life and help them to understand and make sense of the legal, political, economic and social and religious issues which can affect them today.

The students will look at issues such as war, crime and punishment, human rights (including freedom of expression), prejudice, bullying and the use of social media, human relationships including contraception, marriage and divorce. The course will also cover elements of careers advice and will encourage students to think about their future and how to achieve their career ambitions.

The work will be the foundation for those students who are taking the GCSE in Religious Studies and will cover Christian and other religious views, including Buddhism and Islam.

## Objectives

Students will complete work to the same standard as expected in all of their studies. They will continue to develop their written and verbal skills and develop transferable skills which will also benefit their other subjects.

Students will be encouraged to explore topical controversial issues and problems and to explore different viewpoints and respond with thought and understanding with regular discussions as well as in their written work.

## Assessment

Each unit will be internally assessed in line with the standards set by the new GCSE.

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize/rs](http://www.bbc.co.uk/schools/gcsebitesize/rs)  
[www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)  
[www.biblegateway.com/](http://www.biblegateway.com/)  
[www.bestcourse4me.com](http://www.bestcourse4me.com)  
[www.growingambitions.tes.co.uk](http://www.growingambitions.tes.co.uk)  
[www.icould.com](http://www.icould.com)  
[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)



# Science - Combined Science: Trilogy

This double award is equivalent to two GCSEs and covers the three science disciplines, biology, chemistry and physics.

## Qualification

GCSE Science AQA Specification 8464

## Overview

GCSE Science is part of our core curriculum designed to inspire and challenge students of all abilities and aspirations. Practical work is integral to the combined science GCSE and students enjoy the opportunity to plan and carry out practical work, analyse and evaluate information from data collected. There are 16 required practical investigations that are examined within the final exams.

## Objectives

Biology	Chemistry	Physics
Cell biology	Atomic structure and the periodic table	Forces
Organisation	Bonding and the properties of matter	Energy
Infection and response	Quantitative chemistry	Waves
Bioenergetics	Chemical and energy changes	Electricity
Homeostasis and response	Organic chemistry	Magnetism and electromagnetism
Inheritance, variation and evolution	Chemical analysis	Particle model of matter
Ecology	Chemistry of the atmosphere	Atomic structure

## Assessment

The course is linear with assessment (six exams) at the end of Year 11. Each written exam has a duration of 1 hour 1 minutes and is worth 70 marks (16.7%) of the GCSE. Exam questions vary in style including multiple choice, structured, closed short answer and longer response.

## Useful Websites

[www.sciencelab.org.uk/gcse](http://www.sciencelab.org.uk/gcse)  
[www.bbc.co.uk/education](http://www.bbc.co.uk/education)  
[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.samlearning.com](http://www.samlearning.com)

## Career Opportunities

In science we try to develop learners' thinking skills that are transferable skills for most careers.

These are just a few careers that an education in science could lead to:

engineer, mechanic, architect, nurse, health care assistant, brewer, astronaut, astronomy, medicine, doctor, dentist, primary school teacher, secondary school teacher, hairdresser, lawyer, volcanologist, geologist, forensic science, veterinary science...

# Block A



**Computing**



**Drama**



**Fine Art**



**French**



**PE GCSE**



**Photography**



**Product Design**



**Single Sciences**



**Spanish**



# Computing

## Qualification

The IT and Computing course in Year 9 builds on the work covered at key stage 3. Computing is a challenging and rewarding course that looks at computers and how computer systems work, how designed and programmed, how to apply computational thinking and how to make best use of information technology. The course balances this with a traditional ICT content designed to improve students' software skills.

## Why choose IT?

There are three distinct strands within computing, each of which is complementary to the others: computer science, information technology and digital literacy. Each component is essential in preparing pupils to thrive in an increasingly digital world. Students who choose to study IT and Computing at key stage 4 will have the opportunity to develop their analytical and thinking skills, understanding of computer systems and their practical IT skills. It aims to give pupils a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world. To that end the Year 9 course acts as a foundation course covering the development of both ICT skills and Computational thinking. This will allow students to study Computing following the OCR Computing GCSE course.

## What will you learn?

This course is suitable for young people who want to explore and investigate how computers work and how they are used. You are most likely to enjoy the subject if you have a real interest in how computers work, you are a logical thinker and enjoy problem solving. You should enjoy undertaking both group and individual project work, and have the resilience to be able to evaluate and improve your solutions.

The course will begin with a foundation unit, allowing students to tackle a wide range of computing and computer science topics including hardware and software, analysis and algorithms, programming and website design. This will give students a firm grasp of the basic concepts of computing before they start their GCSE.

The course is designed to:

- Inspire and enthuse learners to become more technology savvy – producers of technology products rather than just consumers.
- Give learners the opportunity to gain a broad understanding and knowledge of computing, with an emphasis on programming and problem solving skills.
- Encourage personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects.
- Allow students to develop proficiency in a wide range of modern, industry used software such as Microsoft Office 2013 and the full Adobe Creative Suite.

## Useful Websites

<https://royalsociety.org/education/policy/computing-in-schools/report/>  
[www.cambridgegcsecomputing.org/](http://www.cambridgegcsecomputing.org/)  
[www.computingatschool.org.uk/](http://www.computingatschool.org.uk/)

## Career Opportunities

UK employment of IT professionals through to 2020 is set to grow nearly twice as fast as the UK average. Anyone considering a career in IT would find that this course provides a good basic grounding in the subject, potentially leading onto an A-level at post-16 and a degree at university. The IT industry offers a wide variety of careers from database management, website design, service/help desk advisor to software and games development.



# Drama

## Qualification

Trinity Guildhall Acting and Speaking (Grade 4)  
GCSE Drama (Awarding body to be confirmed)

## Overview

In Year 9 students will be given the opportunity to express themselves in a creative and exciting way through a vast range of practical activities. Students will work in a variety of different sized groups to devise drama pieces for both the Trinity Guildhall exam, performance showcase and a theatre in education piece.

In Year 10 and Year 11 students will follow the GCSE drama curriculum which includes both on and off script work, improvisation and character development and written theoretical work too. Students will also have many opportunities to see live theatre performances throughout the 3 year course.

## Objectives

Students will learn how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage. They will learn how to create a character and play this character in a performance.

Students also develop many other skills that are highly valued in both further and higher education and within the work place. These include teamwork and confidently presenting yourself in public.

## Assessment

The Trinity Guildhall Exam in Year 9 is a 100% practical drama performance externally examined.

The GCSE course in Years 10 & 11 is assessed using:

**Practical Tasks and Written Portfolios 60%**

**Written Exam 40%**

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize/drama](http://www.bbc.co.uk/schools/gcsebitesize/drama)

[www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

## Career Opportunities

The study of drama is a great confidence builder, learning presentation techniques and the importance of teamwork. A wide variety of jobs are available, ranging from drama therapist, community arts worker, actor, theatre director, teacher, lecturer, theatre stage manager, broadcast presenter, arts administrator and television production assistant.



# Fine Art

## Qualification

GCSE Art AQA Specification - full course (Fine Art)  
Preparation for A Level Art or Photography

## Overview

GCSE fine art is all about working independently and developing ideas, experimenting with different ways of using materials and exploring different styles, cultures and beliefs.

Within the three years there will be flexibility to study for the two qualifications above. **In Year 9, ALL groups will study a foundation art course.** Towards the end of Year 9, students will begin to study their selected GCSE course.

## Objectives

Students will learn to create exciting work in a range of different areas, for example: drawing and painting, graphic design, creative textiles, printing, three dimensional design, photography and image manipulation (Photoshop).

This course provides the opportunity to experiment with a variety of materials and techniques, to help students express feelings and ideas through their work. Students will be introduced to a variety of artists from around the world (contemporary and traditional). From this research, students will find links between the work of the artists and their own and will develop ways to communicate those connections.

In Year 11, students will be offered the opportunity to attend a gallery/cultural visit in London.

## Assessment

**Trial exam:** will take place at the end of Year 10; this will be a full day off timetable to complete a final piece.

**Exam:** all fine art students will sit a two day exam in Year 11; this will be a full two days off timetable to complete a final piece.

**External Assessment 40% (one major project issued by AQA)**

**Internal Assessment 60% (two projects and one final piece)**

## Useful Websites

[www.aqa.org](http://www.aqa.org) (search for art or photography)

[www.bbc.co.uk/schools/gcsebitesize/art](http://www.bbc.co.uk/schools/gcsebitesize/art)

[www.tate.org.uk](http://www.tate.org.uk)

[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)

## Career Opportunities

Architect  
Fashion Designer  
Graphic Designer  
Interior Designer  
Signwriter  
Make-up Artist

Animator  
Freelance Designer  
Illustrator  
Product Designer  
TV or Film Marker/Advertising  
Web Designer

Art Therapist  
Fine Artist/Sculptor  
Photographer  
Teacher  
Textile Designer  
Set/Costume Designer



# French

## Qualification

Edexcel GCSE French: this qualification counts towards the English Baccalaureate.

## Overview

In Year 9, students will have 5 hours of French lessons per fortnight.

This is an ideal course for students:

- aiming to achieve the English Baccalaureate qualification
- who enjoy working in pairs and small groups
- who enjoy speaking in a foreign language and being understood by native speakers
- who are good at problem-solving, working out grammatical issues
- who are interested in discovering facts about different countries and cultures

## Objectives

Students will continue the excellent start they have made in French, by following the new French course over the 3 years. This allows students to study the language in greater depth, developing a broader level of independence and fluency. The course is based around the four main language skills of listening, reading, speaking and writing. The topics which students will study will develop the knowledge and understanding they acquired in Year 7 and Year 8.

In Year 9, there will be a greater emphasis on grammar learning, with a view to allowing students to communicate confidently and independently in the target language.

## Assessment

**Listening 25%**  
**Reading 25%**  
**Speaking 25%**  
**Writing 25%**

At GCSE level, there is a greater focus on speaking and writing, where students will be able to speak and write with a good level of independence and creativity. Students will complete a speaking test in Year 11 as well as formal examinations for listening, reading and writing. All four skills will be tested at foundation or higher tier.

Every week, students will be set homework with a focus on vocabulary, learning, grammar practice and reading/listening skills.

## Useful Websites

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)  
[www.wildfrench.co.uk](http://www.wildfrench.co.uk)  
[www.bbc.co.uk/schools/gcsebitesize/french](http://www.bbc.co.uk/schools/gcsebitesize/french)

## Career Opportunities

Teaching, business, commerce, advertising, journalism. Employers are looking for people who can communicate in at least one other language and welcome employees with two or three.



# PE GCSE

## Qualification

GCSE Physical Education OCR.

## Overview

This course is suitable for anybody who enjoys participating in or watching sport and/or has an interest in studying the theory behind sport and physical education.

## Objectives

The GCSE PE course involves both theory and practical elements. The theory is assessed by two exams at the end of Year 11. Theory topics include the following: bones, muscles, joints, methods of training, warm up and cool down, sports psychology, drugs in sport and healthy diet.

Each candidate will be assessed in 3 practical activities. These can be from a wide range of sports/activities that form part of the school curriculum such as football, netball, hockey, basketball, cricket, rounders and athletics. Students can also be assessed in activities that they take part in out of school such as martial arts, skiing, windsurfing and sailing (this may require video evidence). Students should be taking part in sport regularly outside of lessons e.g. extra-curricular clubs at school or local clubs.

During the course, students will develop the following skills: practical sports skills, leadership skills, ICT skills, presentation skills, communication skills, organisational skills, report writing skills and analysis skills. For more details speak to Mr Dean or Mr Wing.

## Assessment

Exam 1 :- Anatomy & Physiology/Training (30% of GCSE) 60 marks 1 hour

Exam 2:- Sports Psychology/ Health & Fitness (30% of GCSE) 60 marks 1 hour

Exam 3:- Assessed in 3 sports  
Evaluating & Analysing 1 sport (40% of GCSE)

## Useful Websites

[www.brianmac.co.uk](http://www.brianmac.co.uk)  
[www.topendsports.com](http://www.topendsports.com)  
[www.ocr.org.uk](http://www.ocr.org.uk)

## Career Opportunities

Studying GCSE PE will assist students in moving on to A-level PE, Level 3 BTEC Sport qualifications or any other sixth form qualification. This could enable students to gain jobs in the sport and leisure industry such as lifeguarding, sports centre leisure assistant or sports coaching. Alternatively, students could use their level 3 qualifications in sport to move on to university and study one of the many sports related courses on offer through UCAS, eg. PE teaching, sports development, physiotherapy and sports science.



# Photography

## Qualification

GCSE Art AQA Specification - full course (Photography)  
Preparation for A Level Photography or Film and Media

## Overview

GCSE photography is all about working independently and developing ideas, experimenting with different ways of using materials and exploring different styles, cultures and beliefs. **In Year 9 ALL photography students will study a foundation art course.** In January/February Year 9, students will begin to study GCSE photography. As well as taking photos students will be expected to analyse photographers and produce several sketchbooks as their portfolio. **Students who wish to study photography MUST have a high level of ICT and art skills.**

## Objectives

At the beginning of the course students will learn to create exciting work in a range of different areas, for example: drawing and painting, graphic design, creative textiles, printing, three dimensional design, photography and image manipulation (Photoshop and Illustrator). Once the photography course begins, they will continue to develop their ICT skills to support their photography portfolio. Students will learn how to use SLR cameras in Year 10.

This course provides the opportunity to experiment with a variety of materials and techniques, to help students express feelings and ideas through their work. Students will be introduced to a variety of photographers around the world (contemporary and traditional). From this research, students will find links between the work of photographers and their own and will develop ways to communicate those connections. Students will be required to attend mini-visits in their lessons and a trip (destination varies) for their coursework. In Year 11, the students will be offered the opportunity to attend a gallery/cultural visit in London.

## Assessment

**Trial exam:** will take place at the end of Year 10; this will be a full day off timetable to complete a final piece.

**Exam:** all photography students will sit a two day exam in Year 11; this will be a full two days off timetable to complete a final piece.

**External Assessment 40% (one major project issued by AQA)**

**Internal Assessment 60% (two projects and one final piece)**

## Useful Websites

[www.aqa.org](http://www.aqa.org) (search for art or photography)  
[www.bbc.co.uk/schools/gcsebitesize/art](http://www.bbc.co.uk/schools/gcsebitesize/art)

[www.tate.org.uk](http://www.tate.org.uk)  
[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)

## Career Opportunities

### Establishments that employ photographers:

Police (crime scene and forensics)  
High street photographers (social and wedding)  
Cruise liners, holiday companies and theme parks  
Large organisations (marketing)

Museums and galleries  
Commercial photographers  
Publishers (newspapers & magazines)



# Product Design

## Qualification

GCSE Design and Technology: Product Design

## Overview

During the course, students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, students will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions they may develop later on. Students will also learn about wider design principles and the affect of design on users and the world we live in. Students will then develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions through the study of existing design solutions. The OCR content requires students to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of design and technology as a pivotal STEM subject.

Students on this course will learn how to formulate investigations, plan for specific target markets and ensure that they apply the principles of ergonomics and quality control checks in their own work. Students will be expected to use their own quality drafting and graphic materials and present work in A3 and other relevant formats using ICT and Computer Aided Design software where appropriate. A cohesive e-portfolio is also expected.

## Objectives

Students will complete an iterative design challenge where they will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. 'Explore, create, evaluate' is a process that occurs repeatedly as design iterations are developed to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

## Assessment

The Iterative Design Challenge is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is two hours and questions offer full access to all learners, regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

## Useful Websites

[www.technologystudent.com](http://www.technologystudent.com)  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  
[www.designmuseum.co.uk](http://www.designmuseum.co.uk)

## Career Opportunities

This qualification can lead to A-level study in product design and also be a first step in a huge number and variety of careers associated with design and product manufacturing.



# Single Sciences

Students with a particular interest in science can opt to study the three separate GCSEs.

## Qualification

AQA GCSE Biology (8461), Chemistry (8462) and Physics (8463).

## Overview

GCSE single science is aimed at students with a particular interest and aptitude for science. Practical work is integral to all science GCSE and students enjoy the opportunity to plan and carry out practical work, analyse and evaluate information from data collected. There are eight required practical investigations for each GCSE that are examined within the final exams.

## Objectives

The content for the science sciences includes and builds on the theory required for the GCSE combined science. In addition to the combined science the single science specifications include a broader range and higher demand theory to enthuse science specialists.

## Assessment

**The entry requirement for this course is a minimum level 6 or equivalent in the Year 8 teacher assessment.**

Each of the GCSE Single Science exams will be examined terminally at the end of year 11 through two exams of 1 hour 45minutes duration. Exam questions vary in style including multiple choice, structured, closed short answer and longer response.

## Useful Websites

[www.sciencelab.org.uk/gcses](http://www.sciencelab.org.uk/gcses)  
[www.bbc.co.uk/education](http://www.bbc.co.uk/education)  
[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.samlearning.com](http://www.samlearning.com)

## Career Opportunities

In science we try to develop learners' thinking skills that are transferable skills for most careers.

These are just a few careers that an education in science could lead to:

engineer, mechanic, architect, nurse, health care assistant, brewer, astronaut, astronomy, medicine, doctor, dentist, primary school teacher, secondary school teacher, hairdresser, lawyer, volcanologist, geologist, forensic science, veterinary science...



# Spanish

## Qualification

Edexcel GCSE Spanish: this qualification counts towards the English Baccalaureate.

## Overview

In Year 9, students will have 5 hours of Spanish lessons per fortnight.

This is an ideal course for students:

- aiming to achieve the English Baccalaureate qualification
- who enjoy working in pairs and small groups
- who enjoy speaking in a foreign language and being understood by native speakers
- who are good at problem-solving, working out grammatical issues
- who are interested in discovering facts about different countries and cultures

## Objectives

Students will follow the Spanish course over the 3 years. This allows students to study the language in great depth, developing a broad level of independence and fluency. The course is based around the four main language skills of listening, reading, speaking and writing.

In Year 9, there will be emphasis on grammar learning, with a view to allowing students to communicate confidently and independently in the target language.

## Assessment

**Listening 25%**

**Reading 25%**

**Speaking 25%**

**Writing 25%**

At GCSE level, there is a focus on speaking and writing, where students will be able to speak and write with a good level of independence and creativity. Students will complete a speaking test in Year 11 as well as formal examinations for listening, reading and writing. All four skills will be tested at foundation or higher tier.

Every week, students will be set homework with a focus on vocabulary learning, grammar practice and reading/listening skills.

## Useful Websites

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.bbc.co.uk/schools/gcsebitesize/spanish](http://www.bbc.co.uk/schools/gcsebitesize/spanish)

## Career Opportunities

Teaching, business, commerce, advertising, journalism. Employers are looking for people who can communicate in at least one other language and welcome employees with two or three.

# Block B



**Computing**



**Child Development**



**Dance**



**Drama**



**Food preparation and Nutrition**



**French**



**Media Studies**



**Photography**



**Single Sciences**



# Computing

## Qualification

The IT and Computing course in Year 9 builds on the work covered at key stage 3. Computing is a challenging and rewarding course that looks at computers and how computer systems work, how designed and programmed, how to apply computational thinking and how to make best use of information technology. The course balances this with a traditional ICT content designed to improve students' software skills.

## Why choose IT?

There are three distinct strands within computing, each of which is complementary to the others: computer science, information technology and digital literacy. Each component is essential in preparing pupils to thrive in an increasingly digital world. Students who choose to study IT and Computing at key stage 4 will have the opportunity to develop their analytical and thinking skills, understanding of computer systems and their practical IT skills. It aims to give pupils a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world. To that end the Year 9 course acts as a foundation course covering the development of both ICT skills and Computational thinking. This will allow students to study Computing following the OCR Computing GCSE course.

## What will you learn?

This course is suitable for young people who want to explore and investigate how computers work and how they are used. You are most likely to enjoy the subject if you have a real interest in how computers work, you are a logical thinker and enjoy problem solving. You should enjoy undertaking both group and individual project work, and have the resilience to be able to evaluate and improve your solutions.

The course will begin with a foundation unit, allowing students to tackle a wide range of computing and computer science topics including hardware and software, analysis and algorithms, programming and website design. This will give students a firm grasp of the basic concepts of computing before they start their GCSE.

The course is designed to:

- Inspire and enthuse learners to become more technology savvy – producers of technology products rather than just consumers.
- Give learners the opportunity to gain a broad understanding and knowledge of computing, with an emphasis on programming and problem solving skills.
- Encourage personal development, motivation and confidence, through practical participation and by giving learners responsibility for their own projects.
- Allow students to develop proficiency in a wide range of modern, industry used software such as Microsoft Office 2013 and the full Adobe Creative Suite.

## Useful Websites

<https://royalsociety.org/education/policy/computing-in-schools/report/>  
[www.cambridgegcsecomputing.org/](http://www.cambridgegcsecomputing.org/)  
[www.computingatschool.org.uk/](http://www.computingatschool.org.uk/)

## Career Opportunities

UK employment of IT professionals through to 2020 is set to grow nearly twice as fast as the UK average. Anyone considering a career in IT would find that this course provides a good basic grounding in the subject, potentially leading onto an A-level at post-16 and a degree at university. The IT industry offers a wide variety of careers from database management, website design, service/help desk advisor to software and games development.



# Child Development

## Qualification

OCR Cambridge National Certificate in Child Development

## Overview

This course will allow students the opportunity to carry out activities with young children and observe, as well as review, these activities to gain an understanding of the developmental norms of young children. The course involves many practical tasks such as preparing foods for young children and making educational aids.

**STUDENTS MUST INDEPENDENTLY ORGANISE TO VISIT A CHILD UNDER THE AGE OF 5 YEARS OLD, OUT OF SCHOOL TIME, TO ENABLE THEM TO COMPLETE ONE OF THE ASSESSED UNITS.**

## Objectives

Students will study the process of pregnancy and birth. They will learn how a child develops physically, socially and intellectually and the essential role of a parent/carer. The nutrition and health of a child is considered as well as the safe practices to follow when caring for a child.

## Assessment

**Unit 1 - Examined unit** - covering topics such as: responsibilities of parenthood, contraception, reproduction, antenatal care, delivery, post natal checks, childhood illnesses and child safety.

**Unit 2 - Centre assessed task** - students will undertake a practical task based on a topic such as nutrition. This will involve researching the topic, planning the practical and evaluating the outcome.

**Unit 3 - Centre assessed task** - students will research, plan and carry out activities with young children and observe their progress. Following this they will analyse the observations to demonstrate their understanding of the development norms and benefits of play.

## Useful Websites

[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.childdevelopmentinfo.com](http://www.childdevelopmentinfo.com)

## Career Opportunities

The course provides a good basis for careers in child care, primary school teaching, nursing or social work.



# Dance

## Qualification

GCSE Dance AQA GCSE Specification – Dance 8236

## Overview

Dance is a powerful and expressive subject which encourages students to develop their creative, physical, emotional and intellectual capacity, whatever their previous experience in the subject. This specification recognises the role of dance in young people's lives and students will study a range of dance styles. They can choose any style to perform and choreograph in, providing it meets the assessment criteria.

The study of the anthology of professional works will develop their ability to critically appraise dances of different styles and cultural influences and provides a springboard for engaging practical tasks.

## Objectives

GCSE dance enables students to develop skills, knowledge and understanding of dance as choreographer, performer and critic through:

- applying and adapting a wide range of skills and techniques effectively in performing and choreographing dance, including the ability to improve
- creating dances for a range of purposes and in response to different stimuli
- developing the ability to analyse, evaluate and appreciate dance

Studying GCSE dance encourages students to appreciate the contribution of dance to their personal and social health, fitness and wellbeing. It also gives them an awareness of the range of opportunities and pathways available in dance.

## Assessment

### **Performance (30%, 40 marks)**

- Set phrases through a solo performance (approximately one minute in duration)
- Duet/trio performance (three and a half minutes in duration)

### **Choreography**

- Solo or group choreography – a solo (two to two and a half minutes) or a group dance for two to five dancers (three to three and a half minutes)

### **Critical appreciation of dance/written paper (40%, 1 Hour 30 mins, 80 marks)**

- Knowledge and understanding of choreographic processes and performing skills
- Critical appreciation of own work
- Critical appreciation of professional works

## Useful Websites

[www.yde.org.uk](http://www.yde.org.uk)

## Career Opportunities

Students gain a sound knowledge and understanding of contemporary dance whilst gaining confidence and improving technical skills that can be developed further at AS-level and A2-level. Further dance training at a university or professional dance school may then lead to a professional dance career. Careers which are available using dance as a background include teaching, production, choreography, those involving health and nutrition and alternative therapies.



# Drama

## Qualification

Trinity Guildhall Acting and Speaking (Grade 4)  
GCSE Drama (Awarding body to be confirmed)

## Overview

In Year 9 students will be given the opportunity to express themselves in a creative and exciting way through a vast range of practical activities. Students will work in a variety of different sized groups to devise drama pieces for both the Trinity Guildhall exam, performance showcase and a theatre in education piece.

In Year 10 and Year 11 students will follow the GCSE drama curriculum which includes both on and off script work, improvisation and character development and written theoretical work too. Students will also have many opportunities to see live theatre performances throughout the 3 year course.

## Objectives

Students will learn how drama is created, including all the acting and staging skills that are needed to put a piece of drama on to the stage. They will learn how to create a character and play this character in a performance.

Students also develop many other skills that are highly valued in both further and higher education and within the work place. These include teamwork and confidently presenting yourself in public.

## Assessment

The Trinity Guildhall Exam in Year 9 is a 100% practical drama performance externally examined.  
The GCSE course in Years 10 & 11 is assessed using:

**Practical Tasks and Written Portfolios 60%**

**Written Exam 40%**

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize/drama](http://www.bbc.co.uk/schools/gcsebitesize/drama)

[www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

## Career Opportunities

The study of drama is a great confidence builder, learning presentation techniques and the importance of teamwork. A wide variety of jobs are available, ranging from drama therapist, community arts worker, actor, theatre director, teacher, lecturer, theatre stage manager, broadcast presenter, arts administrator and television production assistant.



# Food Preparation and Nutrition

## Qualification

OCR GCSE Food Preparation and Nutrition (9-1) J309

## Overview

The new GCSE Food Preparation and Nutrition course is exciting and creative. The course 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. Food preparation skills are integrated into five core topics:

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

## Objectives

Students will learn how to plan healthy, balanced meals for a range of individuals. Advice on current healthy eating issues will be examined. Students will prepare a wide range of foods of their choice. ICT will be used to analyse the nutritional value of the products made.

## Assessment

**Non Exam Assessment (NEA) 50%** - there are two tasks for this:

**Task 1: Food Investigation** (45 marks) – students will be required to investigate and understand the working characteristics, functional and chemical properties of ingredients. An example of this task could be to investigate the use of raising agents in baked products.

**Task 2: Food Preparation Assessment.** (105 marks) - students will demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to a set task. For example 'plan, prepare, cook and present a range of dishes, using a variety of skills, which are a good source of fibre and would appeal to teenagers'.

**Written Examination 50%** (100 marks)

Students will undertake a 1 hour 30 minutes written examination, testing their theoretical knowledge of good preparation and nutrition.

## Useful Websites

[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.nutrition.org.uk](http://www.nutrition.org.uk)  
[www.bbcgoodfood.co.uk](http://www.bbcgoodfood.co.uk)  
[www.foodafactoflife](http://www.foodafactoflife)

## Career Opportunities

Students may wish to progress to an NVQ course in food preparation or embark on an apprenticeship in the catering/food industry. Career opportunities include working as a chef or specialising in dietetics and giving advice on diets. Careers in the food manufacturing industry involve working as a food technologist to develop and promote new products and to test the safety of foods.



# French

## Qualification

Edexcel GCSE French: this qualification counts towards the English Baccalaureate.

## Overview

In Year 9, students will have 5 hours of French lessons per fortnight.

This is an ideal course for students:

- aiming to achieve the English Baccalaureate qualification
- who enjoy working in pairs and small groups
- who enjoy speaking in a foreign language and being understood by native speakers
- who are good at problem-solving, working out grammatical issues
- who are interested in discovering facts about different countries and cultures

## Objectives

Students will continue the excellent start they have made in French, by following the new French course over the 3 years. This allows students to study the language in greater depth, developing a broader level of independence and fluency. The course is based around the four main language skills of listening, reading, speaking and writing. The topics which students will study will develop the knowledge and understanding they acquired in Year 7 and Year 8.

In Year 9, there will be a greater emphasis on grammar learning, with a view to allowing students to communicate confidently and independently in the target language.

## Assessment

**Listening 25%**  
**Reading 25%**  
**Speaking 25%**  
**Writing 25%**

At GCSE level, there is a greater focus on speaking and writing, where students will be able to speak and write with a good level of independence and creativity. Students will complete a speaking test in Year 11 as well as formal examinations for listening, reading and writing. All four skills will be tested at foundation or higher tier.

Every week, students will be set homework with a focus on vocabulary, learning, grammar practice and reading/listening skills.

## Useful Websites

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)  
[www.wildfrench.co.uk](http://www.wildfrench.co.uk)  
[www.bbc.co.uk/schools/gcsebitesize/french](http://www.bbc.co.uk/schools/gcsebitesize/french)

## Career Opportunities

Teaching, business, commerce, advertising, journalism. Employers are looking for people who can communicate in at least one other language and welcome employees with two or three.



# Media Studies

## Qualification

AQA GCSE Media Studies 8572

## Overview

This is an exciting and creative course that has become even more relevant in the multi-media society in which we live. The course offers students the opportunity to look at various elements of communication, both within and outside of the media industry in analytical and creative ways. The course that will be examined from 2019 is new, and there are still likely to be changes to the qualification before that time.

Year 9 will be taught creatively, with students having opportunities to create media products, underpinning their learning with theory. Year 10 and Year 11 will see students developing these skills with a focus on the two examinations and opportunities to experiment in different creative areas, before deciding on a final coursework project.

## Objectives

This course aims to give students an understanding of how we communicate in a world dominated by new media, and prepare them for a range of new careers in which communication skills are key. The analytical work and communication skills involved are aimed at assisting progress in English too.

## Assessment

Examination one (35%) looks at the three key areas of media theory: industries, audiences and representation.

Examination two (35%) looks at media language and the contexts of the media.

Coursework (30%) this creative element of the course allows students to apply their learning creatively. Their creation of a media product could be anything from a magazine to a movie trailer, from a music video to an app.

**External Assessment: 70%**

**Internal Assessment: 30%**

## Useful Websites

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.bbc.co.uk/education/subjects/ztnygk7](http://www.bbc.co.uk/education/subjects/ztnygk7)

## Career Opportunities

This course gives a firm grounding in useful life skills such as project management, presentation, working within a team and creative production. The communication skills will not only help students who wish to pursue either further studies or careers in media, but they will be essential in the communication-savvy world.



# Photography

## Qualification

GCSE Art AQA Specification - full course (Photography)  
Preparation for A Level Photography or Film and Media

## Overview

GCSE photography is all about working independently and developing ideas, experimenting with different ways of using materials and exploring different styles, cultures and beliefs. **In Year 9 ALL photography students will study a foundation art course.** In January/February Year 9, students will begin to study GCSE photography. As well as taking photos students will be expected to analyse photographers and produce several sketchbooks as their portfolio. **Students who wish to study photography MUST have a high level of ICT and art skills.**

## Objectives

At the beginning of the course students will learn to create exciting work in a range of different areas, for example: drawing and painting, graphic design, creative textiles, printing, three dimensional design, photography and image manipulation (Photoshop and Illustrator). Once the photography course begins, they will continue to develop their ICT skills to support their photography portfolio. Students will learn how to use SLR cameras in Year 10.

This course provides the opportunity to experiment with a variety of materials and techniques, to help students express feelings and ideas through their work. Students will be introduced to a variety of photographers around the world (contemporary and traditional). From this research, students will find links between the work of photographers and their own and will develop ways to communicate those connections. Students will be required to attend mini-visits in their lessons and a trip (destination varies) for their coursework. In Year 11, the students will be offered the opportunity to attend a gallery/cultural visit in London.

## Assessment

**Trial exam:** will take place at the end of Year 10; this will be a full day off timetable to complete a final piece.

**Exam:** all photography students will sit a two day exam in Year 11; this will be a full two days off timetable to complete a final piece.

**External Assessment 40% (one major project issued by AQA)**

**Internal Assessment 60% (two projects and one final piece)**

## Useful Websites

[www.aqa.org](http://www.aqa.org) (search for art or photography)  
[www.bbc.co.uk/schools/gcsebitesize/art](http://www.bbc.co.uk/schools/gcsebitesize/art)

[www.tate.org.uk](http://www.tate.org.uk)  
[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)

## Career Opportunities

### Establishments that employ photographers:

Police (crime scene and forensics)  
High street photographers (social and wedding)  
Cruise liners, holiday companies and theme parks  
Large organisations (marketing)

Museums and galleries  
Commercial photographers  
Publishers (newspapers & magazines)



# Single Sciences

Students with a particular interest in science can opt to study the three separate GCSEs.

## Qualification

AQA GCSE Biology (8461), Chemistry (8462) and Physics (8463).

## Overview

GCSE single science is aimed at students with a particular interest and aptitude for science. Practical work is integral to all science GCSE and students enjoy the opportunity to plan and carry out practical work, analyse and evaluate information from data collected. There are eight required practical investigations for each GCSE that are examined within the final exams.

## Objectives

The content for the science sciences includes and builds on the theory required for the GCSE combined science. In addition to the combined science the single science specifications include a broader range and higher demand theory to enthuse science specialists.

## Assessment

**The entry requirement for this course is a minimum level 6 or equivalent in the Year 8 teacher assessment.**

Each of the GCSE Single Science exams will be examined terminally at the end of year 11 through two exams of 1 hour 45minutes duration. Exam questions vary in style including multiple choice, structured, closed short answer and longer response.

## Useful Websites

[www.sciencelab.org.uk/gcses](http://www.sciencelab.org.uk/gcses)  
[www.bbc.co.uk/education](http://www.bbc.co.uk/education)  
[www.aqa.org.uk](http://www.aqa.org.uk)  
[www.samlearning.com](http://www.samlearning.com)

## Career Opportunities

In science we try to develop learners' thinking skills that are transferable skills for most careers.

These are just a few careers that an education in science could lead to:

engineer, mechanic, architect, nurse, health care assistant, brewer, astronaut, astronomy, medicine, doctor, dentist, primary school teacher, secondary school teacher, hairdresser, lawyer, volcanologist, geologist, forensic science, veterinary science...

# Block C



**Business Studies**



**Fine Art**



**Food preparation and Nutrition**



**Music**



**NCFE Health & Fitness**



**PE GCSE**



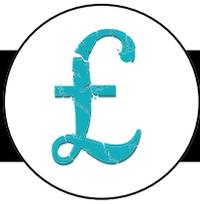
**Product Design**



**Product Design - Textiles**



**Religious Studies GCSE**



# Business Studies

## Qualification

Students studying business in Year 9 in September 2017 will do one of the new GCSE courses which will be examined for the first time at the end of Year 11 in 2019. The courses are currently being written by the exam boards. More information regarding the assessment of the new courses will be published as and when it becomes available.

## Overview

In Year 9, students will be given opportunities to explore different aspects of business. They will focus on the development of an understanding of the world they live in and link this to the GCSE syllabus. Students will develop skills, knowledge and understanding which they will transfer when they enter key stage 4. It is a theory based course with 100% examination at the end of Year 11.

## Objectives

Students will gain an insight into how a business operates. They will develop a knowledge of the business world and gain both knowledge and skills that will later be transferable into the world of work. Topics for the GCSE course include marketing, finance, accounts, methods of production, human resources and some economic areas such as the role of the government, interest rates, taxation and exchange rates.

## Assessment

**External Assessment 100% - all externally sat examinations**

## Useful Websites

[www.ocr.uk/businessstudies/newgcse](http://www.ocr.uk/businessstudies/newgcse)

## Career Opportunities

Business is a subject which allows students to learn and develop a wide range of skills that will help them when they eventually join the world of work. The subject has a natural tie-in with many areas including accounting, finance, marketing, business management, retail management and human resources. It is also popular with students wishing to go to university, many of whom continue their studies in this field either specialising in a particular area or looking into something like business management.



# Fine Art

## Qualification

GCSE Art AQA Specification - full course (Fine Art)  
Preparation for A Level Art or Photography

## Overview

GCSE fine art is all about working independently and developing ideas, experimenting with different ways of using materials and exploring different styles, cultures and beliefs.

Within the three years there will be flexibility to study for the two qualifications above. **In Year 9, ALL groups will study a foundation art course.** Towards the end of Year 9, students will begin to study their selected GCSE course.

## Objectives

Students will learn to create exciting work in a range of different areas, for example: drawing and painting, graphic design, creative textiles, printing, three dimensional design, photography and image manipulation (Photoshop).

This course provides the opportunity to experiment with a variety of materials and techniques, to help students express feelings and ideas through their work. Students will be introduced to a variety of artists from around the world (contemporary and traditional). From this research, students will find links between the work of the artists and their own and will develop ways to communicate those connections.

In Year 11, students will be offered the opportunity to attend a gallery/cultural visit in London.

## Assessment

**Trial exam:** will take place at the end of Year 10; this will be a full day off timetable to complete a final piece.

**Exam:** all fine art students will sit a two day exam in Year 11; this will be a full two days off timetable to complete a final piece.

**External Assessment 40% (one major project issued by AQA)**

**Internal Assessment 60% (two projects and one final piece)**

## Useful Websites

[www.aqa.org](http://www.aqa.org) (search for art or photography)

[www.bbc.co.uk/schools/gcsebitesize/art](http://www.bbc.co.uk/schools/gcsebitesize/art)

[www.tate.org.uk](http://www.tate.org.uk)

[www.saatchi-gallery.co.uk](http://www.saatchi-gallery.co.uk)

## Career Opportunities

Architect  
Fashion Designer  
Graphic Designer  
Interior Designer  
Signwriter  
Make-up Artist

Animator  
Freelance Designer  
Illustrator  
Product Designer  
TV or Film Marker/Advertising  
Web Designer

Art Therapist  
Fine Artist/Sculptor  
Photographer  
Teacher  
Textile Designer  
Set/Costume Designer



# Food Preparation and Nutrition

## Qualification

OCR GCSE Food Preparation and Nutrition (9-1) J309

## Overview

The new GCSE Food Preparation and Nutrition course is exciting and creative. The course 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. Food preparation skills are integrated into five core topics:

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

## Objectives

Students will learn how to plan healthy, balanced meals for a range of individuals. Advice on current healthy eating issues will be examined. Students will prepare a wide range of foods of their choice. ICT will be used to analyse the nutritional value of the products made.

## Assessment

**Non Exam Assessment (NEA) 50%** - there are two tasks for this:

**Task 1: Food Investigation** (45 marks) – students will be required to investigate and understand the working characteristics, functional and chemical properties of ingredients. An example of this task could be to investigate the use of raising agents in baked products.

**Task 2: Food Preparation Assessment.** (105 marks) - students will demonstrate their knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to a set task. For example 'plan, prepare, cook and present a range of dishes, using a variety of skills, which are a good source of fibre and would appeal to teenagers'.

**Written Examination 50%** (100 marks)

Students will undertake a 1 hour 30 minutes written examination, testing their theoretical knowledge of good preparation and nutrition.

## Useful Websites

[www.ocr.org.uk](http://www.ocr.org.uk)  
[www.nutrition.org.uk](http://www.nutrition.org.uk)  
[www.bbcgoodfood.co.uk](http://www.bbcgoodfood.co.uk)  
[www.foodafactoflife](http://www.foodafactoflife)

## Career Opportunities

Students may wish to progress to an NVQ course in food preparation or embark on an apprenticeship in the catering/food industry. Career opportunities include working as a chef or specialising in dietetics and giving advice on diets. Careers in the food manufacturing industry involve working as a food technologist to develop and promote new products and to test the safety of foods.



# Music

## Qualification

Edexcel GCSE Music (Year 10 and Year 11)

## Overview

Music GCSE is a lively and fascinating course that is ideal for students who are at least grade one standard or above on their instrument (including voice) by the start of the course. It is therefore expected that students need to be either learning an instrument or having singing lessons and attending musical groups. Students will study different styles and genres of music. There will be many opportunities over three years for students to listen to music, and to perform and compose their own pieces.

## Objectives

The course develops the skills of composing, performing, listening and music theory. Pupils will perform, compose and listen to music based on 8 set works:

<p><b>Instrumental Music 1700–1820</b></p> <ul style="list-style-type: none"> <li>● J S Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major</li> <li>● L van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'</li> </ul>	<p><b>Vocal Music</b></p> <ul style="list-style-type: none"> <li>● H Purcell: Music for a While</li> <li>● Queen: Killer Queen (from the album 'Sheer Heart Attack')</li> </ul>
<p><b>Music for Stage and Screen</b></p> <ul style="list-style-type: none"> <li>● S Schwartz: Defying Gravity (from the album of the cast recording of Wicked)</li> <li>● J Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</li> </ul>	<p><b>Fusions</b></p> <ul style="list-style-type: none"> <li>● Afro Celt Sound System: Release (from the album 'Volume 2: Release')</li> <li>● Esperanza Spalding: Samba Em Preludio (from the album 'Esperanza')</li> </ul>

## Assessment

<b>Paper 1</b>	Performing	30%	Internally assessed. External moderation	Four minutes of performance with at least one solo and one ensemble
<b>Paper 2</b>	Composing	30%	Internally assessed External moderation	Two compositions totalling at least three minutes. One to a given brief and one free composition
<b>Paper 3</b>	Appraising	40%	Externally assessed	One hour 45 minutes written examination based on eight set works and other pieces.

## Career Opportunities

After GCSE, there are AS and A-levels in music, music technology and performing arts, as well as numerous BTEC courses.



# NCFE Health & Fitness

## Qualification

The NCFE Level 2 in Health and Fitness is a new qualification.

If a student chooses to study sport in this option block, the staff within the PE department will select which GCSE/NCFE course is the most suitable for each individual based upon their academic and practical ability. This decision will be made after the first two terms of Year 9. Until then all students will follow a common curriculum.

## Overview

This course is suitable for anybody who enjoys participating in or watching sport and/or has a desire to work within the sport and leisure industry.

## Objectives

The NCFE in Health & Fitness is the equivalent to one GCSE.

Unit 1: Principles of Health & Fitness (25% internally assessed)

Unit 2: Healthy lifestyles (25% internally assessed)

Unit 3: Preparing and Planning for Health & Fitness (25% externally assessed)

Unit 4: Develop a personal health & fitness programme (25% internally assessed)

During the course students will develop the following skills: practical sports skills, leadership skills, ICT skills, presentation skills, communication skills, organisational skills, report writing skills and analysis skills. For more information please speak to Mrs Hodges.

## Assessment

**External Assessment 25% (unit 3 is assessed via an externally marked 2 hour paper)**

**Internal Assessment 75% (the remaining three units are all internally assessed)**

Students will complete a series of assignments in each of the four modules via a portfolio of evidence which can lead to a pass, merit or distinction grade. To be successful in the internally assessed units requires consistent effort throughout the course.

## Useful Websites

[www.brianmac.co.uk](http://www.brianmac.co.uk)

[www.topendsports.com](http://www.topendsports.com)

[www.ncfe.org.uk](http://www.ncfe.org.uk)

## Career Opportunities

Studying the NCFE in Health & Fitness it will assist students in moving on to Level 3 BTEC Sport and other A-level/level 3 qualifications. These qualifications could enable students to gain jobs in the sport and leisure industry such as lifeguarding, sports centre leisure assistant or sports coaching. Alternatively students could use their level 3 qualifications in sport to move on to University and study one of the many sports related courses on offer through UCAS eg. PE teaching, sports development, physiotherapy and sports science.



# PE GCSE

## Qualification

GCSE Physical Education OCR.

## Overview

This course is suitable for anybody who enjoys participating in or watching sport and/or has an interest in studying the theory behind sport and physical education.

## Objectives

The GCSE PE course involves both theory and practical elements. The theory is assessed by two exams at the end of Year 11. Theory topics include the following: bones, muscles, joints, methods of training, warm up and cool down, sports psychology, drugs in sport and healthy diet.

Each candidate will be assessed in 3 practical activities. These can be from a wide range of sports/activities that form part of the school curriculum such as football, netball, hockey, basketball, cricket, rounders and athletics. Students can also be assessed in activities that they take part in out of school such as martial arts, skiing, windsurfing and sailing (this may require video evidence). Students should be taking part in sport regularly outside of lessons e.g. extra-curricular clubs at school or local clubs.

During the course, students will develop the following skills: practical sports skills, leadership skills, ICT skills, presentation skills, communication skills, organisational skills, report writing skills and analysis skills. For more details speak to Mr Dean or Mr Wing.

## Assessment

Exam 1 :- Anatomy & Physiology/Training (30% of GCSE) 60 marks 1 hour

Exam 2:- Sports Psychology/ Health & Fitness (30% of GCSE) 60 marks 1 hour

Exam 3:- Assessed in 3 sports  
Evaluating & Analysing 1 sport (40% of GCSE)

## Useful Websites

[www.brianmac.co.uk](http://www.brianmac.co.uk)  
[www.topendsports.com](http://www.topendsports.com)  
[www.ocr.org.uk](http://www.ocr.org.uk)

## Career Opportunities

Studying GCSE PE will assist students in moving on to A-level PE, Level 3 BTEC Sport qualifications or any other sixth form qualification. This could enable students to gain jobs in the sport and leisure industry such as lifeguarding, sports centre leisure assistant or sports coaching. Alternatively, students could use their level 3 qualifications in sport to move on to university and study one of the many sports related courses on offer through UCAS, eg. PE teaching, sports development, physiotherapy and sports science.



# Product Design

## Qualification

GCSE Design and Technology: Product Design

## Overview

During the course, students will study a wide range of materials including papers and boards, timber, metals, polymers and textile fibres and fabrics, students will also develop an understanding of systems, programmable components and mechanisms to support any potential design solutions they may develop later on. Students will also learn about wider design principles and the affect of design on users and the world we live in. Students will then develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions through the study of existing design solutions. The OCR content requires students to apply mathematical and scientific knowledge, understanding and skills. This content reflects the importance of design and technology as a pivotal STEM subject.

Students on this course will learn how to formulate investigations, plan for specific target markets and ensure that they apply the principles of ergonomics and quality control checks in their own work. Students will be expected to use their own quality drafting and graphic materials and present work in A3 and other relevant formats using ICT and Computer Aided Design software where appropriate. A cohesive e-portfolio is also expected.

## Objectives

Students will complete an iterative design challenge where they will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. 'Explore, create, evaluate' is a process that occurs repeatedly as design iterations are developed to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

## Assessment

The Iterative Design Challenge is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is two hours and questions offer full access to all learners, regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

## Useful Websites

[www.technologystudent.com](http://www.technologystudent.com)  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  
[www.designmuseum.co.uk](http://www.designmuseum.co.uk)

## Career Opportunities

This qualification can lead to A-level study in product design and also be a first step in a huge number and variety of careers associated with design and product manufacturing.



# Product Design - Textiles

## Qualification

GCSE Design and Technology: Product Design (textiles area of focus)

## Overview

During the course students will study a wide range of materials including papers and boards, timber, metals, polymers and **textile fibres and fabrics**. Students will develop an understanding of systems, programmable components and mechanisms to support any potential design solutions they may develop later on. Students will also learn about wider design principles and the affect of design on users and the world we live in. Students will develop a deeper knowledge and understanding of specific materials and related techniques and processes, in order to construct working prototypes and achieve functioning design solutions; through the study of existing design solutions. The exam content requires students to **apply mathematical and scientific knowledge**, understanding and skills. This content reflects the importance design and technology as a pivotal STEM (science, technology, engineering and maths) subject.

Students on this course will learn how to formulate investigations, plan for specific target markets and ensure they apply the principles of ergonomics and quality control checks in their own work. Students will be expected to use their own quality drafting and graphic materials and present work in A3 and other relevant formats using ICT and Computer Aided Design software where appropriate. A cohesive e-portfolio is also expected.

## Objectives

Students will complete an iterative design challenge where they will 'explore' real needs and contexts, 'create' solutions and 'evaluate' how well the needs have been met and the problem solved. "Explore, create, evaluate" is a process that occurs repeatedly as design iterations are developed, to continually improve the outcome, building clearer needs and better solutions, meaning ideas and prototypes can be developed into successful products in the future.

## Assessment

The Iterative Design Challenge is a single task that is worth 50% of the qualification. OCR will release contextual challenges. There will be three open and real-world contexts for learners to interpret and explore, creating iterations when designing and making through the processes of 'explore, create and evaluate'.

The other 50% of the qualification covers the principles of design and technology in an examination. This is a single examination component with questions covering both 'core' and 'in-depth' content. This examination is two hours and questions offer full access to all learners regardless of their practical experiences in the subject. When in-depth knowledge is tested, optionality is offered to ensure each of main material categories and design engineering can all be accessed.

## Useful Websites

[www.technologystudent.com](http://www.technologystudent.com)  
[www.bbc.co.uk/bitesize](http://www.bbc.co.uk/bitesize)  
[www.designmuseum.co.uk](http://www.designmuseum.co.uk)

## Career Opportunities

This qualification can lead to A-level study in product design and also be a first step in a huge number and variety of careers associated with design and product manufacturing



# Religious Studies GCSE

## Qualification

AQA GCSE Religious Studies Specification A

## Overview

The GCSE studied is the new AQA Religious Studies A full course. Students will study Christianity and Buddhism in depth, looking at the influence of beliefs, teachings and practices on both individuals and communities, and their basis in sources of wisdom and authority. This will comprise 50% of the GCSE.

They will build on the work completed in the core Religious and Social Studies course, which provides the basic overview of the thematic issues. They will look at ethical and philosophical topics such as war, human rights, crime and punishment and evil and suffering.

## Objectives

Students will learn to explain different beliefs, teachings and practices and be able to refer to sacred texts as appropriate. They will evaluate the influence of these on individuals, communities and societies. They will also be able to consider the impact and influence on the modern world of ethical arguments, being aware of religious and non-religious views.

## Assessment

**External Assessment: 100%. 2 exams of 1 hour 45 minutes each.**

## Useful Websites

[www.bbc.co.uk/schools/gcsebitesize/rs](http://www.bbc.co.uk/schools/gcsebitesize/rs)  
[www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)  
[www.biblegateway.com/](http://www.biblegateway.com/)

## Career Opportunities

Students who enjoy studying this subject may wish to pursue careers in, for example, medicine, business, the public sector, law, journalism, education and social work.



**Combined Cadet Force**



# Combined Cadet Force

## Overview

Since Montsaye's CCF was founded in September 2015, the cadets have developed skills in fieldcraft, weapon training and shooting, navigation, first aid and drill.

Several cadets have proven themselves to be deserving of promotion and we now have two Sergeants, four Corporals and four Lance Corporals in Year 10.

At this point, the Year 9 students are almost half way through their first year and are shaping up extremely well, displaying obvious potential for promotion.

Becoming a Junior Non-Commissioned Officer (JNCO) in the CCF is not an easy task. Students need to show leadership, discipline and resourcefulness, as well as being proud and an ambassador to Montsaye CCF.

April will see the CCF re-badge of the Royal Electrical Mechanical Engineers (REME) with a parade assisted by 104 Battalion (Bn) REME. In the advanced syllabus, there will be some exciting opportunities to get involved in REME specific training.

CCF activities take place on a Thursday afternoon, periods 5 and 6. All uniform and equipment is provided (cadets are required to purchase their own boots).

## Objectives

The syllabus is designed to be challenging, fun and at times, demanding. There are also opportunities for adventurous training, travel, the Duke of Edinburgh Award scheme and self-achievement.



## Year 8 Options Form 2017

Name: LEE BLOGAS Form: 8MJJ

**Instructions:**

1. Please choose either Geography or History
2. Select two subjects from each block indicating your 1st and 2<sup>nd</sup> choice preference with a number 1 and 2.
3. Students will not be able to study the same subject in more than one options block.

Please note that students will not be able to study both Art and Photography (you can choose them as preferences). Any students who wish to do more than one language should discuss this with Mr Stanton before making their choice.

<b>Core Humanities: Chose either Geography or History</b>	
Geography	<input type="checkbox"/>
History	<input checked="" type="checkbox"/>

<b>Block A</b>			
Computing		Photography	2
Drama		Product Design	
Fine Art		Single Sciences	
French		Spanish	1
PE GCSE		Literacy Support	

<b>Block B</b>			
Child Development		Food Preparation and Nutrition	2
Computing		Media Studies	1
Dance		Photography	
Drama		Single Sciences	
French			

<b>Block C</b>			
Business Studies	2	PE GCSE	1
Fine Art		Product Design	
Food Preparation and Nutrition		Product Design - Textiles	
Music		Religious Studies GCSE	
NCFE health and Fitness			

**Further action required?**

Signature (Form Tutor) \_\_\_\_\_

Signature (Student) \_\_\_\_\_